

# CLARK ATLANTA UNIVERSITY

## UNDERGRADUATE CATALOG

2014 - 2016



*Learn • Lead • Change*



## **Equal Employment Opportunity and Affirmative Action Statement**

Clark Atlanta University is an equal opportunity/affirmative action employer. The University provides equal employment opportunities to all faculty, staff, students and applicants without regard to race, color, religion, sex, age, national origin, marital status, physical handicap, military or status as a Vietnam veteran in compliance with applicable federal and state laws that pertain to nondiscrimination. Such action shall include, but is not limited to, employment, promotion, demotion or transfer; recruitment or recruitment advertising; lay-off or separation; rates of pay or other forms of compensation and selection for training programs.

Clark Atlanta University is committed to providing equal educational opportunity for all qualified student applicants and enrolled students without regard to race, sex, religion, color, national origin, age, ancestry, physical handicap, military or marital status. This commitment to equal opportunity includes recruitment, admission, access to and usage of facilities, counseling and testing, financial assistance, placement and curricular programs and activities.

## **Sexual Harassment Policy**

It is the policy of Clark Atlanta University that sexual harassment and discrimination on the basis of gender will not be condoned. As a matter of practice and policy, the University is committed to maintaining an educational and working environment free of conduct that degrades or subjugates employees or students. This policy applies equally to faculty, administrative and support staff and students, and is in keeping with the spirit and intent of Federal guidelines (Title VII of the Civil Rights Act of 1964) on discrimination because of gender.

It is the policy of Clark Atlanta University to provide each student, faculty member, and staff member with an environment free from harassment.

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature that interferes with performance by creating a hostile, offensive, or intimidating work environment or is an expressed or implied condition of employment. Such behavior will be subject to disciplinary actions up to and including dismissal.

## **Drug and Alcohol Policy**

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

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

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

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

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

---

# Clark Atlanta University



## Undergraduate Catalog 2014-2016

*Learn ■ Lead ■ Change*

223 James P. Brawley Drive, S.W.  
Atlanta, Georgia 30314  
Telephone: (404) 880-8000  
[www.cau.edu](http://www.cau.edu)

---

---

---

---

**2014-2016 UNDERGRADUATE CATALOG**  
**223 JAMES P. BRAWLEY DRIVE, S.W.**  
**ATLANTA, GEORGIA 30314**  
**TELEPHONE: (404) 880-8000**  
**www.cau.edu**

The Clark Atlanta University 2014 – 2016 Undergraduate Catalog herein incorporates the appropriate academic programs and many of the policies and resources of the University. This Catalog, as well as other official supplements, is not a contract. While the provisions of the Catalog ordinarily will be applied as stated, Clark Atlanta University reserves the right to revise information, including but not limited to academic requirements for graduation, without providing actual or constructive notice to individual students.

Every student is responsible for the completion of his/her academic program and for meeting all degree requirements. It is the individual student's responsibility to keep abreast of the current graduation requirements and any changes in his/her particular degree program. Changes made by a school or department will be available in the appropriate Dean's office. Official updates to the Catalog will appear on the University's website at [www.cau.edu](http://www.cau.edu).

Policies regarding the enrollment of degree-seeking (matriculating) students at Clark Atlanta University are listed below:

- All students will follow the curriculum and the degree completion requirements specified in the University Catalog issued for the year of their initial enrollment as degree-seeking students.
- The University will honor degree completion requirements specified for students in the University Catalog for the year of initial enrollment, as long as such enrollment is continuous (summer sessions not included).
- A student who does not maintain continuous enrollment (summer sessions not included) will follow the degree completion requirements specified in the University Catalog issued the year of readmission.
- Any student under any degree program who has re-enrolled in the University after interruptions of more than two semesters will be required to apply for readmission and meet the requirements of the current catalog.
- A student who transfers to another degree program will follow the requirements specified in the University Catalog issued for the year of the transfer to the new degree program.
- Students responsible for reading and complying with the University policies contained in the Catalog.

#### General Principles Concerning Student Welfare

Certain regulations have been formulated, at the University, that are deemed to be in the best interest of students and the institution. They are published in full in the current Student Handbook, copies of which are issued to new students at the beginning of each semester. Students are urged to read carefully these regulations so that they may make informed decisions as members of the University community. The failure of any student to cooperate with members of the University community in their efforts to maintain a wholesome environment or the inability to demonstrate sincerity of purpose and to profit from the experiences and contacts provided by the University are sufficient reasons to withdraw from the student privileges of the graduate experience at the University.

---

---

---

---

## TABLE OF CONTENTS

<b>Equal Opportunity/Affirmative Action Policy</b>	
<b>Sexual Harassment Policy/ Drug and Alcohol Policy</b> .....	<a href="#">Inside Front Cover</a>
<b>President’s Message</b> .....	<a href="#">vii</a>
<b>Accreditations And Affiliations</b> .....	<a href="#">ix</a>
<b>University Memberships And Affiliations</b> .....	<a href="#">x</a>
<b>The Campus</b> .....	<a href="#">1</a>
Directions to Clark Atlanta University .....	<a href="#">2</a>
Campus Buildings .....	<a href="#">3</a>
Campus Sustainability .....	<a href="#">3</a>
<b>Academic Calendar</b> .....	<a href="#">4</a>
<b>General Information</b> .....	<a href="#">9</a>
The History .....	<a href="#">9</a>
Mission .....	<a href="#">11</a>
Vision .....	<a href="#">12</a>
Core Values .....	<a href="#">12</a>
Strategic Priorities and Goals .....	<a href="#">13</a>
Campus Cultural Creed .....	<a href="#">14</a>
<b>DIVISION OF ENROLLMENT SERVICES AND STUDENT AFFAIRS</b> .....	<a href="#">15</a>
<b>ENROLLMENT MANAGEMENT SERVICES</b>	
<b>Undergraduate Admissions</b> .....	<a href="#">15</a>
Application for Admission .....	<a href="#">15</a>
Application Deadlines .....	<a href="#">15</a>
Admissions Procedures .....	<a href="#">16</a>
Domestic Admission .....	<a href="#">16</a>
Conditional Admission .....	<a href="#">16</a>
Freshman Applicants .....	<a href="#">16</a>
Transfer Applicants .....	<a href="#">17</a>
Transfer Requirements and Procedures .....	<a href="#">17</a>
Transfer Applicants with Associate Degrees .....	<a href="#">17</a>
Limitations on Transfer Credit .....	<a href="#">18</a>
Readmission Applicants .....	<a href="#">18</a>
Part-Time Applicants .....	<a href="#">18</a>
Early Admission Applicants .....	<a href="#">18</a>
Transient Applicants .....	<a href="#">18</a>
Home-Schooled Applicants .....	<a href="#">19</a>
Non-degree Applicants .....	<a href="#">19</a>
Post-Baccalaureate Applicants .....	<a href="#">19</a>
Veterans Applicants .....	<a href="#">19</a>
International Applicants .....	<a href="#">19</a>
Immunization Requirements .....	<a href="#">22</a>

---

<b>Registration and Academic Records</b> .....	<b><a href="#">23</a></b>
University Calendar System .....	<a href="#">23</a>
Summer Session.....	<a href="#">23</a>
Registration Policy .....	<a href="#">24</a>
Student Records .....	<a href="#">24</a>
Family Educational Rights and Privacy Act (FERPA) .....	<a href="#">24</a>
Academic Transcripts .....	<a href="#">25</a>
Transcript Requests .....	<a href="#">26</a>
Financial Hold .....	<a href="#">26</a>
Change of Name and Address .....	<a href="#">26</a>
Cross Registration .....	<a href="#">26</a>
Matriculation at Other Institutions .....	<a href="#">28</a>
Degree Credit by Examination .....	<a href="#">28</a>
Official Leaves of Absence.....	<a href="#">29</a>
Official Withdrawal from Clark Atlanta University.....	<a href="#">30</a>
Graduation Requirements.....	<a href="#">30</a>
Release of Diplomas.....	<a href="#">30</a>
Application for Graduation.....	<a href="#">30</a>
University Honors .....	<a href="#">31</a>
<b>Financial Information</b> .....	<b><a href="#">33</a></b>
Application Procedures for Financial Aid.....	<a href="#">34</a>
Eligibility Criteria for Financial Aid Awards .....	<a href="#">36</a>
Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients .....	<a href="#">36</a>
Financial Aid Suspension .....	<a href="#">38</a>
Appeal of Financial Aid Suspension.....	<a href="#">38</a>
Financial Aid Probation .....	<a href="#">38</a>
Cost of Attending Clark Atlanta University.....	<a href="#">38</a>
The Financial Aid Award .....	<a href="#">39</a>
External Scholarships and Resources .....	<a href="#">40</a>
Changes in Financial Situations.....	<a href="#">40</a>
Funding for Summer Session and Study Abroad.....	<a href="#">40</a>
Types of Available Aid .....	<a href="#">41</a>
Federal Grants.....	<a href="#">41</a>
Georgia State Aid.....	<a href="#">41</a>
Institutional Scholarships .....	<a href="#">44</a>
University Discounts .....	<a href="#">46</a>
Federal Self-Help and Loan Options .....	<a href="#">46</a>
Veterans Benefits.....	<a href="#">48</a>
<b>Student Accounts Information</b> .....	<b><a href="#">49</a></b>
Tuition/Fees, Room and Board Charges .....	<a href="#">49-50</a>
Tuition Payment Plans.....	<a href="#">50</a>
Billing Information .....	<a href="#">52</a>
Credit Balance Refunds.....	<a href="#">52</a>
Official Withdrawals and Cancellations.....	<a href="#">53</a>

---



---

Collection of Past Due Balances.....	<a href="#">53</a>
How Financial Aid Payments are Applied to Your Student Account .....	<a href="#">54</a>
Return of Funds to Title IV Policy.....	<a href="#">55</a>
<b>STUDENT AFFAIRS</b>	
Student Rights and Standards for Personal Conduct.....	<a href="#">57</a>
<b>Student Services</b> .....	<a href="#">58</a>
Athletics .....	<a href="#">58</a>
Recreational and Intramural Sports Program .....	<a href="#">59</a>
Student Health Services.....	<a href="#">59</a>
University Counseling Center and Disability Services.....	<a href="#">62</a>
Religious Life.....	<a href="#">63</a>
Residence Life – On-Campus Housing.....	<a href="#">63</a>
Leadership and Student Development .....	<a href="#">65</a>
Chartered Student Organizations .....	<a href="#">66</a>
Honor Societies .....	<a href="#">66</a>
Academic Clubs.....	<a href="#">66</a>
Pan-Hellenic Council (Greek-Letter Organizations) .....	<a href="#">66</a>
General Organizations.....	<a href="#">66</a>
Student Government Association .....	<a href="#">67</a>
Class Council .....	<a href="#">67</a>
Student Publications.....	<a href="#">67</a>
Cultural/Performing Groups.....	<a href="#">67</a>
Religious Organizations .....	<a href="#">67</a>
Educational, Social and Service Organizations .....	<a href="#">67</a>
Multicultural Affairs .....	<a href="#">68</a>
Study Abroad .....	<a href="#">69</a>
Career and Professional Development .....	<a href="#">69</a>
<b>Auxiliary Services</b> .....	<a href="#">70</a>
Mail Center .....	<a href="#">70</a>
Panther PAW (Personalized Access Worldwide) Card Office .....	<a href="#">71</a>
Print Shop .....	<a href="#">71</a>
Dining Services .....	<a href="#">71</a>
Parking Services.....	<a href="#">74</a>
<b>Public Safety</b> .....	<a href="#">76</a>
Crime Reporting Equals Crime Prevention .....	<a href="#">77</a>
Medical Emergencies .....	<a href="#">77</a>
Lost and Found.....	<a href="#">77</a>
Campus Access.....	<a href="#">78</a>
Building Access.....	<a href="#">78</a>
<b>ACADEMIC SUPPORT SERVICES</b>	
<b>Center for Academic and Student Success (CASS)</b> .....	<a href="#">80</a>
Academic Enrichment and Success (AES).....	<a href="#">80</a>
Academic Advisement Services .....	<a href="#">81</a>
Tutorial and Study Skills Services .....	<a href="#">81</a>

---

---

Student Testing and Assessment Services .....	<a href="#">82</a>
<b>ACADEMIC REGULATIONS (Academic Standards and Requirements) .....</b>	<b><a href="#">83</a></b>
Academic Integrity .....	<a href="#">83</a>
University Policy on Determining Credit Hours Awarded for Courses and Programs .....	<a href="#">83</a>
Course Credits and Minimum Contact Hour Requirements .....	<a href="#">85</a>
Residency Requirements.....	<a href="#">85</a>
Classification of Students .....	<a href="#">85</a>
Course Loads and Prerequisites.....	<a href="#">85</a>
Class Attendance Policy .....	<a href="#">86</a>
Course Numbering System .....	<a href="#">88</a>
Course Grading System .....	<a href="#">89</a>
Academic Standing.....	<a href="#">89</a>
Academic Warning .....	<a href="#">90</a>
Academic Probation .....	<a href="#">90</a>
Academic Suspension .....	<a href="#">90</a>
Appeal of Academic Suspension.....	<a href="#">90</a>
Declaration of Major Fields of Study and Minor Concentrations.....	<a href="#">91</a>
Requirements for Major Fields of Study and Minor Concentrations .....	<a href="#">91</a>
Interdepartmental and Double Major Fields of Study.....	<a href="#">91</a>
Procedure for Changing Major Fields of Study and Minor Concentrations.....	<a href="#">91</a>
Policy for Award of Course Incompletes.....	<a href="#">91</a>
Undergraduate Repeat Course Policy .....	<a href="#">92</a>
Final Grade Adjustments .....	<a href="#">92</a>
“In Progress” Courses .....	<a href="#">93</a>
Drop and/or Add Courses.....	<a href="#">93</a>
Official Withdrawal from Courses .....	<a href="#">93</a>
Unofficial Withdrawal from Courses.....	<a href="#">93</a>
Auditing Courses.....	<a href="#">93</a>
Minimum Class Size .....	<a href="#">94</a>
Course Substitutions .....	<a href="#">94</a>
Waiver of Degree Requirements .....	<a href="#">94</a>
Evaluation of Transfer Credits .....	<a href="#">94</a>
Limitations on Transfer Credit .....	<a href="#">94</a>
Changes in Curriculum .....	<a href="#">95</a>
Acceptance of Credit for Associate Degrees .....	<a href="#">95</a>
Credit for Previous Experiential Learning .....	<a href="#">95</a>
Internship Grading .....	<a href="#">96</a>
Independent Study Courses .....	<a href="#">96</a>
Directed Study Courses.....	<a href="#">96</a>
Courses Completed in Transient Status .....	<a href="#">96</a>
Transient Courses Taken In Nontraditional Scheduling Patterns.....	<a href="#">97</a>
Appeal of Academic Decisions.....	<a href="#">97</a>
Appeal of Academic Policies.....	<a href="#">98</a>

---

**EDUCATIONAL PROGRAMS**

General Education Core Curriculum .....	<a href="#">100</a>
First-Year Seminar Program .....	<a href="#">105</a>
Honors Program .....	<a href="#">106</a>

**SPECIAL PROGRAMS**

Pre-professional Programs.....	<a href="#">109</a>
Accelerated Dual-Degree Bachelor's/Master's Programs .....	<a href="#">109</a>
Internships .....	<a href="#">109</a>
Cooperative Education .....	<a href="#">109</a>
Study Abroad.....	<a href="#">110</a>
Student Exchange Program.....	<a href="#">110</a>
Washington Semester Program.....	<a href="#">111</a>
Reserve Officer Training Corps (ROTC) Programs.....	<a href="#">111</a>
TRiO Programs .....	<a href="#">115</a>

**ACADEMIC SERVICES**

Robert W. Woodruff Library of the Atlanta University Center .....	<a href="#">116</a>
CAU-TV .....	<a href="#">117</a>
WCLK Radio Station, Jazz 91.9 FM.....	<a href="#">117</a>
CAU Art Galleries .....	<a href="#">118</a>
Computing Services and Resources .....	<a href="#">120</a>

**DIVISION OF RESEARCH AND SPONSORED PROGRAMS**

Research and Sponsored Programs (ORSP).....	<a href="#">122</a>
Center for Cancer Research and Therapeutic Development (CCRTD).....	<a href="#">122</a>
Oak Ridge Associated Universities .....	<a href="#">123</a>
Intellectual Property Policy.....	<a href="#">124</a>

**COMMUNITY SERVICE AND CULTURAL ENRICHMENT .....** [125](#)

Volunteer/Community Service Opportunities .....	<a href="#">126</a>
Cultural Enrichment Activities .....	<a href="#">127</a>
Pre-Alumni Council.....	<a href="#">128</a>
Alumni Relations.....	<a href="#">128</a>
Campus Communication.....	<a href="#">129</a>

**EDUCATIONAL PROGRAMS.....** [130](#)

Academic Structure - Undergraduate Programs of Study .....	<a href="#">131</a>
--	---------------------

**SCHOOL OF ARTS AND SCIENCES.....** [133](#)**Division of Communication Arts.....** [134](#)

Department of Mass Media Arts .....	<a href="#">134</a>
Department of Speech Communication and Theatre Arts.....	<a href="#">142</a>

**Division of Humanities .....** [149](#)

Department of Art .....	<a href="#">149</a>
Department of English.....	<a href="#">159</a>
Department of Modern Foreign Languages.....	<a href="#">163</a>
Department of History .....	<a href="#">173</a>

---

Department of Music.....	<a href="#">177</a>
Department of Religion and Philosophy .....	<a href="#">193</a>
<b>Division of Natural Sciences and Mathematics</b> .....	<a href="#">198</a>
Department of Biological Sciences .....	<a href="#">198</a>
Early Admission Program for the Boston University Medical School.....	<a href="#">206</a>
Department of Chemistry .....	<a href="#">207</a>
Dual Degree in Bachelor of Science in Chemistry (CAU) and Doctor of Pharmacy (MU) .....	<a href="#">215</a>
Department of Computer and Information Science.....	<a href="#">218</a>
Department of Mathematical Sciences .....	<a href="#">227</a>
Department of Physics .....	<a href="#">233</a>
Dual Degree Engineering Program (DDEP).....	<a href="#">240</a>
<b>Division of Social Sciences</b> .....	<a href="#">244</a>
Department of Sociology and Criminal Justice.....	<a href="#">244</a>
Department of Political Science.....	<a href="#">252</a>
Department of Psychology.....	<a href="#">256</a>
<b>SCHOOL OF BUSINESS ADMINISTRATION</b> .....	<a href="#">262</a>
Department of Accounting and Finance .....	<a href="#">265</a>
<b>Business Administration Programs</b> .....	<a href="#">270</a>
Department of Accounting and Finance .....	<a href="#">271</a>
Department of Management and Marketing .....	<a href="#">273</a>
Department of Supply Chain Management and Decision Sciences .....	<a href="#">277</a>
Department of Economics .....	<a href="#">283</a>
<b>SCHOOL OF EDUCATION</b> .....	<a href="#">288</a>
Department of Curriculum and Instruction .....	<a href="#">289</a>
<b>WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK</b> .....	<a href="#">295</a>
Social Work Baccalaureate Program .....	<a href="#">296</a>
<b>List of Courses and Descriptions</b> .....	<a href="#">299</a>
<b>Board of Trustees</b> .....	<a href="#">361</a>
<b>Administrative Officers</b> .....	<a href="#">362</a>
<b>Academic School Deans</b> .....	<a href="#">362</a>
<b>Academic Support Administrators</b> .....	<a href="#">362</a>
<b>Faculty Roster</b> .....	<a href="#">363</a>

---

## MESSAGE FROM THE PRESIDENT

Greetings and welcome to Clark Atlanta University! On behalf of the students, alumni, faculty and staff I welcome you to the CAU Family and invite you to immerse yourselves in this proud legacy and culture. Clark Atlanta University is at an exciting moment in its history as we celebrate our twentieth year as a consolidation of two great institutions with over one hundred years of history for each of them.

On a 126 acre campus adjacent to the very vibrant Atlanta downtown, Clark Atlanta University, a United Methodist Church-related institution, is ranked as a leading comprehensive and research university. It is one of the largest of the United Negro College Fund institutions and is the anchor of the Atlanta University Center – the nation’s oldest and largest consortium of historically black institutions.

I commend you for your interest in Clark Atlanta and urge your perusal of its programs, offerings and services. You will find our academic programs are first-rate, our students are high achievers, our faculty and staff are committed to uncompromising standards of excellence, and our University produces recognized leaders in their professions who are empowered to change their communities, the nation and the world. The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone (404) 679-4500, and its degree programs in Business Administration, Education, Public Administration, and Social Work are all professionally accredited. Through centers of excellence in our academic schools, cancer research and therapeutic development, and national securities studies, this University is a beacon, both symbolically and substantively, of high quality and technologically sophisticated teaching and learning.

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

Please feel free to visit our campus or our website at [www.cau.edu](http://www.cau.edu).

Sincerely,



Carlton E. Brown  
President



---

## ACCREDITATIONS AND AFFILIATIONS

### **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**

Clark Atlanta University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clark Atlanta University.

### **The Association to Advance Collegiate Schools of Business (AACSB) — BA and MBA Programs**

The School of Business Administration at Clark Atlanta University is accredited by AACSB International.

### **Council on Social Work Education (CSWE) — BSW and MSW degree programs**

The Whitney M. Young, Jr. School of Social Work at Clark Atlanta University is accredited by CSWE.

### **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following School of Education's programs in the Department of Counselor Education at Clark Atlanta University: Community Education (MA) and School Counseling (MA).

### **Georgia Professional Standards Commission (GAPSC)**

The Educator Preparation Programs: Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership are GAPSC Approved.

### **National Council for Accreditation of Teacher Education (NCATE)**

The School of Education at Clark Atlanta University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership. However, the accreditation does not include individual education courses institution offers to P-12 educators for professional development, relicensure or other purposes.

### **Georgia State Authorization - Nonpublic Postsecondary Education Commission**

Clark Atlanta University is authorized by GNPEC to operate in the state of Georgia and is exempt from the "Nonpublic Postsecondary Educational Institutions Act of 1990" (O.C.G.A. 20-2-250.1). For further assistance, contact NPEC, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305 or call (770) 414-3300.

### **Network of Schools of Public Policy, Affairs, and Administration (NASPAA)**

The Master of Public Administration Programs (MPA) is accredited by NASPAA.

### **Religious Affiliation**

Clark Atlanta University is approved for listing as a United Methodist Church-related University by the University Senate General Board of Higher Education and Ministry of the United Methodist Church.

### **NCAA Athletic Affiliation**

Clark Atlanta University is affiliated with the National Collegiate Athletic Association (NCAA) Division II and has been a member of the Southern Intercollegiate Athletic Conference (SIAC) since 1913, when the Conference was established.

---

## UNIVERSITY MEMBERSHIPS AND AFFILIATIONS

Alpha Phi Sigma - National Headquarter  
American Association for Cancer Research  
American Association for the Advancement of Science  
American Association of Blacks in Higher Education  
American Association of Colleges for Teacher Education  
American Association of Collegiate Registrars and Admissions Officers  
American Association of Teachers of French  
American Association of University Professors  
American Astronomical Society  
American Council on Education  
American Physical Society  
American Society for Engineering Education  
Association for Institutional Research  
Association of American Colleges and Universities  
Association of College & University  
Association of Department of Foreign Languages  
Association of Governing Boards of Colleges and Universities  
Association of University Technology  
Atlanta Bar Association  
Atlanta Business League  
Atlanta Convention & Visitors Bureau  
Atlanta Public Schools  
Atlanta Regional Council for Higher Education  
Beta Gamma Sigma International Honor Society  
Broadcast Music, Inc.  
Center for Behavioral Neuroscience  
College Consortium for International Studies  
Council for Advancement and Support of Education  
Council for Higher Education Accreditation  
Council for Opportunity in Education  
Council of Colleges of Arts and Sciences  
Council of Graduate Schools  
Council on Social Work Education  
CUPA for Human Resources  
DeKalb County School System  
Development Exchange, Inc.  
Division II Athletics Directors Association  
Eastern Region Public Media  
EduCause  
Fellowships in Research and Science Teaching  
Fulbright Association  
Georgia Association of Colleges and Employers  
Georgia Association of Colleges for Teacher Educations  
Georgia Association of Educational Leaders  
Georgia Association of Educators  
Georgia Association of Independent College Teachers Education  
Georgia Association of Institutional Research Planning Assessment Quality  
Georgia Association of Special Programs Personnel  
Georgia Association of Student Financial Aid Administrators  
Georgia Chamber of Commerce  
Georgia Independent College Association  
Georgia Research Alliance, Inc.  
Group for the Advancement of Doctoral Education in Social Work



---

Intercollegiate Tennis Association  
International Association of Methodist Schools, Colleges and Universities  
Lagrange-Troup County Chamber of County  
Lambda Pi Eta, Theta Tau Chapter  
Modern Language Association  
National Association for College Admission Counseling  
National Association for College Admission Counseling  
National Association for Equal Opportunity in Higher Education  
National Association for the Advancement of Colored People  
National Association of Black Journalists  
National Association of Black Social Workers  
National Association of Campus Card Users  
National Association of College and University Attorneys  
National Association of College and University Business Officers  
National Association of College Auxiliary Services  
National Association of College Deans, Registrar, and Admissions Officers  
National Association of Deans and Directors of Schools of Social Work  
National Association of Educational Procurement  
National Association of Foreign Student Advisors: Association of International Educators  
National Association of HBCU Title III Administrators  
National Association of Independent Colleges and Universities  
National Association of Presidential Assistants in Higher Education  
National Association of Schools and Colleges of the United Methodist Church  
National Association of Social Workers  
National Association of Student Affairs Professionals  
National Association of Student Financial Aid Administrators  
National Collegiate Athletic Association  
National Council for Science and the Environment  
National Council of University Research Administrators  
National Council of University Research Administrators  
National Intramural-Recreation Sports Association  
National Public Radio  
National Student Clearinghouse  
Oak Ridge Associated Universities  
Phi Alpha Theta History Honor Society (National Headquarter)  
Professional Organizational Development Network in Higher Education  
Public Radio International  
Public Relations Student Society of America  
Research Centers in Minority Institutions  
Robert Woodruff Library  
Society for Basic Urologic Research  
Society for Human Resource Management  
Society of Corporate Compliance and Ethics  
Society of Professional Journalists  
Southeastern Association of Educational Opportunity Program Personnel  
Southeastern Theatre Conference, Inc.  
Southern Association for Institutional Research  
Southern Intercollegiate Athletic Association  
Southern Intercollegiate Athletic Conference  
State Bar of Georgia  
The American Society of Composers, Authors and Publishers  
The Collaboration for the Advancement of College Teaching and Learning  
The College Board  
The Council of Independent Colleges  
The Honor Society for Communication Arts  
The Institute for Supply Management, Inc.

---

The Institute of Electronic and Electronic Engineers  
The Institute of Electronic and Electronic Engineers - Computer Society  
The International Reading Association  
The International Society for Computation  
The Southern Association of Student Financial Aid Administrators  
The United Negro College Fund, Inc.  
The United Way Worldwide  
U.S. Track & Field and Cross Country Coaches Association  
Visual Arts Network of Atlanta

---

## THE CAMPUS

Clark Atlanta University is a single campus institution and does not operate any off-site locations. The campus, listed as a Historic District on the National Register of Historic Places, contains fourteen mid-nineteenth century buildings and a variety of historic landscapes contributing to the Atlanta University Center Historic District, established in 1976.

The University is one of five member institutions (Clark Atlanta University; Spelman College; Morehouse College, Morehouse School of Medicine; Interdenominational Theological Center) of the **Atlanta University Center Consortium (AUCC)** the only Historically Black Consortium of private colleges and universities in the nation. A unique benefit afforded students attending one of the AUCC institutions is that they may cross register for courses at any of the undergraduate schools in the Center. This arrangement provides an opportunity for formal interactions among the AUCC's larger student population of approximately 11,000 students.

The University's 126-acre main campus is located on 223 James P. Brawley Drive about 1.5 miles southwest from the heart of metro downtown Atlanta, Georgia and is accessible from all major arteries – I-20, I-75/I-85, and I-285 of the State and the Hartsfield-Jackson International Airport.

Downtown Atlanta, is a vibrant hub of rich and diverse culture-infused attractions such as the World of Coca-Cola, Georgia Aquarium, Inside CNN Atlanta and Imagine It! Jimmy Carter Library & Museum, Atlanta Children's Museum, Museum of Natural History, and Martin Luther King, Jr. National Historic Site, and the Atlanta Zoo. The downtown offers myriad amenities for year-round educational adventures and is accessible to arts galleries and museums with extraordinary exhibits; theatres and musical entertainment; churches and houses of worship; business centers, antique shops, boutiques and outlet centers, hotels and fine cuisine dining; sports facilities, and recreation parks for outdoor hiking and trails to explore the beautiful landscape of the city.

---

## DIRECTIONS TO CLARK ATLANTA UNIVERSITY

### **I-75/85 North or South**

Take I-20 West. Exit at Joseph E. Lowery Boulevard. Turn right onto Joseph E. Lowery Boulevard and continue to Fair Street. Turn right onto Fair Street and continue to James P. Brawley Drive. The campus is on both sides of the street.

### **From Downtown**

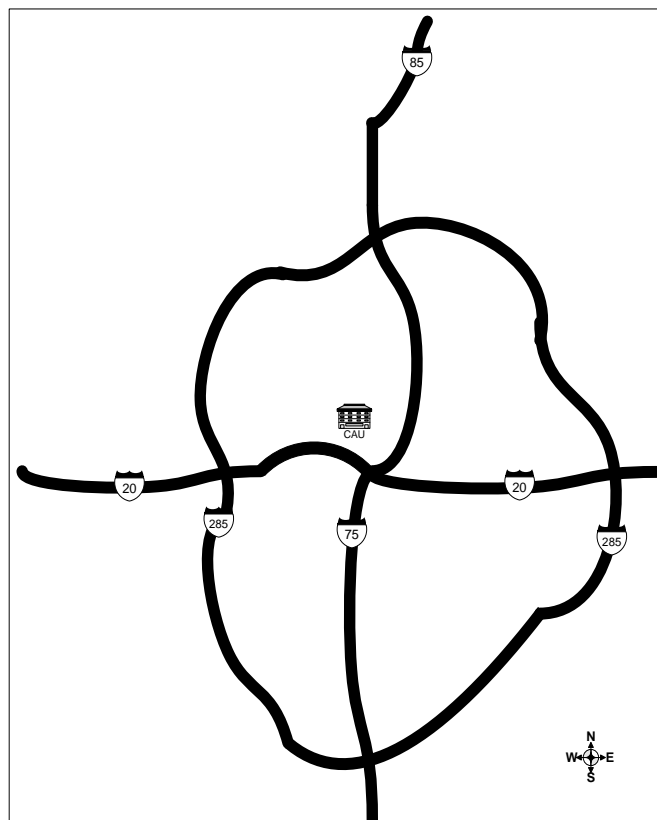
Take Centennial Olympic Drive past the CNN Center (Phillips Arena) to Martin Luther King, Jr. Drive. Turn right onto Martin Luther King, Jr. Drive. Turn left onto Northside Drive and continue to Fair Street. Turn right onto Fair Street (south). The campus is ahead on both sides of the street.

### **From I-20 East (Westbound):**

Exit at Joseph E. Lowery Boulevard. Turn right onto Joseph E. Lowery Boulevard and continue to Fair Street. Turn right onto Fair Street and continue to James P. Brawley Drive. The campus is on both sides of the street.

### **Traveling From I-20 West (Eastbound):**

Exit at Joseph E. Lowery Boulevard. Turn left onto Joseph E. Lowery Boulevard and continue to Fair Street. Turn right onto Fair Street and continue to James P. Brawley Drive. The campus is on both sides of the street.



**Note:** Visitor parking is available in the LAZ parking deck at the corner of Fair Street and Mildred Street.

---

## **CAMPUS BUILDINGS**

Clark Atlanta University's 39 educational, general fund and auxiliary buildings are pedestrian-friendly and neatly organized to accommodate its academic, administrative, student residential, recreational and support services, intercollegiate athletics, and miscellaneous operations.

There are ten academic buildings with electronic interactive classrooms, computer labs, reading and learning labs and meeting and conference rooms dedicated to support our teaching and learning mission. All undergraduate and graduate academic programs and offices in the School of Arts and Sciences (Communication Arts, Humanities, Natural and Mathematical Sciences, and Social Sciences) are located in Sage-Bacote Hall, McPheeters-Dennis Hall, Oglethorpe Hall, Knowles Hall, Park Street Music and Art Complex, and Robert W. Woodruff Library (lower-level). Undergraduate and graduate programs and offices in professional schools are located in their respective academic buildings: School of Business Administration in Wright-Young Hall; School of Education in Clement Hall; and Whitney M. Young Jr., School of Social Work in Thayer Hall. Additional classes are also held in Carl and Mary Ware Academic Center with state-of-the-art teaching technology and electronic classrooms.

Thomas W. Cole, Jr., Research Center for Science and Technology, a Center of Excellence in Cancer Research and Therapeutic Development, supports the University's research mission by facilitating interdisciplinary and collaborative research initiatives and sponsored programs between the University and national and federal laboratories, other universities, and industry, including small and minority high technology companies.

There are seven educational and co-curricular support facilities committed to the student services: Bishop Cornelius L. Henderson Student Center, Trevor-Arnett Hall, Haven-Warren Hall, Harkness Hall, Kresge Hall, Vivian W. Henderson Center/Gymnasium, and Robert W. Woodruff Library. There are seven University operated (Beckwith Hall, Brawley Hall, Bumstead Hall, Holmes Hall, Merner Hall, Pfeiffer Hall, Ware Hall) and two affiliated (CAU Suites, Heritage Commons) residential facilities to accommodate more than 2,450 resident students.

## **CAMPUS SUSTAINABILITY**

Clark Atlanta University has assumed a leadership role in worldwide sustainability design, construction and operations through research, education, and community engagement. The University students, faculty, staff and community partners are committed and dedicated to promoting and preserving environmental sustainability across all campus initiatives including LEED-certified buildings, water conservation and landscape management, reducing energy consumption and emissions, recycling, and ensuring that sustainability issues remain an integral part of the University's academic curriculum and co-curricular experience. To learn more about CAU's campus and community sustainability activities visit [www.cau.edu/sustainability](http://www.cau.edu/sustainability).

## Academic Calendar 2014-2016

### FALL SEMESTER 2014

August 2014	
1	First Cancellation of Fall Classes
14	New Students Finalize Registration and Enrollment Residence Halls Open for New Students at 8:00 a.m.
15 - 19	<b>CAU Experience</b> (Mandatory for First-time Students - First-Year and Transfer)
16	Residence Halls Open for Returning Students at Noon
19	Fall Registration Ends Cancellation of Classes for Students Not Financially Enrolled
20	Classes Begin - First Day of Class ADD/DROP Period Begins (Late Registration) AUC Cross-Registration Begins
29	Last Day to Cross-Register at Morehouse College or Spelman College ADD/DROP Period Ends (Late Registration Ends) Final Cancellation of Classes for Students Not Financially Enrolled Withdrawal Period Begins
September 2014	
1	Labor Day Holiday
2	Official Course Withdrawal Period Begins (Ends November 3, 2014)
16	Opening Convocation
19	Fall Enrollment Census Date
22	Graduate Candidates for May 2015 Submit Approved Theses and Dissertations to Committee Chairs
24	Last Day for Spring 2015 Admissions Application
October 2014	
6 - 10	Mid-Semester Examinations
13	Deadline for Financial Aid Applications
12 - 18	<b>Homecoming Week</b>
20	Mid-Semester Grades Due via Banner Web
22	Advisement for Spring 2015 Begins
November 2014	
3	Official Course Withdrawal Period Ends
5	Registration for Spring 2015 Begins
10 - 14	Student Evaluation of Instruction Week
27 - 28	Thanksgiving Holiday
December 2014	
1	Classes Resume Cancellation of Classes for Returning Students Not Financially Enrolled for Spring at the Close of Business
2	First Day of Late Registration for Spring 2015 (Late Fees Apply)
3	Last Day of Classes
4 - 5	Reading Period
8 - 12	Final Examinations Week
12	Fall Semester Ends
13	Residence Halls Close at Noon
24 - 26	Christmas Holidays
31 - Jan. 2	New Year's Holidays

**SPRING SEMESTER 2015**

<b>January 2015</b>	
10	Residence Halls Open at Noon
13	Last Day of Registration (Late Fees Apply)
	Second Cancellation of Classes for Students Not Financially Enrolled for Spring at the Close of Business
14	Classes Begin – First Day of Class
	ADD/DROP Period Begins (Late Registration)
15	AUC Cross Registration Begins
19	Martin Luther King Jr. Holiday Observance
20	Graduate Candidates for July 2015 Submit Theses and Dissertations to Committee Chairs
23	Last Day to Cross-Register at Morehouse College or Spelman College
	Last Day to ADD/DROP Courses (after this date a student who withdraws from a course will receive a grade of "W")
	Final Cancellation of Classes for Students Not Financially Enrolled for Spring at the Close of Business
<b>February 2015</b>	
2	Spring Enrollment Census Day
11	Deadline for Completing Financial Aid Application for Students Returning in Summer and Fall 2015
21	ETS Proficiency Profile Test (Required of All Juniors)
<b>March 2015</b>	
2 – 6	Mid-Semester Examinations
9	Academic Advisement for Summer and Fall 2015 Begins
9 – 13	Spring Break
16	Classes Resume at 8:00 A.M.
	Mid-Term Grades Due via Banner Web
16 – 20	Founders Week
19	Founders Day Convocation
21	Senior Exit Examination (Major Field Test)
23	Registration for Summer and Fall 2015 Begins
	Official Course Withdrawal Period Ends for Spring 2015
<b>April 2015</b>	
3	Good Friday Holiday
	Registration for Fall 2015 Begins
20 – 24	Student Evaluation of Instruction Week
29 April	Last Day of Classes
29 – May 1	Senior Final Examinations
30 – May 1	Reading Period
<b>May 2015</b>	
4 – 8	Final Examinations
9	Spring Semester Ends
	Residence Halls Close at Noon
15	Graduate Candidates for Fall 2015 Submit Theses and Dissertations to Committee Chairs
17	Baccalaureate Services
18	Commencement Services
25	Memorial Day Holiday
30	Residence Halls Open for Summer at Noon

**SUMMER 2015**

<b>June 2015</b>	
1	Classes Begin – First Day of Class
	First Cancellation of Classes for Students Not Financially Enrolled for Summer
	First Day of Late Registration
1 – 3	Official Course DROP/ADD Period for Student Registered for Summer
2	Last Day of Late Registration for Summer
	Final Cancellation of Classes for Students Not Financially Enrolled for Summer
4	Official Course Withdrawal Period Begins
24 – 26	Mid-Session Examinations
<b>July 2015</b>	
3	Independence Day Holiday Observance
6	Classes Resume
	Official Course Withdrawal Period Ends
17	Last Day of Classes
20 – 24	Final Examinations
24	Summer Session Ends
25	Residence Halls Close at Noon

**FALL SEMESTER 2015**

<b>August 2015</b>	
3	First Cancellation of Fall Classes
13	New Students Finalize Registration and Enrollment
	Residence Halls Open for New Students at 8:00 a.m.
14 – 18	<b>CAU Experience</b> (Mandatory for First-time Students – First-Year and Transfer)
15	Residence Halls Open for Returning Students at Noon
18	Fall Registration Ends
	Cancellation of Classes for Students Not Financially Enrolled
19	Classes Begin – First Day of Class
	ADD/DROP Period Begins (Late Registration)
	AUC Cross-Registration Begins
28	Last Day to Cross-Register at Morehouse College or Spelman College
	ADD/DROP Period Ends (Late Registration Ends)
	Final Cancellation of Classes for Students Not Financially Enrolled
31	Withdrawal Period Begins (Ends November 2, 2015)
<b>September 2015</b>	
7	Labor Day Holiday
15	Opening Convocation
18	Fall Enrollment Census Date
21	Graduate Candidates for May 2016 Submit Approved Theses and Dissertations to Committee Chairs
23	Last Day for Spring 2016 Admissions Application
<b>October 2015</b>	
5 – 9	Mid-Semester Examinations
11 – 17	<b>Homecoming Week</b>
12	Deadline for Financial Aid Applications
26	Advisement for Spring 2016 Begins
<b>November 2015</b>	
2	Official Course Withdrawal Period Ends
9	Registration for Spring 2016 Begins
9 – 13	Student Evaluation of Instruction Week
26 – 27	Thanksgiving Holiday
30	Classes Resume
	Cancellation of Classes for Returning Students Not Financially Enrolled for Spring at the Close of Business



<b>December 2015</b>	
<b>1</b>	First Day of Late Registration for Spring 2016 (Late Fees Apply)
<b>2</b>	Last Day of Classes
<b>3 - 4</b>	Reading Period
<b>7 - 11</b>	Final Examinations Week
<b>11</b>	Fall Semester Ends
<b>12</b>	Residence Halls Close at Noon
<b>24 - 30</b>	Christmas Holidays
<b>31 - Jan. 1</b>	New Year's Holidays

#### **SPRING SEMESTER 2016**

<b>January 2016</b>	
<b>9</b>	Residence Halls Open at Noon
<b>12</b>	Last Day of Registration (Late Fees Apply) Second Cancellation of Classes for Students Not Financially Enrolled for Spring at the Close of Business
<b>13</b>	Classes Begin - First Day of Class ADD/DROP Period Begins (Late Registration) AUC Cross Registration Begins
<b>18</b>	Martin Luther King Jr. Holiday Observance
<b>19</b>	Graduate Candidates for July 2016 Submit Theses and Dissertations to Committee Chairs
<b>22</b>	Last Day to Cross-Register at Morehouse College or Spelman College Last Day to ADD/DROP Courses (after this date a student who withdraws from a course will receive a grade of "W") Final Cancellation of Classes for Students Not Financially Enrolled for Spring at the Close of Business
<b>February 2016</b>	
<b>1</b>	Spring Enrollment Census Day
<b>10</b>	Deadline for Completing Financial Aid Application for Students Returning in Summer and Fall 2016
<b>20</b>	ETS Proficiency Profile Test (Required of All Juniors)
<b>29 - March 4</b>	Mid-Semester Examinations
<b>March 2016</b>	
<b>7 - 11</b>	Spring Break
<b>14</b>	Classes Resume at 8:00 A.M.
<b>14 - 18</b>	Founders Week
<b>17</b>	Founders Day Convocation
<b>19</b>	Senior Exit Examination (Major Field Test)
<b>21</b>	Official Course Withdrawal Period Ends for Spring 2016
<b>25</b>	Good Friday Holiday
<b>28</b>	Academic Advisement for Summer and Fall 2016 Begins
<b>April 2016</b>	
<b>11</b>	Registration for Summer and Fall 2016 Begins
<b>18 - 22</b>	Student Evaluation of Instruction Week
<b>27</b>	Last Day of Classes
<b>27 - 29</b>	Senior Final Examinations
<b>28 - 29</b>	Reading Period
<b>May 2016</b>	
<b>2 - 6</b>	Final Examinations
<b>7</b>	Spring Semester Ends Residence Halls Close at Noon
<b>13</b>	Graduate Candidates for Fall 2016 Submit Theses and Dissertations to Committee Chairs
<b>15</b>	Baccalaureate Services
<b>16</b>	Commencement Services
<b>28</b>	Residence Halls Open for Summer at Noon
<b>30</b>	Memorial Day Holiday

---

**SUMMER 2016**

<b>June 2016</b>	
<b>1</b>	Classes Begin – First Day of Class
	First Cancellation of Classes for Students Not Financially Enrolled for Summer
	First Day of Late Registration
<b>1 - 3</b>	Official Course DROP/ADD Period for Student Registered for Summer
<b>3</b>	Last Day of Late Registration for Summer
	Final Cancellation of Classes for Students Not Financially Enrolled for Summer
<b>6</b>	Official Course Withdrawal Period Begins
<b>22 - 24</b>	Mid-Session Examinations
<b>July 2016</b>	
<b>4</b>	Independence Day Holiday Observance
<b>5</b>	Classes Resume
	Official Course Withdrawal Period Ends
<b>22</b>	Last Day of Classes
<b>25 - 29</b>	Final Examinations
<b>29</b>	Summer Session Ends
<b>30</b>	Residence Halls Close at Noon

**Note:** Calendar dates are subject to change

**Source:** Office of the University Registrar; Office of Planning, Assessment and Institutional Research

---

## GENERAL INFORMATION

### THE HISTORY

An essential element of any introduction pertaining to Clark Atlanta University is its unique history. Atlanta University from its very start in boxcar housing, to the birth of Clark College in the basement of the Methodist Episcopal Church, Clark Atlanta's roots offer a rich history lesson in the development of Historically Black Colleges and Universities.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African American student body. By the late 1870s, Atlanta University had begun granting bachelor degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At the same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University.

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

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "University" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as the Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

---

For purposes of economy and efficiency, during the 1930s it was decided that Clark would join the Atlanta University Complex. In the winter of 1939 work began across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation creating the Atlanta University Center, the most prevalent consortium of African-American private institutions of higher education in the nation.

During the 1980s, some of the advantages of proximity, which had seemed promising earlier, again became evident. On July 1, 1988, Clark Atlanta University, through consolidation of Clark College and Atlanta University, “Charted a Bold New Future.” The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment, by personal, corporate and consortia relationships, and by location. The University has preserved the best of the past and present by retaining Atlanta University’s motto, “I’ll Find a Way or Make One,” and Clark College’s motto, “Culture for Service” in its seal.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and served until his retirement on July 31, 2008. The third President is Dr. Carlton E. Brown, assuming leadership on August 1, 2008.

---

## CLARK ATLANTA UNIVERSITY

Clark Atlanta University (CAU), formed in 1988 as a result of the consolidation of two independent historically black institutions — Atlanta University (1865) and Clark College (1869), is a United Methodist Church-related, private, coeducational, residential, and comprehensive urban research university. The University offers undergraduate, graduate and professional, and non-degree certificate programs.

### MISSION

Leveraging its distinctive history, Clark Atlanta University is an urban research university that transforms the lives of students and their communities by preparing citizen leaders to be problem-solvers through innovative learning programs; supportive interactions with faculty, staff, and students; exemplary scholarship; and purposeful service.

*Revised, approved by the Board of Trustees, May 22, 2013*

### Implementation of the Mission

In order to accomplish its Mission, Clark Atlanta University is committed to:

1. Providing access to a range of integrated educational programs, research opportunities, and service and action learning through a diverse community of teachers and scholars for continual professional growth and leadership vital to an increasingly advanced and interconnected global society. (Teaching and Learning)
2. Conducting high-quality research, scholarship, and artistic activities through modern facilities and current technology to generate, preserve and impart discovery of new knowledge and understanding conducive to all academic and professional disciplines that benefit students, scholars, and communities across the world. (Research and Scholarship)
3. Contributing time, expertise and professional services through collaborative partnerships, civic engagement, and outreach initiatives responsive to the needs of multicultural communities in a continuously changing world. (Institutional Advancement and Community Engagement)
4. Continuing its historic dedication toward social responsibility, human justice and well-being that advance rigorous interdisciplinary inquiry, improve national and international affairs, and enhance civic dialogue in an atmosphere of open exchange of ideas, sound ethical and moral principles that promote personal integrity, responsibility and cooperation, mutual respect for individual beliefs and understanding of others. (Civic Service and Environmental Sustainability)

---

## VISION

Clark Atlanta University will increasingly become a dynamic 21st century research university of choice for a diverse student body with enhanced student enrollment yields, success and global marketability.

### **Implementation of Vision**

This outcome will be achieved by committing the University's collective intellectual capital, talent, and resources through distinctive and innovative programs; cutting-edge research; meaningful service experiences; and a universally supportive environment.

*Revised, approved by the Board of Trustees, May 22, 2013*

## **CORE VALUES**

### **I-SQuARED**

Clark Atlanta University community draws motivation and direction through strongly held principles which guide the manner in which we treat one another and those we serve. Our core values serve as the foundation of each step we take toward achieving our vision.

1. Promote **innovation and collaboration** to unite and make significant contributions to the knowledge of humankind.
2. Uphold a **student-centered** ethos that is responsive to diverse student backgrounds, learning styles, and career aspirations.
3. Commitment to the pursuit of **quality and excellence** in service to all stakeholders.
4. Act with personal and professional **accountability and integrity** in all we do.
5. Exhibit **respect** for all individuals, workplace, and natural environment.
6. Practice and nurture **ethical behavior and social responsibility** in all endeavors and toward all constituents.
7. Embrace and support all forms of human **diversity and inclusiveness** in all of our actions.

---

## **STRATEGIC PRIORITIES AND GOALS**

**2013-14 - 2017-18**

### **PRIORITIES**

1. Increase Headcount Enrollment
2. Distinctive academic, research, and student support programs
3. Enhance Fundraising
4. Sustainable Financial Business Model

### **GOALS**

1. Attract an increased number and diversity of students who graduate at higher rates and are equipped to succeed in their careers.
2. Expand and enhance academic, research, and support programs recognized for their distinctiveness, innovation, and ability to prepare graduates sought after by employers and entrepreneurial community as well as graduate and professional schools.
3. Increase and diversify University resources through expanded external financial partnerships and support, entrepreneurial programs, and a broadened base of funded research grants, contracts, and cooperative agreements.
4. Implement a university-wide strategic business model to enhance service delivery, value creation and sound return on investment for successful future growth, development and profitability.

---

## CAMPUS CULTURAL CREED

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

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

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



---

## ENROLLMENT SERVICES

### Undergraduate Admissions

#### Office of Recruitment and Admissions

Trevor-Arnett Hall, Room 101

Telephone: (404) 880-8021

The mission of the Office of Student Recruitment and Admissions is to recruit a diverse student population from a regional, national and international base and to provide them with appropriate information for successful enrollment.

The vision of the Office of Student Recruitment and Admissions is to provide courteous, exemplary, and student-centered services to prospective students and their families. Information will be provided in a timely and accurate manner resulting in early decision making and increased enrollment of a more diverse, academically prepared, and financially qualified student body.

Criteria for admission into Clark Atlanta University are based solely on applicants' academic qualifications. Therefore, decisions are made without regard to race, creed, or other considerations irrelevant to scholastic aptitude. The Admissions Committee of Clark Atlanta University includes representatives from the faculty, administration, staff, and student body. This committee considers high school academic and extracurricular records of achievement, college entrance examination scores - Scholastic Aptitude Test (SAT), or American College Test (ACT), letters of recommendation, and applicants' personal statements.

#### Application for Admission to Clark Atlanta University

All students seeking admission into Clark Atlanta University must submit an application and an application fee that is neither refundable nor transferable to another term regardless of the admission decision. In addition, fees should be remitted by cashier's check or money order payable to Clark Atlanta University. Former students must submit an application; however, they are not required to submit the application fee. Applicants may secure application forms and other information concerning admission from the Office of Admissions or via the University's website ([www.cau.edu](http://www.cau.edu)). An application must be submitted for each term for which admission is sought.

#### Application Deadlines

- March 1**      Fall Priority Deadline
- June 1**        Final Fall Deadline
- October 1**     Spring Deadline

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

---

## Admissions Procedures

Before any action can be taken on an application, applicants must submit the following to the Director of Undergraduate Recruitment and Admissions:

- Application for Admission
- Application fee
- An official copy of the high school transcript or of the General Equivalency Diploma (GED)
- Report of SAT or ACT test scores; and TOFEL test scores for international student only
- Two letters of recommendation from teachers and/or counselors

## Admissions Criteria

**Domestic Admission:** Domestic admission into Clark Atlanta University is based on the following criteria:

- Minimum test score on the Scholastic Aptitude Test (SAT) or American College Test (ACT). The typical minimum score on the SAT is 900 (Verbal and Math Only) or 19 Composite Score on the ACT.
- A minimum high school grade point average of 2.5 on a 4.0 scale.
- Two letters of recommendation from teachers and/or counselors.
- Applicant's statement of interest in essay format.

**Conditional Admission:** Conditional admission is considered for applicants who demonstrate potential for college success and may be granted to applicants who do not meet minimum SAT or ACT score requirements as stated above, but have minimum grade point average requirements, unit requirements, and acceptable letters of recommendation. For that reason, students admitted on condition will have one academic year to achieve a minimum 2.0 grade point average, will be limited to twelve hours of academic credit each semester for the first year of matriculation, and must enroll in the Undergraduate Academic Seminar in their first semester. If the 2.0 grade point average is not achieved during the first semester, the student will be sent a warning letter from the Executive Director of the Center for Academic and Student Success (CASS). If the 2.0 is not achieved by the end of the student's second semester, the student is dismissed from the University. A letter delineating the above conditions will be sent to the student upon acceptance.

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

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

---

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

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

**Transfer Requirements and Procedures:** Students who apply for admission to Clark Atlanta University from another accredited college or university must have achieved a minimum cumulative grade point average of 2.5 on a 4.0 scale at the last institution attended and provide the following to the Office of Admissions:

- A statement from the last institution attended verifying that the student is in good disciplinary standing. The Student Affairs Officer at the previous institution must sign the statement;
- Official academic transcripts from all previously attended post-secondary institutions of higher education;
- Catalogs with descriptions of all courses included in the official transcript from each of the previously attended post-secondary institutions of higher education.

**Transfer Applicants with Associate Degrees:** Students in two-year and community colleges may apply for transfer before completing the two-year program. Graduates who have received the Associate Degree are generally, but not always, classified as juniors when admitted to Clark Atlanta University. The courses accepted and the number credits completed will determine the classification of a transfer student.

To establish Clark Atlanta residency, transfer students must complete a minimum of twenty-five percent (25%) credits toward their degrees at Clark Atlanta University unless otherwise defined by an articulation agreement between Clark Atlanta University and the previous institution. Eighteen (18) credits must be at the junior or senior level in the major field of study. Transfer students with fewer than twelve (12) credits are classified as freshmen.

---

**Evaluation of Transfer Credits:** Proposed transfer credits will be evaluated on a course-by-course basis. Transfer credits that meet General Education Core requirements must be approved by the Executive Director of the Center for Academic and Student Success (CASS) and those that meet requirements in the major field of study must be approved by the Chair of the hosting academic department. Only courses in which students have earned minimum final grades of "C" will be evaluated for transfer credit. Only approved transfer credits will be counted toward graduation. Only credits for courses completed at Clark Atlanta University will be included in students' Clark Atlanta University grade point average.

Once enrolled, a transfer student must satisfy the Clark Atlanta University Core Curriculum requirement or the equivalent course requirement prior to graduating. Course substitutions for transfer students must be completed by the end of the first semester in which the student is enrolled at Clark Atlanta University.

**Limitations on Transfer Credit:** A transfer student may receive credit toward graduation for no more than ninety (90) credits unless otherwise defined by an articulation agreement between Clark Atlanta University and the previously attended institution. A transfer student with ninety (90) credits of accepted transfer credits may earn an additional maximum of twelve (12) credits through the University's Study Abroad program. Transfer credits exclude courses below the 100 level.

**Readmission Applicants:** Any student who is not continuously enrolled or who is absent from a regular semester, excluding summer session, must apply for readmission. Former students may secure applications for readmission from the Office of Admissions or at the University's website ([www.cau.edu](http://www.cau.edu)) at no cost. Requests for readmission must be submitted with supporting materials not later than thirty (30) days prior to the first day of classes of the term for which readmission is sought. Students seeking readmission to the University must satisfy all prior financial obligations. Students who have attended other colleges during their absence from Clark Atlanta are required to submit official academic transcripts from each institution attended.

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

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

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

---

**Home-Schooled Applicants:** Applicants for freshman admission who have been home schooled may be considered for admission by submitting to the Office of Admissions:

- Completed admissions application and fees
- SAT I or ACT score report
- SAT II subject report
- Portfolios of completed course work

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

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

### **Veterans Applicants**

Clark Atlanta University is approved by the Georgia Department of Veterans Services (State Approving Agency) for the enrollment of nation's veterans, veterans with disabilities, active service personnel, reservists, and qualified dependents of deceased veterans (widows, war orphans, etc.) who are eligible for the Veterans Administration (VA) Educational Benefits.

Eligible students must have all admissions requirements completed same as those of other applicants for admission to the University and must be fully admitted into a degree program before Enrollment Certification (VA Form 22-1999) can be submitted to the Veterans Administration. Any student expecting to receive VA Educational Benefits is required to enroll with the VA Certifying Officer, located in the University Registrar's Office, prior to the close of the registration for a given semester. The applicant must file a Veterans Application for VA Educational Benefits ([www.gibill.va.gov/apply-for-benefits/application/](http://www.gibill.va.gov/apply-for-benefits/application/)). Once approved by the VA the applicant will receive a *Certificate of Eligibility* which should be submitted to the VA Certifying Officer along with a certified copy of the applicant's DD-214 if applicable. For additional information on the rules and regulations requirements of the Department of Veterans Affairs Benefits, write, telephone, or contact the University Registrar's Office.

The following link may be beneficial in completing the VA Educational Benefits Application: [www.benefits.va.gov/gibill/docs/factsheets/Choosing\\_a\\_School.pdf](http://www.benefits.va.gov/gibill/docs/factsheets/Choosing_a_School.pdf).

### **International Applicants**

Clark Atlanta University encourages students from other countries to apply for admissions into the University for undergraduate and graduate studies. Applicants from other countries may be admitted for either the fall semester (August), spring semester (January) or summer session (June).

---

In order to ensure ample time for enrollment for a specific term, the application for admission and all supporting documents must be on file by the deadlines established for application to the University for the term for which admission is sought. Applicants from other countries are required to submit documents in English certified by appropriate officials. Clark Atlanta University does not provide financial assistance to international students. Therefore, prospective students must demonstrate the ability to pay for their educational expenses, processing fees, and other costs associated with application for admission to Clark Atlanta University. Before the University forwards a "Certificate of Eligibility" Form I-20 and other materials, an applicant must provide a Financial Affidavit of Support that demonstrates the student's ability to cover the University's educational expenses for the semester.

International applicants should submit an admissions application with an application fee, drawn on either a U.S. bank or U.S. dollar account. Applicants must also submit official transcripts or mark sheets directly to Clark Atlanta University from all high school(s), preparatory school(s) and/or collegiate institutions attended, including official English translations and U.S. grading equivalents when applicable. International applicants are not required to submit SAT and/or ACT test scores. They may, if they have taken the tests; however, it is not a requirement for admissions into the University. Graduate applicants must have ascertained a Baccalaureate Degree from a recognized college or university to be considered for graduate admissions. Nonetheless, the University requires a minimum score of 500 on the paper examination or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL) or the International English Language Test System (IELTS) minimum of 4.5. The TOEFL may be waived for transfer students who have earned a grade of "C" or better in English Composition I and II from an accredited U.S. college or university. The test may also be waived for students from countries where English is the primary language and the medium of instruction.

For international students to be considered for admission, please observe the following deadlines: All requested application credentials must be received by Clark Atlanta University by: May 1 for August entry and October 1 for January entry. For issuance of I-20 or DS-2019: June 1 for August entry and November 1 for January entry. When academic, language and financial abilities are certified, Clark Atlanta University will issue an I-20 or DS-2019 (Certificate of Eligibility). This document is to be taken to a U.S. Consulate to apply for a nonimmigrant student visa. Form DS-2019 (J-1 exchange visitor visa certificate) is usually issued to students who are funded by their home government or by an international organization. If no organizational sponsor is involved, an I-20 (F-1 student visa certificate) will be issued.

- **Application for International Exchange:** All students requiring an institutional certification of educational expenses for an Exchange Control Permit should request this as needed from the Office of Admissions.
- **Immigration and Naturalization Service (INS):** The Immigration Office, which serves Clark Atlanta University, is located in Atlanta, Georgia. However, most student papers are processed through the INS Data Processing Center in London, Kentucky, or the INS Regional Service Center in Dallas, Texas. Information and assistance concerning the filing of documents with the INS should be requested of the Office of International Student Services.

---

It is important for international students to be aware of the types of documents which must be maintained and the requirements of the Immigration and Naturalization Service for maintaining legal status during their matriculation at Clark Atlanta University.

- **Passport:** A travel document issued by a competent authority (usually the government of the student's country of citizenship) showing the bearer's identity, origin, and nationality, which is valid for entry into a foreign country. A student's passport or travel document must be kept valid at all times.
- **Visa:** A visa to enter the United States as a nonimmigrant is a stamp or affixed on a page of the passport. It enables the passport bearer to request the immigration officer at the port of entry to grant admission to the United under conditions specified for the type of visa the bearer holds. D/S: This notation signifies "duration of status." It means that the student is eligible to remain in the U.S. until the completion of one or more academic programs so long as he/she is attending the school he/she was authorized to attend, is maintaining a full course of study, and is not engaging in illegal employment. If any of these conditions is not met, the student is no longer in legal status.
- **Visas Frequently Found at Clark Atlanta University:**
  - ~ Permanent Resident. An immigrant is an alien who has been lawfully admitted to the United States for permanent residence. The word "immigrant" is interchangeable with "permanent resident," or "PR." Immigrants have the same legal rights and civil liberties that are held by U.S. citizens, with some exceptions.
  - ~ F-1, Student
  - ~ F-2, Dependent of Student (spouse or minor child)
  - ~ J-1, Exchange Visitor (may be student, faculty, or researcher)
  - ~ J-2, Dependent of Exchange Visitor (spouse or minor child)
- **Visa Related Forms Frequently Used at Clark Atlanta University:**
  - ~ Form I-94 - Arrival/Departure Record. This is a small card issued to all non-immigrants upon entry into the U.S. It is stapled in the passport and contains the bearer's name, date of birth, country of citizenship, admission number, visa status, and authorized length of stay.
  - ~ Form I-20 - Certificate of Eligibility. This document is issued to an admitted student who has shown proof of financial support for his/her studies to allow him/her to obtain a student visa (F-1) or to change from another visa status to student visa status. Students are to retain a copy of this form for travel. It must be revalidated annually for travel of the student, or for travel of dependent of student (F-2). The Form I-20 also contains any notations of permission to accept or continue part-time employment or practical training.
  - ~ Form IAP-66 - Certificate of Eligibility for Exchange Visitor status (J-1). This form is issued by the Exchange Visitor's program sponsor indicating the term of appointment, length of stay, program definition, and financial arrangements. It is also necessary for temporary visits outside the U.S. by the J-1 student, for dependents (J-2), and for extension of the exchange visitor's stay.

- 
- ~ Form I-538. This form is an application by a nonimmigrant student (F-1) for extension of stay, permission for practical training, or permission to accept or continue part-time employment.
  - ~ Form I-506. This form is an application for change of nonimmigrant status. A nonimmigrant who entered the U.S. as a tourist (B-2) and has been accepted to Clark Atlanta University must apply to the Immigration and Naturalization Service for a change to student status (F-1) within the first thirty (30) days of attendance.
  - ~ Form I-34 - Affidavit of Support. Students should confer with the Dean of Multicultural Affairs for information regarding securing and/or completion of any of the forms listed above.

- **Maintenance of Immigration Status:** Nonimmigrant students must register for and complete a full course of study during the academic year (Fall and Spring Semesters) in order to maintain their student status. Any student registering for less than a full course of study must have a letter on file with the Dean of Multicultural Affairs, from his/her academic advisor, department chair, or a physician explaining the need for a reduced load. Students entering Clark Atlanta University after attending another academic institution in the United States must file a notification of transfer with the Immigration and Naturalization Service within thirty (30) days of matriculating at Clark Atlanta University. Students should see the Dean of Multicultural Affairs to complete this process. Students on nonimmigrant visa may engage in on-campus employment that will not displace a U.S. resident. However, these students are not eligible to participate in the Federal Work-Study Program.

### **Immunization Requirements**

All first-time entering students, transfers, and international students enrolling at the University are required to provide proof of the following immunizations/tests prior to registration in order to avoid a "Medical Hold" during matriculation:

- 2 Measles, Mumps, Rubella (MMR)
- Tetanus – Tdap (within 10 years)
- Meningitis - Menomune-A/C/Y/W-135 or Menactra (within 5 years of matriculation)
- PPD (tuberculin) skin test (5mm or less), within one year of matriculation is required.  
A chest x-ray for students with a PPD reading greater than 5mm, within one year of matriculation is required.

Persons born prior to 1957 are considered immune and are therefore exempt from the MMR requirement. However, students will have to provide proof of remaining immunizations/test.

### **Mail immunization records to:**

Clark Atlanta University  
Student Health Services  
223 James P. Brawley Drive, S.W.  
Atlanta, GA 30314

**OR**

### **Fax immunization records to:**

(404) 880-6010 (Must include student name and 900# ID on all documents)



---

## Registration and Academic Records

### Office of the University Registrar and Student Records

Trevor-Arnett Hall, Room 102

Telephone: (404) 880-8938

The mission of the Office of the University Registrar is to support educational processes and academic programs by providing and protecting academic records for the purpose of enrollment and degree certification.

The vision of the Office of the University Registrar is to provide excellent customer service to internal and external constituents by increasing the overall efficiency and effectiveness of the operations through the use of technology, while maintaining the integrity of academic records and ensuring the privacy and security of those records.

The University Registrar coordinates and posts to BannerWeb class schedules, student course registration, and enrollment verification. The University Registrar is responsible for degree certifications and graduation clearances and assists students by providing services related to maintenance and security of academic records, including official transcripts.

### University Calendar System

Clark Atlanta University follows the semester system in which the academic year is divided into two instructional semesters (Fall and Spring) of approximately 15 weeks each.

**Semester System:** The fall semester usually begins in late August and ends in mid-December. The spring semester usually runs from mid-January to early May. There is a vacation break between the semesters and one week spring break during the spring semester.

**Summer Session:** The Clark Atlanta University hosts a Summer Session which is available to students taking courses to make up deficiencies or to accelerate progress to completion of their degrees. The University publishes the schedule of courses with information on admissions, programs, tuition and fees, and availability of financial aid.

CAU's Academic Calendar and summer session information including admissions, programs and schedule of courses, tuition and fees, and availability of financial aid can be obtained on the University's website ([www.cau.edu](http://www.cau.edu)).

---

## Registration Policy

All students are required to complete registration before classes begin. The registration process results in a student's schedule of classes for a specific term and ensures the student has properly reserved a seat in a set of courses. Students must use the BannerWeb student self-service registration page to register for all classes. Students must pick up registration materials from the Office of the University Registrar, have registration forms approved by the department chair or advisor, and register for courses by the end of the late registration period as defined in the University's Academic Calendar. If a student has not financially enrolled by the designated date, course registration will be cancelled by the University and the student will not be considered as currently enrolled.

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

## Student Records

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

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

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

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

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

- Student's Name
- Address

- 
- Telephone Number
  - E-mail
  - Date and Place of birth
  - Major field of study
  - Dates of attendance
  - Current enrollment status
  - Degrees and awards received
  - Most recent educational agency or institution attended
  - Participation in officially recognized activities and sports
  - Weight and height of members of athletic teams

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

- **Telephone Requests:** In response to telephone requests, the University releases only students' enrollment status and previously published directory data. If callers require additional data, students must provide written authorization for release of such information. A copy of each authorization will be on file in the student's permanent record.
- **Faculty Requests:** Faculty will be granted access to students' academic records for the purpose of advisement and related matters. However, faculty must follow the appropriate guidelines with regard to release of information as required by the FERPA laws.
- **Student Requests:** No student will be given information about another student without written consent.
- **Parent or Guardian Requests:** The Act governs release of data to parents and guardians. The Act places the control of academic data in the hands of students.

### **Academic Transcripts**

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

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

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

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

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

Students must submit a written request via mail or in person. **Fax and/or e-mail requests for transcripts will not be accepted or processed.**

**Financial Hold:** Students with outstanding financial obligations to the University or with delinquent Perkins Loan payments may be denied release of an academic transcript. A new request for transcripts must be made *after* the financial hold has been cleared.

**Change of Name and Address:** Every student is responsible for notifying the Office of the University Registrar of any change of name and address. Failure to do so can cause serious delay in the handling of student records and in notifying students in emergencies. Currently enrolled students may update their address online using the BannerWeb student self-service personal information page. Non-enrolled students must submit a written request and only the student has the authority to change his/her address. Name-change requests must also be submitted in writing and be accompanied by official documentation of the change. This documentation may be one of the following: marriage license, social security card, or official legal disposition of the change. A copy of this document must be on file in the student's official record.

### **Cross Registration**

**Cross-registration at the Atlanta University Center (AUC):** Undergraduate students of Clark Atlanta University may cross-register for courses at all the AUC schools with the exception of Morehouse School of Medicine. Graduate students of Clark Atlanta may cross register for courses at Morehouse School of Medicine. All students wanting to cross-register must pick up a cross-registration form from their department. Completely fill out the information requested, specifically indicating the subject/course to be taken at the "host" institution. Once the form is complete, the

---

student must get the approvals of his/her advisor and the other required signatures as indicated. The student must then turn it in to the Office of the University Registrar in order to be registered for the class. All cross-registration forms must be submitted by the end of the Drop/Add Period each term. Forms submitted after this date will not be accepted.

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

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

### **The Atlanta Regional Consortium for Higher Education (ARCHE)**

Institutions belonging to the ARCHE Consortium allow their students to cross-register for courses at other ARCHE colleges and universities on a space-available basis at the end of host institutions' registration periods. For students' approved to cross-register for courses at host institutions, the school of matriculation remains the students' home institution. Cross-registration requires a recommendation from of the home institution and the approval of the designated representative of the host institution. Contact the University Registrar for registration deadlines.

- To be eligible for ARCHE cross-registration, students must be in Good Academic Standing, be financially enrolled, and be approved to register by the Chief Academic Officer at their home institutions. Cross-registered students must pay any special fees, (e.g., laboratory fees) to the host institution.
- Courses proposed for ARCHE cross-registration must not be offered concurrently at students' home institutions, and students must have completed all course prerequisites.
- Students may not cross-register for more than eighteen (18) credits during their matriculation to graduation.
- Students may cross-register for a maximum of two (2) courses per term, and the combined course load may not exceed the full-time allowable course load for the home institution.

---

### **Matriculation at Other Institutions**

Clark Atlanta University undergraduate students in Good Academic Standing with a minimum cumulative GPA of 2.0 and does not have an outstanding student account balance may be approved to participate in selected programs (e.g., Boston University Early Medical School Admission Program, the Atlanta Regional Consortium for Higher Education (ARCHE), Study Abroad) that require them to matriculate at other regionally approved colleges and universities in approved transient status.

### **Degree Credit by Examination**

Clark Atlanta University awards credit to students who achieve satisfactory scores on the Advanced Placement Program (AP), College Level Examination Program (CLEP), and the International Baccalaureate Program (IB). Students may earn a maximum of forty-five (45) credits toward a Clark Atlanta University baccalaureate degree by examination through these programs. Students must submit their examination scores prior to their first term of enrollment.

**Note:** Total transfer credit, transient credit, and credit by examination cannot exceed fifty-six (56) credits. For further information, students should contact the Executive Director of the Center for Academic and Student Success (CASS).

**Advanced Placement (AP) Credit:** Students may be awarded a maximum of thirty (30) degree credits for achieving a minimum pass level of three (3) for the College Board's Advanced Placement tests. There is no charge to students for the award of AP credits. Students' academic transcripts will indicate the AP tests taken, the actual scores, and the Clark Atlanta University courses for which AP credit was awarded. However, the University Registrar will not post final letter grades to students' academic transcripts for courses for which AP credit has been awarded and are not included in calculating students' cumulative GPA's. Students seeking to obtain AP credit should forward their scores to the Director of Admissions.

**International Baccalaureate (IB) Credit:** Students may be awarded a maximum of thirty (30) degree credits for achieving a minimum score of four (4) for Higher Level (HL) IB examinations at the secondary level. There is no charge to students for the award of IB credits. Students' academic transcripts will indicate the courses for which IB credit was awarded. However, the University Registrar will not post final letter grades to students' academic transcripts for courses for which students have been awarded IB credit and are not included in calculating students' cumulative GPA's. Students seeking to obtain IB credit should forward their scores to the Director of Admissions.

**College Level Examination Program (CLEP) Credit:** Clark Atlanta University awards degree credit to students for CLEP Subject Examinations, but not for CLEP General Examinations. Students may earn a maximum of twelve (12) credits in any one academic discipline for CLEP examinations. There is no charge to students for the award of CLEP credits. The University Registrar will not post final letter grades to students' academic transcripts for courses for which students have been awarded CLEP examination credit and are not included in calculating students' cumulative GPA's. Students' academic transcripts will indicate the Clark Atlanta University course for which CLEP examination credit has been awarded.

---

Students seeking to obtain CLEP credit should forward their scores to the Director of Admissions. Transfer students who have previously received degree credit for CLEP Subject Examinations must submit their original CLEP examination score reports to the Director of Admissions for evaluation at the same time as they submit other transfer courses for evaluation. All students should complete CLEP examinations prior to enrolling at Clark Atlanta University and send their scores to the Director of Admissions not later than July 1 for Fall Semester entry or November 1 for Spring Semester entry.

**Computer Literacy Credit by Examination:** Clark Atlanta University awards course credit to students who achieve a minimum score of eighty percent (80%) on the Computer Literacy Competency Examination. Students achieving the required minimum score will satisfy the General Education Core course requirement for computer literacy and will be awarded three (3) credits for CCIS 100, Information Technology and Computer Applications. Students seeking credit by examination for CCIS 100, Information Technology and Computer Applications should contact the Department of Computer and Information Science not later than the end of their first academic term of study at Clark Atlanta University. Students are permitted one (1) attempt to achieve the minimum required score of 80% on the Computer Literacy Competency Examination.

**Foreign Language Credit by Examination:** All undergraduate degree programs offered by Clark Atlanta University require students to complete a minimum of six (6) credits of study in foreign languages at the intermediate level. Students who have completed a minimum of two (2) years of French or Spanish in high school are administered a Foreign Language Placement Examination to determine their readiness for the study of intermediate level foreign languages. Students who score a minimum of 90% are eligible to receive the following course credit:

90% - 95%, CFLF or CFLS 201, Intermediate Foreign Language Requirement I, 3 credits

96% - 100%, CFLF or CFLS 201, Intermediate Foreign Language Requirement I and II, 3 credits

Students who have not completed a minimum of two (2) years of French or Spanish in high school will not be administered the Foreign Language Placement Examination but should enroll in an elementary level foreign language course. Transfer students who have not satisfied Clark Atlanta University's foreign language requirement should consult the Foreign Language Department for placement in the appropriate foreign language courses of study. For additional information, students should contact the Department of Foreign Languages.

### **Official Leave of Absence**

Students who are in Good Academic Standing may be approved for a leave of absence from the University for a period not to exceed two (2) academic terms. The student must submit a Petition for an Official Leave of Absence form to the Executive Director of the Center for Academic and Student Success (CASS). Students who enroll in courses at another institution of higher education during an Official Leave of Absence must receive prior approval for transient status per the University's Transient Policy. Official transcripts for courses completed in transient status during the student's Official Leave of Absence must be filed with the Office of the University Registrar not later than the end of the academic term in which the student returns to the University. Before returning to the University, the student must notify the Office of the University Registrar and the Chair of the student's major academic department in writing.

---

### **Official Withdrawal from Clark Atlanta University**

Under exceptional circumstances (e.g., medical or family emergencies), students may need to withdraw from the University. Students must complete a University Withdrawal Form, which is available from the Office of the University Registrar. In order to complete the University withdrawal process, students are required to obtain clearance signatures and dates from the following: (1) the Academic Advisor or Chair of the student's major department, (2) School Dean, (3) the Executive Director of the CASS, (4) the Vice President for Enrollment Services and Student Affairs, (5) the Director of Residence Life, (6) the Director of the Robert W. Woodruff Library, (7) the Director of Financial Aid, (8) the Director of Student Accounts, and (9) the University Registrar. The University Registrar will include the completed University Withdrawal Form with the student's academic records. The date of the University Registrar's signature is the student's official date of withdrawal from the University. If the student has received support from Federal Title IV Financial Aid programs for the term in which the student is withdrawing, the official date of withdrawal from the University must be used to determine any required "Return of Title IV" funds to the Department of Education and the student's remaining financial obligation to the University. The University Registrar will post a "W" grade to the student's academic transcript for all courses in which the student is currently enrolled.

### **Graduation Requirements**

**Course Requirements:** Candidates for a degree must have met all the requirements of the University and of a prescribed plan of study. Beyond the General Education Core requirements, at least sixty percent (**60%**) of credits in the plans of study must have been at or above the 300 level. **No student may graduate from Clark Atlanta University with fewer than one hundred and twenty-two (122) credits.**

**Grade Point Average (GPA):** To graduate, students must earn a minimum cumulative GPA of 2.0 for all courses and earn minimum final grades of "C" in all major courses, cognate courses and any other required courses for award of the degree. Students who elect to pursue a minor concentration must also earn a minimum cumulative GPA of 2.0 in all required courses. Students must have been awarded minimum passing grades for (1) courses mandated by accrediting agencies and (2) minimum verbal and/or quantitative essential skills.

### **Release of Diplomas**

Diplomas are not released to students until all grades (including transfer grades) and test scores have been posted to the transcript. All final financial obligations to Clark Atlanta University, including the Financial Aid Exit Interview, must also have been satisfied through the Office of Student Accounts and the Office of Financial Aid before a student's diploma can be released.

### **Application for Graduation**

Those students who are eligible to apply for graduation will be notified by the University Registrar. Subsequent to notification by the University Registrar, each eligible student completes the graduation clearance process by:

1. Meeting with the Chair of the student's major academic department to complete the student's Application for Graduation form and confirm that all degree requirements have been met or are scheduled for completion by the end of the academic term in which the student is planning to graduate;



- 
2. If approved, the Chair of the student's major department forwards to the Office of the University Registrar the signed and dated Application for Graduation form (both the student and department chair must sign and date the application form) accompanied by the student's annotated plan of study and a copy of the student's academic transcript;
  3. Upon receipt, the University Registrar completes a final review of the student's signed and dated Application for Graduation form and supporting documentation and officially notifies the student whether or not he/she is cleared for graduation and award of the student's degree or certificate. If the student is not cleared for graduation, the University Registrar will annotate the student's notification with all deficiencies that must be resolved.

**Note:** Per the official Clark Atlanta University policy, students must complete all degree or certificate requirements in order to participate in Commencement activities.

### University Honors

**Dean's List:** The names of full-time students achieving a minimum 3.25 GPA during an academic term, without any (1) final grades below "C" or (2) incomplete ("I") grades, and (3) enrolled for a minimum of twelve (12) credits are placed on the Dean's List. In coordination with the University Registrar, the Executive Director of the Center for Academic and Student Success (CASS) prepares the Dean's List. The Dean's List designation is posted to students' academic transcripts.

**Honor Roll:** The names of students who have completed a minimum of two academic terms, and have maintained a minimum cumulative GPA of 3.25 with no incomplete ("I") grades are listed on the University's Honor Roll. In coordination with the University Registrar, the Executive Director of the Center for Academic and Student Success (CASS) prepares the Honor Roll. The Honor Roll will be forwarded to the School Deans for dissemination. The Honor Roll designation is posted to students' academic transcripts.

### Graduation Honors:

Graduation honors will be based on seven (7) semesters. In recognition of superior scholarship, the faculty may approve a candidate who has completed a minimum of sixty-six (66) semester hours while enrolled at the University to graduate with the following honors:

In recognition of superior scholarship, the faculty of Clark Atlanta University approves candidates who have completed a minimum of sixty-six (**66**) credits while enrolled at Clark Atlanta University to graduate with the following graduation honors:

- A student is eligible to graduate **Cum Laude** (with distinction) for attaining a cumulative GPA of 3.40, but below 3.59, with no final course grades below "C."
- A student is eligible to graduate **Magna Cum Laude** (with great distinction) for attaining a cumulative GPA of 3.60, but below 3.80, with no final course grades below "C."
- A student is eligible to graduate **Summa Cum Laude** (with highest distinction) for attaining a cumulative GPA of 3.80 or higher, with no final course grades below "C."

For the above graduation honors, only grades earned at Clark Atlanta University will be used in the GPA calculation.

---

In the selection of the class valedictorian and salutatorian, all credits earned, whether earned at Clark Atlanta University or in transient status or transferred in from another institution, will be included in the GPA calculation. Students selected as the class valedictorian and salutatorian must not have earned a final course grade below "C." Courses may not have been repeated for the purpose of qualifying for Graduation Honors as valedictorian or salutatorian. Students who satisfy degree requirements for the BA/MA and/or BS/MS may qualify for honors based on the undergraduate (baccalaureate) GPA.

---

## FINANCIAL INFORMATION

**Office of Financial Aid**  
**Haven-Warren Hall, Room 211**  
**Telephone: (404) 880-8992**

The Office of Financial Aid at Clark Atlanta University assists students in finding ways to pay for their college education. The philosophy of the Office of Financial Aid reflects that of the Department of Education. To the extent possible, the primary responsibility for paying for schooling rests with the student and his/her family. The University will attempt to provide financial assistance to those families who have been determined eligible based on the formula approved by Congress and used by the Department of Education. CAU will provide informational resources to all students and families regardless of eligibility. Such resources will enable parents and student to seek sources of financial aid outside the institution.

The mission of the Office of Financial Aid is to assist students and parents in navigating the financial aid process in order to identify adequate funding that will enable them to become financially enrolled at Clark Atlanta University. The vision of the Office of Financial Aid is to provide students with access to financial resources and student centered services while ensuring compliance with federal, state, and institutional regulations. The Office will meet or exceed expectations from internal and external constituents.

### **Students' Rights and Responsibilities**

#### Students have the right to know:

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

---

Students have the responsibility to:

- Read directions thoroughly, complete all forms accurately, and comply with all deadlines.
- Submit any additional information or documents required by the Office of Financial Aid or other agency if applicable.
- Contact the Financial Aid Office if an award letter is not received within two weeks of submitting all required documents.
- Read, understand, and keep copies of any forms the student is required to sign.
- Repay any student loans that are received.
- Complete Entrance and Exit Loan Counseling if federal loans are received while attending Clark Atlanta University. Loan Counseling can be completed at [www.studentloans.gov](http://www.studentloans.gov).
- Notify the Office of Financial Aid of any change in enrollment status or financial status, including any scholarships or grants received from outside sources.
- Notify the lender of any changes in your permanent address and enrollment status.
- Satisfactorily perform the work agreed upon in a federal work-study job.
- Know and comply with all requirements for continuation of financial aid, including satisfactory academic progress (SAP) requirements.
- Check the status of your account each semester using BannerWeb student self-service to verify that all eligible aid is applied to your account.
- Verify and update your permanent mailing address with the University Registrar each semester.

## **Application Procedures for Financial Aid**

### **Complete a *Free Application for Federal Student Aid (FAFSA)***

To receive financial aid at Clark Atlanta University, all students must complete the FAFSA prior to the beginning of each school year. **The preferred method of completing the FAFSA is online.** Students who have access to the Internet should complete the FAFSA on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students who received federal financial aid in the previous school year may receive a Renewal Application. The Renewal Application may also be completed online. When completing the FAFSA, students must list Clark Atlanta University's name and school code "001559" in the section that asks you to list the school you plan to attend. The address for Clark Atlanta University is 223 James P. Brawley Drive, S.W., Atlanta, GA 30314.

- **Priority Deadlines:** Students should complete and transmit their FAFSA no later than March 1 preceding the year for which they wish to receive financial aid. Other documents should be completed and submitted to the Office of Financial Aid by April 1, regardless of the semester in which students plan to enroll. Students who complete and submit their Student Aid Report (SAR) and other required documents by April 1 will receive priority consideration and will be notified of their financial aid awards no later than May 30. Students who apply for financial aid after April 1 should allow 6 to 8 weeks to receive award letters. Students applying after June 15 should be prepared to pay their fees during registration and may be reimbursed based on their financial aid eligibility. Financial aid applications for spring semester must be completed no later than November 1.

---

### **Important Dates to Remember**

<b>March 1</b>	Priority deadline to submit FAFSA to the processor
<b>April 1</b>	All documents due in the Office of Financial Aid for priority treatment
<b>April 15</b>	All documents due in the Office of Financial Aid for students applying to attend summer session
<b>May 1</b>	Online Award Notifications available
<b>June 15</b>	Deadline to have all documents into the Office of Financial Aid for fall enrollment

- **Student Aid Report (SAR):** Students should receive an electronic SAR in approximately 3 to 5 days following submission of their electronic FAFSA and should carefully review the SAR to make sure the information is completely correct. If the information is incorrect, make the corrections online to the SAR and return it to the processor. Failure to comply may result in the student's application being delayed. The Office of Financial Aid will only receive your SAR information if Clark Atlanta University is listed in the school section.
- **Special Instructions:** Federal regulations require that Clark Atlanta University verify the accuracy of information provided by applicants for financial aid whom the Department of Education selects for a process called "**verification**". If the information on the SAR states that "**Your application has been selected for a review in a process called verification,**" students can either submit to the Office of Financial Aid a copy of the Tax Transcripts or they can use the IRS data retrieval to request their tax information. The Office of Financial Aid will not be able to accept the 1040, 1040A, or 1040EZ for completing the verification process. Students will also have to complete a **Verification Worksheet** that can be obtained from the Financial Aid section of the CAU website or from the Office of Financial Aid. Contact the Financial Aid Office to find out about additional information or documentation that may be needed. Students who do not complete the verification process as required **will not** be eligible to receive financial aid awards.

*NOTE: The University's review of documentation may result in an adjustment to the aid award. Thus, it is in the student's best interest to notify the Office of Financial Aid regarding changes in information originally reported on the FAFSA.*

- **Dependency Status:** According to Congressional guidelines, students are considered either dependent or independent for financial aid purposes. A student is considered independent for federal and state financial aid programs if the student meets one of the following criteria:
  - ~ For the 2014-15 school year, the student was born before January 1, 1991; or
  - ~ The student is married; or
  - ~ The student has a child or children who receive more than half their support from the student; or
  - ~ The student has dependents (other than a child or spouse) who receive more than half their support from the student, and who also live with the student; or
  - ~ The student is enrolled as a graduate or professional student (pursuing a master's degree or doctoral degree); or
  - ~ The student is a qualified veteran of the U.S. military, or currently serving on active duty in the U.S. armed forces for purposes other than training; or
  - ~ The student is an orphan (both parents deceased) or ward of the court or in foster care at any time after turning age 13, or was a ward of the court until age 18; or
  - ~ The student is/was in legal guardianship; or

- 
- ~ The student is/was an emancipated minor; or
  - ~ The student was an unaccompanied youth who was homeless or at risk of being homeless on or after July 1, 2013; or
  - ~ The student has special and unusual extenuating circumstances that can be documented for his/her college financial aid administrators, who may then request a “dependency override” on the FAFSA application. (Note: Exceptions are granted very rarely and only in extreme cases.) Students should contact the financial aid office at the school they will be attending for additional information.

- **Other Requirements:** New students must be accepted for admission to Clark Atlanta University before their applications for financial aid can be processed. All students applying for financial aid (e.g., loans, work-study, scholarships, grants, stipends) must complete the FAFSA and be admitted to Clark Atlanta University.
- **International Students and Noncitizens:** Federal and state financial aid programs are for United States citizens or permanent residents of the United States. International students are typically not eligible for federal and state aid. They may, however, qualify for institutional scholarship programs. International students are warned that, in many instances, these programs provide only enough financial aid to cover some of the college expenses. The financial responsibility of attending the University will be on the student and his family.
- **Transferability of Financial Aid Awards:** Awards such as the Federal Supplemental Grant (SEOG), Federal College Work Study Program (CWSP), Perkins Loan, and others cannot be transferred from one college to another. A separate application must be made to each college or university. Federal Pell Grant and Georgia Student Finance Commission awards are transferable, but the amount of the award may be different at other institutions.

### **Eligibility Criteria for Financial Aid Awards**

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

- Be admitted or enrolled as a regular student in a degree-granting program
- Be a U.S. citizen or eligible noncitizen
- Have a valid social security number
- Be making Satisfactory Academic Progress (SAP) toward completion of his/her degree
- Not owe a refund on any federal grant and not be in default on any student loan previously received unless he/she can provide proof that satisfactory arrangements having been made with the lender
- Be registered with the Selective Service and the Immigration and Naturalization Service if required by law to do so
- Not have been convicted of drug related offenses

### **Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients**

Federal regulations and Clark Atlanta University policies require that students receiving federal financial aid must maintain **Satisfactory Academic Progress (SAP)**, while progressing toward successful and timely completion of degree requirements. The financial aid programs affected by SAP requirements include those offered by federal and state governments and the University.

---

Students receiving funds from any of these sources must maintain SAP or face financial aid probation or denial of aid from all sources. Students awarded scholarships based upon merit must comply with the University's academic requirements in order to maintain their eligibility to continue to receive support. All students who are receiving financial aid must be evaluated to ensure they are satisfactorily progressing toward completion of their degrees. SAP is measured annually in the following two ways:

1. **Qualitative:** Undergraduate students must maintain a minimum Cumulative Grade Point Average (CGPA) of 2.0. Graduate students must maintain a minimum CGPA of 3.0.
2. **Quantitative:** All students must successfully complete a minimum of sixty-seven percent (**67%**) of all credits attempted.

Undergraduate students **cannot** attempt more than 180 credits (or 150% of the number of credits required for award of the undergraduate degree, whichever is less).

Graduate students **cannot** attempt more than 150% of the number of credits needed for award of the graduate degree. Both quantitative measures are cumulative.

**In order to continue to receive financial aid students must meet both quantitative and qualitative requirements.** For example, at the end of his sophomore year, David has attempted 60 credits but only completed 37 credits with a CGPA of 2.5. Therefore, David is not meeting **Satisfactory Academic Progress** because he has completed less than 67% of all credits attempted ( $37/60 = 61.66\%$ ).

**The following policies apply in determining attempted credits:**

- **Transfer Credits:** Transfer credits accepted from another college or university will be counted as attempted hours and will be applied to the maximum attempted hours allowed to complete a degree program. Transfer student must complete and pass 67% of courses taken for degree program.
- **Incomplete Courses:** Any course in which the "I" grade is given is counted in credit hours attempted. However, it is not included in credit hours earned until such time as the course is completed and a final grade has been awarded.
- **Maximum Period for Completion of a Degree:** Students are given a maximum period for completion of a degree that may not exceed **150%** of the total credit hours required for the degree. A student who has completed the academic requirements for the degree or certificate he/she is pursuing but has not yet received the degree or certificate cannot receive further financial aid for that program.
- **Withdrawals:** All courses from which students officially withdraw are included in the total number of credits attempted and "W" grades will be posted to students' academic transcripts. ***Excessive withdrawals from courses may result in the loss of financial aid as withdrawals count as credit hours attempted but not earned.***
- **Audit Courses:** Students do not receive academic credit for audited courses and are therefore not eligible to receive financial aid for courses which they audit.

---

### **Financial Aid Suspension**

Students not meeting the standards for Satisfactory Academic Progress (SAP) are automatically placed on financial aid suspension whereby he/she is not eligible to receive financial aid until he/she brings up the minimum required academic standards (outlined above). Students on financial aid suspension can appeal the decision.

**Appeal of Financial Aid Suspension:** Students not meeting the financial aid eligibility requirements by maintaining SAP may appeal the decision to terminate financial aid if extenuating circumstances were present. The student must adhere to the following requirements:

- Complete the Financial Aid Appeal Form available in the Office of Financial Aid or on the University's website ([www.cau.edu](http://www.cau.edu)).
- Provide documentation of the extenuating circumstance(s). The documentation must be directly related to the event(s) that affected the student's ability to achieve Satisfactory Academic Progress.
- Submit appeal to the Financial Aid Appeals Committee by July 1 prior to the start of the Fall Semester. Letters of appeals should be typed, signed by the student (wet signature), and include all supporting documentation. The decision of the Financial Aid Appeals Committee is final.

### **Financial Aid Probation**

A student who successfully appealed their Financial Aid Suspension may be placed on financial aid probation. Financial aid probation cannot exceed one semester. During this period, a student is expected to improve his/her academic progress so that they are again meeting the minimum standards of 67% credit hour completion rate and a minimum CGPA of 2.0 (undergraduate) or CGPA of 3.0 (graduate).

- **Reinstatement of Financial Aid Eligibility:** If a student loses eligibility for award of financial aid because he/she failed to achieve minimum required SAP academic standards and does not have mitigating circumstances, the student may have his/her financial aid eligibility reinstated by taking action that brings them into compliance with the minimum standards of 67% credit hour completion rate and a minimum CGPA of 2.0 (undergraduate) or CGPA of 3.0 (graduate).
- **Academic Plan:** Students who are evaluated and it is determined that it would take more than one semester of probation to get them back to the minimum standards will be placed on an academic plan. The academic plan will outline how the student can get themselves back to the minimum academic standards to be eligible for financial aid within one year or two semesters. Students on academic plan will be evaluated at the conclusion of every semester.

### **Cost of Attending Clark Atlanta University**

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



---

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

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

### **The Financial Aid Award**

The Office of Financial Aid attempts to assist as many Clark Atlanta University students as possible by using available funds provided by multiple sources. Financial assistance is awarded to meet educational expenses only and the aid is awarded on a first come first served basis. The priority deadline for applying for financial aid is March 1 therefore students should complete their FAFSA at least four (4) weeks prior to the March 1 priority deadline to ensure that the Office of Financial Aid receives their electronic Student Aid Report (SAR) by the priority date. Students who comply with published priority deadlines for completing financial aid applications will receive consideration for all available funds. Students who apply after the published priority deadlines may receive financial aid awards if available. An application is complete when the Office of Financial Aid receives all required documents.

**Awards Based on Hours of Enrollment:** In determining the amount of the student's award, the financial aid staff assumes that the student will be enrolled full-time (at least 12 hours per semester) for fall and spring unless indicated otherwise. The aid award is subject to adjustment should the hours of enrollment change by the end of the Drop/Add Period for the term.

**Note:** Award revision may affect your billing statement from the Office of Student Accounts.

**Understanding the Online Award Notification:** The online financial aid notification represents an offer that is based upon provided information and funds available to the University at the time of the award. The availability of funds from federal and state programs is subject to Congressional and state appropriations and to changes in federal and state legislation.

Total Cost of Education represents the estimated cost of educational expenses for the award period (including tuition, fees, books and supplies, room, board, and miscellaneous). This is an estimate. Where the student lives and what he/she pays for transportation and personal expenses could cause the actual cost of education to be higher or lower.

**Expected Family Contribution (EFC)** includes total family contributions, which are determined from information provided by the student and his/her family on the FAFSA. Annual financial aid awards are usually divided into semester amounts and will be applied to the student's bill according to the way they are listed on the award letter. The student may accept or decline any portion of the award online.

**Note:** If any portion of the award is declined, Clark Atlanta University will not replace it with other funds.

---

By accepting the award notification, the student is certifying that he/she understands and accepts his/her rights and responsibilities as an aid recipient at Clark Atlanta University as outlined in this publication. The student must notify the Office of Financial Aid if he/she does not accept the award as listed on the online award notification.

### **External Scholarships and Resources**

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

### **Changes in Financial Situations**

The student's financial aid situation may change after submission of (and changes to) the FAFSA. It is the student's responsibility to notify the Office of Financial Aid of any changes to the information originally reported on the FAFSA. In the event of substantial unexpected change in family circumstances such as loss of employment, health issues, death, etc. the student may notify the Office of Financial Aid and request a reevaluation of his/her award. The request must be in writing with appropriate documentation and it should describe the substantial changes in detail, specifying dollar amounts on the **Special Conditions Form** obtained from the Office of Financial Aid or CAU website. Any award adjustment is contingent upon the student's eligibility according to program regulations and the availability of funds. The decision of the Office of Financial Aid is final.

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

### **Funding for Summer Session and Study Abroad**

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

---

## Types of Available Aid

### Federal Grants

- **Federal Pell Grant:** Does not have to be repaid. Available almost exclusively to undergraduates. Up to \$5,730
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** Does not have to be repaid. For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school (\$100-\$4,000)  
*For additional information on federal student aid, visit [www.studentaid.ed.gov/funding](http://www.studentaid.ed.gov/funding) or call 1-800-4-FED-AID (1-800-433-3243).*
- **Teacher Education Assistance College and for Higher Education (TEACH) Grant:** Does not have to be repaid unless student fails to carry out service obligation, in which case student must repay TEACH Grant as Direct Unsubsidized Loan with interest accrued (accumulated) from date grant was disbursed (paid out to student)

For undergraduate, post baccalaureate, and graduate students who are or will be taking course work necessary to become elementary or secondary teacher; recipient must sign Agreement to Serve saying he/she will teach full-time in designated teacher shortage area for four complete years (within eight years of completing academic program) at elementary or secondary school serving children from low-income families (Up to \$4,000 a year; total amount may not exceed \$16,000; Graduate student total amount may not exceed \$8,000)

*For more information see the Teach Grant Fact Sheet at [www.teachgrant.ed.gov](http://www.teachgrant.ed.gov)*

- **Iraq and Afghanistan Service Grant:** Does not have to be repaid. For students who are not Pell-eligible due only to having less financial need than is required to receive Pell funds; whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11; and who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. Maximum is same as Pell maximum; payment adjusted for less-than-full-time study.

### Georgia State Aid

- **Zell Miller Scholarship:** Open to legal residents of Georgia who demonstrated high academic achievement. This scholarship can be used to offset educational costs incurred while attending a college in the state of Georgia. Students attending Clark Atlanta University may receive the following:  
Full-time students: \$2,000 per semester, \$1,333 per quarter  
Half-time students: \$1,000 per semester, \$666 per quarter  
**\*\*Award amounts are budgeted each year by the Georgia Legislature and are subject to change.\*\***

To receive Zell Miller Scholarship funding, students must:

1. Meet **one** of the following academic requirements:
  - Graduate from a HOPE-eligible high school as the Valedictorian or the Salutatorian.
  - Graduate from an eligible high school with a minimum 3.7 grade point average combined with a minimum score of 1200 on the math and reading portions of the SAT test or a 26 composite score on the ACT test in a single test administration.

- 
- Complete a HOPE eligible home study program with a 3.7 grade point average combined with a minimum score of 1200 on the math and reading portions of the SAT test or a 26 composite score on the ACT test in a single test administration.
  - Graduate from an ineligible high school or complete an ineligible home study program with a minimum score of 1200 on the math and reading portions of the SAT test or a 26 composite score on the ACT test in a single test administration, and then earn a 3.3 grade point average on 30 semester hours or 45 quarter hours of college degree-level coursework taken after high school graduation or home study completion. This option allows for payment of the first 30 semester hours or 45 quarter hours after they are taken.
  - Have first enrolled in an eligible post-secondary institution in 2007 or later, as a freshman, meeting one of the academic qualifications listed above and having earned a 3.3 cumulative grade point average at the most recent HOPE Scholarship checkpoint.
2. Be enrolled as a degree-seeking student at an eligible public or private college or university or technical college in Georgia.
  3. Meet HOPE's Georgia residency requirements.
  4. Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
  5. Be in compliance with Selective Service registration requirements.
  6. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for Zell Miller Scholarship payment if he/she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
  7. Not be in default or owe a refund on a student financial aid program.
  8. Maintain satisfactory academic progress as defined by the college.
- **Hope Scholarship:** Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated high academic achievement. The scholarship provides money to offset educational costs incurred while attending a college in the state of Georgia. Hope Scholarship - Legal residents of Georgia who have achieved a 3.00 average in the core curriculum and have been declared HOPE Scholars by the State may apply for the HOPE Scholarship. Students must complete the HOPE Scholarship application at [www.GAcollge411.org](http://www.GAcollge411.org). Students attending Clark Atlanta University may receive the following:  
Full-time students: \$1,910 per semester  
Half-time students: \$955 per semester  
**\*\*Award amounts are budgeted each year by the Georgia Legislature and are subject to change.\*\***

To receive HOPE Scholarship funding, students must:

1. Meet **one** of the following academic requirements:
  - Graduate from a HOPE-eligible high school with a 3.0 grade point average. For more details, click here.
  - Complete a HOPE eligible home study program with a 3.0 grade point average. For more details, click here.
  - Graduate from an ineligible high school, complete an ineligible home study program, or earn a GED, **and** score in the national composite 85th percentile or higher on the SAT or ACT tests.
  - Graduate from an ineligible high school or complete an ineligible home study program, and then earn a 3.0 grade point average on 30 semester hours or 45 quarter hours of college degree-level coursework. This option allows for payment of the first 30 semester hours or 45 quarter hours *after* they are taken.

- 
- Earn a 3.0 grade point average at the college level on degree coursework after attempting 30, 60, or 90 semesters hours or 45, 90, or 135 quarter hours, regardless of high school graduation status.
  - 2. Be enrolled as a degree-seeking student at an eligible public or private college or university or technical college in Georgia.
  - 3. Meet HOPE's Georgia residency requirements.
  - 4. Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
  - 5. Be in compliance with Selective Service registration requirements.
  - 6. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for HOPE payment if he/she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
  - 7. Not be in default or owe a refund on a student financial aid program.
  - 8. Maintain satisfactory academic progress as defined by the college.
- **Georgia Tuition Equalization Grant:** Open to legal residents of Georgia who are enrolled on a full-time basis (12 or more hours) may also be eligible to the Georgia Tuition Equalization Grant. Students must complete the Georgia Tuition Equalization Grant (GTEG) application at [www.GAcollge411.org](http://www.GAcollge411.org). The amount of the grant is \$700 per academic year or \$350 per semester for full-time attendance. (Budgeted each year by the Georgia Legislature. The amount of the award may change during the award year.)

To be eligible, students must:

1. Be a U.S. citizen or national of the U.S. or have evidence from INS of eligible permanent resident alien status;
2. Be a legal resident of Georgia;
3. Be enrolled as a full-time student at an eligible private college or university in Georgia; Be an undergraduate student in a program of study leading to a college degree;
4. Maintain satisfactory academic progress, as defined by the college;
5. Be in compliance with Selective Service registration requirements;
6. Not be in default or owe a refund on a student financial aid program;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Must not have received TEG payment for more than 127 semester/190 quarter hours.

### **Other State Aid Programs**

- **D.C. Tuition Assistance Grant (DC TAG) Program**  
**District of Columbia residents may receive up to \$2,500 per year for up to five years toward tuition costs at Clark Atlanta University.**

#### **Who is Eligible?**

Students who graduated from high school or earned a GED on or after January 1, 1998, resided the District of Columbia for a minimum of 12 months prior to enrolling in college, enrolled in college within 3 years of high school graduation (or GED completion), are U.S. citizens or eligible non-citizens and have been accepted at an eligible college or university.

#### **To Apply**

Complete the DC AppOne Application, available at DC-CAP centers, the Greater Washington College Info Center, the [DCTAG website](#) or by calling the DC Tuition Assistance Grant Program Office at (202) 727-2824.

---

## **Institutional Scholarships**

- **Scholarships for First-Year Students**

**Presidential Scholarship:** Applicants with a minimum grade point average (GPA) of 3.75 and 1300 SAT score (Verbal and Math combined) or 29 composite ACT score will be considered for an award equal to the cost of tuition, fees, on campus room and board, and an allowance for books. All eligible applicants will be placed in a pool and awards will be made on the basis of availability of institutional funds.

The Presidential Scholarship recipients must maintain a cumulative GPA of 3.5, be enrolled in fifteen (15) hours of undergraduate courses per semester and successfully complete course work annually that is consistent with normal class progression standards. This award may only be used beginning the fall semester after the student graduates from high school. It is renewable annually for a maximum of four years (eight semesters) as long as the student maintains all scholarship renewal criteria.

**Provost Academic Achievers Program:** First-time freshmen who meet the Provost Academic Achievers Scholarship Program criteria and complete the application process by February 1 of their high school senior year will be considered for the scholarship program. Applicants must have FAFSA report on file by March 1 preceding the fall enrollment period. Applicants with a GPA between 3.50 - 3.74 and 1200 SAT score (Verbal and Math combined) or a 27 composite ACT score will be considered for an award equal to the cost of tuition, fees, on-campus room and board. All eligible applicants will be placed in a pool and awards will be made on the basis of availability of institutional funds.

The Provost Academic Achievers Scholarship Program recipients must maintain a cumulative grade point average of 3.5, be enrolled in fifteen (15) hours of undergraduate courses per semester and successfully complete at least 30 credit hours per academic year. This award may only be used beginning the fall semester after the student graduates from high school. It is renewable annually for a maximum of four years (eight semesters) as long as the student maintains all scholarship renewal criteria.

**Dean's Scholars Program:** First-time freshmen who meet the Dean's Scholars Scholarship Program criteria and complete the application process by February 1 of their high school senior year will be considered for the scholarship program. Applicants must have a FAFSA report on file by March 1 preceding the fall enrollment period. Applicants with a GPA between 3.25 - 3.49 and 1100 SAT score (Verbal and Math combined) or a 24 composite ACT score will be considered for an award ranging to full tuition. Financial need of each applicant will be considered in the selection process. All eligible applicants that meet the criteria by the designated deadlines will be placed in a pool and ranked using the three criteria of test scores (SAT/ACT), high school grades point averages and financial need. The number and amounts of all awards will be subject to available institutional funding.

Dean's Scholars Program recipients must maintain a cumulative grade point average of 3.25, be enrolled in fifteen (15) hours of undergraduate courses per semester and successfully complete at least 30 credit hours per academic year. This award may only be used beginning the fall semester after the student graduates from high school. It is renewable annually for a maximum of four years (eight semesters) as long as the student maintains all scholarship renewal criteria.

**Undergraduate Studies Scholarship:** This scholarship is offered to continuing sophomores, juniors and seniors based on academic performance and unmet financial need. To be considered for this award the student must have a cumulative GPA of 3.0 or higher and complete FAFSA by May 1. This is an automatic annual award therefore no application is required. All recipients are notified the summer prior to the award year.

- 
- **Athletic Scholarship:** This scholarship is awarded through the Athletics Department and is available to athletically talented men and women in all sports. It is based on specific qualifications such as high school and/or transfer records, college entrance test scores on Scholastic Aptitude Test (SAT) or American College Test (ACT) and eligibility criteria established by National Collegiate Athletic Association (NCAA) for Division II institutions. A student must meet the minimum requirements of the University as established for satisfactory progress in order to receive athletic related aid. For more information contact the Athletics Department at the following address:

**Director of Athletics**  
**223 James P. Brawley Drive, S.W.**  
**Atlanta, Georgia 30314**

- **Reserve Officer Training Corps (ROTC) Scholarships:** These scholarships are offered by the Air Force, Army and Navy. Information on these programs can be obtained by contacting the ROTC Offices located at the following addresses:

***ARMY ROTC***

**Atlanta University Center Panther Battalion** (Morehouse/Spelman/Clark Atlanta)  
Army ROTC Enrollment Officer & Liaison  
MAJ Alice H. Smith  
Telephone: (404) 653-7869  
Email: ahsmith@morehouse.edu

ROTC Recruiter

**Georgia State University Panther Battalion**

Department of Military Science  
MRS. Jaime Middleton  
Telephone: (404) 413-6492  
Email: rotjab@langate.gsu.edu

For more information you may also visit the Panther Battalion web page:

<http://armyrotc.com/edu/gastate/about.htm>

***NAVY ROTC***

**Atlanta University Center, the Morehouse College NROTC Program**

830 Westview Dr, S.W.  
Atlanta, GA 30314  
Telephone: (404) 572-3600  
Fax: (404) 614-3797

***AIR FORCE ROTC***

Students who enroll in Air Force ROTC at Clark Atlanta University (Crosstown University) will take their AFROTC classes at Georgia Institute of Technology (Host University).

Contact: **Georgia Institute of Technology**

151, 6th Street, N.W.  
2nd Floor, Okeefe Building  
Atlanta, GA 30332-0120  
Telephone: (404) 894-7386  
Fax: (404) 894-6857

---

## University Discounts

Gift Assistance (free money) does not have to be repaid. Unless otherwise noted, awards from the following programs will appear as credits on the student's account once the financial aid award package is finalized and if the student is eligible for the funds. Grants and scholarships for graduate students are awarded through the department to which students apply for their plan of study. Interested applicants must contact their respective departments directly to request assistance. A FAFSA must be completed for all aid.

- **Tuition Waivers:** Eligible Clark Atlanta University faculty and staff may receive tuition scholarship waivers valued at full tuition less the amount of any other designated tuition award or federal and state grant awards. This benefit is also available to spouses, sons, and daughters of eligible University employees. Contact the University's Office of Human Resources for an application and procedures. Tuition waivers will appear as a credit on the student's account once the approved application has been processed. The FAFSA must be completed before the waiver can be received.
- **Sibling Discounts:** The Sibling Discount is offered to biological or legally adopted dependent sisters or brothers currently enrolled at Clark Atlanta University. Siblings receive a 33.3% tuition discount. Students must submit a copy of both birth certificates and parents' federal tax return along with the completed Siblings Application to the Office of Student Financial Aid by August 1. Full-time enrollment and Satisfactory Academic Progress (SAP) are required. All interested applicants must complete FAFSA on or before May 1. Independent students do not qualify for the Siblings discount.
- **Ministerial Discounts:** Offered to dependents of United Methodist Church Ministers enrolled full-time enrollment at Clark Atlanta University. Students must submit a copy of the parents' tax return and a letter from the conference indicating that the Minister is in good standing with the United Methodist Church by August 1. Satisfactory Academic Progress (SAP) required. All interested applicants must complete FAFSA on or before March 1. Members of the North Georgia Conference receive a 25% tuition discount. Members of other conference receive a 10% tuition discount. Independent students do not qualify for Ministerial Discounts.

**Note:** All institutional scholarships and discounts require a completed FAFSA, full-time enrollment and satisfactory academic progress.

## **Federal Self-Help And Loan Options**

**Student Employment Programs:** EMPLOYMENT IS AN AWARD FOR WHICH A STUDENT MUST WORK. Employment opportunities may be available both on and off campus.

- **Federal Work-Study (FWS):** The FWS is an employment program awarded to students based on federal eligibility using the information provided on the FAFSA. Work-Study students gain valuable work experience and skills and earn income while attending school to meet educational expenses. Students are given the opportunity to interview for a variety of jobs on campus before placement in a position. FWS students earning is based on the actual hours worked each pay period. The average work-study employee works 20 hours per week and can earn up to 4,200 annually. Students should expect to receive pay checks bi-weekly. The amount of the FWS is the amount the student is eligible to earn for the academic year. FWS is not available to be applied to institutional charges and the earnings do not have to be repaid. FWS awards will not appear as credits on the bill from the Office of Student Accounts.



---

## Loan Programs

Loan Funds from federal, state and private organizations must be repaid. Some loans require interest payments while the student is in school; others begin repayment after the student ceases to be enrolled at a postsecondary institution at least half-time. Some of the loans may be disbursed to the student in the form of checks that should be endorsed and used to pay any charges owed the University. Most loan funds will be credited directly to the student's account after completion of the promissory note and other required documents. All loans are subject to cancellation if the student does not endorse checks promptly or fails to complete the required documents in a timely manner. When a student decides to take out a student loan, he/she is making a commitment to repay it. Repayment is mandatory whether or not the education program is completed. All first-time borrowers must participate in online Entrance Loan Counseling provided by the Office of Financial Aid. Before leaving Clark Atlanta University, all borrowers must have an exit interview to discuss repayment, deferment and cancellation provisions. Eligibility for loans will be based on the information received on the Student Aid Report. Students do not have to complete a separate loan application but will have to complete a promissory note agreeing to repay the loan.

**Note:** Loan awards typically increase as the student progresses toward degree completion.

1. **Federal Perkins Loan:** For undergraduate and graduate students. Awards are based on financial need as demonstrated by the information provided on the FAFSA and the availability of funds. Preference will be given to undergraduate students who demonstrate exceptional need and who meet on-time filing priority deadlines. Up to \$5,500 for undergraduate students and up to \$8,000 for graduate and professional students. Loan must be repaid with interest. Current interest rate is 5%, subject to change.
2. **Direct Subsidized Loan (Stafford):** Low-interest subsidized loan may be made to eligible undergraduate students attending at least half-time and have financial need. Students are not required to pay interest on the loan if they continue to be enrolled at least half-time. U.S. Department of Education pays interest while the borrower is in school and during grace and deferment periods. Students must demonstrate financial eligibility as determined by the information provided on the FAFSA. \$3,500-\$5,500, depending on grade level. Loan must be repaid with interest. Current interest rate is 4.66%.
3. **Direct Unsubsidized Loan (Stafford):** For undergraduate and graduate students enrolled at least half-time and meet all Stafford program requirements other than demonstrated need. Financial need is not required. \$5,500-\$20,500, less any subsidized amounts received for same period, depending on grade level and dependency status. Loan must be repaid with interest. Current interest rate is 4.66%.
4. **Direct PLUS Loan:** Loan is a credit driven loan made to creditworthy parents of dependent undergraduate students and for eligible graduate and professional students enrolled at least half-time. PLUS loans are not based on need and may be used to replace the expected family contribution if the student also receives need-based financial aid. Maximum amount is cost of attendance minus any other financial aid student receives; no minimum amount. Students are required to file a FAFSA. Loan must be repaid with interest. Current interest rate is 7.21%. Students should contact the Office of Financial Aid for application information.
5. **Georgia Student Finance Commission Student Access Loan (SAL):** The SAL loan program is designed to fund as a last resort for college students who have a gap in their college financing. The interest rate on the loan is 1% and the repayment term is ten years after graduation. Students may borrow up to \$10,000 per year up to a maximum of \$40,000 over their college lifetime. Each loan includes an origination fee of 5% of the loan amount not to exceed a total of \$50 per loan. The fee is deducted equally from each disbursement. Loan funds may be used towards any part of the student's cost of attendance. Interest payments are required while the student is enrolled. Students must meet Georgia Residency Requirements. Additional information can be found at [www.GAcollege411.org](http://www.GAcollege411.org).

---

## Veterans Benefits

Clark Atlanta University is approved for eligible nation's veterans, veterans with disabilities, active service personnel, reservists, and qualified dependents of deceased veterans (widows, war orphans, etc.) to receive VA Educational Benefits while attending. Students using the VA Educational Benefits to attend Clark Atlanta University must maintain Satisfactory Academic Progress. Veterans, as well as, widows, war orphans, etc. who fall below the minimum acceptable standing for two consecutive semesters will have their benefits terminated for failure to achieve satisfactory progress. While the student may continue to matriculate at the University, federal funds through the Veterans Affairs Administration will not be available until such time as the minimum acceptable cumulative grade point average has been reached.

To change from one school or training program to another, individuals receiving benefits under the Post-9/11 GI Bill, MGIB-AD, MGIB-SR, VEAP, or REAP will need to submit a VA Form 22-1995 "Request For Change of Program or Place of Training" to the Regional Processing Office serving your state. Individuals receiving benefits under the Dependents Educational Assistance Program will need to submit VA Form 22-5495. Both forms can be submitted online at [www.gibill.va.gov/apply-for-benefits/application/](http://www.gibill.va.gov/apply-for-benefits/application/). For submitting a paper copy of the form visit our forms page link at [www.va.gov/vaforms/search\\_action.asp](http://www.va.gov/vaforms/search_action.asp).

**The Yellow Ribbon Program and the Post-9/11 GI Bill:** The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The Post-9/11 GI Bill provides education benefits for service members who have served a minimum of 90 combined days on active duty after September 10th, 2001. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the Department of Veterans Affairs (VA) to fund tuition expenses that exceed maximum tuition and fee reimbursement per academic year. The institution can contribute up to 50% of those expenses and the VA will match the same amount as the institution. This award is meant to bridge the gap between Post-9/11 benefits and private university tuition and fees.

The current maximum tuition and fee reimbursement per academic year for the Post-9/11 GI Bill to eligible undergraduate students attending private institutions of higher learning can be found at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). This rate changes every year on August 1.

**Note:** The student's tuition and fees may exceed the amount of the Post-9/11 GI Bill benefit if the student is attending a private institution.

Institutions that voluntarily enter into a Yellow Ribbon Agreement with the VA choose the amount of tuition and fees that will be contributed. The VA will match that amount and issue payment directly to the institution. Clark Atlanta University has agreed to extend the Yellow Ribbon to 25 students on a first come first serve basis from fall through spring semesters. This agreement does not include summer session. To apply for Yellow Ribbon Benefits contact CAU's VA Certifying Officer, located in the Office of the University Registrar.

---

## STUDENT ACCOUNTS INFORMATION

**Office of Student Accounts**  
**Haven-Warren Hall, Room 204**  
**Telephone: (404) 880-8037**

The mission of the Office of Student Accounts is to effectively manage and monitor student accounts receivable processes and services that successfully facilitate their continued matriculation at Clark Atlanta University. The vision of the Office of Student Accounts is to enhance the integration of technology-based student financial management services to support the students' financial enrollment obligation.

The Office of Student Accounts is responsible for handling all transactions affecting accounts receivable including billing students, recording payments, processing refunds, coordinating payment plans, collecting outstanding balances, and documenting the receipt of funds necessary for processing students' requests to have official transcripts mailed out.

Each semester the office ensures that students have met their financial obligations to the University before being permitted to register for classes, reserve housing, and receive a transcript. The Office of Student Accounts is the final exiting point that each student must clear in order to be graduated from the University.

### **Tuition/Fees, Room and Board Charges for 2014 - 2015**

<b><u>Undergraduate Tuition*</u></b>	<b><u>FALL 2014</u></b>	<b><u>SPRING 2015</u></b>
Tuition (12-18 Hrs)*	\$9,841	\$9,841
<b><u>Mandatory Fees:</u></b>		
Student Center	\$108	\$108
Technology	\$114	\$114
Library (Capital Improvement Assessment)	\$65	\$65
Student Health	\$26	\$26
Student Health Insurance **	\$445	\$614
Student Activity	\$25	\$25
Athletic Fee	\$35	\$35
<b>Total Tuition and Fees with insurance</b>	<b>\$10,659</b>	<b>\$10,828</b>
<b>Total Tuition and Fees w/o insurance</b>	<b>\$10,214</b>	<b>\$10,214</b>

\*Undergraduate tuition rate is \$828/per credit hour for 1-11 credit hours and an additional \$544/per credit hour for 19+ hours.

\*\*All Undergraduate students with the exception of International students, Student Athletes, and on-campus Graduate students may opt out of health insurance with proper coverage.

### **Other Fees and Charges:**

Enrollment Confirmation Fee +	\$475 (New Students)
Room Deposit Fee*	\$250 (Returning Students)
Late Registration Fee*	\$100
Returned Check Fee**	\$25
Graduation Fee	\$200

+Nonrefundable

\*A late registration fee is charged to the account of any student who fails to complete registration by the end of each semester's regular registration period as published in the University's Academic Calendar.

\*\*A returned check fee is charged when a student presents an insufficient fund check to the University. Once a student presents an insufficient fund check, the University will no longer accept personal checks as payment.

**Note:** The University's tuition and fee schedule is subject to change by action of the Board of Trustees. However, changes in tuition and fees do not occur during the semester. Students should obtain a current schedule of tuition and fees from the Office of Student Accounts or the University's website ([www.cau.edu](http://www.cau.edu)).

### Residential Housing Plans

Residence Halls	Semester	Year	Occupancy
Brawley Hall	\$3,046	\$6,092	Five, Six Bedroom
Brawley Hall	\$3,116	\$6,232	Four Bedroom
Holmes Hall	\$2,661	\$5,322	Double Room
Merner Hall	\$2,661	\$5,322	Double Room
Pfeiffer Hall	\$2,661	\$5,322	Double Room
CAU Suites	\$2,620	\$5,240	Four bedroom
CAU Suites	\$2,895	\$5,790	Two bedroom
CAU Suites	\$3,400	\$6,800	Two bedroom Super Suite
Heritage Commons	\$3,400	\$6,800	Four bedroom
Heritage Commons	\$3,370	\$6,740	Four Bedroom C
Heritage Commons	\$4,290	\$8,580	Two Bedroom

### Meal (Board) Plans

Meal Plans	Semester	Year	Number of Meals
Platinum Unlimited	\$1,817	\$3,634	Unlimited Meals
Gold	\$1,817	\$3,634	14 Meals/Week
Silver	\$1,590	\$3,180	10 Meals/Week
Block 130	\$1,250	\$2,500	130 Meals/Semester
Block 50	\$315	\$630	50 Meals/Semester
Block 25	\$174	\$348	25 Meals/Semester

**Note:** The Platinum Unlimited Meal Plan (\$1,817) is required for First-year (Freshmen) students who live in any Residence Hall facility.

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

- All tuition and other charges are due and payable on or before enrollment deadline date. Failure to satisfy this requirement or make satisfactory financial arrangements for each academic term will result in cancellation of registration.
- Financial aid awards and other payments made on account may be counted toward satisfying a student's financial obligation to Clark Atlanta University. Otherwise, students must pay outstanding charges from other resources by the deadline for enrollment.

**Note:** Federal financial aid in the form of Pell Grants and loans is normally **not** sufficient to cover the entire cost of tuition, fees, room, and board. Students should expect to pay a portion of these charges not covered by financial aid and loans, depending on students' financial aid eligibility, available funds, and housing arrangements.

## Tuition Payment Plans

### ECSI Tuition Payment Plan

Students who have selected to enroll in the ECSI Tuition Payment Plan will receive monthly invoices regarding their installment plan payment. Failure to comply with the terms of the ECSI Tuition Payment Plan agreement will result in the cancellation of their payment plan. Any cancellation in payment plan or failure to accept a revised payment plan agreement will result in a

---

hold being placed on the student's account at the end of the term which will prevent the student from registering for a future term.

Tuition Payment Plans are subject to change if additional charges are assessed to the student's account after the initial set up of a payment plan. Notification will be sent to the email address of the "Payer" on record. Acknowledgement of the change in payment budget must be accepted by the Payer to activate the revised payment plan. **Failure to accept the revised tuition payment plan will result in a remaining balance on the student's account.**

The University offers the following **three options** with ECSI Tuition Payment Plan:

1. **Semester Plan:** This plan is offered to students each semester to assist in paying the remaining balance for a current semester. The student will have the choice of selecting one of the following two options:
  - **Five Payment Option:** The students remaining balance is divided into 5 equal monthly payments. The Fall payment plan opens for enrollment on July 1. The Spring payment plan opens for enrollment on November 15.
  - **Four Payment Option:** The students remaining balance is divided into 4 equal monthly payments. The Fall payment plan opens for enrollment on August 1. The Spring payment plan opens for enrollment on January 1.
  - **Three Payment Option:** The students remaining balance is divided into 3 equal monthly payments. The Fall payment plan opens for enrollment on September 1. The Spring payment plan opens for enrollment on February 1.
  - **Enrollment for the fall tuition payment plan closes on September 30.** Enrollment for the Spring Payment plan closes on February 28.

### **Fees Associated with the ECSI Tuition Plan**

The payment plan requires an enrollment fee of \$70.00 along with the first month's installment to activate your payment plan. Installment payments are subsequently due on the 1st of every month regardless of what day you enroll in the tuition payment plan.

**To Enroll in ECSI Tuition Payment Plan** students must log on to BannerWeb and complete the following steps:

1. **Select Student Services and Financial Aid**
2. **Select Student Records**
3. **Select ECSI Tuition Payment Plan**

**Note:** If students fail to pay their balance in full for the semester in which the charges are incurred, they will not be allowed to register for classes for the following semester until all obligations have been met.

---

## Billing Information

All tuition and fees must be paid each semester by the dates as published in the University's Academic Calendar. Failure to meet payment deadlines may result in course cancellation. Billing statements are mailed to all students monthly beginning June 15, for the upcoming academic year. All invoices will be mailed to the student's address updated on the Banner Web system or the University issued Student CAU email address.

**Note:** Students must activate their CAU email address as soon as possible as this is the University's official method of communicating with students.

**Responsibility for Paying Charges:** Students are responsible for satisfying all tuition and other charges in accordance with the terms described herein on or before registration each semester.

**Methods of Payment:** Before the start of each academic year, the University publicizes the deadlines for students to clear their financial obligations. Payment for charges may be made by personal check, cashier's check, money order, certified check or credit card (American Express, Discover, MasterCard, or Visa) through the following methods:

- Pay online by check or credit card: access Banner Web at [www.cau.edu](http://www.cau.edu) or log on to <https://cauoraapp.cau.edu>. Students will need both their CAU student identification numbers and PIN numbers in order to access Banner Web.
- Mail check payable to: **Clark Atlanta University, Attn: Office of Student Accounts 223 James P. Brawley Drive, S.W., Atlanta, Georgia, 30314-3099**. Include student name and ID number on all check payments.
- In person visit the Office of Student Accounts located on the second floor of Haven-Warren Hall, Room 204.

## Credit Balance Refunds

Financial aid disbursements occur after the 10th day of the academic period in order to comply with federal regulations regarding certification of class attendance. Funds generally are not applied to students' accounts until the financial enrollment process has been completed and the attendance requirement has been met. Loans funds for first-time borrowers are not disbursed until the 30th day of class, per federal regulations.

Students who are the recipient of the Pell Grant and have a credit balance upon confirmation of enrollment are advanced funds by the 7<sup>th</sup> day of the academic term to purchase books and supplies. The method of delivery of the advance will depend upon the student's opting to have a refund by the PAW (Personalized Access Worldwide) Discover Card or by check.

### Panther PAW Discover Card

Clark Atlanta University offers the service of delivering student refunds more quickly and conveniently via the Panther PAW Discover Card. This option is free to all enrolled students. To sign up, students must complete a Panther PAW and Money Network consent agreement by logging into [www.cau.edu/auxiliary-services/Panther PAW Card](http://www.cau.edu/auxiliary-services/Panther%20PAW%20Card). To ensure accurate processing of your refund via the Panther PAW Discover Card, please be sure to have your consent form completed by the close of business, the day before refund processing. Refunds are generally processed every Tuesday to be available by the close of business on Wednesday via the Panther PAW Discover Card. Parent Plus and Student refunds are mailed on Fridays.

---

Students who do not consent to have their refunds loaded onto their Panther PAW Discover Card will receive their refunds by check. All refund checks will be mailed to the student's permanent home address. Students are responsible for ensuring their address is current on BannerWeb at <https://cauoraapp.cau.edu>. Receiving a refund by check generally takes longer than having your refund loaded onto the Panther PAW Discover Card; therefore students are highly encouraged to use the Panther PAW Discover Card option.

**Notes:**

- **Credits from external scholarships may need approval from donor before refund is processed.**
- **Institutional scholarships are nonrefundable.**
- **Credits from credit card payments will be refunded to the SAME card that was used to make payment.**
- **Personal check payments will be refunded fourteen (14) business days after the account shows a credit balance.**

**Parent PLUS Loan Refunds\*** will be mailed to the parents at the address on record for the Parent. Upon written notarized authorization by the Parent, Parent Plus loans may be refunded to the student.

**\*Important Note:** Students **will not** be allowed to pick up Parent PLUS Loan refunds.

**Official Withdrawals and Cancellations:** The **Official University Withdrawal Period** begins on the first official class day of the fall and spring semesters. Students who officially withdraw from the University during the first five (5) weeks of the fall or spring semester may be entitled to a partial refund of tuition, fees, room, and board in accordance with the following schedule:

<b><u>Withdrawal Point Fall/Spring Semester</u></b>	<b><u>Refund</u></b>
<b>Within first ten (10) days of classes (Drop/Add)</b>	100%
Between weeks two (2) and three (3)	80%
Between weeks three (3) and four (4)	60%
Between weeks four (4) and five (5)	40%
Between weeks five (5) and six (6)	20%
Beyond week six weeks	0%
<b>Summer Session Only</b>	
<b>Within first three (3) days of classes</b>	100%
Within one (1) week	66%

All refunds are determined by the date the University Registrar signs the student's official withdrawal application from the University. While a refund of institutional charges may be appropriate, students receiving federal and state funds may not receive a refund. A refund caused by federal and state aid will be returned to the appropriate federal or state financial aid program.

### **Collection of Past Due Balances**

Upon withdrawal from the University, a student may have an outstanding balance. If the balance is not paid, the account will be turned over to the University's collections department for collecting the amount owed to the University. If the balance is not paid by end of the subsequent semester, this balance may be referred to a third-party collection agency. The student will be responsible for any attorneys' fees and other reasonable costs and charges necessary for the collection of any amount not paid.

---

## How Financial Aid Payments are Applied to Your Student Account

To become enrolled for a term, students are required to satisfy all of their financial obligations to the University.

**Billing and Registration:** The billing statement mailed to students by the Office of Student Accounts will list the charges for tuition, fees, and room and board for students living in campus housing, plus any other amounts owed to the University. Some of the financial aid the student is eligible to receive for the academic term may appear as a credit on his/her account if all documents were received by the Office of Financial Aid at least two (2) weeks before the bill was produced. For student loans, the amount credited to the account may be less than the amount that appears on the award letter. This difference results from the loan origination fees deducted from the loan by the lender.

**Credit:** Financial aid awarded may appear on the student's invoice after he/she registers for classes. This aid will not be applied to the student's account until he/she has met all eligibility requirements and enrollment is complete. Listed are examples of aid that will be applied to the student's account after the start of the semester:

- Federal SUB/UNSUB/Parent Plus/GRAD Plus Loan (pending receipt of funds from the student's lender)
- Federal Perkins Loan
- CAU Tuition Waiver/Scholarship

Financial aid awarded prior to the start of the semester will be listed as pending on the student account statement. This will allow for students to complete the enrollment process. Once the semester has begun and attendance confirmed funds will be credited to the student account.

**Private Loan Funds:** Most private loan funds are sent to the institution by Electronic Fund Transfer (EFT) and do not require the student's signature. Excess loan funds will be available approximately five (5) working days after the last day of Drop/Add Period.

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

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

**Note:** The student is responsible for paying in full each semester the balance due on his/her bill. If the student chooses to pay in installments rather than in full, he/she may setup a payment plan with ECSI via the student's BannerWeb Account.



---

## Return of Funds to Title IV Policy

This is a federally mandated policy that governs the return of Title IV funds disbursed to students who withdraw from Clark Atlanta University. This policy deals with federal aid only and does **not** affect the student's charges. Federal Work-Study funds are excluded from this policy. Students should contact the Office of Student Accounts for further information on how their charges may be affected if they withdraw from all classes.

Students may officially withdraw from the University following the official university withdrawal procedures or stop attending classes without formal notification to withdraw which is considered "Unofficially Withdrawn". This policy affects both, the students who officially or unofficially withdraws from the University for the term and have been awarded Title IV Federal Financial Aid. If the Office of Financial Aid posts federal aid to the student's account and the student withdraws from all classes the Office of Financial Aid may be required to remove some or all federal aid from the student's account and return it to the funding source. The amount of federal aid that will be removed depends on the date on which the student withdraws during the semester.

The return of Title IV funds is based on the date the student withdraws from the University. The date of the University Registrar's signature is the student's official date of withdrawal from the University and a final grade of "W" is assigned to the student's academic transcript for all courses in which they were enrolled. If the student has received support from Federal Title IV Financial Aid programs for the term in which the student is withdrawing, the official date of withdrawal from the University must be used to determine any required "Return of Title IV" funds to the Department of Education and the student's remaining financial obligation to the University. The calculation used to determine the return of Title IV funds is the same for both official and unofficial withdrawals as follows:

*During the first 60% of the enrollment period (semester or term), a student earns federal funds in direct proportion to the length of time he/she remains enrolled. A student who remains enrolled beyond the 60% point of the enrollment period earns 100% of the financial aid awarded for the term.*

The percentage of the period that the student remained enrolled is determined by dividing the number of days the student attended by the number of days in the term. Calendar days are used in the determination of percentages. Breaks of five (5) days or longer are excluded in the calculations. If the amount of Title IV funds disbursed is greater than the amount of Title IV funds earned by the student, a return of Title IV funds is necessary. Both the University and the student are responsible for returning a percentage of the unearned aid.

The Office of Financial Aid calculates the Return of Funds and determines what proceeds must be returned to funding agencies in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS Loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required

- 
- Academic Competitiveness Grants for which a return of funds is required
  - National SMART Grants for which a return of funds is required
  - Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
  - Federal TEACH Grants for which a return of funds is required
  - Iraq and Afghanistan Service Grant for which a return of funds is required

Once the funds are debited and returned to the appropriate programs the student may end up with a balance owed to the University as they have not earned all the funds that were initially credited to their account. In some instances, as a result of the Return to Title IV Calculation a student may be obligated to return a Title IV grant overpayment. The repayment is made the same order that is required for schools. Students will be officially notified if they have an overpayment.

Grant overpayments may be resolved through:

- Full and immediate repayment to the institution;
- Repayment arrangements satisfactory to the school; or
- Overpayment collection procedures negotiated with Debt Resolution Services, 1-800-621-3115

**NOTE:** All students leaving the University for any reason are advised to contact the Office of Student Accounts, the Office of the University Registrar, and the Office of Financial Aid to ensure that all financial matters are handled properly.

---

## **DIVISION OF STUDENT AFFAIRS**

### **Office of Student Affairs**

**Bishop Cornelius L. Henderson Student Center, Suite 250**

**Telephone: (404) 880-8040**

The Division of Student Affairs includes: Intercollegiate and Intramural Athletics, Student Health Services, Counseling and Disability Services, Religious Life, Residential Life, Career and Professional Development Services, Leadership and Student Development Activities and Organizations, Multicultural Affairs). Each department/unit provides the very best services and empowering co-curricular experiences for students at Clark Atlanta University.

The mission of the Division of Student Affairs is to responsibly provide enriching student support services that facilitate the holistic development of students.

The vision of the Division of Student Affairs is to collectively build and execute a rich array of student-centered, co-curricular experiences in collaboration with academic support services that contribute to undergraduate and graduate student persistence and graduation.

### **General Regulations**

#### **Student Rights and Standards for Personal Conduct**

Clark Atlanta University endorses both the academic freedom – freedom to teach and freedom to learn; freedom to think, freedom of speech, freedom to write, and freedom to publish as well as the American citizenship freedoms, including freedom of peaceful assembly, freedom of the press, and freedom to petition for redress of grievances. The University continuously seeks constructive changes and works with faculties and student government associations in order to make necessary revisions in programs and procedures. It respects the right of students to criticize, dissent, and protest.

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

The University affirms that there is no place in this free school – dedicated as it is to support the basic principle that free inquiry and free expression are fundamental and indispensable rights which should be enjoyed by all members of the academic community – for dissent which expresses itself through the use of physical force and/or physical obstruction. Therefore, students who use

---

physical force will be held fully responsible and appropriately disciplined in accordance with the "Code of Student Conduct," as published in the Student Handbook.

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

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

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

### **Due Process**

A student accused of a serious offense is notified in writing of the specific charge by the Vice President for Student Affairs. The student is also notified in writing of the time and place of the review of the case and has reasonable time and opportunity to prepare a defense. The student also may testify and present evidence in his/her behalf in accordance with the procedures set forth in the "Code of Student Conduct."

## **STUDENT SERVICES**

### **Department of Athletics**

**Vivian W. Henderson Center/Gymnasium, Room 211**

**Telephone: (404) 880-8126**

Clark Atlanta University has been a member of the Southern Intercollegiate Athletic Conference (SIAC) of the National Collegiate Athletic Association (NCAA) for Division II schools since 1913, when the Conference was established. Since that time, the Clark Atlanta University athletics program has developed excellent players in each sport that it sponsors. The University's Intercollegiate Athletics programs afford students the opportunities to enjoy and distinguish themselves in sports, as well as provide excellent athletic competition. For the enjoyment of the student body, faculty, and community, varsity teams in baseball, football, men's and women's basketball, men's and women's cross country and track and field, women's volleyball, women's tennis, and softball compete with teams from various colleges throughout the area. Eight (8) SIAC Conference championships in the past eight years attest to the strength of the University's athletic programs.

---

The mission of the Athletics Department is to provide a comprehensive intercollegiate sports program for men and women that foster their academic, athletic, spiritual, and personal growth and development leading to graduation and life after the University. The vision of the Athletics Department is to earn recognition as a premiere athletic program with diverse student-athletes excelling in academics, community service and post-season competition.

### **Recreational and Intramural Sports Program**

The Department of Leadership and Student Development coordinates a recreational program, which includes worthwhile leisure and recreational opportunities. The program also includes intramural sports such as flag football, powder puff football, kickball and basketball. Residential and commuter students are encouraged to participate in the recreational/intramural activities. The mission of the Recreational Sports program is to provide a broad and diversified program of sports and activities that meet the needs and interests of the Clark Atlanta University community. The recreational sports program comprises intramurals, sports clubs, funk/step aerobics, and open recreation (Billiards, open gym, weight room). Up-to-date information concerning scheduled activities can be obtained by on campus flyers, the Student Activity Calendar and other University publications.

### **Office of Student Health Services**

**128 Mildred Street**

**CAU East Suites Building**

**Telephone: (404) 880-8322**

In keeping with a holistic approach to health needs, the University seeks to promote both scholastic accomplishments and life enjoyments, to prevent incapacitating illness, and to render service as required based on needs assessment.

The mission of Student Health Services is to provide quality acute healthcare to all eligible CAU students and to promote health education awareness programs that assist students in making health and wellness a priority. The vision of Student Health Services is to offer expanded, responsive and preventive health services to students and promote evidence-based health education programs and support to maintain healthy lifestyles.

The Student Health Center staff assists the University in meeting these objectives by providing treatment of episodic acute illnesses, preventive health care, and health education. These services are designed to help students maintain good health and to achieve their primary goal – that of obtaining a higher education. In case of illness, the student must report promptly to the Student Health Center, the residence director, or appropriate dean's office. In cases of emergencies, families are notified promptly. Students are urged to seek assistance before their illness becomes incapacitating.

---

## Hours of Operation:

Student Health Center	Physician's Center
Monday to Friday – 9:00 a.m. to 5:00 p.m.	Monday, Wednesday, and Friday 9:00 a.m. – 1:00 p.m.
Saturday and Sunday – Closed	Tuesday, 9:00 a.m. – 3:00 p.m. Thursday – No physician
After hours and weekends, contact the Department of Public Safety at <b>(404) 880-8623</b>	For all emergencies, contact the Department of Public Safety at <b>(404) 880-8911</b>

All nonemergency visits to the Student Health Center should be made when the student has no scheduled classes. The Student Health Center is closed when the University is not in session.

**Outpatient Service:** Office treatment at the Student Health Center is provided without cost to the student. If the student's condition is such that outside consultation or treatment by a specialist is necessary, the Student Health Center staff makes referrals. The student or the parent (of a minor student) bears the financial responsibility for such services; however, these services may be covered by the Student Illness and Accidental Injury Insurance Plan. The Student Health Center is not responsible for medical fees or expenses derived from treatment rendered by any outside physician or facility. Students are required to obtain a referral prior to an outside physician's visit when using the University's health insurance plan. Refer to the online brochure for more information.

**Illness Excuse Policy:** Students who are too ill to attend classes are advised to report in person to the Student Health Center for evaluation and disposition. Excuses will be granted based on the University's excuse policy.

**Eligibility for Treatment:** All students at the University are required to pay a student health fee, and as such, are eligible for treatment and services offered by the Health Center. All students who visit the Center for any medical needs must present their University identification card (at the time of visit) and must have the required health documentation on file.

**Insurance Coverage:** The University offers a secondary Student Accident and Illness Insurance Plan to all students. All full-time undergraduate students, all residential students, and all international students are required to participate in the University's insurance plan. Students with comparable coverage from a parent, spouse or other source may apply for a waiver. Participation is voluntary for all other students except athletes. **All athletes are required to participate in the University's plan.** This plan is renegotiated annually, and as such, benefits and cost are subject to change. Specific questions may be directed to the Student Health Center staff at (404) 880-8322.

### Immunization Requirements:

All first-time entering students, transfers and international students enrolling at the University are required to provide proof of the following immunizations/tests prior to registration in order to avoid a **"Medical Hold"** during matriculation:

- 2 Measles, Mumps, Rubella (MMR)
- Tetanus – Tdap (within 10 years)
- Meningitis - Menomune-A/C/Y/W-135 or Menactra (within 5 years of matriculation)

- 
- PPD (tuberculin) skin test (5mm or less), within one year of matriculation is required. A chest x-ray for students with a PPD reading greater than 5mm, within one year of matriculation is required.

Persons born prior to 1957 are considered immune and are therefore exempt from the MMR requirement. However, students will have to provide proof of remaining immunizations/test.

**Mail immunization records to:**

Clark Atlanta University  
Student Health Services  
223 James P. Brawley Drive, S.W.  
Atlanta, GA 30314

**OR**

**Fax immunization records to:**

(404) 880-6010 (Must include student name and 900# ID on all documents)

---

**Office of University Counseling Center and Disability Services**  
**Kresge Hall, Room 210**  
**Telephone: (404) 880-8044**

The mission of the University Counseling and Disability Services Center is to provide personal counseling and consultation services to CAU students for a wide array of mental health issues and to offer outreach programs to enhance students' overall well-being and academic progress. The vision of the University Counseling and Disability Services Center is to prevent the occurrence and escalation of mental health issues and problems by advocating early intervention and by providing increased student mental health educational awareness programs to foster a psychologically healthy, interpersonally effective and well-functioning student body.

The University Counseling Center and Disability Services Center is a comprehensive mental health counseling and personal assistance facility providing psychological, emotional and social development services and resources to all CAU students. The Center seeks to enhance the overall well-being, psychological and interpersonal functioning of students. The Center offers individual and group counseling, drug and alcohol awareness and prevention counseling, stress and anger management skills-building strategies, as well as an array of personal/social development programs.

To meet its charge, the Center's staff consists of a director, licensed psychologist, other licensed mental health counselors, and support staff who serve both undergraduate and graduate students during their matriculation at Clark Atlanta University. Staff members have been carefully selected to provide students with a counseling center which is responsive to their individual needs and which coordinates and implements programming aimed at fostering the students' total psychosocial development.

The Center is open Monday through Friday, 9:00 a.m. to 5:00 p.m. After-hour appointments also may be arranged by request. Students may schedule their own appointments, or they may be referred by University administrators, faculty, staff, or other interested parties. All services are strictly confidential.

**Disability Services**

Clark Atlanta University is committed to the implementation of the Americans with Disabilities Act (ADA). Services include, but are not limited to, academic adjustments, auxiliary aids and services, student services, mentorship programs, readers and scribes, career counseling, seminars, priority scheduling tutorial services, referral to state and community resources, and disability parking.



---

**Office of Religious Life**  
**Kresge Hall, Room 200**  
**Telephone: (404) 880-6119**

The mission of the Office of Religious Life, guided by its affiliation with the United Methodist Church, is to promote spiritual awareness within the University community that will undergird the scholastic and social interactions of its constituents. The vision of the Office of Religious Life is to empower students to become spiritually, socially and culturally engaged to positively impact the campus and the global community.

The Office of Religious Life, under the direction of the University Chaplain, seeks to foster a university-wide culture of increased spiritual awareness and respect for diverse faith traditions supported by an intellectual, cultural, and socially curious environment. The office endeavors to provide the theology, counseling, programming, and opportunities for spiritual formation, guided by sound moral and theological values, to the entire university community. In addition to forming a faith community on campus, faith enrichment opportunities are available through service learning projects, participation in campus-wide functions, and local civic events.

At Clark Atlanta University, Weekly Chapel Services are at the heart of Religious Life and includes a variety of programs such as, Faith Enrichment, Chapel Assistants Program, CAU Worship Choir, Spoken Word Ministry, Praise Dance and Mime Ministry, Small Group Studies, Prayer and Counseling, Muslim Student's Association, Monthly Spiritual Awareness Forums and Monthly Leadership Development Trainings. The office also collaborate with the University divisions, a number of student organizations as well as associated campus ministries to ensure that our community has access to a diverse number of opportunities for holistic faith formation.

Clark Atlanta University enjoys a rich close relationship to the General Board of Higher Education and Ministry of the United Methodist Church.

**Office of Residence Life**  
**Kresge Hall, Room 303**  
**Telephone: (404) 880-6243**

The Office of Residence Life at Clark Atlanta University is committed to designing and maintaining a caring living environment that encourages academic success, respect, personal growth and responsibility to one's community while ensuring the orderly, cost-effective operation of campus residence halls.

The mission of the Office of Residence Life is to provide a safe, clean, and comfortable environment where Clark Atlanta University students engage in intellectual, social and academic growth in an on-campus residential setting. The vision of the Office of Residence Life is to expand its housing options to serve a more diverse student population, including international, graduate and single parents, as well as provide enhanced residential programs and co-curricular experiences.

---

## On-Campus Housing

The University's residence halls provide students with comfortable and safe housing as well as close proximity to classrooms, library and the other support facilities of the University. Since the residence hall environment also has an impact upon the development and well-being of residents, programs and services of Residence Life are dedicated to fostering a high quality on-campus housing experience. All students with less than 58 credit hours are required to reside on campus.

**Room Reservations and Assignments:** All students must apply and complete housing application online at [www.cau.edu/studentaffairs/residence-life.html](http://www.cau.edu/studentaffairs/residence-life.html). Students can secure housing online after the following required fees are posted to their account. (For fee charges, see Student Accounts page)

- New students must pay a one-time nonrefundable **Enrollment Confirmation Fee** in order to complete the online application to reserve a room, as soon as the student is accepted for admission to the University.
- Returning students must pay a **Room Reservation Fee** in order to select a room assignment for the upcoming academic year. This fee is not refundable. Students will forfeit the fee if they fail to enroll and an assignment has been made.

Students withdrawing from the University and/or residence hall after registration will not be reimbursed for room cost. Room charges are not fully refundable but may be prorated.

- **Linens:** Each student living in the University residence halls is required to furnish sheets, (single), pillow cases, mattress pad, blankets, bedspreads and towels to meet his/her needs.
- **Laundry Facilities:** Laundry services are available in each of the residential halls.

Fines are charged to students for damages, lost keys, improper check out, trash and other items.

For additional information regarding student housing as well as other rules, policies and procedures please refer to CAU Residential Living Guide online at:

[www.cau.edu/studentaffairs/residence-life.html](http://www.cau.edu/studentaffairs/residence-life.html).

---

**Department of Leadership and Student Development**  
**Bishop Cornelius L. Henderson Student Center, Suite 245**  
**Telephone: (404) 880-8075**

The mission of the Department of Leadership and Student Development is to provide Clark Atlanta University students with co-curricular opportunities in self-awareness and leadership development/professional learning through clubs, societies, organizations as well as other cultural, social, and recreational events and activities. The vision of the Department of Leadership and Student Development is to collaborate with the University community to cultivate a campus of student leaders with ethics, integrity, and distinction who will contribute to the global society as lifelong learners, achievers, and mentors.

The Department of Leadership and Student Development is dedicated to helping Clark Atlanta University students to become engaged with the University community through event services and student organization services, as well as administration of university regulations that relate to student involvement. Students are encouraged to participate in extracurricular and co-curricular activities and to join a registered student organization. This involvement provides students with foundations for success, a love for life-long learning, and a commitment to community engagement dedicated to teaching, scholarship, innovativeness, and service.

The Department of Leadership and Student Development manages numerous student activities, in addition to providing quality leadership and educational experiences beyond the classroom. Through clubs and organizations, as well as cultural, social, recreational, and leadership programming, student life programs and student activities make available to students opportunities for leadership development and self-realization. Student organizations provide opportunities for students interested in out-of-class participation, fellowship and leadership development.

**Bishop Cornelius L. Henderson Student Center**

The primary functions of the Henderson Student Center are to:

- Provide convenient services that meet the needs of the student population,
- Promote programs and activities that are responsive to the developmental, physical, social, and educational needs of the student body and university community,
- Maintain a clean, safe and relaxing environment for all constituents, and
- Provide competitive rates and excellent service to external organizations and individuals interested in renting or reserving banquet space and conference rooms for professional and personal functions and events.

---

## Chartered Student Organizations

Clark Atlanta University encourages students to join any of the following honor societies; academic (major area) clubs; Greek-letter organizations; and other service, social, and cultural groups that are recognized and approved by the University for student participation and membership. Students must meet the minimum scholastic standards as set forth by the University before approval and admission into such organizations.

### Honor Societies

The following honor societies are available at Clark Atlanta University:

*(Memberships are determined on the basis of merit and achievement)*

- Alpha Epsilon Lambda Graduate Honor Society
- Alpha Kappa Mu Honor Society
- Golden Key National Honor Society
- Isabella T. Jenkins Honors Program
- Phi Eta Sigma National Honor Society
- Phi Kappa Phi Honor Society

### Academic Clubs

Academic (major area) clubs are designed to provide students the opportunity to engage in and interpret the broader educational implications of their chosen area of study. Some of these organizations are nationally affiliated and help students gain important global and professional perspectives.

- Biology Club
- Broadcast Club
- Business Leaders Initiative (BLI)
- CAU American Marketing Association "The Marketing Club"
- English Club
- National Association of Blacks in Criminal Justice
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOPABCCE)
- National Society of Black Engineers (NSBE)
- Pre Professionals Health Society
- Pre-Dental Society
- Pre-Law Society
- Undergraduate Psychology Association

### Pan-Hellenic Council

**Greek-Letter Organizations:** Fraternities and sororities play an active role on the CAU campus, and contribute to the cultural, scholastic, political, service, and social life at the University. The Greek-letter organizations provide another vehicle for student leadership opportunities. They provide their members with a strong bond of friendship and esprit de corps.

- Alpha Kappa Alpha
- Delta Sigma Theta
- Phi Beta Sigma
- Zeta Phi Beta
- Omega Psi Phi

### General Organizations

Membership to participate in academic clubs, organizations, and activities is voluntary.

---

**Student Government Association:** The Clark Atlanta University Student Government Association (CAUSGA) serves as the official representatives of the student body at CAU. CAUSGA officers and the presidents and/or official organization representatives of all chartered student organizations comprise the Council of Chartered Organizations (CCO), which is the executive arm of student government. The SGA represents the student body in its formal relations with the administration, faculty, other institutions, and the public. Student organizations contribute to the continuous improvement of the students and are considered invaluable. The presidents of the CAUSGA are also delegates to the University's Board of Trustees.

### **Class Council**

- Freshmen Class
- Sophomore Class
- Junior Class
- Senior Class

**Student Publications:** Students aim to publish a monthly University newspaper and an annual yearbook, which reflect student opinion. These publications are produced under the advisement of the faculty and staff and without administrative censorship. Student publications provide practical experience in journalism. Interested students should see the Dean of Student Affairs.

- *The Panther Newspaper*
- *The Panther Annual Yearbook*

**Cultural/Performing Groups:** Philharmonic Society; CAU Worship Choir, Heavenly Divine Praise Dance Ministry, Heavenly Family Mime; Mighty Marching Panther Band, Pep Band, Symphonic Band, Essence Dance Team, CAU Drumline, Silver Breeze Flag Corps; and cheerleaders.

**Religious Organizations:** The University Chaplain/Director of Religious Life is charged with the responsibility of coordinating all religious activities and communicating between all of the religious life organizations the opportunities for faith enrichment and fellowship to promote religious unity on campus for students, faculty, and staff who represent a cross section of denominations and faiths. All campus ministries operate under the auspices of Religious Life.

- Muslim Students Organization
- Souled Out Campus Ministry
- Women of the Well Ministries, Exodus Chapter

### **Educational, Social and Service Organizations:**

Actively Changing Tomorrow Through Service (ACTS)  
Association of Black Social Workers (ABSW)  
AUC Council of Students  
AUC Texas Club  
AUC Tri-State Club  
Bold, Beautiful and Chic Society  
California Club  
Campus Activity Board  
Caribbean Association  
CAU Debate Team  
CAU Kings and Queens Coalition  
CAU Players  
College Students for American Military Organizations CAMO

---

Emergence 2 Serve Image Society  
Energy Club@CAU  
Gamma Phi Delta  
Gamma Sigma Sigma National Service Sorority  
Health Promoters Educating and Encouraging Responsible Students (H-Peers)  
House Arrest 2 Championship Dance Team, Inc.  
Kappa Kappa Psi National Honorary Band Fraternity, Iota Tau Chapter  
Lady BFLY (Building the Foundation for the Leader in You)  
Louisiana Club  
NAACP  
National Association of Black Accountants (NABA)  
National Catholic Student Coalition  
National Council of Negro Women  
Natural and Proud Sistas (NAPS)  
Organization for Social Change (OSC)  
Panther Diamonds  
Pre-Alumni Council  
Residence Hall Association (RHA)  
Tau Beta Sigma  
W.S.T.U. Radio  
Wellness Warriors  
Women's Leadership Council  
Young Masters Graduate Association (YMGA) (MSW students)

**Office of Multicultural Affairs**  
**Bishop Cornelius L. Henderson Student Center, Suite 242**  
**Telephone: (404) 880-6302**

The overarching purpose of the Office of Multicultural Affairs is to serve as a catalyst for promoting the multi-culturalization and globalization of Clark Atlanta University by building a University-wide academic and co-curricular program through theoretical coursework and practical skills, disciplinary knowledge, research and scholarship, internships, and cooperative experiential learning. The Office of Multicultural Affairs strives to foster and contribute to the development of an inclusive, multicultural and globally aware campus community by supporting, celebrating, and guiding the international and multicultural student communities as we build a vibrant campus environment.

The mission of the Office of Multicultural Affairs is to provide students, faculty/staff and other scholars with global and multicultural educational services and learning opportunities that promotes and embraces diversity across campus. The vision of the Office of Multicultural Affairs is to offer collaborative year-round curricular and co-curricular support programs and activities for university community that supports the value of international and multicultural diversity as a total institutional experience.

The Office of Multicultural Affairs is involved in: 1) recruiting and retaining international students, and engaging members of the University community in meaningful cross-cultural interactions; 2) enhancing students' personal, intellectual, and social development through creative and engaging programming; 3) initiating, supporting, and advocating for approaches that can transform the campus environment into one that fosters in its members a desire to embrace diversity and learning across cultural boundaries; 4) developing a collaborative programming and integrative planning with other divisions of the university; and 5) seeking to develop a campus community that promotes, understands and welcomes all cultural backgrounds while embracing and appreciating diversity within Clark Atlanta University.

---

**Study Abroad**  
**Office of Multicultural Affairs**  
**Bishop Cornelius L. Henderson Student Center, Suite 242**  
**Telephone: (404) 880-6302**

The study abroad program, in support of the University's educational curriculum, co-curriculum, research and service endeavors is to promote and facilitate its students, faculty, and other scholars with opportunities in international placement, support services, and professional development experiences to become more culturally competent, knowledgeable, and responsible global leaders.

Clark Atlanta University students have the opportunity to travel and study at foreign colleges and universities around the world regardless of their major field of study. It is strongly recommended that all students take advantage of this cultural and academically-enriching program. Opportunities are available during the summer session, fall and spring semesters.

Students must be in good academic standing with a minimum cumulative GPA of 2.5 and are required to receive academic credit during their period of study abroad. The department chairs in collaboration with the Dean of Multicultural Affairs perform academic advisement and course approvals prior to departure for study abroad. Additional inquiries relative to study abroad should initially be directed to the department chair and then to the Dean of Multicultural Affairs. Depending upon the program and the student's final aid award, eligible students can use their financial aid to underwrite the cost of studying abroad. Students planning to study abroad should meet with their financial aid advisor as far in advance as possible.

**Career and Professional Development Services**  
**President's Parking Lot, Trailer #2**  
**Telephone: (404) 880-6791**

The mission of Career and Professional Development Services is to provide quality career development programming designed to prepare students for additional educational experiences and meaningful and productive careers in a global economy. The vision of the Career and Professional Development Services is to provide online technology to enhance students' ability to conduct career self awareness inventories and searches to seek opportunities in gaining practical experience and placement in employment and/or graduate/professional school.

The Career Services program plays an integral part in the professional development of students by encouraging integrity, social responsibility and respect while providing opportunities for undergraduate and graduate students to pursue meaningful careers in a variety of professional and occupational fields. We strive to increase our partnerships with corporate, governmental and other agencies to enhance student career placement.

The Office of Career and Professional Development Services provide assistance in formulating and implementing individual career plans. Various programs and workshops are offered each semester to assist students with relating educational experiences to employment opportunities. Career services works with students during all phases of the career development process. Our services include individual career planning, resume development, mock interviews and professional

---

development workshops. We also provide assistance and opportunities for students to participate in internships and cooperative education programs. Through these programs, students gain career related real world experiences that focus on their academic education and training. Academic credit is also available depending on a student's individual program.

Students have the opportunity to network with industry leaders and recruiters while developing professional skills that lead to employment and lifelong personal development. We partner with public, private, governmental and corporate organizations to match qualified students with internships, co-ops and permanent career opportunities. These partnerships provide an array of opportunities for students to experience professional and personal growth.

**Office of Auxiliary Services**  
**Haven-Warren Hall, Room 300**  
**Telephone: (404) 880-8317**

The mission of the Office of Auxiliary Services is to enhance the quality of campus life through the delivery of quality goods and services to our students, faculty, staff, alumni and guests. The vision of the Office of Auxiliary Services is to set standards of excellence on the campus by continuously refining and improving customer-based services and products in a market-driven environment.

**Mail Center**  
**Trevor-Arnett Hall, First Floor**  
**Telephone: (404) 880-8419 or 8076**

The University Mail Center provides services for incoming and outgoing mail for students, faculty and staff members and makes every effort to ensure a timely and safe delivery of mail. All outgoing mail services via the United States Postal Services (USPS). The Center also serves as the University's liaison with Federal Express, DHL, UPS, Inter-School Mail, and other domestic and international couriers. All mailroom services are conducted at the Mail Center Customer Service Window from Monday to Friday between 11:00 a.m. to 4:00 p.m. and on Saturday from 10:00 a.m. to 12:00 noon.

### **Incoming and Outgoing Mail**

First-Class and standard mail is picked up between 9:00 and 10:00 a.m. Monday to Friday from the campus post office. Mail is sorted and distributed to students, faculty and staff mailboxes by 2:00 p.m. daily. The time allotted for mail distribution may be extended due to a large volume of mail received on days preceding a holiday. Notices are placed in the P.O. Boxes informing recipient of any items that are too large to fit into their campus box. This mail does not require a signature. All outgoing mail should be in the mail center by 4:00 p.m. for same day service.

**Note:** *To receive incoming mail students must provide appropriate mailing address and must include: Student Name, Residence Hall, Room Number, P.O. Box Number, 223 James P. Brawley Drive, S.W., Atlanta GA 30314.*



---

### **Accountable Mail**

US Postal Service Express, delivery confirmation, certified, registered letters and packages; Federal Express; United Parcel Service; Airborne Express; and DHL letters and packages that have tracking numbers and require recipient signature are considered accountable. An email notification is sent for package(s) that require recipient signature regardless of size. The following links are provided to track your package:

Federal Express	<a href="http://www.fedex.com">www.fedex.com</a>
DHL	<a href="http://www.dhl.com">www.dhl.com</a>
US Postal Service	<a href="http://www.usps.com">www.usps.com</a>
UPS	<a href="http://www.ups.com">www.ups.com</a>

### **Panther PAW (Personalized Access Worldwide) Card Office Bishop Cornelius L. Henderson Student Center, Third Floor Telephone: (404) 880-8PAW (8729)**

The mission of the Panther PAW Card Office is to provide all University constituents a modernized convenient form of official identification to function as personalized access to a variety of university services. The Panther PAW Card is an official multifunctional identification card of the University that allows the cardholders to access various functions personalized for on-campus and off-campus use.

### **Print Shop Trevor-Arnett Hall, First Floor Telephone: (404) 880-8015**

The Print Shop provides convenient, cost-effective service solutions that are customized to the needs of our campus community. As part of our total service solution, we have document production sites that are staffed with skilled operators, high-speed copiers and advanced technologies to meet your document duplication and imaging needs at a reasonable cost in a timely manner.

### **Dining Services Bishop Cornelius L. Henderson Student Center, Lower Level Telephone: (404) 880-6989**

Clark Atlanta University's dining facilities for on-campus meals is conveniently located within walking distance of on-campus housing, classrooms, and administrative buildings and provides an exciting and innovative social experience designed for the entire campus community.

The mission of the Dining Services is to provide the finest quality meals and services at reasonable costs to students, faculty, staff and guests. Students are expected to come to all meals appropriately dressed, to talk in moderate tones, and to exhibit courteous behaviors at all times. Along with outstanding food services, students also have the opportunity to gather with friends, take study

---

breaks, hang out, relax and unwind after a hard day of classes and activities in an inviting, comfortable and enjoyable atmosphere.

In addition to the Dining Hall, food is available in the Snack Bars. Students may take meals from the Dining Hall only in cases of illness and when permission has been given by the Student Health Center staff. When presenting a permission slip for a carry-out meal, the student must present a meal card. Visit CAU website for more information and quick reference to all food services offered. For special dietary needs call (404) 880-6989.

### **William H. Crogman Student Dining Hall**

Crogman Dining Hall, an All-You-Care-To-Eat dining facility, located on the lower level of the Bishop Cornelius L. Henderson Student Center, is designed with signature brands and menu selections and flexibility in varied hours and choice of meals. The wide variety of food menu include fresh fruit and salads, homemade soups, delicious hot home-style entrées, freshly baked pizza and pasta, deli choices served on freshly baked breads, new creations by our chef just for you, and freshly baked desserts.

#### **Meal Schedules:**

Monday to Friday: Breakfast 7:00 – 10:00 a.m.; Lunch 11:00 a.m. – 2:00 p.m.; Lite Lunch 2:00 p.m. – 3:00 PM; Dinner 4:00 – 7:00 p.m.; Late Night 8:00 p.m. – 10:00 p.m.

Saturday and Sunday: Continental Breakfast 8:00 a.m. - 10:00; Lunch 11:00 a.m. – 1:30 p.m.; Dinner 4:00 – 6:00 p.m.

**Note:** The University Holiday Meal Schedules are posted in advance.

### **Panther Den**

The Panther Den, located on the lower level of the Bishop Cornelius L. Henderson Student Center, serves wings, wraps, over-sized salads, Angus Burgers on Texas Toast, and Southwest items, including fajitas, quesadillas, tenders and shrimp all made with the fresh ingredients at an affordable price. **Simply To Go** menu includes toasted or deli subs and sandwiches, wings, burgers, and assortment of salads, wraps, yogurts, fruit smoothies and fresh fruit cups, and much more.

**Hours:** Monday to Friday 11:00 a.m. – 9:00 p.m.

### **Jazzman's Café**

Jazzman's Café, located in the Carl and Mary Ware Academic Center, serves fresh brewed selection of coffees, gourmet salads and sandwiches in a Zen atmosphere.

**Hours:** Monday to Thursday 10:00 a.m. – 7:00 p.m.; Friday 7:00 a.m. – 5:00 p.m.

### **Late Night Meal Exchange Program**

Late Night Meal Exchange Program gives students the flexibility to use their meal swipes at Crogman Dining Hall during late night hours between 8:00 p.m. to 11:00 p.m., from Monday to Friday. The program allows students to save their Flex Dollars for The Den and Jazzman's. The Late Night program menu options include meal entree, pizza, grill and salad bar stations.

---

### **Vending Machines**

There are a number of snack vending machines at various locations on campus. The vending services, provided by Incredible Edible Snacks and Coca Cola, include bottle beverage machines, featuring a large selection of popular brands; snack machines containing traditional favorites such as candies, chewing gums, mints, pastries, chips and other snacks as well as selected popular low fat items.

**Note:** Prices are subject to change without notice. For vending refunds contact the Office of Auxiliary Services.

---

## **Parking Services**

### **CAU Parking Deck, Parking Office**

**Telephone: (404) 880-6295 or 6296**

The mission of the University's Parking Services is to accommodate parking needs of the faculty, staff and students. To assist with a more organized parking experience, official parking signs, maps and markings have been designated to authorize parking areas and spaces on campus. The location of parking areas and spaces located on campus vary in terms of centrality and convenience.

### **Registered Permit Parking**

Clark Atlanta University has a permit parking system that requires all faculty, staff and students to register their vehicles with the Parking Office in order to park on the University's property. A registration permit is required to park at any time, for all areas, other than the visitor lot. Faculty, staff, students and auxiliary personnel may park an unregistered vehicle in parking deck or in a visitor lot, provided they pay the required fee.

CAU students who are currently enrolled or accepted (excluding first semester freshman) are eligible for parking. Fee payments for parking permits must be made directly to the Parking Office. Freshman students may register a car to park on campus. Evidence of registration shall consist of a current CAU Parking Permit properly displayed on the vehicle while parked. Faculty and staff permits are displayed on the rearview mirror. Student permits are displayed on the front windshield right bottom corner, (passenger side). Annual permits end on the date specified on the contract or at the end of each semester. Transferrable permits must be hung from the inside rearview mirror with the permit number visible from the outside.

Parking areas are identified by pavement markings and/or signs placed at the lot entrance (s), at locations throughout the lot, or along streets that are designated as parking areas. Any areas on the University property, not specifically identified as a parking space, will be considered no parking/boot zones.

**THE PERSON REGISTERING THE VEHICLE IS RESPONSIBLE FOR ALL PARKING VIOLATIONS WITH THAT VEHICLE.** If the vehicle is loaned to another person, proper observance of these regulations shall remain the responsibility of the registrant except in the case of a moving violation for which the operator is responsible.

### **Hours of Operation**

The Parking Office and cashier's booth are located in the parking deck on the first floor near the Mildred Street entrance. The Parking Office is open Monday to Friday from 8:00 a.m. to 6:00 p.m. while cashier's booth is open until 8:00 p.m. During the summer, the Parking Office is open Monday to Friday from 9:00 a.m. to 5:00 p.m. while cashier's booth is open from 8:00 a.m. to 6:00 p.m. The Parking Office and cashier's booth is closed on weekends and holidays, however, customers can pay their parking fee with cash or credit card at the automated pay station located at the transient exit area.

---

**Note:** Flagrant abuse of the Official Business Parking Permit will result in the cancellation of the permit. Anyone found possessing a permit he/she is not entitled to will be in violation of these regulations and the permit may be confiscated. The permit is not intended to authorize routine, long-term parking in spaces that have been designated for short-term limited use. Permits returned to the parking office before the semester's end will receive a pro-rated refund of the paid registration fee. The permit return will determine the amount of refund and a check requisition form will be written.

---

**Department of Public Safety**  
**Tanner-Turner Building**  
**Telephone: (404) 880-8808**

The mission of the Department of Public Safety is to safeguard and protect the life, liberty and security of the students, faculty, staff, constituents and the property of the University. The vision of Public Safety is to become a modern collaborative and interactive police agency dedicated to the concepts of student-centered campus community involvement and community policing by offering the highest quality of innovative crime prevention strategies and community services for our students, faculty, staff and constituents, resulting in increased confidence and quality of service.

The Department of Public Safety is a modern, progressive university agency offering the premier quality of innovative crime prevention strategies and community services for our constituents and strives to enhance and accomplish its mission by diligently embracing the student-centered approach to policing to reduce criminal incidents and fear of crime. The CAU's Police Department (CAUPD) is dedicated to the concepts of campus community involvement and service in order to perform its law enforcement functions and to conduct its day-to-day operations of policing the University with respect, professionalism and high ethical standards to maintain excellence and public confidence at all times.

The Department consists of police officers and public safety officers who patrol on foot and in vehicles providing for the safety of campus members and protection of University property and works with our diverse community to improve the quality of life on campus, deploys law enforcement strategies and techniques in a manner which incorporates feedback from our stakeholders who have a vested interest in ensuring the safety and security of all our constituents. Students are expected to be knowledgeable of and to observe all rules designed to protect persons and property.

Although the University has implemented measures for the safety and protection of students and other members of the University community, the effectiveness of the measures depends on each person's assuming the responsibility for self-protection. Security measures that must be observed at all times include:

- Carrying student I.D. card and presenting it upon request
- Following the procedures for evacuation of residence buildings using panic doors
- Observing the regulations governing conditions for residence hall visitation
- Declining requests to transfer keys to unauthorized users
- Keeping residence hall room doors locked
- Attending crime prevention and safety awareness programs offered on campus

The Department maintains an effective and responsive relationship with the community by fostering a campus-wide awareness for crime prevention and increased public safety. Officers conduct 24/7 directed watch patrols, respond to crimes in progress including investigative and detective services, mitigate disputes and disruptions, conduct residential facility town hall meetings and safety training classes, maintain and direct emergency management functions, provide security for athletic events, and on-campus social activities and provide valuable safety tips to the community.

---

**Collaborative Interactive Policing Program** is a student-centered approach to community/campus oriented policing created by the department to provide opportunities for students to offer positive contributions to the University and the Atlanta University Center community collectively. Through the Student Ambassadors Program, the department provides a positive experience for students by employing them to fulfill the specific duties and expectations outlined in the Public Safety Handbook. The process encompasses active engagement and implementation of suggestions from the students, faculty, and staff on positive solutions to existing criminal activity and criminal behavior on campus to effectively change our environment. The duties of Student Ambassadors include greeting, administrative support, and communication support while conducting themselves in a manner deserving of public trust.

### **Crime Reporting Equals Crime Prevention**

One of the most important actions that any student, faculty or staff member can take to prevent crime is to report all criminal incidents and or criminal activity to the Department of Public Safety. The Department is committed to transparency and notification by apprising the students, faculty and staff of the University's on-campus crime statistics through the distribution of the annual "**Your Right To Know**" Campus Safety Statistical Data Report supporting Clery Act Internal Policy is available on the CAUPD webpage.

All crimes should be reported to Department of Public Safety immediately to ensure timely reporting and investigation of crimes. In order to alert the CAU community and to prevent similar crimes, the department will report incidents of the following crimes in a timely manner: aggravated assault, burglary, murder, sexual offenses (forcible and non-forcible), robbery, and motor vehicle thefts. A summary of the crimes reported will be published annually and distributed, free of charge, to students and employees and shall also be available on the department webpage. The department will respond to all criminal reports according to priority based on the immediate threat or danger to life, property, and safety. All reports will be responded to with either an immediate on-site response or an investigative procedure, as deemed appropriate.

**On Campus Emergency: (404) 880-8911**

**Non-emergency: (404) 880-8623**

**Medical Emergencies:** Shall be handled by the onsite infirmary or by using an ambulance service.

- **Fire Emergencies:** Shall be responded to by the Atlanta Fire Department and Clark Atlanta University Police Department.
- **Police Emergencies:** Shall be responded to by Clark Atlanta University Police Department and augmented by the Atlanta Police Department if the need arises.

**Lost and Found:** The Department of Public Safety will hold lost items up to twenty-four (24) hours, after which, items will be delivered to the Office of Student Affairs for safe keeping. Student must be able to show proof of ownership in order to claim the item(s).

---

## **Campus Access**

### **Access to Facilities and Security**

Clark Atlanta University is a private institution with an open campus. All buildings are equipped with emergency lighting, exterior security lighting, ground floor security screens, fire and smoke alarms, and panic-bar type doors. All residence halls have self-closing mechanism doors that should prevent unauthorized persons from entering the buildings. The security measures are evaluated and maintained annually.

Residential Directors (RD) are responsible for maintaining the standard of residential life within their respective halls. Residence hall rules are regulated by the RDs who also reside in the dorms which provide them an opportunity to plan, coordinate, and implement safety measures working in conjunction with the Clark Atlanta Police Department in the following manner:

1. Reporting strangers in their area
2. Controlling and monitoring access to the buildings
3. Advising safe off-campus practices
4. Coordinating walk through inspections

Each on-campus student residing in residential halls are required to share in the responsibility for the security of their building. These requirements include:

1. Following access control policies related to students and his/her visitor(s)
2. Reporting lost access cards immediately to the Residential Director and Public Safety representatives
3. Preventing the duplication of residential room keys
4. Reporting defective and inoperative access control devices and security equipment
5. Avoiding “propping” the doors to residential, recreational and academic facilities open
6. Displaying student identification cards and adhere to visitation rules

Visitation is a privilege, not a right, and therefore may be suspended by the Office of Student Affairs. Residential hall visitation hours vary throughout the week. The normal periods for visitation in the residence halls are 6:00 p.m. to 11:30 p.m. Monday through Sunday. Residence hall visitation hours are determined by the Office of Student Affairs. These hours are subject to change.

### **Building Access**

All administrative and academic buildings are open during normal business hours (9:00 a.m. - 5:00 p.m.) to those who require access. All non-resident buildings are locked down and/or opened by Public Safety personnel based upon the schedule of activity, with the exception of Harkness Hall, Thomas W. Cole, Jr., Research Center for Science and Technology and Park Street Music and Art Complex which are controlled by an access card system.

Most residence hall access is controlled by an access control card system (Panther Paw Card). The Panther Paw Office is responsible for data entry and card issuance procedures for this system. Residence hall rooms are accessed using a key system, which is controlled by the Office of Student Affairs and Residential Life. Residents are advised to keep their rooms locked at all times. For reasons of security, it is necessary for residents to carry their Panther Paw card and room key at all times. In the event residents are locked out of their rooms, it may be necessary for them to wait for



---

a roommate, contact their Resident Director or contact Facilities Department to gain entry into their room.

Missing, lost or stolen, access cards and/or keys should be reported to the Department of Public Safety immediately. Door locks may be changed and new keys issued for a fee determined by Facilities Department. Keys are not to be loaned or duplicated.

**Access Control and Parking**

Vehicles entering and exiting the main campus are monitored by proactive patrolling. All vehicles parked on University property must have either an authorized parking permit or a Vendor pass. Vehicles not displaying authorized permit or pass are encouraged to park in the University parking deck. Campus parking regulations are strictly enforced which includes warnings, traffic citations, booting and towing.

---

## ACADEMIC SUPPORT SERVICES

### **Center for Academic and Student Success (CASS)**

**Harkness Hall, Suite 211**

**Telephone: (404) 880-8184**

The Academic Support Services serves as a key component of Academic Enrichment and Success. Activities include, advising all first-time students beginning with their admission into the University and continuing through the freshman and sophomore years; coordinating advisement workshops for faculty/staff advisors; and developing activities to assist students holistically as they persist to graduation.

The Center for Academic and Student Success (CASS) fosters, facilitates and supports the advancement of undergraduate education at the University. These programs and services include: continuous assistance with and interpretation of academic requirements, regulations and procedures for students, faculty and parents; review and approval of transient study applications, ongoing coordination of General Education Core curriculum and interpretation of core requirements; academic policies regarding appeals of academic decisions and policies; first-year experience programs; coordination of transfer articulation agreements. The Executive Director of the Center for Academic and Student Success (CASS) supervises the planning and operations of the following educational and student support units: Testing and Assessment, First-Year Seminar, and the TRIO Programs (Educational Talent Search and Upward Bound).

The mission of the Center for Academic and Student Success (CASS) is to facilitate the academic success, retention, and holistic development of undergraduate students, from recruitment to graduation.

The vision of the Center for Academic and Student Success (CASS) is to be a leading model of comprehensive and coordinated support of the undergraduate academic experience, encompassing best practices in educational programs and services to improve and enhance the academic success, retention and graduation of high quality Clark Atlanta University students. We will also prepare students to become ethical and responsible citizens in a global society, with the highest standards of civility and professionalism.

### **Office of Academic Enrichment and Success (AES)**

**Haven-Warren Hall, Room 214**

**Telephone: (404) 880-6055**

The Office of Academic Enrichment and Success serves the undergraduate student population and periodically, graduate students. All enrolled undergraduate students are eligible to receive assistance through a variety of services and programs offered by this unit. Special emphases are placed on the following populations of students: academically “at risk,” non-traditional, students with disabilities, and student athletes.

---

The mission of Academic Enrichment and Success (AES) is to coordinate integrated and effective support services for undergraduate students with limited assistance to graduate students designed to encourage their fullest intellectual development, while fostering academic success and persistence to graduation from the University.

The vision of Academic Enrichment and Success (AES) is to foster strong connections with faculty, staff, and students in a supportive and nurturing environment, which will result in student academic success, greater student satisfaction, higher retention rates, and increased graduation rates.

**The services provided by the Office of Academic Enrichment and Success include:**

- **Early Intervention/Retention Alert.** Provides services to first-year students who are conditionally admitted to increase the likelihood of academic success during the first year of enrollment. Students are referred to the appropriate unit for assistance when necessary. The Office also conducts weekly seminars with the primary purpose of monitoring the progress of each student participating. Notification of lack of Satisfactory Academic Progress (SAP) and review of appeals are coordinated by the Office of Academic Enrichment and Success.
- **Undergraduate Academic Seminar.** The primary purpose of the weekly seminars is to monitor the progress of each student participating. These meetings serve as a forum to develop and implement solutions to the day-to-day challenges that may arise. The meetings are designed to be positive exchanges of feelings, ideas, solutions and future approaches to academics in general.

**Office of Academic Advisement Services**

The Office of Academic Advisement coordinates advisement workshops for faculty advisors, assigning academic advisors to first-and second-year students (freshmen sophomores, and transfer students), entering courses for first-year students, reviewing academic records for overload approvals, and advising undeclared majors.

The mission of the Academic Advisement Services is to coordinate university-wide advisement activities designed to promote the successful progression of students from initial matriculation to graduation. The vision of the Academic Advisement Services is to provide guidance in the development of meaningful and effective academic plans consistent with the career goals incorporating academic support services resulting academic success and persistence with higher retention rates, and increased graduation rates.

**Office of Tutorial and Study Skills Services**

The mission of Tutorial and Study Skills Services is to provide to the CAU community expanded, integrated support through tutoring and study skills/time management across all academic disciplines. The vision of Tutorial and Study Skills Services is to be a vital resource in providing academic support services to each student who needs such services to meet his/her post-secondary goals and/or to graduate. Academic support will be provided in a climate of respect for the individual and respect for diverse cultural and learning styles.

---

**Office of Student Testing and Assessment Services**  
**McPheeters-Dennis Hall, Room 6**  
**Telephone: (404) 880-8252**

Student Testing and Assessment Services provides diagnostic services to determine placement, academic support needs, and to identify personal, social and/or academic strengths and weaknesses of students in order to provide academic support; provide testing outcomes for sustained change (i.e., improvement, enhancement, and/or revision) of programs and activities that support student success.

The mission of Student Testing and Assessment Services is to provide an array of testing, academic and other assessment services to students and faculty to enhance student learning and career development. The vision of Student Testing and Assessment Services is to be a key resource to provide testing and assessment results for the improvement and enhancement of student learning and program development.

---

## ACADEMIC REGULATIONS

Center for Academic and Student Success (CASS)  
Harkness Hall, Suite 211  
Telephone: (404) 880-8184

### Academic Standards and Requirements

#### Academic Integrity

The faculty and students at Clark Atlanta University recognize that academic integrity is fundamental to the education process. Breaches of academic integrity by students are violations of University policy and will subject students to disciplinary action (per the *Undergraduate Student Handbook*). Students who submit course requirements which are not their own or who commit other acts of academic dishonesty will forfeit the opportunity to continue to matriculate at Clark Atlanta University.

### University Policy on Determining Credit Hours Awarded for Courses and Programs

#### I. Policy Statement:

For academic purposes, Clark Atlanta University uses Carnegie units to measure semester credit hours awarded to students for coursework. Normally, universities award a ***Carnegie unit of credit*** to students for satisfactory completion of ***one (1) fifty (50)-minute session of classroom instruction for a minimum of three (3) hours of work per week for a semester of not less than fifteen (15) weeks***. For example:

1. ***For lecture classes***, a semester credit hour consists of the equivalent of at least one (1) hour (50-minute period) per week of "seat time" ***in-class*** and two (2) hours per week of ***out-of-class*** student work for fifteen (15) weeks. Hence, a standard three (3) semester credit hour lecture class meets for at least forty-five (45) contact hours per semester, plus a minimum average of six (6) hours of activities outside of the classroom per week for fifteen (15) weeks.
2. ***For laboratory classes***, one (1) semester credit hour consists of the equivalent of a minimum of three (3) hours of laboratory work per week for fifteen (15) weeks.
3. ***For Individual instruction classes***, instructors should make adjustments so that the total number of hours of work required by students is equivalent to that of a traditional class that meets ***face-to-face***.
4. ***For classes offered in a shortened format***, (e.g. mini-mesters, summer session, inter-session) the hours are prorated so that the classes contain the same total number of hours (e.g. 45 contact hours for a 3 credit course) as if the classes were scheduled for a full 15-week semester.

- 
5. ***For graduate and professional students***, the required academic work normally will exceed three (3) hours per credit per week.

Ultimately, the responsibility for protecting the academic integrity of curricula, programs, and class schedules rests with the University's Provost and Vice President for Academic Affairs. The University may adjust its basic measure for awarding academic credit proportionately to reflect modified academic calendars and formats of study as long as it meets the aforementioned criteria. The University grants semester credit hours for formalized instruction in a variety of delivery modes, such as a lecture course, which also requires laboratory work and/or supervised independent study or field activities. Regardless of the mode of instructional delivery or class scheduling, the University will assign academic credit consistently across academic programs as well as for transfer credit among accredited institutions of higher education. In all cases, the student learning outcomes must be equivalent.

## **II. Review and Approval Process:**

1. Course developers will ensure that the required quantity of student learning per credit is the equivalent to a minimum of forty-two (42) hours and a maximum of forty-five (45) hours of coursework over a fourteen to fifteen (14-15)-week semester through instructional activities that address and demonstrate student competencies in defined learning outcomes. These instructional activities should draw upon instructional practices approved by the Provost and Vice President for Academic Affairs.
2. University Governance Bodies (e.g., the University Curriculum Committee, Graduate Council, Academic Council, and University Senate) recommend to the Provost and Vice President for Academic Affairs and the President the appropriate semester credit hour definition and application according to the following guidelines:
  - a. The University's semester calendar will not violate any accreditation standards, federal guidelines, etc.;
  - b. The University's semester calendar will facilitate the educational attainment of the University including the process for the award of transfer credit; and
  - c. A semester credit hour will be consistent throughout all the academic programs of the University.

## **III. Policy Administration**

1. For each academic term, the University Registrar and Associate Vice President for Academic Affairs will assist Deans, Department Chairs, and Program Coordinators to schedule classes in conformity to the University's semester credit hour policy.
2. Classes that meet for more than seventy-five (75) minutes consecutively will include a ten (10)-minute break for each seventy-five (75)-minute segment.
3. Prior to the beginning of student registration, the University Registrar will deliver an official Banner system report verifying that all proposed class schedules meet the University's semester credit hour policy to the Provost and Vice President for Academic Affairs for approval.

4. If proposed class schedules do **not** meet minimum time requirements, the Provost and Vice President for Academic Affairs will direct School Deans to coordinate with their Department Chairs and Program Coordinators to adjust class schedules to conform to the University's semester credit hour policy.
5. Periodically, the University Curriculum Committee, Academic Council, the Provost and Vice President for Academic Affairs, and University Senate review the semester credit hour policy as defined by Carnegie unit measure and forward recommendations to the President for approval.
6. The University Registrar posts the policy to the University website and includes the policy in the CAU Undergraduate and Graduate Catalogs.

### Course Credits and Minimum Contact Hour Requirements

Course Credits	Minimum Contact Hours
1	12.5
2	25
3	37.5
4	50
Field	*
Practicum	*

*\*As required by accrediting and regulatory agencies.*

### Residency Requirements

Clark Atlanta University requires all undergraduate students to complete a minimum of twenty-five percent (25%) of the credits earned toward a degree be earned in residence. These credits must be completed while the student is enrolled at Clark Atlanta University. All Clark Atlanta University courses must include the following minimum instruction based contact-hours:

### Classification of Students

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

Freshman	0-27 credits
Sophomore	28-57 credits
Junior	58-87 credits
Senior	88 or more

### Course Loads and Prerequisites

The normal course load for full-time undergraduate students is fifteen (15) to eighteen (18) credits. Twelve (12) credits is the minimum course load for which students can be enrolled and be considered full-time. A student may take up to eighteen (18) credits without being charged for an overload. Students who desire to take more than eighteen (18) credits must have a minimum grade point average of 3.25, permission from their respective department chairs, and the approval of the Executive Director of the Center for Academic and Student Success (CASS). The student must pay for each additional credit. Students participating in band, orchestra, and choir will not be charged for the one (1) credit overload which registration in these activities requires. The maximum course

---

load for fall and spring semester is twenty-one (21) credits. The maximum course load for the summer session is nine (9) credits.

Students are not authorized to register for courses for which they have not successfully completed the prerequisite course(s). Students who do so will be administratively withdrawn from those courses by the instructors of record and will not be awarded final grades.

### **Class Attendance Policy**

It is Clark Atlanta University's policy that students prepare for and punctually attend all class meetings for courses in which they are enrolled unless officially excused. Students who do not attend class meetings during the first ten (10) class days of the academic term will be dropped from the course by the University Registrar. Schools, academic departments, and instructors of record are approved to establish more rigorous class attendance requirements for undergraduate and graduate students as documented in course syllabi.

#### **I. Mandatory Attendance at First Class Session and Consequences for Absences**

Student attendance at the first class is mandatory in all courses to confirm enrollment. The academic calendar can be found at [www.cau.edu](http://www.cau.edu). Students are required to attend the first class session to receive instruction, syllabi, and important information about the course from the instructor. In addition, because students can register for and drop courses online, the list of registered students fluctuates. A student's presence at the first class session is required to clearly indicate the number of students, who are committed to taking the course. As a result, instructors and/or department chairs can then determine whether any students who were not able to register for a closed course may take the place of students who registered but did not attend the first class session.

#### **Class Attendance**

1. Unless students obtain prior approval from the instructor or Department Chair for an intended absence before the first class meeting, they ***must attend*** the first class meeting of every section of a course in which they are enrolled (including laboratories and recitation classes). Without such prior approval, a student may lose his or her seat in the class. Registration materials will alert students to the fact that they must attend the first session of a course including laboratories, recitations, lectures, or other official class meetings.
2. Instructors of record can administratively withdraw students, who fail to attend the first day of class by contacting the University Registrar. Students must be officially dropped from any course for which they have enrolled and subsequently been denied enrollment. Faculty advisors denying course enrollment to students should notify the University Registrar to have those students removed from the class roster.
3. If a student wishes to remain in a course from which he or she has been absent the first day without prior approval, the student should contact the instructor as soon as possible. In this circumstance, instructors have the right to deny a student's admission to the class if other students have been admitted and the course is full. However, instructors should consider extenuating circumstances (e.g., weather, illness) that may have prevented a student from attending the first class session.



---

## II. Regular Attendance at Classes and Makeup Work for Approved Absences

All matriculated students are expected to attend every session of their classes except when a legitimate absence prevents attendance. When illness necessitates absence from classes, students should report at once to the Student Health Services Center.

### Faculty Responsibilities

1. Students are expected to attend all class meetings. In the event that a student must be absent for a class due to religious observances, illness, or family emergency, instructors may strongly encourage (though not require) that students complete additional assignments to make up for missed class participation. Unless the emergency or illness does not permit them to do so, students must provide advance notice of absences to their instructors. However, students are **not** excused from learning the materials presented or completing the assignments that were required during classes for which they were absent. Faculty may grade reduce grades of students, who are absent from class without an official University excuse.
2. Faculty members will report to the Department Chair the name of any students whose academic progress is impeded by their repeated class absences. The number of absences permitted in a given course is specified by the instructor. First-year students should exercise particular care that class absence does not negatively impact their academic progress.
3. Faculty members have discretion regarding their individual class attendance policies within these general parameters. Students are responsible for becoming familiar them with their instructors expectations and requirements for class attendance. Instructors must state class attendance and grading policies in their course syllabi.

### Student Responsibilities

1. **Mandatory Class Attendance:** Class attendance is mandatory for all Clark Atlanta University students. Absences may result in lower grades.
2. **Unexcused Absences:** No student will be permitted unexcused absences from class. Unexcused absences may result in lower grades.
3. **Excused Absences:** Excused absences include those incurred by the student's participation in University or class sponsored activities. Examples of excused absences include band, choir, athletics, field trips, family emergencies, and significant illness. (Proof of family emergencies and illness are required for permission to make up missed assignments, tests, and other course requirements.
4. **Anticipated Absences:** Students are responsible for informing their instructors of any anticipated absences from class. Students who are ill are advised to report to the Student Health Services Center where their conditions can be documented and included among University approved absences.

5. **Verification of Attendance:** During each semester, the University Registrar requests faculty members to confirm student rosters by 1) directing students, whose names do not appear on their class rosters to Registrar’s office in order to be officially enrolled into the course and 2) reporting names of students who appear on their rosters, but who have not reported to class. Students, who are reported as “Never Attended” will be dropped from the class roster.

**Note:** Per federal financial aid regulations, students, who do not attend any class meetings during the first ten [10] class days of the academic term will be dropped from those courses by the University Registrar.

### Authority for Approving Excused Class Absences

Reason For Absence	Designated Authority	Required Documentation
Emergencies (deaths, natural disasters)	VP for Student Affairs	Student Documentation as determined by Dean of Student Affairs
Jury Duty	Course Faculty	Jury Summons and Release Forms
Medical	Director, Student Health Center	Student documentation per Student Handbook
Military Duty	Dean for Student Affairs	Military Orders
Official Athletics Activities (e.g., athletes, cheerleaders, student assistants)	School Deans	Documentation (team roster) provided to School Deans by the Athletic Director
Official University Sponsored Activities (e.g., musical ensembles, SGA, forensics)	School Deans	Documentation (letter, roster, agenda, etc.) provided by Sponsoring Department to School Deans
Employment Interviews	Course Faculty	Prior permission of Faculty
University-Sanctioned Assemblies (e.g., convocations, lectures)	Course Faculty	University Schedule/Prior Permission of Faculty
Other	Dean, Student Affairs	Student Documentation as determined by Dean of Student Affairs

**Note:** The Office of the Provost and Vice President for Academic Affairs does not issue excuses for student absences.

### Course Numbering System

#### Lower Division Level (Introductory and Intermediate)

100 - 199 Freshman Courses

200 - 299 Sophomore Courses

#### Upper Division (Emphasized and Advanced)

300 - 399 Junior Courses

400 - 499 Senior Courses

With special permission, undergraduate students may register for graduate courses in order to complete Accelerated Five-Year Dual-Degree requirements. The suffix letter "H" indicates that the course is an Honors section. Students who wish to enroll in Honors courses must obtain the approval of the Director of the Honors Program.

---

## Course Grading System

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

A (4) = Excellent

B (3) = Above Average

C (2) = Average

D (1) = Below Average

F (0) = Failure

I = Incomplete

IP = In Progress

AU = Audit

HP = High Pass with course credit

P = Pass with course credit

R, Z, E = Course repeated and appended to earlier earned grade

W = Withdrew

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

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

**Note:** HP (High Pass), P (Pass), or F (Fail) grades apply to Honors Program Colloquium requirement. Honors Program students earn credit hours but do not receive letter a grade.

**Grade Point Average (GPA):** The GPA is calculated by dividing the sum of the quality points earned in courses graded "A" through "F" by the total number of graded course credits attempted. When a course is repeated, only the latest final grade is included in computing the cumulative GPA. However, the original final grade remains on the student's transcript, followed by the symbol "R", which indicates that the course was retaken (excluded) and its original final grade replaced (excluded) by a subsequent grade.

## Academic Standing

The academic records of undergraduate students are evaluated following each term of study. A minimum cumulative grade point average (GPA) of 2.0 is required for undergraduate students to maintain Good Academic Standing. Courses attempted include any course in which final grades of A, B, C, D, F, W, I, P (with course credit), or IP are awarded. Students who fail to maintain Good Academic Standing are placed on Academic Warning, Academic Probation, or Academic Suspension as described below. These standards apply to full-time and part-time students. Final grades earned in summer sessions will be included in the cumulative GPA of the previous academic year. Students in Good Academic Standing are eligible to receive financial aid at Clark Atlanta University. Students who are not in Good Academic Standing or who are dismissed from the University are not eligible to receive financial aid.

---

### **Academic Warning**

Students earning a cumulative GPA less than 2.0 for the first time during their matriculation at the University will be placed on Academic Warning.

### **Academic Probation**

Students are placed on Academic Probation if their cumulative GPA falls below 2.0 for two (2) consecutive terms of study. Students may be returned to Good Academic Standing by maintaining a minimum cumulative GPA of 2.0. During the period of Academic Probation, students must successfully complete CUGS 097/098, Undergraduate Academic Seminar. Students on Academic Probation who fail to successfully complete Undergraduate Academic Seminar will forfeit the right to appeal should they be academically suspended.

### **Academic Suspension**

Students on Academic Probation who fail to attain a minimum grade point average of 2.0 after two (2) consecutive terms of study are placed on Academic Suspension. Students suspended under this rule will be eligible to apply for readmission to the University after one (1) academic term of suspension. Following the third Academic Suspension, students will be dismissed from Clark Atlanta University and will **not** be eligible for readmission.

### **Appeal of Academic Suspension**

To appeal Academic Suspension and dismissal actions, a student must be able to document mitigating circumstances. The student must indicate, in writing, to the Executive Director of the Center for Academic and Student Success (CASS) the reasons for failure to meet the satisfactory progress requirements. Documentation to support the appeal is required. Petitions for reinstatement must be received in the Executive Director of the Center for Academic and Student Success (CASS) not later than June 30th.

- **Academic Reinstatement Following Academic Suspension.** Students seeking reinstatement following academic suspension must apply through the Office of Admissions. The student must also submit a statement describing academic activities during the suspension period and outlining reasons that reinstatement should be granted. The application and supporting statement will be referred to the Office of Academic Enrichment and Success for review. A recommendation for action will be returned to the Office of Admissions and communicated to the student. Students who are approved for reinstatement must:
  - ~ Have any credits earned at another regionally accredited college or university evaluated by Executive Director of the Center for Academic and Student Success (CASS) (Courses in the General Education Core) or the major department chair (Courses in the students' majors) to determine which courses will be accepted for degree credit by Clark Atlanta University.
  - ~ Have a minimum cumulative GPA of 2.0 for credits earned at other institution(s).
  - ~ Enroll for a maximum of thirteen (13) credits, except with the approval of the major department chair and must earn a minimum GPA of 2.0 during the first semester following reinstatement to the University.

- 
- ~ Meet with an academic advisor or major department chair to review their academic progress at least once per month.
  - ~ Enroll in CUGS 097/098, Undergraduate Academic Seminar. This seminar is required of all students readmitted to the University following academic suspension. Students who fail to successfully complete Undergraduate Academic Seminar will forfeit their right to appeal a second academic suspension.

### **Declaration of Major Fields of Study and Minor Concentrations**

Students are advised to declare a major field of study by the time they have earned 27 credits. However, students must declare a major field of study upon earning 57 credits. Students who have earned more than 57 credits will not be permitted to register for subsequent academic terms until they have declared a major field of study.

### **Requirements for Major Fields of Study and Minor Concentrations**

A major course of study includes between nineteen (19) and twenty-four (24) courses, including cognates (courses in other disciplines that enhance the student's knowledge of the major area of study). The academic departments administrate the courses in the majors and their plans of study. Students may elect to pursue minor concentrations of study including eighteen (18) to twenty-four (24) credits. Minor concentrations are administrated by the host departments. Each student electing to pursue minor concentrations of study must be approved by the Chair of the student's major department.

### **Interdepartmental and Double Major Fields of Study**

Students may design interdepartmental majors including a minimum of thirty-six (36) credits. Such majors require the approval of the Chair of the respective host departments; the support of three faculty members, one of whom must agree to serve as the student's major advisor; and the approval of the Executive Director of the Center for Academic and Student Success (CASS). Students electing a double major must complete the degree requirements of both major departments. Course substitutions in the major must be approved by department chairs. Students' approved plans of study must be submitted to the Office of the University Registrar.

### **Procedure for Changing Major Fields of Study and Minor Concentrations**

When students change a major or a minor, they must obtain and complete the following form and return it to the Office of the University Registrar:

- A Change of Major Field of Study/Minor Concentration form;
- The signatures of the department chairs hosting the current major field of study and minor concentration; and
- The signature of the department chair hosting the proposed major field of study and minor concentration.

### **Policy for Award of Course Incompletes**

An incomplete ("I") is a temporary grade assigned when extenuating and documentable circumstances, such as illness, death of a family member, or other reasons that are acceptable to the instructor, prevent a student who is passing a course from completing the final examination and/or

---

other course requirements by the end of the semester. The “I” is not to be assigned as a substitute for a failing grade. To be eligible for an “I,” a student must have attended class regularly and passed a substantial amount of the required coursework. The student must provide to the course instructor official verification of circumstances preventing the completion of the full requirements for the course. The responsibility for completing the coursework rests with the student, and the instructor is not obligated to provide further classroom instruction. An “I” grade cannot be removed by enrolling in the course again. A student cannot register for a course in which he/she has an Incomplete grade and cannot register and enroll in any course where an “I” graded course is a prerequisite.

In awarding an “I” grade, the instructor must submit to the Office of the University Registrar an *Incomplete Grade Form* provided on the website showing the reason for the grade, the work required for removing the “I” grade and a grade to be awarded if the work is not completed. The original *Incomplete Grade Form* must be submitted to the Office of the University Registrar for grade processing and documentation.

An “I” grade should be removed by the end of the semester following the one in which it was assigned, but must be removed no later than one year from the end of the semester in which the “I” grade was assigned. The time limit may not exceed one year, whether or not the student is in residence. If the course requirements are not completed, and the “I” grade is not changed by the instructor within the specified time period, the student will be awarded the default grade. If a default grade has not been provided, the “I” will become an “F”, and the student will be required to re-enroll and complete the entire course. A student may not graduate with an “I” grade on his/her academic transcript. Removal of an “I” does not assure a passing grade in the course.

### **Undergraduate Repeat Course Policy**

The University’s Undergraduate Repeat Course Policy permits a student who retakes the same course at Clark Atlanta University to replace the initial final grade earned with the latest final grade earned. Students are not permitted to retake any course more than twice. Courses completed in transient are not eligible for approval regarding the academic forgiveness. The student must officially register and pay for the course each time it is taken. The last final grade earned, whether higher or lower, will be the final grade of record. The credits earned for a course will be counted only once regardless of the number of times the course was completed. The adjusted GPA excludes the previously earned unsatisfactory grades (“D” or “F”) in the repeated course. If a student withdraws from the course that is being repeated, the previously earned final grade will stand. A “W” cannot be used to adjust students’ grade point averages. The University’s Undergraduate Repeat Course Policy does not apply to courses in which students have already earned minimum final grades of “C” or to courses in which students earned final grades of “D” which are acceptable for degree credit.

### **Final Grade Adjustments**

In the event there are errors in reporting students’ final course grades, instructors must provide written justification for the grade adjustment to the Department Chair and School Dean. Final grade adjustments approved by the School Dean are forwarded to the Office of the University Registrar for posting to the students’ academic transcripts. Final grade adjustments must be approved by the

---

School Dean not later than the end of the following term in which the course was completed.

### **“In Progress” Courses**

"In Progress" courses on students' academic transcripts indicate that credit has not been awarded for the course, and the instructor did not submit a final grade. Course instructors must submit a final grade in order for the "In Progress" course to be removed from student's academic transcript. Registering for an "In Progress" course for a subsequent academic term will not remove the "In Progress" status. Students may not graduate with "In Progress" courses on their academic transcripts.

### **Drop and/or Add Courses**

Students may drop and/or add courses during the Drop/Add Period as published in the University's Academic Calendar. Prior to making any changes in their class selections, students must consult with their advisor to determine the appropriate course(s) to drop and/or add and use the University's online registration process to complete all drop/add transactions. Students are not permitted to register for courses after the official Drop/Add Period has expired.

### **Official Withdrawal from Courses**

Each semester, the official course withdrawal begins after the end of the Drop/Add Period as published in the University's Academic Calendar. Students who wish to withdraw from an individual course must obtain a Course Withdrawal Form from the Office of the University Registrar. The form must be completed with all appropriate signatures of the student's department chair or academic advisor and the course instructor as required and submitted to the Office of the University Registrar prior to the official deadline for withdrawal. When a student is authorized to withdraw from a course, a final grade of "W" is assigned to the student's academic transcript regardless of his/her performance in the course prior to the official date of withdrawal. For students cross-registered at other Atlanta University Center institutions, the withdrawal policy of Clark Atlanta University applies. For students cross-registered through the ARCHE program, the "host" school policy applies. Withdrawing from a course will not result in the student receiving any refund of tuition or fees.

### **Unofficial Withdrawal from Courses**

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 University policies. Students may officially withdraw from courses within the official withdrawal period as published in the University's Academic Calendar. Instructors of Record are required to post to BannerWeb the last date of attendance for each student who has unofficially withdrawn from their courses.

### **Auditing Courses**

A regular full-time student may audit one (1) course per academic term. Students must obtain the approval of the course instructors' and their faculty advisors and officially register and pay the standard fee. Although auditors are not required to take course examinations, individual instructors may stipulate requirements for the auditors' attendance, preparation, and participation in class activities and laboratory exercises. Students receive no credit for auditing courses and cannot change the auditing status after the Drop/Add Period ends.

---

### **Minimum Class Size**

For an undergraduate course to be offered during the regular academic year, the minimum class size is ten (10) students and six (6) students during the summer session. The University reserves the right to cancel any class with fewer than the required minimum number of students.

### **Course Substitutions**

Under some circumstances, alternative courses may be substituted for General Education Core courses or for those required for the major field of study. Substitutions must be recommended and approved prior to course enrollment. To replace a required major course, a Course Substitution Form must be submitted for approval to the Department Chair and the School Dean. Upon approval, the Dean forwards the form to the Office of the University Registrar. To substitute a University core curriculum course, a Course Substitution Form should be submitted by the Department Chair to the Executive Director of the Center for Academic and Student Success (CASS) for approval. If approved, the Executive Director of the Center for Academic and Student Success (CASS) will submit the approved course substitution authorization to the Office of the University Registrar. Lower-level courses (100 and 200 series) cannot be substituted for upper-level courses (300 and 400 series). For transfer students, course substitutions must be approved by the end of the first semester in which the student is enrolled at Clark Atlanta University and the form must be submitted to the Office of the University Registrar.

### **Waiver of Degree Requirements**

Clark Atlanta University policy will **not** waive degree requirements.

### **Evaluation of Transfer Credits**

Credits earned at other institutions including those of the Atlanta University Center are accepted in partial fulfillment of graduation requirements. Quarter-hour transfer credits will be converted to semester-hour equivalents (one quarter-hour credit being equivalent to two-thirds of a semester-hour). In order to be accepted for transfer credit, students must have earned minimum final grades of "C" from regionally accredited institutions. All transcripts received by the University from previously attended institutions become a part of students' permanent academic records. Accepted transfer credits will count for graduation purposes but will **not** be included in students' cumulative CAU grade point averages.

### **Limitations on Transfer Credit**

A transfer student may receive credit toward graduation for no more than ninety (90) credits unless otherwise defined by an articulation agreement between Clark Atlanta University and the previously attended institution. A transfer student with ninety (90) credits of accepted transfer credits may earn an additional maximum of twelve (12) credits through the University's Study Abroad program. Transfer credits exclude courses below the 100 level.

Course credits completed on the campus of Clark Atlanta University including Atlanta University Center cross-registrations and Atlanta Regional Council for Higher Education (ARCHE) exchange programs with other colleges and universities and consortium agreements will be (1) treated as CAU credits and included in students' residency requirements and (2) excluded from the ninety (90) credit transfer limit.



---

## **Degree Credit Limitations**

Students who are readmitted after one year or more has elapsed since the last date of enrollment or students initially admitted as transfer students must meet current degree requirements including, where applicable, current professional accreditation standards. Credit will not expire; however, proceeding to courses for which there are current prerequisites will be limited based on the ability to demonstrate prerequisite course proficiencies. Proficiency may be based on current passing scores on final examinations in prerequisite courses or current scores on standardized examinations leading to college credit such as Advanced Placement (AP) and SAT II tests. Proficiency may also be established by departmentally approved performance, presentation, or writing assessment aligned with the learning outcomes of a prerequisite course.

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

## **Acceptance of Credit for Associate Degrees**

Courses completed by applicants as part of the plan of study of an Associate Degree awarded by an accredited two-year college are not subject to expiration of credit.

## **Credit for Previous Experiential Learning\*\***

Up to 30 credits may be awarded for experiential learning based upon recommendation of Learning Council for Adult and Experiential Learning (CAEL)

**The following ten standards will be used determine whether to award college credit to students for prior learning:**

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.

- 
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
  9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
  10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

\*\* Taken from *Assessing Learning: Standards, Principles, and Procedures (Second Edition)* by Morry Fiddler, Catherine Marienau, and Urban Whitaker, 2006. Kendall Hunt Publishing Company.

**Internship Grading:** Grades for internships are determined by the evaluation completed by the course's instructor and from input provided on the evaluation forms completed by the internship onsite/field supervisor.

### **Independent Study Courses**

A junior or senior (freshmen and sophomores are not eligible) who wishes to pursue an independent study of subjects not included in University course offerings must submit a written proposal and obtain recommendations for approval from the following:

- The student's academic advisor;
- The Instructor of Record of the Independent Study course; and
- The Chair of the academic department hosting the Independent Study Course.

If approved by the Dean of the host school, the Independent Study proposal with all required signatures accompanied by the course syllabus is forwarded to the Office of the University Registrar for inclusion with the student's academic records.

### **Directed Study Courses**

A junior or senior (freshmen and sophomores are not eligible) who wishes to pursue a directed study of in-depth research must submit a written proposal and obtain recommendations for approval from the following:

- The student's academic advisor;
- The Instructor of Record of the Directed Study course; and
- The Chair of the academic department hosting the Directed Study Course.

If approved by the Dean of the host school, the Directed Study proposal with all required signatures accompanied by the course syllabus is forwarded to the Office of the University Registrar for inclusion with the student's academic records.

**Note:** Undergraduate students will not be approved for more than six (6) credits of Independent Study and/or Directed Study courses during their matriculation at the University.

### **Courses Completed in Transient Status**

With prior approval, Clark Atlanta University students may enroll at other regionally-accredited colleges and universities to complete courses for degree credit. In such cases, each student must

---

complete an Application for Transient Study prior to enrolling at the transient institution. To enroll in major courses and general electives, students' applications must be approved by the chair of the student's major department and the Executive Director of the Center for Academic and Student Success (CASS). To enroll in General Education Core courses, the student's application must be approved by the student's academic advisor and the Executive Director of the Center for Academic and Student Success (CASS). All courses completed in approved transient status will be posted to students' academic transcripts. Without prior approval, courses completed at other institutions of higher education will not be posted to the students' academic transcripts.

Students may not earn more than thirty (30) credits in transient status unless they have been enrolled in an approved study abroad program, in which case total transient credits cannot exceed forty-two (42). Courses completed in approved transient status do not meet the criteria of Clark Atlanta University's Repeat Course Policy.

Transient students are subject to all rules and regulations of the host institution. Only freshman and sophomore level courses (100 and 200) from two-year institutions will be approved for completion in transient status. Junior and senior level courses (300 and 400) will be approved for completion from four-year institutions. Students seeking transient status from Clark Atlanta University must adhere to the following procedures:

1. **Registration:** Complete the Clark Atlanta University Transient Permission Form obtained from the Office of the University Registrar.
2. **Advisement:** Obtain coordination signatures from the student's department chair or academic advisor for courses that are equivalent to Clark Atlanta University major and core curriculum courses.
3. **Approval:** Obtain the approval signature of the Clark Atlanta University Executive Director of the Center for Academic and Student Success (CASS) prior to enrolling at the transient institution.
4. **Transcript:** Transient students must submit an official transcript to the Office of the University Registrar immediately upon return to Clark Atlanta University.

**Note:** All final grades for the approved courses completed in transient status will be included in the student's the Clark Atlanta University grade point average.

### **Transient Courses Taken In Nontraditional Scheduling Patterns**

- These courses will be included in the total number of allowable credit hours that may be earned in transient status (i.e., thirty [30] semester hours).
- Other courses taken in nontraditional settings (e.g., distance education) must have appropriate substitutes for the above contact hours. Students seeking approval to take such courses in transient status must provide documentation of the accreditation status of the institution offering the course as well as the equivalency of course to the University's offering.

### **Appeal of Academic Decisions**

Students have the right to appeal decisions (*e.g., final grade appeals*) regarding their academic performance or an academic requirement. Before initiating an appeal, students should attempt to resolve the issues directly with the Instructor of Record of the course at issue. The student must initiate and document contact with the Instructor of Record not later than thirty (30) calendar days

---

from the beginning of the academic term following that in which the course at issue was completed. The student's documentation should include the date, time, and place at which the contact with the Instructor of Record occurred and a description of the content of discussion. If the issues as discussed with the Instructor of Record cannot be resolved, students electing to appeal an academic decision must adhere to the following process and procedures:

- The student must submit a written statement of appeal along with supporting evidence (including the student's documentation regarding the date, time, and place at which the above contact with the Instructor of Record occurred and a description of the content of the content) justifying the grounds for the appeal to the Instructor of Record's department chair. The appeal must be submitted to the department chair not later than thirty (30) calendar days from the beginning of the academic term following that in which the course at issue was completed. Students not in residence should send their appeals by certified mail to the School Dean for disposition according to the following process and procedures.
- The department chair forwards (1) the student's written statement of appeal, (2) supporting documentation, and (3) progress toward resolution of the student's issues to the School Dean and the Instructor of Record.
- The School Dean may choose to appoint a Committee of the Faculty to (1) review the student's written statement of appeal and supporting documentation, (2) secure any additional relevant information from the student, and (3) examine evidence and other information that the Instructor of Record may wish to offer to the Committee. The Chair of the Committee of the Faculty forwards a letter of recommendation to the School Dean, who sends a letter to the student, the Instructor of Record, the Department Chair, and the Chair of the Committee of the Faculty documenting the School Dean's decision. The School Dean should send a certified letter to students not in residence.
- The student may appeal the decision by the School Dean to the Provost and Vice President for Academic Affairs who may elect to submit the student's appeal to the Academic Council for recommendations. The Provost and Vice President for Academic Affairs will notify the student by certified letter of his/her decision and will forward copies of the letter to the School Dean, the Chair of the Committee of the Faculty, the Department Chair, and the Instructor of Record. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.

### **Appeal of Academic Policies**

Undergraduate students may appeal academic policies that adversely affect their academic outcomes by submitting a written request for relief to the Executive Director of the Center for Academic and Student Success (CASS). The student's appeal must state (1) the specific policy and the policy's impact, (2) the desired relief, and (3) the justification for seeking the desired relief. Students not in residence should send appeals by certified mail to the Executive Director of the CASS. The Executive Director of the CASS will forward student appeals and supporting documentation to the UCAC for recommendations concerning disposition.

---

The Executive Director of the CASS will submit recommendations from both the Executive Director and the UCAC to the Provost and Vice President for Academic Affairs for approval. Within thirty (30) calendar days of the undergraduate student submitting his/her appeal, the Provost and Vice President for Academic Affairs will forward his/her decision to the student in a certified letter with copies to the Executive Director of the CASS and the student's School Dean and Department Chair. Prior to notifying the student, the Provost and Vice President for Academic Affairs may elect to submit the student's appeal to the Academic Council for recommendations. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.

---

## EDUCATIONAL PROGRAMS

**Center for Academic and Student Success (CASS)**  
**Harkness Hall, Suite 211**  
**Telephone: (404) 880-8184**

### General Education Core Curriculum

#### Overview

General Education is foundational to all baccalaureate degree programs at Clark Atlanta University. Its mission is to ensure that students acquire the skills, knowledge, and experiences that will help them successfully matriculate in all degree programs and that will prepare them to become informed and responsible citizens in the global society. The program is designed to develop in students the core abilities to communicate effectively, utilize quantitative data, demonstrate critical thinking skills, enhance their understanding and appreciation of the humanities, and expand their knowledge of the social and natural worlds in which they live. This component of the Clark Atlanta University baccalaureate degree program consists of a set of courses and other experiences in the humanities, social and natural sciences; computer literacy and information technology; communication and quantitative skills; foreign languages; and several other areas, which are generally sequenced in the first two years of study.

The Clark Atlanta University **General Education Core Curriculum** includes seven (7) **Key Categories of Learning**:

#### **I. Communication Skills: 9 Credit Hours**

Proficiency in writing, reading, speaking, and listening across disciplines and subject areas.

- CENG 105, College Composition I (3)
- CENG 106, College Composition II (3)
- CSTA 101, Fundamentals of Speech (3)

#### **II. Quantitative Skills: 6 Credit Hours**

Proficiency in the utilization of mathematical skills, concepts, and ideas to solve problems and interpret information.

- CMAT XXX, Mathematics Requirement (6)

#### **III. Critical Thinking Skills: 24-26 Credit Hours**

Competency in utilizing critical thinking processes and problem-solving techniques to solve problems and to evaluate data, identifying fallacies, and drawing conclusions based on observation, analysis, interpretation, speculation, and evaluation.

- CBIO/CCHE/CPHY XXX, Science Requirement (6-8)
- CREL/CPHI XXX, Religion/Philosophy Requirement (3)
- CMAT XXX, Mathematics Requirement (6)
- CHIS XXX, History Requirement (6)
- CHUM/CMUS/CART XXX, Humanities Requirement (3)

---

#### IV. Scientific and Technological Literacy: 9 Credit Hours

Knowledge of the principles of scientific literacy and the role of science and technology in society.

- CBIO/CCHE/CPHY XXX, Science Requirement (6)
- CCIS 100, Information Technology and Computer Applications (3)

#### V. Knowledge of Societal and Human Behavior and Values: 6 Credit Hours

Knowledge of the political, social, and economic systems, complex group and organizational behavior, and the methods and principles of social science inquiry.

- CREL/CPHI XXX, Religion/Philosophy Requirement (3)
- CPSC/CSCJ/ XXX, Social Science Requirement (3)

#### VI. Historical Knowledge and Perspective: 6 Credit Hours

Knowledge and understanding of the history, contributions, and experiences of African peoples, with emphasis on African Americans; historical developments underlying present conditions in the United States; and historical foundations and trends upon which the modern world is built.

- CHIS XXX, History Requirement (6)

#### VII. Global and Cultural Understanding: 23 Credit Hours

Knowledge and understanding of diverse cultures through language, literature, the arts, and cultural and historical studies.

- CFLX 201/202, Foreign Language Requirement (6)
- CENG XXX, Literature Requirement (3)
- CHUM/CART/CMUS XXX, Humanities Requirement (3)
- CHIS XXX, History Requirement (6)
- CREL/CPHI XXX, Religion/Philosophy Requirement (3)
- CGED 100/101, First-Year Seminar I and II (2)
- Study Abroad

### General Education Student Learning Outcomes

Clark Atlanta University Graduates will be able to:

1. Effectively communicate, orally and in writing, using Standard English and the appropriate language, tone and disposition for the purpose and audience. **(Written and Oral Communication)**
2. Demonstrate proficiency in the utilization of mathematical skills, concepts, and ideas to solve problems and interpret information. **(Quantitative Skills)**
3. Independently demonstrate competency in utilizing critical thinking processes and problem-solving techniques to evaluate arguments or conclusions, to explore causal questions and explanations, and to evaluate data for consistency with facts or hypotheses. **(Critical Thinking Skills)**
4. Utilize current technology to effectively analyze and manage data, and solve problems in a variety of contexts demanding technological literacy. **(Technological Literacy)**

- 
5. Analyze and apply basic scientific principles and research methods of scientific inquiry to make informed decision. **(Scientific Reasoning and Inquiry)**
  6. Apply knowledge of political, social, and economic systems, complex group and organizational behavior, and principles of social science inquiry to evaluate contemporary issues and make informed decisions. **(Social Institutions and Human Behavior)**
  7. Describe and analyze the history, contributions, and experiences of Africana peoples, with emphasis on African Americans, the historical developments underlying present conditions in the United States; and the historical foundations upon which the modern world is based. **(Historical Perspectives)**
  8. Identify and analyze diverse cultures and their value to individuals and society through language, literature, arts, and cultural and historical studies. **(Humanities, Literature and Fine Arts)**

### **Curriculum Requirements**

**The following courses of instruction meet the requirements of the General Education Core.**

*(Students should refer to Departmental Course Lists for detailed courses descriptions)*

#### **Communication Skills Requirement: 9 Credits**

CENG 105, College Composition I (3) *and*

CENG 106, College Composition II (3) *and*

CSTA 101, Fundamentals of Speech (3)

#### **Quantitative Skills Requirement: 6-8 Credits**

CMAT 103, Algebra I (3)

CMAT 104, Algebra II (3)

CMAT 105, Pre-Calculus I (3)

CMAT 106, Pre-Calculus II (3)

CMAT 111, Calculus I (4)

CMAT 112, Calculus II (4)

CMAT 209, Calculus and Analytical Geometry I (3) – Business Majors Only

CMAT 210, Calculus and Analytical Geometry II (3) – Business Majors Only

#### **Science Requirement: 6-8 Credits**

CBIO 101, Biological Science (3)

CBIO 111/L, General Biology I and Lab (4)

CBIO 112/L, General Biology II and Lab (4)

CCHE 111/L, General Chemistry I and Lab (4)

CCHE 112/L, General Chemistry II and Lab (4)

CPHY 102/L, Physical Science and Lab (3)

CPHY 104/L, Introduction to Earth System Science and Lab (4)

CPHY 111/L, General and Modern Physics I and Lab (4)

CPHY 112/L, General and Modern Physics II and Lab (4)



---

**Computer Science Requirement: 3 Credits**

- CCIS 100, Information Technology and Computer Applications (3) *or*  
CCIS 101, Computer Applications (3) – *Required for Computer Science and Computer Information Systems Majors*  
CEDC 262, Educational Technology (3) – *Education Majors Only*

**Literature Requirement: 3 Credits**

- CENG 201, Introduction to World Literature I (3) *or*  
CENG 202, Introduction to World Literature II (3)

**Language Requirement: 6 Credits**

- CFLX 201, Foreign Language Requirement I (3) *and*  
CFLX 202, Foreign Language Requirement II (3)

**History Requirement: 6 Credits**

- CHIS 201, U.S., Africa and the World History I *or* CHIS 211, U.S., History to 1865 (3) *and*  
CHIS 202, U.S., Africa and the World History II *or* CHIS 212, U.S., History since 1865 (3)

**Leadership and Professional Development Requirement: 2 Credits**

- CGED 100, First-Year Seminar I (1) *and*  
CGED 101, First-Year Seminar II (1)

**Religion/Philosophy Requirement: 3 Credits**

- CPHI 105, Critical Thinking (3) *or*  
CPHI 221, Introduction to Philosophy (3) *or*  
CPHI 231, Ethics and Human Values (3) *or*  
CREL 101, The Biblical Heritage (3) *or*  
CREL 103 or 104, African-American Religious Experiences (3) *or*  
CREL 211, Introduction to Religious Studies (3) *or*  
CREL 250, Comparative Religion (3) *or*  
CREL 251, Religious Ethics (3)

**Humanities Requirement: 3 Credits**

- CART 150, Art Appreciation (3) *or*  
CHUM 228, Interdisciplinary Humanities I (3) *or*  
CART 230, Interdisciplinary Humanities II (3) *or*  
CMUS 119, World Music (3) *or*  
CMUS 120, Music Appreciation (3) *or*  
CSTA 252, Theater Appreciation (3)

**Social Science Requirement: 6 Credits**

- CPSY 211, General Psychology (3) *or*  
CPSY 218, Human Growth and Development (3)  
CPSY 301, Educational Psychology (3) – *Education Majors Only*  
*and*  
CECO 107, Introduction to Economics (3)  
CPSC 106, Politics and Global Issues (3) *or*  
CSCJ 105, Culture and Society (3)

**Physical Education Requirement: 1 Credit\***

- CPED 101 or 102, Physical Education (1)

\*Students may satisfy the Physical Education requirement through AUC Cross Registration or transient study.

## General Education Core Plan of Study: 54-58 Credits

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CMAT XXX	Mathematics Requirement I	3-4	CMAT XXX	Mathematics Requirement II	3-4
CBIO/CCHE/CPHY XXX	Science Requirement I	3-4	CBIO/CCHE/CPHY XXX	Science Requirement II	3-4
CSTA 101	Fundamentals of Speech	3	CPSY XXX	Psychology Requirement	3
CECO/CPSC/CSCJ XXX	Social Science Requirement	3	CCIS 100	Information Technology and Computer Applications	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
	<b>TOTAL</b>	<b>16-18</b>		<b>TOTAL</b>	<b>16-18</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CHIS 202 <i>or</i> CHIS 212	U.S., Africa and the World History II <i>or</i> U.S. History since 1865	3
CHIS 201 <i>or</i> CHIS 211	U.S., Africa and the World History I <i>or</i> U.S. History to 1865	3	CHUM XXX	Humanities Requirement	3
CFLX 201	Foreign Language Requirement I	3	CFLX 202	Foreign Language Requirement II	3
			CPED 101* <i>or</i> CPED 102*	Physical Education Requirement	1
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>10</b>
Junior Year					
	Fall Semester	Cr			
CREL/CPHI XXX	Religion/Philosophy Requirement	3			
	<b>TOTAL</b>	<b>3</b>			

\*Students may satisfy the Physical Education requirement through AUC Cross Registration or transient study.

---

**First-Year Seminar Program**  
**Center for Academic and Student Success (CASS)**  
**Harkness Hall, Suite 211**  
**Telephone: (404) 880-8184**

The First-Year Seminar Program provides first-year and transfer students with an introduction to the Clark Atlanta University community and to strategies for successful transition to and participation in this community. Through a year-long course the values and expectations of the University are defined, regulations are requirements are transmitted, institutional resources and support services are identified, and issues and topics are introduced, which are aimed at helping students to understand the purpose and value of higher education, to develop positive attitudes toward the teaching-learning process, to acquire skills needed for successful college life, and to make appropriate choices related to their personal, academic, civic and professional goals. The seminar program is a graduation requirement for first-year students and transfer students with twenty-eight (28) or fewer credit hours, and must be completed with a passing grade. There is no waiver for the requirement.

The mission of the First-Year Seminar Program is to provide a year-long first-year experience through academic support services, resources, instruction and mentoring that provide for the successful adjustment and matriculation for students.

The vision of the First-Year Seminar Program is to be a model academic program for facilitating students' successful transition to college centered on student learning and providing the necessary campus connections and support to foster success in the first year of study and thus to enhance student retention, engagement, satisfaction, and persistence to graduation.

---

## Honors Program

**The Isabella T. Jenkins Honors Program**  
**President's Parking Lot, Trailer #3**  
**Telephone: (404) 880-8481**

The Isabella T. Jenkins Honors Program provides an enriched educational program of study for academically talented and motivated students at Clark Atlanta University. The Program, conceptualized for students whose high school accomplishments indicate superior intellectual ability, motivation, and openness of mind, is designed to promote interdisciplinary learning in collaboration with all academic majors at the University.

The Honors Program is devoted to provide its students with a rigorous multifaceted education and motivate them to contribute to a culturally diverse community of scholars. Our specialized curriculum promotes a broad liberal arts educational exposure that encourages students both to investigate the most foundational questions of humanity and to apply their knowledge to complex issues of the world we live in. We expect our scholars to strive for academic excellence and inculcate in them ethos for "global citizenship" to become transformative community leaders.

The mission of the Honors Program is to provide stimulating learning opportunities to a community of high achieving scholars who have the desire to excel and maximize their potential scholastically through collaborative, enriching, and rewarding undergraduate experience both in and out of the classroom.

The vision of the Honors Program is to become a magnet learning center for highly motivated and exceptionally talented, creative, and academically committed students by broadening their intellectual horizons, integrating various areas of knowledge, and exploring intensively major fields of study in an academically challenging environment where their ideas, viewpoints, independent thinking, and research carry respect.

Among many other benefits, honor students are offered smaller, discussion-based seminars taught by some of the University's finest faculty members, personalized academic advising, priority enrollment, opportunities to engage in leadership, research and community service activities. Many honor students choose to live in our newly created Residential Learning Center located within The James P. Brawley Living Complex.

### **Program Objectives**

1. To promote growth and development of scholarly behavior throughout the students' matriculation at the University.
2. To build a community of scholars whose foci will include intellectual curiosity, community activism, and global exposure.
3. To increase research, internship and coop opportunities for Honors Program students.
4. To help students to develop themselves into well rounded critical thinkers.

### **Student Learning Outcomes**

1. Students will be able to critically analyze, create and produce research.
2. Students will be able to synthesize real world knowledge into everyday practices and behaviors.
3. Students will be proficient writers, speakers and leaders in their perspective fields.
4. Students will demonstrate poise and professional etiquette upon completion.

---

## Admissions Requirements

Admission to the Honors Program is determined by Honors Standing Committee, which examines student interest; scores from SAT/ACT examinations; high school transcripts; and strong teacher recommendations. Students are accepted into the program during the first semester of their first year.

Students must have high school grade point averages of 3.5 and above on a 4.0 scale. Admitted students must maintain a cumulative grade point average of at least 3.25. All students who are awarded the prestigious Presidential or Provost Scholarship offered by the University, are conditionally admitted to the program.

## Graduation Requirements

The Honors Program students complete at least eleven (11) Honors Program courses and write and defend a senior thesis/project in their major field or across two or three academic disciplines. Students not majoring in science must complete three (3) colloquia in addition to the eleven (11) courses and senior thesis. Science and dual degree majors must complete two (2) colloquia in addition to the eleven (11) courses and senior thesis.

### Required Courses:

Honors Program students are required to complete the courses listed below. These courses satisfy the University's General Education Core requirements.

CENG 105H **and** CENG 106H, College Composition I & II (3 each)  
CENG 201H **or** CENG 202H, Introduction to World Literature I or II (3)  
CPHI 105H, Critical Thinking (3)  
CHUM 209H, Cross-Cultural Humanities (3)  
CSJC 215H, Introduction to Sociology (3)  
CBIO 111H/L **and** CBIO 112H/L, General Biology I & II (Science and Psychology Majors) (4 each)  
CCHE 111H/L **and** CCHE 112H/L, General Chemistry I & II (Science Majors) (4 each)  
CHIS 201H **and** CHIS 202H, U.S., Africa and the World History I & II (3 each)\*\*  
CPSY 211H, General Psychology (3)  
CHON 100H **and** CHON 102H, Honors First-Year Seminar - Requirement (1 each)  
CMAT111H **and** CMAT112H: Calculus I & II (4 each)

### Honors Program Requirements

CCOL 112H, Moral Problems in Contemporary Society (2)  
CCOL 200H, College Campus and Culture (2)  
CCOL 302H, Dynamics of Leadership (2)  
CCOL 402H, Black Self-Concepts (2)  
CHON 399H, Independent Study (1 - 6)  
CHON 499H, Senior Thesis (2)

**\*Satisfies core requirement for First Year Seminar**

**\*\*Political Science Majors must take CHIS 211H, U.S. History to 1865 and CHIS 212H, U.S. History since 1865 in place of CHIS 201H and CHIS 202H, U.S., Africa, and the World History I & II.**

First year students who enter into the program in the second semester of their first year must take at least seven (7) Honors Program Courses in addition to the required colloquia and senior thesis courses.

Students who enter into the Program at the beginning of their sophomore year must take at least five (5) Honors Program courses as well as the required colloquia and senior thesis courses.

---

## Non-Honors Core Courses

The following non-Honors courses are required to satisfy the University's graduation requirements and must be taken in addition to the Honors Program courses:

CFLX 201, Foreign Language I (3)

CFLX 202, Foreign Language II (3)

CSTA 101, Fundamentals of Speech (3)

CCIS 100, Information Technology and Computer Applications (3)

Students majoring in other disciplines should consult their Program Curriculum to determine which of the following course sequences will satisfy their major requirement:

### Mathematical Sciences: 2 Courses (6 Credits)

CMAT 103, Algebra I (3)

CMAT 104, Algebra II (3)

CMAT 105, Pre-Calculus I (3)

CMAT 106, Pre-Calculus II (3)

CMAT 209, Calculus and Analytical Geometry I (3) - Business Majors Only

CMAT 210, Calculus and Analytical Geometry II (3) - Business Majors Only

### Natural Science for non-science majors: 2 Courses (6-8 Credits)

CBIO 101, Biological Science (3)

CPHY 102/L, Physical Science and Laboratory (3) *or*

CPHY 104/L, Introduction to Earth System Science and Laboratory (4)

CBIO 111/L General Biology I *and* CBIO 112/L General Biology II (4 each)

CCHE 111/L General Chemistry I *and* CCHE 112/L General Chemistry II (4 each)

CPHY 111/L General and Modern Physics I *and* CPHY 112/L General and Modern Physics II (4 each)

### Social Science: 1 Course (3 Credits)

CSCJ 105, Culture and Society (3); *or*

CPSC 106, Politics and Global Issues (3); *or*

CECO 107, Introduction to Economics (3)

**Note:** For Honors Program course descriptions refer to the List of Courses in this catalog.

---

## SPECIAL PROGRAMS

Clark Atlanta University offers a number of special programs that further enhances the student's undergraduate experience. Enrollment in some of these programs may be limited. Inquiries should be addressed to the program directors or other persons as indicated.

### **Preprofessional Programs**

Clark Atlanta students planning careers in engineering, law, pharmacy, medicine, dentistry, or the ministry may be guided by their advisors in selecting courses which help to prepare them for admission to professional schools in their field. Information on these programs may be obtained from the academic departments.

### **Accelerated Dual-Degree Bachelor's/Master's Programs**

Clark Atlanta offers students of superior ability entrance into 5-year dual degree bachelor's and master's programs in several areas. These include the BS/MS programs in the Division of Natural Sciences and Mathematics and the BA/MA in Accounting. Information on these programs is provided in the appropriate sections of this catalog.

### **Internships**

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

### **Cooperative Education**

The Cooperative Education Program (Co-op) is a unique educational experience that combines classroom instruction with supervised, paid career-related work experience. The mission of the Cooperative Education Program is to facilitate the preparation of undergraduate and graduate students for academic-related work experiences by integrating classroom studies with experiential learning opportunities.

The program offers undergraduate and graduate students a formalized academic support program to enhance their educational learning experience by acquiring knowledge and developing transferable skills to transition into the workplace. The program further allows students to learn firsthand what challenges professionals in their chosen field face as well as evaluate whether a career is right for them and how their skills might best fit in.

The program provides students with professional work experiences in business, industry, government service and non-profit organizations. Co-op students have the opportunity to connect and network with potential employers early in their career.

---

There are two Co-op Work options at Clark Atlanta University:

- **Alternate** - The student alternates between a semester of full-time study and a semester of full-time work.
- **Parallel** - The student combines periods of work and study during the same semester.

Academic credit may be awarded for Cooperative Education experiences. The amount of credit awarded varies from one academic department to another. Co-op is available to eligible undergraduate and graduate students in good academic standing at Clark Atlanta University. Undergraduate students must complete two semesters (sophomore standing) of study with a minimum cumulative 2.5 GPA. Undergraduate students must pre-register with their department chair prior to beginning Co-op/Internship assignments. Graduate students must have a minimum 3.0 GPA or higher. All students must submit a completed application packet (application form, resume and unofficial transcript) to enroll in the program. In addition, each student must attend a minimum of three (3) Leadership and Professional Development seminars scheduled during the academic year. For more information, contact: Cooperative Education at (404) 880-6749.

## **Study Abroad**

The study abroad program, in support of the University's educational curriculum, co-curriculum, research and service endeavors is to promote and facilitate its students, faculty, and other scholars with opportunities in international placement, support services, and professional development experiences to become more culturally competent, knowledgeable, and responsible global leaders.

Clark Atlanta University students have the opportunity to travel and study at foreign colleges and universities around the world regardless of their major field of study. It is strongly recommended that all students take advantage of this cultural and academically-enriching program. Opportunities are available during the summer session, fall and spring semesters.

Students must be in good academic standing with a minimum cumulative GPA of 2.5 and are required to receive academic credit during their period of study abroad. The department chairs in collaboration with the Dean of Multicultural Affairs perform academic advisement and course approvals prior to departure for study abroad. Additional inquiries relative to study abroad should initially be directed to the department chair and then to the Dean of Multicultural Affairs.

Depending upon the program and the student's final aid award, eligible students can use their financial aid to underwrite the cost of studying abroad. Students planning to study abroad should meet with their financial aid advisor as far in advance as possible.

## **Student Exchange Program**

Clark Atlanta University juniors and seniors may apply to spend an enriching academic term in a student exchange program with one of the University's partner institutions. Participating students must **(1)** be juniors or seniors at the beginning of the academic term of the exchange, **(2)** have been in residence at Clark Atlanta University for a minimum of three (3) academic terms, and **(3)** be in Good Academic Standing with a minimum GPA of 2.5. Information regarding Clark Atlanta University Student Exchange Programs is available from the Office of Multicultural Affairs.



---

## Washington Semester Program

Clark Atlanta University is affiliated with the Washington Semester Program administered by American University. This Program offers an opportunity for Clark Atlanta University students to experience a rewarding semester at American University in a diverse and dynamic setting. A multidisciplinary program that blends classroom instruction with the rich resources of Washington, D.C., Clark Atlanta University students participating in the Program experience direct exposure to the administrators of public policy in our nation's capital. Several programs incorporate overseas travel as part of program activities. Information regarding Washington Semester Program is available from the Director of Office of Multicultural Affairs.

## Reserve Officer Training Corps (ROTC) Programs

The Reserve Officer Training Corps (ROTC) is a college-based program for training commissioned officers of the United States Armed Forces. ROTC officers serve in all branches of the U.S. armed forces. Under ROTC, a student may receive a competitive, merit-based scholarship, covering all or part of college tuition, in return for an obligation of active military service after graduation. ROTC students attend college like other students, but also receive basic military training and officer training for their chosen branch of service through the ROTC unit at or nearby the college. The students participate in regular drills during the school year, and extended training activities during the summer.

The following ROTC programs are available to Atlanta University Center students:

### Army Reserve Officer Training Corps (AROTC)

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

- **Curriculum Information.** The military science curriculum is divided into two components: a basic course component covering work in the first two years, and an advanced course component covering work in the last two years. The basic course component is normally taken during the freshman and sophomore years; however, the student may, as an alternative, fulfill basic course requirements by attending a four-week summer camp between the sophomore and junior years. The best qualified students completing the basic course instruction are selected for advanced course instruction, which leads to an officer's commission. The advanced course, normally taken during the junior and senior years, is designed to produce officers for the United States Army, Army Reserves, and National Guard. Upon completion of the advanced course component, students are commissioned as a Second Lieutenant. Army ROTC courses are taught at Georgia State University and are available to Clark Atlanta students through cross-registration procedures in the ARCHE Program.
- **Scholarship Information.** Each year Army ROTC offers a variety of scholarship programs to students who demonstrate outstanding academic and leadership potential. Eligible freshman and sophomore students may compete for three-and two-year scholarships which pay tuition, fees, for books, and a per-month tax-free stipend.

---

## **Air Force Reserve Officer Training Corps (AFROTC)**

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

- **Academic Schedule.** Freshmen and sophomores attend a 50-minute class on either Tuesday or Thursday, and a 50-minute Leadership Lab on both Tuesdays and Thursdays (3 hours per week total). The Leadership Labs consist of drill and ceremony practice, guest speakers from across the nation, athletic competitions, and other cadet activities. Juniors and seniors attend an 80-minute class each Tuesday and Thursday in addition to the Leadership Lab (5 hours per week). All cadets are required to wear their Air Force uniform throughout both days.
- **Obligation after Commissioning.** Upon graduation from school and completing all Air Force requirements, the student will be commissioned as a Second Lieutenant in the Air Force. Nonrated officers have a 4-year active duty commitment. Rated officers (pilots and navigators), respectively, have 8-year and 10-year commitments.
- **Cross-Registration.** Students who are enrolled in Air Force ROTC courses leading to a commission in the United States Air Force do so through the cross-registration process at their school. For more information call (404) 894-4175.
- **Field Training.** All cadets compete for field training, usually the summer before their junior year. Cadets who have been in AFROTC since their freshman year attend a four-week camp; new cadets go for six weeks. Field training, held at Air Force bases across the country, is an intense experience in every respect: physically, emotionally, and intellectually. Cadets return to school with increased self-confidence, time-management skills, and a thorough understanding of the importance of teamwork. Many even say, in retrospect, that field training was fun. Activities include training in leadership and management, problem-solving, physical fitness, marksmanship, survival, and jet aircraft orientation (many cadets' most memorable activity – 30 minutes in a jet trainer with an instructor pilot).
- **In-College Scholarships.** Air Force ROTC can help with the high cost of getting a university degree. As an Air Force ROTC cadet you are entitled to many benefits. Some of them are:
  - Up to full tuition and required fees per academic year, \$900 for textbooks, and \$400 a month tax-free allowance
  - Free Air Force uniforms and textbooks
  - Management training and opportunities to apply leadership principles
  - At most schools, academic credit for your Air Force ROTC classes
- Travel on military aircraft on a space-available basis if you are on Air Force ROTC scholarship or in the Professional Officer Course.
- **Three- and Two-Year Historically Black Colleges and Universities (HBCU) Scholarships.** These scholarships are available for any Atlanta University Center students. The objective of the HBCU scholarship program is to encourage outstanding minority HBCU students to enroll in the Air Force ROTC program. To compete for the scholarship you must: be a full-time student, be physically and medically qualified, have at least a 2.5 GPA and no "D"s, "F"s or "I"s, and meet all other eligibility criteria.

- 
- **Pre-Health Professions and Armed Forces Health Professions Scholarships.** Two- and three-year Pre-Health Professions Programs scholarships are offered to encourage students to earn commissions through Air Force ROTC and continue their education in medical or osteopathic school. You must apply before the end of the sophomore or freshman year. You will also be guaranteed additional tuition assistance for graduate-level health schooling expenses under the Armed Forces Health Professions Scholarship Program. When you are accepted to your graduate-level health professions school, you will be granted the scholarship and transferred into the Air Force Medical Corps. Armed Forces Health Professions Scholarship participants incur an additional active-duty service commitment.

### **Naval Reserve Officer Training Corps (NROTC)**

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

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

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

- 
- **Curriculum Information.** In addition to the required Naval Science courses listed in the course listing, all Navy Option scholarship students must complete two semesters of calculus by the end of sophomore year and two semesters of calculus-based physics by the end of the junior year. Additional requirements are based on whether the student is a technical or nontechnical major, Navy Option or Marine Option, and scholarship or non-scholarship. Each student should acquire from the Naval Science Department a complete description of program requirements, since the above statement is only a general guideline. Interested students should contact the NROTC office at Morehouse College, (404) 572-3600, or feel free to stop by. Naval ROTC courses, listed below, are taught at Morehouse College, and are available to Clark Atlanta students through the standard cross-registration procedures.

**Reserve Officer Training Corps (ROTC) Scholarships** are offered by the Air Force, Army and Navy programs. Further information on these programs can be obtained by contacting the ROTC Offices located at the following addresses:

***ARMY ROTC***

**Atlanta University Center Panther Battalion (Morehouse/Spelman/Clark Atlanta)**

Army ROTC Enrollment Officer & Liaison

MAJ Alice H. Smith

Telephone: (404) 653-7869

Email: [ahsmith@morehouse.edu](mailto:ahsmith@morehouse.edu)

**Georgia State University Panther Battalion (ROTC Recruiter)**

Department of Military Science

MRS. Jaime Middleton

Telephone: (404) 413-6492

Email: [rotjab@langate.gsu.edu](mailto:rotjab@langate.gsu.edu)

For more information you may also visit the Panther Battalion web page:

<http://armyrotc.com/edu/gastate/about.htm>

***NAVY ROTC***

**Atlanta University Center, the Morehouse College NROTC Program**

830 Westview Dr., S.W.

Atlanta, GA 30314

Telephone: (404) 572-3600

Fax: (404) 614-3797

***AIR FORCE ROTC***

Students who enroll in Air Force ROTC at Clark Atlanta University (Crosstown University) will take their AFROTC classes at Georgia Institute of Technology (Host University).

Contact: **Georgia Institute of Technology**

151 6<sup>th</sup> Street, N.W.

2nd Floor, Okeefe Building

Atlanta, GA 30332-0120

Telephone: (404) 894-7386

Fax: (404) 894-6857

---

**TRiO Programs**  
**Trevor-Arnett Hall, Third Floor**  
**Telephone: (404) 880-6093/8200**

TRiO programs are federally funded pre-college service programs for low income and first generation students.

The mission of the Clark Atlanta University TRiO Programs is to provide pre-college services for the promotion of academic success of middle and high school students as well as adult learners with the potential for postsecondary education by facilitating high school retention, college enrollment, and graduation of first-generation, low-income, and at-risk students.

The vision of Clark Atlanta University TRiO Programs is to become a nationally recognized comprehensive educational program for participants who will engage in a highly motivational and experiential curriculum leading to successful completion of college.

Clark Atlanta University TRiO programs are as follows:

The Educational Talent Search (ETS) - Identifies students in grades 6-12 and provides services to support students to undertake a very rigorous high school curriculum enroll in and graduate from college. Educational Talent Search also provides opportunities for youth and adults to re-enter and finish high school and college.

The Upward Bound Program - Participants engage in a highly motivational, experiential curriculum upholding the highest standards and utilizing up-to-date resources and technology in education. An intensive, year-round academic program to assist program participants in grades 9 - 12 in the successful completion of high school and prepare them for post-secondary education by providing them with rigorous and nurturing academic courses as well as culturally enriching activities. The six-week residential program provides instruction in mathematics through pre-calculus, composition, literature, laboratory science, foreign language and other enrichment classes.

---

## ACADEMIC SERVICES

Clark Atlanta University provides academic services that support the University's students and academic programs. These services are provided through the following support facilities.

### **Robert W. Woodruff Library of the Atlanta University Center**

The Robert W. Woodruff Library of the Atlanta University Center, Inc. (AUC) supports the teaching and learning missions of four institutions of higher learning that comprise the world's largest consortium of HBCUs—Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, and Spelman College. Conveniently located and easily accessible to the member institution campuses, the Robert W. Woodruff Library is the center of the intellectual and social life at the Atlanta University Center.

Having completed a phase one renovation project in 2010, the Woodruff Library has been transformed into a 21st century learning and research space designed specifically to meet the needs of today's information seekers. The Library offers innovative services including Mac and PC workstations featuring the latest software programs; smart classrooms and presentation studios equipped with computer connectivity and audiovisual capabilities; and full wireless access throughout the 220,000-square-foot building. The Library also features a number of flexible, public places with quiet study areas for individual research and collaborative study spaces where faculty and students can gather to work together and share ideas. Seminar rooms with small and large group capacity are available for reservation for meetings, conferences, or classes. In addition, the Library provides other conveniences for the Atlanta University Center academic village: a shuttle service with routes featuring stops on the campuses; a full-service Document Center for copying and printing; a café located on the Library's main level; and the Virginia Lacy Jones Exhibition Hall, with a seating capacity of 500 to accommodate student, faculty and Library sponsored programs and events.

The Woodruff Library's impressiveness is not limited to its physical environment. Nearly 100 trained librarians and support staff work to ensure that the Woodruff Library is a safe, efficient and effective learning environment. Librarians offer engaging information literacy and instruction programs, working closely with faculty to develop expansive and relevant print and electronic collections. Holdings include: 352,000 print volumes; 53,000 electronic books; 31,000 bound journal volumes; 1,500 current journal subscriptions; 7,600 videos, DVDs and CDs; and more than 235 electronic databases. Electronic resources are accessible via the Library's 230 public workstations and remotely through its website, [www.auctr.edu](http://www.auctr.edu). The Archives Research Center is noted for its extensive holdings of materials on the African American experience, including the John Henrik Clarke Africana and African-American Collection, the Henry P. Slaughter and Countee Cullen Memorial collection of graphic and performing arts, and the Maynard Jackson Mayoral Administrative Records collection. In addition, at the request of Morehouse College, the Library has served as custodian of the Morehouse College Martin Luther King Jr. Collection since September 2006. As such, the Library houses and oversees the security, conservation, preservation and access of the collection for scholarly research.

---

The Woodruff Library provides access to both print and electronic materials that enhance teaching, study and research within the Atlanta University Center. The Library has a well-developed computer telecommunications infrastructure that allows users to obtain information electronically and enables qualified library staff to help students and faculty successfully locate, evaluate and use resources for their academic endeavors. The Library also participates in resource-sharing programs. Membership in the Atlanta Regional Consortium of Higher Education (ARCHE) provides faculty and students with access to the collections of nineteen area libraries. Visit [www.atlantahighered.org](http://www.atlantahighered.org) for a list of ARCHE member institutions. Other consortium memberships include: Georgia Library Learning Online (GALILEO), a statewide virtual resource network; LYRASIS; the Online Computer Library Center (OCLC); the Council on Library and Information Resources (CLIR); the Oberlin Group; and the HBCU Library Alliance.

### **CAU-TV**

**Robert W. Woodruff Library, Lower Level**

**Telephone: (404) 880-6637**

CAU-TV is the educational public access channel licensed by Comcast to Clark Atlanta University. CAU-TV Channel 23 is on 24 hours a day, 7 days a week. The station is cablecast in the 80,000-plus Comcast cable subscriber homes within the city limits of Atlanta. The station serves the communities of the Atlanta University Center and of southwest Atlanta, Georgia.

CAU-TV also serves as a live-work production-training center for Mass Media Arts students of the Division of Communication Arts at Clark Atlanta University. Students from Morehouse and Spelman Colleges produce programs for the station as either paid workers of CAU-TV, or as interns and volunteers.

The mission of CAU-TV is to provide a public educational access channel licensed to Clark Atlanta University that produces educational programming of a general audience appeal that is, in part, created with students and media professionals.

The vision of CAU-TV is to expand its programming opportunities to global audiences by implementing emerging media technology that most appropriately positions the station as a highly credible public access educational channel.

### **WCLK Radio Station, Jazz 91.9 FM**

**Robert W. Woodruff Library, Lower Level**

**Telephone: (404) 880-8274**

Founded in 1974, Jazz 91.9 WCLK a 501(c) (3) nonprofit radio station is a member supported National Public Radio (NPR) affiliate and Public Radio International (PRI) station that serves the interest of the citizens in metropolitan Atlanta. Jazz 91.9 WCLK broadcasts a mix of classic and contemporary Jazz, Gospel and Blues music and is dedicated to developing and providing high quality multimedia and broadcast programs that uplift, educate and inform the Atlanta community and worldwide audience. Jazz 91.9 WCLK is also committed to preserving the legacy of Jazz and is

---

devoted to increasing the awareness of the significance of Jazz music as an American art form as well as guiding and training students in all aspects of broadcast and public media services.

The mission of Jazz 91.9 WCLK, a public radio station, licensed to Clark Atlanta University, is to develop and provide professional high quality multimedia services and information programming and to increase the awareness of the significance of jazz music as an American art form to the Atlanta community and worldwide audience, while training and guiding students in all aspects of public media services.

The vision of Jazz 91.9 WCLK is to leverage its legacy as a jazz and cultural icon throughout the Atlanta area and the world by cultivating the resources that ensure uninterrupted quality public media services and by adopting and implementing new technologies and content delivery platforms that serve the widest audience possible.

**CAU Art Galleries**  
**Trevor-Arnett Hall, Second Level**  
**Telephone: (404) 880-8671**

The mission of the Clark Atlanta University Art Galleries is to serve as a cultural repository that documents African Americans in American history and society by collecting, preserving, studying, and exhibiting fine art works for the benefit of students, faculty, staff, and the community.

The vision of the Clark Atlanta University Art Galleries is to advance and enhance understanding, enjoyment, and innovative learning opportunities in the fine arts for student and community through increased and continued access to the Gallery's displays of permanent collection, temporary exhibitions, educational materials, and other public programs.

The University's Art Galleries holds one of the largest and most historically significant collections of African-American art in the United States. The historical permanent visual arts collection was established, in 1942, under the direction of nationally acclaimed artist, Hale Woodruff who chaired the Art department at Atlanta University. From 1942 to 1970, the galleries hosted the esteemed *Exhibition of Paintings, Prints, and Sculptures by Negro Artists in America*. Works that received purchase awards from this exhibition were added to the permanent collection. By 2001, the Clark Atlanta University Art Galleries housed over 950 works, including those of renowned artists such as Elizabeth Catlett, Romare Bearden, John Biggers, Lois Mailou Jones, John Wilson and others. Selections from the collection are displayed regularly in an elegantly renovated former reading room located on the second level of Trevor-Arnett Hall. Woodruff's "Art of the Negro" mural series and works by Jacob Lawrence, Lois Mailou Jones, Henry O. Tanner and many other luminary artists are represented.

The University owns approximately 500 works of art, including what is perhaps the most extensive collection of contemporary African-American Art in existence. The art collections have grown through gifts and by virtue of the purchase of prizes offered from 1942 to 1970 by the Atlanta University Annual Exhibitions. In addition to the prestigious African-American Collection, the University's art collections include works by other representative American artists and a collection of African art and Africana. A portion of the collections is displayed regularly in the Catherine



---

Waddell Gallery located in Trevor-Arnett Hall. The gallery and many works in the collection are the gift of Mr. Chauncey Waddell of New York, a former trustee of the Atlanta University.

The purpose of the galleries is to maintain and cultivate a representative collection of American art and to encourage scholarly research, with special attention to the development of African American artists. The collection's works of art – paintings, murals, sculpture, works on paper, ethnographical artifacts – and educational programming and outreach support the Clark Atlanta University (CAU) institutional mission. Currently, the galleries are a national forum for emerging artists and artists of color. Moreover, the galleries foster visual literacy and intellectual access to an audience of university students, faculty, public school students and the community at-large. The galleries are also a valuable pedagogical resource for both undergraduate and graduate courses, and students at Clark Atlanta engage in a number of assignments that include viewing and studying the collections.

### **The African American Art Collection**

The African American Art Collection came into being as a result of annual art competitions inaugurated by Hale Woodruff. The purpose of the exhibitions, spanning from 1942 to 1970, was to afford black American artists, who had at the time few opportunities to exhibit, a forum in which to display their work. Purchase prizes were awarded in various categories and the University (then Atlanta University) gradually came into possession of a considerable collection. Close to 900 black American artists from all over the country participated in the annual exhibitions during those years. The works of some 155 of them became part of the present collection.

Each year the annual exhibition was awaited with great anticipation by both black artists nationwide and the Atlanta arts community. For the artists, the Annuals established aesthetic criteria by which they judged themselves as "having made it" or "having arrived." It became the equivalent of having one's work shown in a reputable museum. According to Margaret Burroughs, founder of the DuSable Museum of Chicago and cofounder of the National Conference of Artists, "We would not have developed to where we are without the Atlanta Annuals."

Overall the Annuals brought to the permanent collection 291 paintings, prints and sculptures by such leading artists as Charles White, Jacob Lawrence, Elizabeth Catlett, Ellis Wilson, William Artis, Lois Mailou Jones, John Wilson and many others. Through periodic purchases and gifts of benefactors and artists, the University also acquired works by Henry Ossawa Tanner, William H. Johnson, Romare Bearden, William Edouard Scott and Archibald Motley, Jr. Given its historical significance and largest volume of art by black Americans spanning from 1942 to 1970, the African American Art Collection has become a celebrated community and national patrimony.

---

### **The Contemporary Art Collection**

The University is the grateful recipient of valuable gifts in its contemporary collection. Chauncey Waddell, a former Trustee of Atlanta University, presented to the University a collection of 80 works by notable Euro-American artists, including Eugene Higgins, Will Barnet, John Marin, Isabel Bishop, I. Rice Periera and Edwin Dickinson. These works are exhibited at the University and have been lent to a number of museum exhibitions.

### **The African Art Collection**

A sturdy collection of African art from a variety of donors makes it possible for the University to present to the visitor examples of the art of West Africa along with some significant pieces of innovative East African art. A few objects of Central African art are also held by the University.

### **The 'Art of the Negro' Murals**

Housed in the atrium of Trevor-Arnett Hall are the "Art of the Negro" murals painted by Hale Woodruff in 1952. Consisting of six panels on canvas, the murals depict the cultural art history of Africa and other tribal art forms which subsequently impacted upon Western art. Explicit attention is given to the emergence and presence of the visual artists in the African diaspora. The "Art of the Negro" series is considered among the more outstanding murals in the American art tradition.

## **Computing Services and Resources**

The Office of Information Technology and Communications (OITC) is committed to establishing Clark Atlanta University as a leader among colleges and universities for its use of technology. Keeping information technology current is critical to our competitiveness and provides unprecedented opportunity for the University to achieve its mission. OITC manages the University's infrastructure, administrative and academic information technology resources as well as provides support for research technology.

The University's technology infrastructure is supported by a state-of-the-art data center, campus-wide fiber optics backbone and wireless network connecting campus users to speeds up to 1 gigabit (GB). Connectivity to the Internet is supported by a 1 gigabit dedicated sonet-ring and provides access to the Internet for faculty, staff, researchers and students to support teaching, learning, research and administrative needs. The wireless network access is available in every building on campus including the residential halls and outdoor spaces on the Promenade and the quadrangles across the campus. There are over 30 teaching and open computer labs with more than 700 computers available for student use. Students, faculty and staff can access a variety of university provided applications and systems including electronic mail; a campus-wide emergency messaging system, a university website ([www.cau.edu](http://www.cau.edu)), Panther PAW Discover Card access control and other course specific applications.

---

Learning and teaching is presented in technology enhanced classrooms and computer labs to support academic program needs in educational facilities. Personal computers and specialized computing equipment are located in academic buildings and computing labs throughout campus and are available to all registered students. Depending upon the academic program, students have access to either Windows or Apple computers with standard applications (e.g., Microsoft Office) and some course specific software. Students also have access to cloud-based Microsoft Office Suite (Word, Excel, PowerPoint, One Notes), calendaring and collaboration tools via the LIVE@EDU that can be used anytime and anywhere via the internet. The University leverages Blackboard WebCT for course management and accommodates access to the system both on and off campus. The administrative functions are supported through Ellucian's Banner administrative system for student information, financials, institutional advancement and human resources transaction management. Students can register for classes and manage their financial aid and account information via internet access to BannerWeb.

Students are urged to make maximum use of the computing equipment for preparing papers and for increasing their skills in computer science and computer information techniques. Student Technical Services provides hardware, software and networking technical support through the OITC Help Desk for both residential hall students and commuting students.

---

## **DIVISION OF RESEARCH, SPONSORED PROGRAMS AND COMMUNITY OUTREACH**

### **Office of Research and Sponsored Programs**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 1001**

**Telephone: (404) 880-6990**

At Clark Atlanta University, we believe that research and education cannot be decoupled; research and scholarly activity at CAU is essential in providing a world-class educational experience for our students.

The Division of Research, Sponsored Programs and Community Outreach serves as the University's central administrative unit responsible for securing external resources through grants and contracts and providing financial and contractual stewardship of awards. The Division provides dynamic and proactive services to cultivate and maximize external resources for relevant research, scholarly and creative pursuits. Services also include guidance and support to the University community, while ensuring strict compliance for the University's contractual and regulatory obligations and financial accountability to external stakeholders both public and private.

The mission of the Division of Research, Sponsored Programs and Community Outreach is to provide leadership in the establishment of partnerships between the faculty, the institution and its constituents, the facilitation of technology transfer and commercialization, and the development and implementation of the operational processes and policies of the research enterprise at CAU including the delivery of pre- and post-award services.

The vision of the Division of Research, Sponsored Programs and Community Outreach is to leverage and support the diverse skills and expertise of our students, faculty, researchers, and staff to foster the growth of the research enterprise, provide exceptional research and educational experiences for our students, and make significant discoveries and contributions to the knowledge of humankind.

The Division realizes its purpose by delivering value-added, "one-stop" support and management of the research and sponsored programs process through the collaboration of research administration, the CAU research enterprise, and technology transfer and commercialization efforts.

### **Center for Cancer Research and Therapeutic Development (CCRTD)**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 4005**

**Telephone: (404) 880-6763**

The Center for Cancer Research and Therapeutic Development (CCRTD) at Clark Atlanta University was *established* in 1999 out of the strengths of the Departments of Biological Sciences and Chemistry. CCRTD is currently supported by the National Center for Research Resources (NCRR)/National Institutes of Health (NIH)-sponsored Research Center in Minority Institutions (RCMI) program; the National Center on Minority Health and Health Disparities (NCMHD); National Cancer Institute (NCI); Department of Defense (DOD); and Georgia Research Alliance.

---

In 2004, CCRTD faculty decided to focus its efforts on prostate cancer research. This decision was based on the significantly higher rate of incidence and mortality among African-American men and because of the unique expertise of CCRTD faculty that could readily be applied to this area of research. The CCRTD involves undergraduate and graduate students in the area of cancer research and trains post-doctoral fellows in the area of cancer biology and, hence, helps to develop future generations of African-American scientists of the highest caliber.

The mission of the Center for Cancer Research and Therapeutic Development (*CCRTD*), Clark Atlanta University's Center of Excellence serving the African-American community, is to provide opportunities for high caliber basic and translational research; train scientists in cancer research; and provide an educational environment for community outreach, prevention, early detection, and treatment of prostate cancer which disproportionately affects African Americans.

The vision of the Center for Cancer Research and Therapeutic Development (*CCRTD*) is to develop a scientific research center of national prominence with a clear focus on prostate cancer and its impact within the African-American community. This comprehensive center will engage in world-class basic and translational research; provide training for future generations of cancer scientists; and conduct community-based educational and research activities.

### **Oak Ridge Associated Universities**

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

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

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

---

## Intellectual Property Policy

As a leading research institution, Clark Atlanta University (CAU) through the Division of Research, Sponsored Programs and Community Outreach encourages the faculty, research scientists, postdoctoral associates, staff, students, and volunteers to engage in research activities and creative work that lead to inventions, innovation, discoveries, and copyrightable works that are patentable, copyrightable or qualify for a trademark, technology transfer, and that fosters the general development of intellectual property.

Consistent with the Bayh-Dole Act of 1980 (P.L. 96-517), it is also the policy and responsibility of the University and other affiliated organizations, such as a university-connected research corporation, to encourage the use of such discoveries, inventions, and copyrightable works for the good of the public and to provide equitable distribution between the University and the investigator/inventor/author(s) of net licensing revenue resulting from the commercialization of novel discoveries, inventions, and copyrightable works that the University owns in whole or in part.

This policy applies to all research and creative works (discoveries, developments, inventions, or copyrightable) made by persons employed (either as full-time, part-time or temporary employees) by CAU or affiliated organizations, research scientists, visiting scientists, postdoctoral associates, students, volunteers, and other persons using University facilities and resources. The University remains committed to academic freedom.

The Vice President (VP) of Research, Sponsored Programs and Community Outreach with the assistance of the staff in technology transfer and licensing, General Counsel, Provost/Vice President for Academic Affairs, and an ad hoc advisory committee approved by the President is responsible for implementing this policy.

In the event the determination is made that no University sponsorship, external funding or significant use of University resources was involved, and the work did not result from activities performed within the scope of employment or association with CAU, the VP shall advise the University to waive all claims. If not, the VP shall determine the terms of the modification of the sponsorship agreement, intellectual property agreement, or licensing agreement as it relates to patents and copyrights, and so advise the President.

In evaluating inventions, discoveries, intellectual property, filing patents and copyrights applications, licensing, administration of patents and copyrights, the University may obtain legal and technical assistance or external services from independent patent and copyright organizations.

The Intellectual Property Policy comprises both a patent policy and a copyright policy and is published in detail in the current *CAU Faculty Handbook* as well as posted on [www.cau.edu/research-sponsored-programs/forms-policies](http://www.cau.edu/research-sponsored-programs/forms-policies).

For further information about patents visit United States Patent and Trademark Office website ([www.uspto.gov/main/patents.htm](http://www.uspto.gov/main/patents.htm)) and for copyrights, the United States Copyright Office website ([www.copyright.gov](http://www.copyright.gov)).

---

## COMMUNITY SERVICE AND CULTURAL ENRICHMENT

At Clark Atlanta University pursuing community service is no small task, nor is it an activity that is separate from our teaching, learning, research, and service mission. CAU's service initiatives span a full range of endeavors that allow our students, faculty and staff to be involved in the world around them in ways that benefit them and the people they impact as well as fulfilling our unique Mission that supports and advocates the University's motto, "*Culture for Service*," and the Campus Cultural Creed tenet which states, "*I will commit myself to service so I can make a difference in the world and a difference to more than just myself.*"

CAU defines *Community Service* engagement as actions that motivates and seeks to address human need and assists in improving the physical, psychological, spiritual, and/or economic conditions of others. Our community outreach programs specifically implies collaborative relationships leading to productive partnerships with many groups such as businesses, industries, professional associations, schools, churches, governments, alumni, indigenous and ethnic communities, and groups of local citizens that yield mutually beneficial outcomes such as innovation, the exchange of knowledge, and the scholarship of engagement.

The University continually seeks to respond to real need within its regional communities, through provision of intellectual leadership in areas of community interest and concern, offering university resources and facilities for community use, and working with communities for mutually productive outcomes. The University, through a variety of community service projects and events, is engaged to generate and apply knowledge that promotes economic prosperity, environmental sustainability, and social and cultural development. Furthermore, the University is committed to build an alliance of university-community engagement in order to promote the social, environmental and economic and cultural development of communities.

Clark Atlanta University Community Service Program provides information and opportunities to all CAU students in support of service learning requirements and in conjunction with student co-curricular and student organization activities including an annual Community Service Fair, "A Day of Service." The Program also afford students to contribute to their communities, learn civic responsibility, and enhance their overall learning experience through volunteerism in community service agencies, school-based programs and special civic events. Our faculty and staff members are expected to render services to the community by working with people and/or organizations outside their professional fields.

**Office of Community Service**  
**Bishop Cornelius L. Henderson Student Center, Suite 250**  
**Telephone: (404) 880-8040**

The mission of the Office of Community Service is to offer opportunities for students to engage in social and civic activities in an effort to contribute to the improvement of communities while enhancing overall learning and leadership through volunteerism.

The vision of the Office of Community Services is to enable students to become more socially responsible and accountable by providing their services to impact the well-being of others through collaboration with agencies within the Atlanta University Center and the community.

The Office of Community Service promotes the spirit of public service at Clark Atlanta University by offering opportunities to students, faculty, staff to participate in volunteer work, providing support for student-sponsored social action that address the educational, social, cultural, and recreational needs of disadvantaged residents in the Atlanta metropolitan area. By organizing programs, which involve Clark Atlanta University students, faculty, and staff in partnership with community organizations, government agencies, businesses, and schools, the Office of Community Service impacts the educational, social, and recreational issues of the citizens of Atlanta. Each community service programs has the same goal of improving the educational challenges of Atlanta's diverse urban population.

### Volunteer/Community Service Opportunities for CAU Students

<b>AIDS Walk Atlanta</b> PO Box 78187, Atlanta, GA 30357 Contact: Sherri Hamilton, Volunteer Coordinator Sherri.hamilton@aidatlanta.org	<b>National Urban Coalition for Unity and Peace (NUCUP)</b> 2892 East Point Street East Point, GA 30344 Contact: nucuppres@nucup.org
<b>Care Net Pregnancy Resource Center of Atlanta (CPRCA)</b> 100 Edgewood Avenue N.E., Suite 1650, Atlanta, GA Contact: carenetprcatl@bellsouth.net	<b>Kingdom of God International Evangelistic Outreach Ministries, Inc.</b> 4590 Welcome All Road, College Park, GA 30349 Contact: Kingdom2@bellsouth.net
<b>Breakthrough Atlanta</b> 4075 Paces Ferry Road, N.W., Atlanta, GA 30327 Contact: Jill VanLester, Program Director jvanleester@lovet.org	<b>Carpe Diem Unlimited, Inc.</b> 6411 Elcaudillo Ct., Atlanta, GA 30349 Contact: classe4u@aol.com
<b>Children's Restoration Network</b> 11285 Elkins Road, Roswell GA 30076 Contact: Gino Payne, Agency Director ben@childrn.org	<b>Kollege Kids</b> 223 James P. Brawley Drive, Atlanta, GA 30314 Contact: kollegekidin.com
<b>Goodwill of North Georgia</b> PO Box 967, 10 Huntington Road, Athens, GA 300603 Contact: Jon Eury, Agency Director <a href="mailto:goodguides@ging.org">goodguides@ging.org</a>	<b>Raising Expectations</b> PO Box 92814, Atlanta, GA 30314 Contact: devin@raisingexpectations.org
<b>Lyke House: The Catholic Center at AUC</b> 809 Beckwith Street, S.W., Atlanta, GA 30314 Contact: Ashley Morris amorris@lykehouse.org	<b>Hosea Feed the Hungry &amp; Homeless</b> 1035 Donnelly Avenue, Atlanta, GA 30310 Contact: volunteer@hoseafeedthehungry.com
<b>Jumpstart at Morehouse College, Spelman College and Clark Atlanta University</b> Bonner Office of Community Service Leadership Building, Office 420 830 Westview Drive, S.W., Atlanta, GA 30314	<b>We Do It For The Hood</b> 170 Northside Drive, Suite 204, Atlanta, GA 30312 Contact: glennpair99@yahoo.com



---

## **Cultural Enrichment Activities**

Clark Atlanta University makes available to its students a wide range of cultural and intellectually enriching activities. Presentations by distinguished actors and speakers, theatrical productions, concerts, and other events are coordinated through the Office of Student Activities, the SGA and other University departments. Students are encouraged to join one of the University's performing arts groups, including the Philharmonic Society, the Jazz Band, and the Marching and Concert Bands.

Several major lecture series are sponsored by various departments, including the C. Eric Lincoln Lectureship in Social Ethics, sponsored annually by the Department of Religion and Philosophy, and the Julius C. Daugherty Endowed Lecture in Law and Government, which under the auspices of the School of Arts and Sciences honors the memory of a distinguished alumnus and brings to the campus lecturers of national and international import. In the School of Business, the Dean's Executive Lecture Series expose students to senior-level executives, and enlighten them about the leadership style and responsibilities of some of the nation's most influential leaders.

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

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

---

## **Pre-Alumni Council**

The Clark Atlanta University Pre-Alumni Council is one of 38 councils of the National Pre-Alumni (NPAC) which is the undergraduate arm of the National Alumni Council. The NPAC was created to stimulate interest and participation of students in the programs of the United Negro College Fund, to preserve and to encourage loyalty and fellowship between the member colleges and universities, assist in raising funds during the annual campaign and help them become better alumni while in school and upon graduation. The National Pre-Alumni Council is the governing body for the Pre-Alumni Councils located on UNCF's member colleges and universities campuses. The NPAC officers are elected annually during the NAC/NPAC Conference.

## **Alumni Relations**

The Alumni of Clark Atlanta University are the largest, most loyal, permanent constituency of the institution. The Office of Alumni Relations (OAR) serves as a liaison between Clark Atlanta University and its 30,000 alumni constituency. As part of the Division of Institutional Advancement and University Relations (IA/UR), the Alumni Relations staff is dedicated to reaching out to the alumni and works cooperatively and collaboratively to advance the overall goals of the Division and the University. The mission of Alumni Relations is to encourage alumni to support Clark Atlanta University and to help them build a life-long bond with the institution.

Alumni Relations, for certain activities and programming germane to the University, works collaboratively with the Clark Atlanta University Alumni Association, Inc. (CAUAA), which is a separately operating dues paying membership driven organization. The CAUAA is represented on the University's Board of Trustees and is actively engaged in developing a sense of identity for the University alumni. The CAUAA supports CAU by seeking and recruiting members to its national chapters; providing access to national chapters, meetings, association publications, national and international member contact network; assisting members in professional, economic, and social development; and encouraging members to contribute in CAU through financial and volunteer support.

Mutually, working together, both the Alumni Relations and Alumni Association provide a beneficial and rewarding opportunity to the University and its alumni by strengthening their commitment to each other and to keep the Clark Atlanta University family strong and connected. Alumni Relations is responsible for developing initiatives that identify and engage alumni in the life of the University through which they can assist the institution in achieving its stated goals. The primary functions of the Office are:

- *Engage and Reclaim* – develop and implement initiatives that engage, reclaim and reunite alumni
- *Program Development* – develop programs that showcase the value of alumni and programs through which alumni can assist the University in achieving its goals
- *Public Relations and Communications* – foster relationships among alumni ambassadors, volunteer organizations, and corporate and civic constituents; maintain and improve communication between the University and alumni through targeted and timely messaging
- *Recruitment* – assist with the recruitment of students by fostering alumni involvement

---

### **Campus Communication**

Ensuring adequate means of communication among students, faculty, staff, and administrators further enhances the campus environment. Through various lecture series, annual convocations, and presentations by distinguished scholars, activists, political figures and international leaders, an effective campus wide communication system is achieved. The President and the Offices of Academic and Student Affairs conduct regular Town Hall meetings with students and faculty, which provide the opportunity for direct dialogue on issues of concern between these groups and the administration. In addition, important information, events, and activities are transmitted to students through mass e-mails, social networks, and approved flyers posted on bulletin boards situated in strategic locations.

Students are also provided the opportunity to interact with professionals and subject matter experts in classrooms or in informal settings. Many of the visiting lecturers and artists-in-residence appear on the University's cable station, CAU-TV and Jazz 91.9 WCLK radio station.

Another important form of communication is through print media. CAU constituents enjoy reading *CAU Connections*, alumni publication issued quarterly, the *CAU Magazine* published twice a year, the *CAU View*, an electronic publication designed to keep faculty and staff informed of university related news, distributed bi-monthly, and *CAUNOW*, an electronic publication of university communications circulated daily.

---

## EDUCATIONAL PROGRAMS

Clark Atlanta University seeks to advance the ideals of high academic standards and freedom of choice for students. Through its curriculum, the University strives to instill an understanding of humanity and the environment, a desire to contribute to society, and a determination to improve the quality of life locally, nationally, and internationally. Learning is enriched by emphasizing interrelationships among the academic disciplines maintained by the University.

Furthermore, the University's commitment to student-centered, quality-driven programs and services is clearly reflected in its curriculum and degree programs. The educational goals and objectives continue to be compatible with traditional academic values that ensure the quality and continuity of scholarly pursuits in the University setting. The three central tenets of higher education: teaching, research and service, are precepts that continue to be at the heart of the University's mission, academic programs, and educational practices.

### **Academic Structure**

For administrative purposes and to facilitate interdivisional and interdepartmental efforts, divisions, departments, and programs are organized into four schools: The School of Arts and Sciences, the School of Business Administration, the School of Education, and the Whitney M. Young, Jr., School of Social Work. Through these schools, the University is preparing its graduates to help identify solutions to many of the most critical issues facing the international community.

## ACADEMIC STRUCTURE

### Undergraduate Programs of Study

SCHOOL OF ARTS AND SCIENCES						
DIVISION	DEPARTMENT	MAJOR/CONCENTRATION	DEGREE	CIP CODE	MINIMUM CREDIT HRS REQUIRED	
<b>Communications Art</b>	Mass Media Arts	<ul style="list-style-type: none"> <li>■ Mass Media Arts</li> </ul> Concentrations: <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Public Relations Mgmt</li> <li>• Radio/TV/Film</li> </ul>	BA	90799	123	
		<ul style="list-style-type: none"> <li>■ Speech Communication</li> <li>■ Theatre Arts</li> </ul> Minor in Speech Communication Minor in Theatre Arts	BA	231304	126	
	Speech Communication & Theatre Arts	<ul style="list-style-type: none"> <li>■ Theatre Arts</li> </ul>	BA	500505	127	
		<ul style="list-style-type: none"> <li>■ Speech Communication</li> </ul>	BA	231304	126	
		<ul style="list-style-type: none"> <li>■ Theatre Arts</li> </ul>	BA	500505	127	
<b>Humanities</b>	Art	<ul style="list-style-type: none"> <li>■ Art</li> </ul> Concentrations: <ul style="list-style-type: none"> <li>• General Studio Art</li> <li>• Advertising Design</li> </ul>	BA	500701	123	
		<ul style="list-style-type: none"> <li>■ Fashion Design &amp; Merchandising</li> </ul> Concentrations: <ul style="list-style-type: none"> <li>• Fashion Design</li> <li>• Fashion Merchandising</li> </ul>	BA	500407	123	
		<ul style="list-style-type: none"> <li>■ Art</li> </ul> Minor in Art				
		English	<ul style="list-style-type: none"> <li>■ English</li> </ul> Minor in English Minor in Creative Writing	BA	230101	123
			<ul style="list-style-type: none"> <li>■ English</li> </ul>			
	Modern Foreign Languages	<ul style="list-style-type: none"> <li>■ French</li> </ul> Minor in French	BA	160901	126	
		<ul style="list-style-type: none"> <li>■ Spanish</li> </ul> Minor in Spanish Minor in International Business (Foreign Language Majors Only)	BA	160905	126	
		<ul style="list-style-type: none"> <li>■ Spanish</li> </ul>				
	History	<ul style="list-style-type: none"> <li>■ History</li> </ul> Minor in History	BA	540101	123	
		<ul style="list-style-type: none"> <li>■ History</li> </ul>				
	Music	<ul style="list-style-type: none"> <li>■ Music - General Music Studies</li> </ul> Concentrations: <ul style="list-style-type: none"> <li>• Vocal Studies</li> <li>• Piano Studies</li> <li>• Jazz Studies</li> <li>• Commercial Composition</li> <li>• Church Music</li> </ul>	BA	500901	126	
		<ul style="list-style-type: none"> <li>■ Music - General Music Studies</li> </ul> Minor in Music Concentrations			127	
		<ul style="list-style-type: none"> <li>■ Music - General Music Studies</li> </ul>				
	Religion & Philosophy	<ul style="list-style-type: none"> <li>■ Religion</li> </ul>	BA	380201	123	
		<ul style="list-style-type: none"> <li>■ Philosophy</li> </ul>	BA	380101	123	
<b>Natural Sciences and Mathematics</b>	Biological Sciences	<ul style="list-style-type: none"> <li>■ Biology</li> </ul>	BS	260101	123	
		<ul style="list-style-type: none"> <li>■ Biology with Minor in Public Health</li> </ul>	BS	260101	126	
		<ul style="list-style-type: none"> <li>■ Biology - Accelerated Dual Degrees</li> </ul>	BS/MS	260101	161	
	Chemistry	<ul style="list-style-type: none"> <li>■ Chemistry</li> </ul>	BS	400501	128	
		<ul style="list-style-type: none"> <li>■ Chemistry - Accelerated Dual Degrees</li> </ul>	BS/MS	400501	158	
		<ul style="list-style-type: none"> <li>■ Chemistry</li> </ul> Minor in Chemistry Dual Degree Pharmacy				

SCHOOL OF ARTS AND SCIENCES					
DIVISION	DEPARTMENT	MAJOR/CONCENTRATION	DEGREE	CIP CODE	MINIMUM CREDIT HRS REQUIRED
Natural Sciences and Mathematics (cont'd)	Computer & Information Science	▪ Computer & Information Systems	BS	110101	127
		▪ Computer Science	BS	110701	125
		▪ Computer Science - Accelerated Dual Degrees	BS/MS	110701	155
		Minor in Computer Science			
	Dual Degree Engineering Program (DDEP)	Dual Degree Engineering Concentrations: Chemistry; Computer Science; or Physics	----		
	Mathematical Sciences	▪ Mathematics	BS	270101	129
		▪ Mathematics - Accelerated Dual Degrees Pure Math Option or Applied Math Option	BS/MS	270101	150
	Physics	▪ Physics	BS	400801	123
		▪ Physics - Accelerated Dual Degrees	BS/MS	400801	153
		Minor in Physics			
Social Sciences	Political Science	▪ Political Science	BA	451001	126
		Minor in Political Science			
	Psychology	▪ Psychology	BA	420101	123
		▪ Psychology	BS	420101	132
		Minor in Psychology			
	Sociology & Criminal Justice Administration	▪ Criminal Justice	BA	430104	126
		▪ Sociology	BA	451101	126
		Minor in Criminal Justice			
		Minor in Sociology			
	SCHOOL OF BUSINESS ADMINISTRATION				
	Accounting & Finance	▪ Accounting	BA	520301	126
		▪ Accounting - Accelerated Dual Degrees	BA/MA	520301	150
	Business Administration Departments:	▪ Business Administration Concentrations:			
	Accounting & Finance	• Accounting & Finance	BA	520201	135
		• Finance & Financial Planning	BA	520201	126
		• Finance			
	• Entrepreneurship Mgmt				
	• International Business				
	Management & Marketing	• Management			
		• Marketing			
		• Sports & Entertainment Mgmt			
	Supply Chain Mgmt & Decision Sciences	• Supply Chain Management			
		Minor in Business Administration			
	Minor in International Business for Foreign Language Majors				
Economics	▪ Economics	BA	520601	128	
	– Minor in Economics				
SCHOOL OF EDUCATION					
	Curriculum & Instruction	▪ Early Childhood Education	BA	131210	124
		▪ Educational Studies	BA	130101	127
WHITNEY M. YOUNG, JR. SCHOOL OF SOCIAL WORK					
	Social Work (Bachelor Degree Program)	▪ Social Work	BSW	440701	123

---

## SCHOOL OF ARTS AND SCIENCES

### **Office of the Dean**

**Sage-Bacote Hall, Room 103**

**Telephone: (404) 880-6610**

The School of Arts and Sciences is committed to creating and maintaining a thriving cultural and academic milieu in which students and faculty may fully develop their individual potential as human beings, leaders, scholars, teachers, and productive members of society.

The mission of the School of Arts and Sciences is to prepare broad-based scholars, researchers and practitioners who are leaders, lifelong learners, and productive global citizens; to provide the core curricular foundation for the University, and to enrich the University's artistic and cultural environment.

The vision of the School of Arts and Sciences is to lead in the preparation and education of students, and attain greater prominence in the global environment through research and creative expression, and its interdisciplinary programs that are recognized for academic excellence, and intellectual breadth and depth.

The School faculty accomplishes this mission through the four divisions composed of Communication Arts, Humanities, Natural and Mathematical Sciences, and Social Sciences, by providing a variety of uniquely designed high quality instructional programs and academic activities from cutting-edge research to preparing students to meet the demands of a career in various industries from technology to the cultivation of the next stars of stage, television, and film.

---

## DIVISION OF COMMUNICATION ARTS

The Division of Communication Arts includes the Department of Mass Media Arts and The Department of Speech Communication and Theater Arts. The Department of Mass Media Arts offers a major in Mass Media Arts with three areas of concentration: Journalism, Public Relations, and Radio-Television-Film. The Department of Speech Communication and Theater Arts offers two majors: Speech Communication and Theater Arts.

The Division of Communication Arts uses WCLK-FM and WSTU-FM radio stations, two television production studios and CAU-TV, a cable television channel serving the metropolitan Atlanta area, as training laboratories for its majors.

**Department of Mass Media Arts**  
**Robert W. Woodruff Library, Lower Level**  
**Telephone: (404) 880-8304**

The Department of Mass Media Arts provides students with rigorous academic and professional training that is complemented by a strong liberal arts education. The department curriculum prepares students for careers in the mass media as well as in entertainment, politics, personnel management, advertising, education, business, public relations, public service, speech arts and civil service.

The mission of the Department of Mass Media Arts is to prepare students to become media experts in an academic-based training center through the use of cutting-edge research, new media technologies, computer and digitized laboratories, ongoing on-the-air radio and television experiences, actual community organization projects, and through the production of print publications and film work.

The vision of the Department of Mass Media Arts is to be recognized as a major source of well-trained graduates capable of communicating and producing innovative mass media art forms, and providing creative solutions in the areas of journalism, public relations, radio, television, and film via cutting-edge new media technologies and the latest software.

The Department of Mass Media Arts constantly reviews trends in the media industries and recognizes that students need to be prepared to move forward in the 21st century in their understanding and use of media technology. To accomplish this, training laboratories are provided to enhance the students' abilities in their coursework and to assist in practical, hands-on, interactive experiences. Students are educated and trained to be proficient in research skills, critical thinking and analytical abilities, and the use of multimedia and new media technologies as well as talented, creative media experts in their chosen fields of concentration. Communication leadership skills are stressed throughout matriculation.



---

**Program of Study**  
**Bachelor of Arts Degree in Mass Media Arts (123 Credits)**

**Concentrations:**

Journalism  
Public Relations Management  
Radio/Television/Film

**Program Description**

The Bachelor of Arts in Mass Media Arts Degree Program prepares students to be competent multimedia communicators for careers in media – journalism, public relations management, radio, television, and film as well as prepare for the most competitive graduate professional studies in the discipline.

The program curriculum is designed to provide students with skills and experiences that help them develop their fullest potential in human interaction and in critical thinking and technical understanding of media while applying professional and ethical leadership that influences and shapes the attitudes and opinions of society.

The program courses enable students to explore the nature, influence, and potential of mass media, examine media's impact on social, economic, political, and cultural aspects of society, and facilitate students to research, analyze and process information including the many technological changes in the media production, exhibition, and distribution and create award-winning productions.

The program also emphasizes on research applications: acquisition tools for researching, news gathering, reporting, entertainment, and management; tools for storage of information, especially multimedia content; processing, production, and editorial tools; distribution and publishing tools; and presentation, display, and access tools.

**Program Objectives**

Graduates of the Mass Media Arts Program will be able to:

1. Discuss the role of Mass Media Arts in society on a local and global scale.
2. Conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.
3. Apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.

**Student Learning Outcomes**

Graduates with a Concentration in Journalism will be able to:

1. Apply basic journalistic style writing techniques in the development of documents for various purposes and audiences.
2. Utilize electronic sources, government records, interviews, observation, and more traditional methods such as library references, including almanacs, atlases, and specialized encyclopedias in conducting research.
3. Use appropriate production software and techniques for layout, design, editing and distribution of journalistic material.
4. Analyze and apply major legal and ethical implications, considerations and practices in media writing and presentation.
5. Develop media page designs using the latest layout software and writing techniques.

- 
6. Conduct all media records and documents research at the city, county, state and federal levels involving interviews, references sources, and observations.
  7. Edit writing for aspects of content, organization, and mechanics, including ideas, fairness, balance, completeness, taste, tone, ethics, law, and sources.

Graduates with a Concentration in Public Relations Management will be able to:

1. Apply research and evaluation methods and techniques in surveying, measuring and interpreting public opinion and the attitudes and values of appropriate internal and external audiences for effective public relations management.
2. Apply the principles, theories, strategies, techniques, and practices of the public relations profession in the planning, development and execution of public relations campaigns and activities.
3. Apply effectively legal and ethical considerations in decision-making.
4. Identify, develop and apply appropriate communication tools, tactics and techniques for desktop publishing, page design, layout and other graphic elements.
5. Design and execute a variety of projects to demonstrate use of research, situation analysis, planning, evaluation and assessment.
6. Use a variety of new technology tools and software, including design and layout, presentation, creativity, calendar, research, and public relations management.
7. Make professional oral presentations, with the appropriate and effective use of audio/visual aids.
8. Identify a public relations problem for an organization or individual and propose an adequate solution, using the four-step public relations planning process.
9. Conduct basic analytical scientific research in the practice of effective public relations management.

Graduates with a **Concentration in Radio-Television-Film** will be able to:

1. Perform on various radio or TV platforms including commercial, public, internet, podcasting and/or other radio art forms and mobile media.
2. Apply technical and creative industry standards for on-air talent, writing, producing, programming, production, research, and station management.
3. Demonstrate competencies in film producing including obtaining property rights, working with screenwriters, using budgeting and scheduling software to manage film projects, and developing capable film-marketing strategies.
4. Use personal directorial styles to analyze the written dramatic text (script), cast, rehearse and direct actors, and collaborate with producers, editors, directors of photography and production designers to apply camera to dramatic material.
5. Develop story ideas and craft screen stories using industry formats to articulate dramatic and visual expression.
6. Apply technical, conceptual and aesthetic elements of picture and sound editing using non-linear editing skills and practices.
7. Demonstrate technical and creative television storytelling to include writing, assembling video packages, production (studio, mobile and field production), editing, visual effects, lighting, audio and high definition digital production.
8. Find material to conduct research in broadcast journalism and television production and programming to develop creative projects and business proposals.
9. Employ management skills and networking strategies to build creative teams and interact with creative and technical personnel.

- 
10. Demonstrate all aspects of fictional directing to include analysis of dramatic texts, casting of actors, rehearsal procedures, direction of performance, and application of camera to dramatic material.
  11. Demonstrate storytelling skills by using written language to articulate dramatic and visual expression and craft film and video stories that reflect good story structure, dialogue, and character definitions within accepted industry formats.
  12. Apply film and video editing concepts and practices to include the creative handling of sound elements (dialogue, sound effects, voice over and music), control of rhythm, picture and sound transitions, time arrangement and use of editing to heighten the impact of edited pieces.

### **Admissions Requirements**

Applicants must meet the General Admissions Requirements of Clark Atlanta University and the School of Arts and Sciences as published in this Catalog.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Mass Media Arts must complete all required and cognate courses and general electives with minimum final grades of "C".

Students pursuing the Bachelor of Arts Degree in Mass Media Arts must complete the following courses:

#### **Required Courses: 21 Credits**

- CMMA 200, Basic News Writing and Reporting (3)
- CMMA 201, Survey of Media and Society (3)
- CMMA 203, Multimedia Writing, Reporting and Storytelling (3)
- CMMA 315, Mass Communications Research Methods (3)
- CMMA 422, Philosophy and Ethics of Mass Communications (3)
- CMMA 425, Communication Law (3)
- CMMA 490, Media Seminar (3)

#### **Elective Courses: 18 Credits**

##### **Journalism Concentration (*Choose 1*): 3 Credits**

- CMMA 313: Photojournalism (3)
- CMMA 320, History of Journalism (3)
- CMMA 325, Editorial and Critical Writing (3)
- CMMA 331, International Journalism (3)
- CMMA 352, Feature Writing (3)
- CMMA 487, Media Arts Studies (3)
- CMMA 488J, Directed Study (3) \*
- CMMA-489J, Internship (3) \*\*

##### **Public Relations Management Concentration (*Choose 1*): 3 Credits**

- CMMA 462, Media Arts and Design (3)
- CMMA 489PR, Internship (3) \*\*

##### **Radio/Television/Film Concentration (*Choose 4*): 12 Credits**

- CMMA 305, African-American Images in the Media (3)
- CMMA 306, History and Criticism of Film (3)
- CMMA 310, Public Opinion and Propaganda (3)
- CMMA 327, History and Development of Radio and Television (3)
- CMMA 334, Broadcast Journalism and Editing (3)
- CMMA 338, Media Advertising and Sales (3)
- CMMA 475, Radio Programming and Production I (3) ^
- CMMA 476, Radio Programming and Production II (3) ^
- CMMA 477, Video Producing and Directing I (3) ^
- CMMA 478, Video Producing and Directing II (3) ^

---

CMMA 479, Cinematography I (3) ^  
CMMA 480, Cinematography II (3) ^  
CMMA 486, Mass Media Arts Co-Operative Education (3) \*  
CMMA 487R/TV/F, Media Arts Studies (3)  
CMMA 487, Media Arts Studies: Screenwriting I, Principles of Dramatic Writing (3)  
CMMA 488R/TV/F, Directed Study (3) \*\*  
CMMA 488, Directed Study: Screenwriting II, Advanced Screenwriting (3)  
CMMA-R 489, R/TV/F Internship (1-3) \*\*

***^ Student must choose two (2) courses according to the specific concentration.***

***\*Student must be a junior or senior in the major before enrolling in these courses.***

***\*\*Student must be a junior or senior in the major before enrolling in these courses.***

### **Program Opportunities**

The Department of Mass Media Arts reviews trends in the media industries and recognizes students need to have a competitive edge in the use and understanding of media technology. To accomplish this, training laboratories provide students with the opportunity to enhance their abilities in their academic coursework and assist in practical, hands-on experiences. They include:

- Lambda Pi Eta, Theta Tau Chapter honor society for communication majors.
- Society of Professional Journalists - the oldest, largest and most representative organization serving the field of journalism.
- National Association of Black Journalists - acknowledges the achievements and defines the role of African-Americans in media.
- Public Relations Student Society of America (PRSSA) helps students cultivate public relations techniques for businesses and organizations.
- CAU Panther Newspaper - a biweekly campus newspaper, provides students an opportunity to develop editorial, advertising, graphics, photography and managerial skills in print journalism.
- Drop Frame Productions - the official student television production organization of the Mass Media Arts Department. Student members gain wealth of studio and field production experience through membership in Drop Frame. Drop Frame productions are aired on CAU-TV.
- 4 Reel Productions - a student-based organization that focuses on the development and creation of film projects including public service announcements, shorts and features.
- WCLK-FM - a twenty-four hour, daily NPR member station licensed by Clark Atlanta University presenting jazz, blues, gospel, Latin and reggae and offering students opportunities to receive hands-on training in radio production.
- CAU-TV - an educational access television station that provides a variety of informative programming thereby serving the Atlanta community as an educational and community resource. While providing programming that informs and educates, CAU-TV serves as a hands-on training laboratory for broadcast majors in the Atlanta University Center and an outlet for student video, film and multimedia productions. CAU-TV Student News Center allows for student-produced program news and information from campuses across the City and features stories making national and international headlines.
- African Film Festival - celebrates excellence in the richness and diversity of African World Cinema, showcasing stories about the multifaceted, global experience of African and African-descended people told through the eyes of Screen Griots.
- WSTU - serves as a radio outlet for student broadcasters and presents a hands-on training opportunity to apply communication concepts and practices.
- Mass Media Arts Club - open to all students interested in the field of communications. In addition to keeping members abreast of internships/job opportunities and scheduling regular seminars with speakers who are working in the field, the group spearheads workshops on various aspects of communications, such as how to prepare resumes and how to operate computer software. It also holds a leadership seminar every year.
- Digital Teleproductions Laboratory (Multimedia Lab) - ensures the provision of state-of-the-art training facilities to media students and serves to strengthen the communications arts curricula only.
- CAMP M.O.V.E. - A collaborative effort Fulton County Parks and Recreation and CAU-TV that presents high school students with experiences that will allow them to be creative and use critical communications skills.
- Internships - academically monitored learning experiences in professional media organizations. Internship partners have included CNN, Atlanta Constitution, WSB-TV, Ketchem Public Relations, La Face Records and many other media/music outlets.

**Plan of Study for Bachelor of Arts Degree in Mass Media Arts  
with Journalism Concentration (123 Credits)**

<b>Freshman Year</b>					
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
<b>CBIO 101</b>	<b>Biological Science</b>	<b>3</b>	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3</b>
<b>CENG 105</b>	<b>College Composition I</b>	<b>3</b>	<b>CENG 106</b>	<b>College Composition II</b>	<b>3</b>
<b>CGED 100</b>	<b>First-Year Seminar I</b>	<b>1</b>	<b>CGED 101</b>	<b>First-Year Seminar II</b>	<b>1</b>
<b>CMAT 103</b>	<b>Algebra I</b>	<b>3</b>	<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	<b>3</b>
<b>CPED 101</b>	<b>Physical Education Requirement</b>	<b>1</b>	<b>CMAT 104</b>	<b>Algebra II</b>	<b>3</b>
<b>CSCJ 105</b>	<b>Culture and Society</b>	<b>3</b>	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	<b>3</b>
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3</b>			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
<b>Sophomore Year</b>					
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	<b>3</b>	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	<b>3</b>
<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	<b>3</b>	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	<b>3</b>
<b>CENG 311</b>	<b>Advanced Grammar and Composition</b>	<b>3</b>	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	<b>3</b>
<b>CMMA 200</b>	<b>Basic News Writing and Reporting</b>	<b>3</b>	<b>CPSY 211</b>	<b>General Psychology</b>	<b>3</b>
<b>CMMA 201</b>	<b>Survey of Media and Society</b>	<b>3</b>	<b>CMMA 203</b>	<b>Multimedia Writing, Reporting and Storytelling</b>	<b>3</b>
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>Junior Year</b>					
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	<b>3</b>	<b>CMMA 302</b>	<b>News Editing II</b>	<b>3</b>
<b>CHIS 319</b>	<b>African-American History to 1865</b>	<b>3</b>	<b>CMMA 315</b>	<b>Mass Communications Research Methods</b>	<b>3</b>
<b>CMMA 301</b>	<b>News Editing I</b>	<b>3</b>	<b>CMMA 350</b>	<b>Interpretative Reporting</b>	<b>3</b>
<b>CMMA 422</b>	<b>Philosophy and Ethics of Mass Communications</b>	<b>3</b>	<b>CMMA XXX</b>	<b>Mass Media Arts Elective</b>	<b>3</b>
<b>CPSC 336</b>	<b>Current World Problems</b>	<b>3</b>	<b>CHIS 320</b>	<b>African-American History since 1865</b>	<b>3</b>
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>Senior Year</b>					
	<b>Fall Semester</b>	<b>Cr</b>		<b>Spring Semester</b>	<b>Cr</b>
<b>CECO 250</b>	<b>Principles of Economics</b>	<b>3</b>	<b>CBUS 209</b>	<b>Accounting for Non-Majors</b>	<b>3</b>
<b>CMMA 425</b>	<b>Communication Law</b>	<b>3</b>	<b>CMMA 490*</b>	<b>Media Seminar - Journalism</b>	<b>3</b>
<b>CMMA 489*</b>	<b>Internship</b>	<b>3</b>	<b>CPSC 322</b>	<b>International Relations</b>	<b>3</b>
<b>CMMA XXX</b>	<b>Mass Media Arts Elective</b>	<b>3</b>	<b>CXXX XXX^</b>	<b>General Elective</b>	<b>3</b>
<b>CPSC 420</b>	<b>Politics of Africa</b>	<b>3</b>	<b>CXXX XXX^</b>	<b>General Elective</b>	<b>3</b>
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<p><b>^Must be at the 200 level or higher.</b>  <b>*Must be a senior in the major.</b>  <b>All general education core requirements are in bold.</b></p>					

## Plan of Study for Bachelor of Arts Degree in Mass Media Arts with Public Relations Management Concentration (123 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CSCJ 105	Culture and Society	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CHIS 201	U.S., Africa and the World History I	3
CMAT 103	Algebra I	3	CMAT 104	Algebra II	3
CPED 101/102	Physical Education Requirement	1	CPHY 102/102L	Physical Science and Lab	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHUM XXX	Humanities Requirement	3
CHIS 202	U.S., Africa and the World History II	3	CPSY 211	General Psychology	3
CMMA 200	Basic News Writing and Reporting	3	CREL/ CPHI XXX	Religion/Philosophy Requirement	3
CMMA 201	Survey of Media and Society	3	CMMA 203	Multimedia Writing, Reporting and Storytelling	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CECO 250	Principles of Economics	3	CBUS 335	Principles of Marketing	3
CENG 311	Advanced Grammar	3	CMMA 318	Public Relations Media Development and Copy Editing	3
CMMA 307	Public Relations Principles, Practices and Theory	3	CMMA 418	Public Relations Research and Evaluation	3
CMMA 310	Public Opinion and Propaganda	3	CMMA 422	Philosophy and Ethics of Mass Communications	3
CMMA 315	Mass Communications Research Methods	3	CSTA 404	Organizational Communication	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 340	Principles of Management	3	CMMA 485	Public Relations Campaigns	3
CMMA 338	Media Advertising and Sales	3	CMMA 490*	Media Seminar	3
CMMA 425	Communication Law	3	CMMA XXX	Mass Media Arts Elective	3
CPSC XXX^	Political Science Elective	3	CSTA 304	Business and Professional Speech	3
CXXX XXX^	General Elective	3	CXXX XXX^	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<p>^Must be at the 200 level or higher.            *Must be a senior in the major.  <b>All general education core requirements are in bold.</b></p>					

**Plan of Study for Bachelor of Arts Degree in Mass Media Arts  
with Radio/Television/Film Concentration (123 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 103	Algebra I	3	CHIS 201	U.S., Africa and the World History I	3
CPED 101/102	Physical Education Requirement	1	CMAT 104	Algebra II	3
CSCJ 105	Culture and Society	3	CPHY 102/L	Physical Science and Lab	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	Foreign Language Requirement I	3	CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3
CHIS 202	U.S., Africa and the World History II	3	CFLX 202	Foreign Language Requirement II	3
CENG 311	Advanced English Grammar	3	CPSY 211	General Psychology	3
CMMA 200	Basic News Writing and Reporting	3	CREL/CPHI XXX	Religion/Philosophy Requirement	3
CMMA 201	Survey of Media and Society	3	CMMA 203	Multimedia Writing, Reporting and Storytelling	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHUM XXX	Humanities Requirement	3	CECO 250	Principles of Economics	3
CBUS 209	Accounting for Non-Business Majors	3	CHIS 320	African-American History since 1865	3
CHIS 319	African-American History to 1865	3	CMMA 348	R/TV/F, Fundamentals of Video, Radio, Film Production	3
CMMA 308	Introduction to Radio-Television-Film	3	CMMA XXX^	Mass Media Arts Elective	3
CMMA 315	Mass Communication Research Methods	3	CSCJ 218	Social Problems	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 335	Principles of Marketing	3	CMMA 490*	Media Seminar	3
CMMA 422	Philosophy and Ethics of Mass Communications	3	CMMA XXX	Mass Media Arts Elective	3
CMMA 425	Communication Law	3	CPSC 221	State and Local Government	3
CMMA XXX	Mass Media Arts Elective	3	CXXX XXX^	General Elective	3
CMMA XXX	Mass Media Arts Elective	3	CXXX XXX^	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
^Must be at the 200 level or above.					
*Must be a senior in the major.					
All general education core requirements are in bold.					

---

**Department of Speech Communication and Theatre Arts**  
**Communication Arts Center**  
**Robert W. Woodruff Library, Lower Level**  
**Telephone: (404) 880-8304**

The mission of the Department of Speech Communication and Theatre Arts is to prepare undergraduate students with mastery in areas of diverse literature, rhetoric, communication and performing arts, and technical skills for professional careers as well as graduate studies. The vision of the Department of Speech Communication and Theatre Arts is to train future scholars and theatre practitioners in communication and theatre arts with the capabilities to influence national and international communities through the use of various new evolving art forms.

The Speech Communication degree program prepares students for careers in the fields of communication, education, law and politics as well as for positions in the public and private sectors and other industries that require employees to have excellent writing, oral and presentation skills, interpersonal skills and the ability to understand communication issues. Students also are prepared to pursue graduate and professional studies in communication related disciplines.

The Theatre Arts degree program prepares students in all the integral parts of theater art form: acting, movement, technical, and literary studies. Theater majors develop proficiency in the production, design and direction of plays, using oral and written communication expressions including the theoretical and philosophical perspectives of the theatre.

### **Programs of Study**

1. Bachelor of Arts Degree in Speech Communication (126 Credits)
2. Bachelor of Arts Degree in Theatre Arts (127 Credits)
3. Minor in Speech Communication (18 Credits)
4. Minor in Theater Arts (18 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in Speech Communication (126 Credits)**

#### **Program Description**

Students pursuing the Bachelor of Arts Degree in Speech Communication complete a liberal arts program that provides a foundation to acquire a general knowledge of theoretical concepts and their practical application in the fields of public address, rhetoric, organizational communication and communication management. In addition, students master and demonstrate proficiency in the usage of oral and written communication and have the ability to exercise interpersonal communication constructs in various contexts and situations.

#### **Student Learning Outcomes**

Graduates in the in Speech Communication Program will be able to:

1. Conduct audience analysis, and listen to and evaluate speeches of various practitioners, for efficacy.
2. Apply communication technology to speech research, writing, and presentational delivery.
3. Write and deliver effective informative, persuasive and other types of speeches tailored to target audiences.
4. Use research, writing, and oral presentation skills to respond appropriately in various communication contexts.
5. Identify and apply communication theories.



- 
6. Conduct and implement an independent research project in speech communication.
  7. Explore communication methods in private and public sectors including education, corporate, and political arenas and examine a variety of speaking opportunities that allow practical application of understanding of concepts and practices within the discipline of speech communication.

### **Admissions Requirements**

Applicants must meet the General Admissions Requirements as published in this Catalog.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Speech Communication must earn a minimum final grade of "C" in all speech communication and theatre arts courses and complete the following requirements.

#### **Required Courses: 45 Credits**

- CSTA 200, Oral and Written Presentation Skills (3)
- CSTA 201, Voice and Diction (3)
- CSTA 211, Communication Theory and Rhetoric (3)
- CSTA 301, Rhetoric of Persuasion (3)
- CSTA 304, Business and Professional Speech (3)
- CSTA 305, Interpersonal Communication (3)
- CSTA 306, Speech for Radio/TV/Film (3)
- CSTA 311, African-American Communication (3)
- CSTA 404, Organizational Communication (3)
- CSTA 455, Entertainment Law (3)
- CSTA 482, Directed Study (3)
- or* CSTA 489, Internship (3)
- CSTA 490, Speech Communication and Theatre Arts Seminar (3)
  
- CMMA 201, Survey of Media and Society (3)
- CMMA 315, Mass Communication Research Methods (3)^
- CMMA 425, Communication Law (3)

#### **Electives in Speech: 12 Credits**

- CSTA XXX, Elective in Speech (3)
- CSTA XXX, Elective in Speech (3)
- CSTA XXX, Elective in Speech (3)
- CSTA XXX, Elective in Speech (3)

#### **General Electives: 15 Credits**

- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*

<sup>^</sup>Or an approved course substitute.

\*All General Electives must be at the 300 level or higher and in disciplines other than those in the Division of Communication Arts. These electives should be selected in areas of interest and in relevance to future academic and professional goals with assistance from the academic advisor.

## Plan of Study for Bachelor of Arts Degree in Speech Communication (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
C BIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 103	Algebra I	3	CMAT 104	Algebra II	3
CSTA 101	Fundamentals of Speech	3	CPED 101/102	Physical Education Requirement	1
			CPHY 102/L	Physical Science and Lab	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>13</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CPSC 106/CSCJ 105/CECO 107	Social Science Requirement	3
CHUM XXX	Humanities Requirement	3	CPSY 211	General Psychology	3
CMMA 201	Survey of Media and Society	3	CSTA 201	Voice and Diction	3
CSTA 200	Oral and Written Presentation Skills	3	CSTA 211	Communication Theory and Rhetoric	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CMMA 315 <sup>^</sup>	Mass Communication Research Methods	3
CSTA 301	The Rhetoric of Persuasion	3	CSTA 304	Business and Professional Speech	3
CSTA 306	Speech for Radio/TV/Film	3	CSTA 305	Interpersonal Communication	3
CSTA 311	African-American Communication	3	CSTA XXX* <i>or</i> CMMA XXX*	Speech and Theatre Elective <i>or</i> Mass Media Arts Elective	3
CSTA XXX*	Speech and Theatre Elective	3	CXXX XXX+	General Elective	3
CXXX XXX+	General Elective	3			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CMMA 425	Communication Law	3	CSTA 482 <i>or</i> CSTA 489	Directed Study <i>or</i> Internship	3
CSTA 404	Organizational Communication	3	CSTA XXX*	Speech and Theatre Elective	3
CSTA 455	Entertainment Law	3	CSTA XXX*	Speech and Theatre Elective	3
CSTA 490	Speech Communication and Theatre Arts Seminar	3	CXXX XXX+	General Elective	3
CXXX XXX+	General Elective	3	CXXX XXX+	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<p><sup>^</sup>Or an approved course substitute.            *All major electives must be at the 300 level or higher.            +All General Electives must be at the 300 level or higher and in disciplines other than those in the Division of Communication Arts. These electives should be selected in areas of interest and in relevance to future academic and professional goals with assistance from the academic advisor.  <b>All general education core requirements are in bold.</b></p>					

---

## **Program of Study**

### **Bachelor of Arts Degree in Theatre Arts (127 Credits)**

#### **Program Description**

Students pursuing the Bachelor of Arts in Theater Arts Degree Program complete a liberal arts program that devotes a portion of their theater studies to an examination of the history of theater, the role of theatre in society, and the relationship of theatre to other disciplines. Theatre Arts students are trained to demonstrate comprehension of theory and methodology by working on theatrical productions and participating in all levels of production (technical, administration, literary, and artistic); view local and national professional theatre productions to increase their understanding of theatre as a collaborative art form; develop working relationships with local and national theatre companies; and interview and discuss internship and career opportunities in performing arts with professionals.

#### **Student Learning Outcomes**

Graduates of the Theatre Arts Program will be able to:

1. Discuss theatre arts in an historical context and the impact that theater has on our daily lives including private and public sectors.
2. Read plays and critique professional performances from diverse communities use backstage theatre technology for lighting, sound, stage management, set design and departmental productions.
3. Apply knowledge of the major authors, periods, movements theories, concepts and practices in the theatre arts context to develop and implement an independent research project.
4. Identify and analyze issues in the theatre arts context and devise and implement a plan of action to address concerns.
5. Work collaboratively on group projects as an effective team member to create original works.

#### **Admissions Requirements**

Applicants to the Bachelor of Arts Degree in Theatre Arts must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Theater Arts must earn a minimum final grade of "C" in all speech communication and theatre arts courses and complete the following requirements.

#### **Required Courses: 64 Credits**

- CSTA 103, Fundamentals of Theatre and Dance Movement (1)
- CSTA 200, Oral and Written Presentation Skills (3)
- CSTA 201, Voice and Diction (3)
- CSTA 251, Oral Interpretation (3)
- CSTA 252, Theatre Appreciation (3)
- CSTA 254, Acting I (3)
- CSTA 255, Stagecraft (3)
- CSTA 311, African-American Communications (3)
- CSTA 316, Dramaturgy and Criticism (3)
- CSTA 321, Lighting and Design (3)
- CSTA 351, Development of Drama I (3)
- CSTA 352, Development of Drama II (3)
- CSTA 353, Play Production Methods (3)
- CSTA 354, Acting II (3)

CSTA 410, Costume Design (3)  
 CSTA 452, Theatre Arts Management (3)  
 CSTA 453, Directing: Play and Script Analysis (3)  
 CSTA 454, Children's Theatre (3)  
 CSTA 455, Entertainment Law (3)  
 CSTA 456, African-American Theatre (3)  
 CSTA 482, Directed Study (3)  
     **or** CSTA 489, Internship (3)  
 CSTA 490, Speech Communication and Theatre Arts Seminar (3)

**Electives: 6 Credits**

CXXX XXX, General Elective (3)\*  
 CXXX XXX, General Elective (3)\*

\*All General Electives must be at the **300 level or higher** and in disciplines other than those in the Division of Communication Arts. These electives should be selected in areas of interest and in relevance to future academic and professional goals with assistance from the academic advisor.

**Plan of Study for Bachelor of Arts Degree in Theater Arts (127 Credits)**

Freshman Year					
Fall Semester			Spring Semester		
		Cr			Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 103	Algebra I	3	CMAT 104	Algebra II	3
CSTA 101	Fundamentals of Speech	3	CPED 101/102	Physical Education Requirement	1
CSTA 252	Theatre Appreciation	3	CPHY 102/L	Physical Science and Lab	3
			CSTA 103	Fundamentals of Theatre and Dance Movement	1
		<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	
				<b>15</b>	
Sophomore Year					
Fall Semester			Spring Semester		
		Cr			Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CPSY 211	General Psychology	3
CHUM XXX	Humanities Requirement	3	CSTA 201	Voice and Diction	3
CMMA 201	Survey of Media and Society	3	CSTA 251	Oral Interpretation	3
CSTA 200	Oral and Written Presentation Skills	3	CSTA 255	Stagecraft	3
		<b>TOTAL</b>	<b>18</b>	<b>TOTAL</b>	
				<b>18</b>	
Junior Year					
Fall Semester			Spring Semester		
		Cr			Cr
CPSC 106/CSCJ 105/CECO 107	Social Science Requirement	3	CSTA 316	Dramaturgy and Criticism	3
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CSTA 352	Development of Drama II	3
CSTA 254	Acting I	3	CSTA 353	Play Production Methods	3
CSTA 311	African-American Communications	3	CSTA 354	Acting II	3
CSTA 321	Lighting and Design	3	CXXX XXX*	General Elective	3
CSTA 351	Development of Drama I	3			
		<b>TOTAL</b>	<b>18</b>	<b>TOTAL</b>	
				<b>15</b>	
Senior Year					
Fall Semester			Spring Semester		
		Cr			Cr
CSTA 410	Costume Design	3	CSTA 452	Theatre Arts Management	3
CSTA 454	Children's Theatre	3	CSTA 453	Directing: Play and Script Analysis	3
CSTA 455	Entertainment Law	3	CSTA 482 <i>or</i> CSTA 489	Directed Study <i>or</i> Internship	3
CSTA 456	African-American Theatre	3	CXXX XXX*	General Elective	3
CSTA 490	Speech Communication and Theatre Arts Seminar	3			
		<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	
				<b>12</b>	

\*All General Electives must be at the **300 level or higher** and in disciplines other than those in the Division of Communication Arts. These electives should be selected in areas of interest and in relevance to future academic and professional goals with assistance from the academic advisor.

All general education core requirements are in bold.

---

### **Minor in Speech Communication (18 Credits)**

The Minor in Speech Communication prepares students in developing their oral and written communication skills which complement their major discipline as well as provides them with the ability to manage human interaction in a variety of personal and professional contexts. Students pursuing a minor in Speech Communication should meet with the department chair.

#### **Student Learning Outcomes**

Graduates with a Minor in Speech Communication will be able:

1. Discuss ethical principles in all forms of communication including pursuit of truth, accuracy, fairness, and diversity.
2. Critically evaluate the role of mass media in a democracy and communicate through clear, concise and informative writing.
3. Use research, creativity, and critical thinking skills to write an informative or persuasive speech.
4. Describe the influence of mass media in both domestic and global diversity issues as it relates to communication practices.
5. Apply theories relevant to communication concepts to analyze texts and images.

#### **Required Courses: 18 Credits**

CSTA 200, Oral and Written Presentation Skills (3)

CSTA 301, Rhetoric of Persuasion (3)

CSTA 304, Business and Professional Speech (3)

CSTA 305, Interpersonal Communication (3)

CSTA 311, African-American Communication (3)

CSTA 404, Organizational Communication (3)

### **Minor in Theater Arts (18 Credits)**

The Minor in Theater Arts offers students a focused study of the theatrical and dramatic arts, combining courses in dramatic and theatrical history, criticism, and theory with concrete practice through direct production involvement. This program is for students who have an interest in acting and/or theatre production to pursue their interest while majoring in other areas. The program prepares students with a broad range of skills to balance their college experience and future employment as well as provides a unique and diversified background applicable to other job areas such as theater management and education. Students pursuing a minor in Theater Arts should meet with the department chair.

#### **Student Learning Outcomes**

Graduates with a Minor in Theater Arts will be able to:

1. Develop a conceptual project related to theatre performance, scenography, and theatre production.
2. Demonstrate creative collaborative communication skills and processes in acting, directing, and designing dramatic productions.
3. Compare and contrast different cultures, points of view, and social systems through the analysis of historical and contemporary approaches to performance in the theatre.
4. Discuss the work of dramatic texts and the methods by which these texts are applied to dramatic productions.
5. Use critical and creative writing skills to reflect theoretical practices in creation of theater.

---

### **Required Courses: 18 Credits**

CSTA 200, Oral and Written Presentation Skills (3)

CSTA 252, Theatre Appreciation (3)

CSTA 254, Acting I (3)

CSTA 353, Play Production Methods (3)

CSTA 456, African-American Theatre (3)

CSTA 321, Lighting and Design (3)

*or* CSTA 410, Costume Design (3)

*or* CSTA 455, Entertainment Law (3)

### **Program Opportunities**

The Department of Speech Communication and Theater Arts hosts several organizations for majors and non-majors. They include:

- **Alpha Psi Omega** - a national drama honor society for students who have been involved actively in theatrical productions while maintaining scholastic integrity.
- **Clark Atlanta University Players (CAU Players)** - composed of majors and non-majors with a strong desire to perform and produce challenging work. The mission of the CAU Players is to excite, educate, and entertain. The CAU Players present seven (7) productions yearly: one classical work, one musical, a children's production, a one-act play festival and three other productions.
- **The Forensics Society** - composed of majors and non-majors interested in public speaking, oral interpretation, and debate. The society participates in competitions locally and nationally.
- **Lambda Pi Eta Honor Society, Theta Tau Chapter.** The goals are to recognize, foster, and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas about the field; establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies. To become a member of Lambda Pi Eta, students must have completed at least 60 semester hours; have completed at least 12 semester hours of communication study and have a GPA of at least 3.25; have a cumulative GPA of at least 3.0; and be in the upper 35% of their graduating class.
- **National Black Media Coalition (NBMC)** recognizes and assists all the many media industries involving people of color, both creatively and technologically, as well as ownership.
- **National Communication Association Student Club (NCASC)** is an organization for division of communication arts majors interested in the field of communication. Students must have declared a major in communication to join the organization officially.

---

## Division of Humanities

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

The Division of Humanities includes the Departments of Art, English, Foreign Languages, History, Music, and Religion and Philosophy. Each department offers majors, which prepare students to help design and influence human values and behavior. Upon graduation, humanities majors can pursue careers as philosophers, teachers, writers, artists, fashion designers, choreographers, linguists, and filmmakers, among other choices. The undergraduate courses in humanities partially fulfill the University's General Education Core requirements.

**Department of Art**  
**Park Street Music and Art Complex**  
**793 Park Street, S.W.**  
**Telephone: (404) 880-8122**

The mission of the Department of Art is to prepare the next generation of professionals with marketable skills in visual and graphic art communication, fashion design, and fashion merchandising through creative projects and active engagement opportunities with professionals in the field. The vision of the Department of Art is to empower a diverse student body with knowledge, specific competencies, state-of-the-art technological hands-on training necessary for careers in the fields of visual communication and the fashion industry around the world.

The Department of Art promotes the creative development of students whose interests and talents lead them toward careers in the visual arts, fashion design, and fashion merchandising while contributing to the cultural enrichment of the University community. The Department sponsors visiting artists, designers, and industry professionals.

### Programs of Study

1. Bachelor of Arts Degree in Art (123-124 Credits)  
**Concentrations:**  
General Studio Art  
Advertising Design
2. Bachelor of Arts Degree in Fashion Design and Merchandising (123-124 Credits)  
**Concentrations:**  
Fashion Design  
Fashion Merchandising
3. Minor in Art (18 Credits)
4. Minor in Fashion Design (18 Credits)
5. Minor in Fashion Merchandising (18 Credits)

---

**Program of Study**  
**Bachelor of Arts Degree in Art (123-124 Credits)**

**Students in this program have the option to choose a concentration in General Studio Art or in Advertising Design.**

**Program Description**

The Bachelor of Arts Degree in Art with General Studio Concentration is designed to encourage intellectual development and growth as well as to develop marketable skills of students interested in preparing for work in art and arts related management and education options. Graduates of this program will have the content knowledge to pursue advanced graduate level study in painting, sculpture, printmaking, and photography or teaching K-12.

**Student Learning Outcomes**

Graduates with a Concentration in General Studio Art will be able to:

1. Create effective visual art products.
2. Justify design/creative solutions in critiquing creative projects.
3. Demonstrate mastery of imaging technologies.
4. Know and discuss art history from a cross-cultural background with specific awareness of African-American artistic developments.

The Bachelor of Arts Degree in Art with Advertising Design Concentration is designed to prepare students intending to enter art industry to pursue careers in a wide array of visual communications areas including advertising art direction, design and illustration for digital and print products, web design, graphic design, photography, and studio production.

**Student Learning Outcomes**

Graduates with a Concentration in Advertising Design will be able to:

1. Create effective visual communication products.
2. Justify design/creative solutions in critiquing creative projects.
3. Demonstrate mastery of imaging technologies.
4. Know and discuss art history from a cross-cultural background with specific awareness of African-American artistic developments.

**Admissions Requirements**

Applicants to the Bachelor of Arts Degree in Art with Concentrations in General Studio Art or Advertising Design must meet the General Admissions Requirements as published in this Catalog.

**Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Art with Concentrations in General Studio Art or Advertising Design must complete the following courses:

**Required Courses:**

- CART 101, Art Foundations I (3)
- CART 102, Art Foundations II (3)
- CART 201, Drawing I (3)
- CART 202, Drawing II (3)
- CART 303, Advanced Drawing (3)
- SART 141, History of Art I (3) \*^
- SART 142, History of Art II (3) \*^



---

CART 275, Photography I (3)  
CART 277, Computer Imaging Basics (3) *or*  
CART 379, Advanced Computer Imaging (3)\*  
CART 217, Printmaking (3)  
CART 492, Senior Seminar (3)

\*Advanced placement assessed through interview with instructor.

^Courses offered at Spelman College Campus.

**General Studio Art Concentration Electives:**

CART 301, Art Direction/Design I (3)  
CART 302, Art Direction/Design II (3)  
CART 315, Illustration I (3)  
CART 317, Printmaking II (3)  
CART 375, Photography II (3)  
CART 379, Advanced Computer Imaging (3)  
CART 413, African Fabric Design (3)  
CART 444, Seminar in Contemporary Art (3)  
CART 451, Directed Study: Illustration (3)  
CART 456, Directed Study: Photography (3)  
CART 457, Directed Study: Printmaking (3)  
CART 462, Directed Study: Graphic Design (3)  
CART 479, Directed Study: Computer Graphics (3)  
CART 488, Internship (3)

**Advertising Design Concentration Electives:**

CART 375, Photography II (3)  
CART 451, Directed Study: Illustration (3)  
CART 456, Directed Study: Photography (3)  
CART 457, Directed Study: Printmaking (3)  
CART 462, Directed Study: Graphic Design (3)  
CART 479, Directed Study: Computer Graphics (3)  
CART 480, Internship  
CBUS 335, Principles of Marketing (3)  
CBUS 336, Consumer Behavior (3)  
CBUS 431, Principles of Advertising (3)  
CBUS 480, Entrepreneurship and Enterprise (3)  
CMMA 201, Survey of Media and Society (3)  
CMMA 301, News Editing I (Copywriting) (3)  
CMMA 338, Media Advertising and Sales (3)

**Plan of Study for Bachelor of Arts Degree in Art  
with General Studio Art Concentration (123-124 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CECO/CPSC/C SCJ XXX	Social Science Requirement	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 104	Algebra II	3
CMAT 103	Algebra I	3	CPHY 102/L or CPHY 104/L	Physical Science and Lab <i>or</i> Introduction to Earth System Science and Lab	3-4
CART 101	Art Foundation I	3	CART 102	Art Foundation II	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16-17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CPED 101/102	Physical Education Requirement	1
CSTA 101	Fundamentals of Speech	3	CREL/ CPHI XXX	Religion/Philosophy Requirement	3
CART 201	Drawing I	3	CART 202	Drawing II	3
CART 217	Printmaking	3	CART 277	Computer Imaging Basics	3
			CART 275	Photography	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	Foreign Language Requirement I	3	CFLX 202	Foreign Language Requirement II	3
CHUM XXX	Humanities Requirement	3	CPSY 211	General Psychology	3
CART 303	Advanced Drawing	3	CART XXX+	Art Elective	3
CART XXX+	Art Elective	3	CART XXX+	Art Elective	3
SART 141*^	History of Art I	3	SART 142*^	History of Art II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CART XXX+	Art Elective	3	CART 492	Senior Seminar	3
CART XXX+	Art Elective	3	CART XXX+	Art Elective	3
CART XXX+	Art Elective	3	CART XXX+	Art Elective	3
CXXX XXX+	General Elective	3	CXXX XXX+	General Elective	3
CXXX XXX+	General Elective	3	CXXX XXX+	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*Advanced placement assessed through interview with instructor					
^Courses offered at Spelman College Campus.					
+All electives at 300 level or higher. Additional Art elective courses are offered at Spelman College Campus.					
All general education core requirements are in bold.					

**Plan of Study for Bachelor of Arts Degree in Art  
with Advertising Design Concentration (123-124 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CECO/CPSC/CSCJ XXX</b>	<b>Social Science Requirement</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CPHY 102/L or CPHY 104/L</b>	<b>Physical Science and Lab or Introduction to Earth System Science and Lab</b>	3-4
<b>CMAT 103</b>	<b>Algebra I</b>	3	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CART 101</b>	<b>Art Foundation I</b>	3	<b>CART 102</b>	<b>Art Foundation II</b>	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16-17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
<b>CPED 101</b>	<b>Physical Education Requirement</b>	1	<b>CART 202</b>	<b>Drawing II</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CART 275</b>	<b>Photography</b>	3
<b>CART 201</b>	<b>Drawing I</b>	3	<b>CART 277 or CART 379*</b>	<b>Computer Imaging Basics Advanced Computer Imaging</b>	3
<b>CART 217</b>	<b>Printmaking I</b>	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3
<b>CART 301</b>	<b>Art Direction/Design I</b>	3	<b>CART 302</b>	<b>Art Direction/Design II</b>	3
<b>CART 303</b>	<b>Advanced Drawing</b>	3	<b>CART XXX+</b>	<b>Art Elective</b>	3
<b>SART 141^*</b>	<b>World Art History I</b>	3	<b>SART 142^*</b>	<b>World Art History II</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CART 401</b>	<b>Art Direction/Design III</b>	3	<b>CART 402</b>	<b>Art Direction/Design IV</b>	3
<b>CART XXX+</b>	<b>Art Elective</b>	3	<b>CART 492</b>	<b>Senior Seminar</b>	3
<b>CART XXX+</b>	<b>Art Elective</b>	3	<b>CART XXX+</b>	<b>Art Elective</b>	3
<b>CART XXX+</b>	<b>Art Elective</b>	3	<b>CART XXX+</b>	<b>Art Elective</b>	3
<b>CART XXX+</b>	<b>General Elective</b>	3	<b>CART XXX+</b>	<b>General Elective</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
^Advanced placement assessed through interview with instructor					
*Courses offered at Spelman College Campus.					
+All minor electives must be at the 300 level or higher. Additional Art elective courses are offered at Spelman College Campus.					
All general education core requirements are in bold.					

---

## **Program of Study**

### **Bachelor of Arts Degree in Fashion Design and Merchandising (123-124 Credits)**

Students in this program have the option to choose a concentration in Fashion Design or in Fashion Merchandising.

#### **Fashion Design Concentration**

##### **Program Description**

The Fashion Design Concentration focuses on training students to develop apparel for various markets in keeping with creative, technical, and economic factors of the fashion world as well as emphasizes on the creative aspects of designing and developing merchandise for manufacturers, wholesalers and retailers. The program prepares students for entering the apparel industry as apparel designers, costume designers for theatre, assistant fashion stylists/wardrobes, fashion coordinators, production managers, product developers, computer-aided design specialists, merchandisers, findings/trimming buyers, fabric buyers, showroom sales representatives and entrepreneurs.

##### **Student Learning Outcomes**

Graduates with a Concentration in Fashion Design will be able to:

1. Identify and apply design elements and trends from key eras of fashion history in clothing construction, patternmaking, draping techniques and computer imaging.
2. Apply aesthetic principles and elements of design to the development, selection, evaluation of apparel and other textile products.
3. Discuss factors relevant to design history and theory that constitute apparel quality and fit.
4. Design, develop, and construct fashion illustrations, patterns, computer-aided designs, garment prototypes, apparel and other related fashion products using fashion tools, techniques, and processes.
5. Analyze problems and formulate solutions related to fashion design, textile, styling, apparel production and marketing issues.

#### **Fashion Merchandising Concentration**

##### **Program Description**

The Fashion Merchandising Concentration prepares students through structured learning processes to understand industry innovations, challenging careers, current trends, and the impact of globalization, technological advances and the expansion of designers into new and broader categories. The merchandising concentration covers both the retailers and manufacturers needs for merchandisers and product developers. Merchandising reflects the planning, organizational, and sales aspects of the fashion business. Students learn how to merchandise apparel products and how to develop planning modules. They will understand target markets and how to develop promotional plans for various products and events to meet the goals of a successful business.

The opportunities for employment are varied and depend upon the student's interests and abilities. Careers are available in retailing as buyer, planner, manager, fashion coordinator, market researcher; in promotion as display coordinator, public relations director, advertising manager; in wholesaling as manufacturing representative, showroom sales associate, and in apparel and textile manufacturing as sales associate, piece goods buyer, merchandising manager, market research; in publications as Fashion Stylist, advertising manager, fashion editor.

Guest speakers, field trips and study tours permit students to have contact with businesses and industry professionals. Qualified students may gain additional professional experiences through multiple internships.

### Student Learning Outcomes

Graduates with a Concentration in Fashion Merchandising will be able to:

1. Apply the key principles and elements of fashion design and merchandising.
2. Research, define, and evaluate criteria and requirements for merchandise apparel products and developing planning modules.
3. Develop promotional planning strategies for target markets, products and events within the fashion industry.
4. Identify and apply the phases of fashion development from design to production, and marketing to sales.
5. Utilize the appropriate technologies to develop visual merchandising layouts, displays, events and presentations.

### Admissions Requirements

Applicants to the Bachelor of Arts Degree in Fashion Design and Merchandising with a concentration in Fashion Design or Fashion Merchandising must meet the General Admissions Requirements as published in this Catalog.

### Degree Requirements

In addition to the General Degree Requirements as published in this Catalog students pursuing the Bachelor of Arts Degree in Fashion Design and Merchandising with a concentration in Fashion Design or Fashion Merchandising must complete the following courses:

Required Courses: 33 Credits	Electives for the Fashion Design Concentration:	Electives for the Fashion Merchandising Concentration:
CART 101, Art Foundations I (3)	CART 202, Drawing II (3)	CART 301, Art Direction/Design I (3)
CART 102, Art Foundations II (3)	CART 275, Photography (3)	CART 275, Photography (3)
CFAS 210, Principles of the Fashion Industry (3)	CART 379, Advanced Computer Imaging (3)	CART 379, Advanced Computer Imaging (3)
CFAS 220, History of Costume (3)	CBUS 336, Consumer Behavior (3)	CBUS 206, Management Information Systems (3)
CART 277, Computer Imaging Basics (3)	CBUS 372, Personnel Management (3)	CBUS 209, Accounting for Non-Business Majors (3)
CFAS 230, Textiles (3)	CBUS 431, Principles of Advertising (3)	CECO 250, Principles of Economics (3)
CFAS 250, Visual Merchandising (3)	CBUS 480, Entrepreneurship and Enterprise (3)	CENG 412, Fiction Writing Workshop (3)
CFAS 314, Promotional Planning Strategies (3)		CBUS 330, Legal, Social, and Ethical Aspects of Business I (3)
CFAS 420, Fashion Show Production (3)		CBUS 325, Business Communications (3)
CFAS 440, Retail Management (3)		CBUS 335, Principles of Marketing (3)
CFAS 480, Internship (3)		CBUS 336, Consumer Behavior (3)
		CBUS 431, Principles of Advertising (3)
		CBUS 340, Principles of Management (3)
		CBUS 372, Personnel Management (3)
		CBUS 480, Entrepreneurship and Enterprise (3)
<b>CBUS 336, 372, 431, and 480 and CENG 412 require prerequisites.</b>		

### Study Abroad

Students in the Fashion Design and Merchandising Program have the opportunity to participate in CAU's International Studies Program. Students are immersed in the culture, such as study abroad tours in London, England and Milan, Italy and Paris, France. While studying abroad, students gain a global experience to broaden their perspective in the areas of fashion design and fashion-related retail merchandising.

**Plan of Study for Bachelor of Arts Degree in Fashion Design Concentration  
(123-124 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CECO/CPSC/C SCJ XXX	Social Science Requirement	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CMAT 104	Algebra II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 103	Algebra I	3	CPHY 102/L or CPHY 104/L	Physical Science and Lab or Introduction to Earth System Science and Lab	3-4
CART 101	Art Foundation I	3	CART 102	Art Foundation II	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16-17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CPED 101	Physical Education Requirement	1
CSTA 101	Fundamentals of Speech	3	CPSY 211	General Psychology	3
CART 201	Drawing	3	CREL/CPHI XXX	Religion/Philosophy Requirement	3
CFAS 210	Principles of Fashion Industry	3	CFAS 230	Textiles	3
CFAS 240	Apparel Construction I	3	CFAS 237	Fashion Illustration	3
			CFAS 340	Apparel Construction II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	Foreign Language Requirement I	3	CFLX 202	Foreign Language Requirement II	3
CHIS 201	U.S., Africa and the World History I	3	CHIS 202	U.S., Africa and the World History II	3
CART 277	Computer Imaging Basics	3	CFAS 250	Visual Merchandising	3
CFAS 220	History of Costume	3	CFAS 320	Draping	3
CFAS 310	Flat Pattern	3	CART 350	Fashion Accessory Design	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHUM XXX	Humanities Requirement	3	CFAS 314	Promotional Planning Strategies	3
CFAS 360	Fashion Apparel CAD	3	CFAS 420	Fashion Show Production	3
CFAS 410	Fashion Design Senior Collection	3	CFAS 450	Fashion Design Portfolio	3
CFAS 440	Retail Management	3	CFAS 480	Internship	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*All electives must be at the 300 level or higher. All general education core requirements are in bold.					

## Plan of Study for Bachelor of Arts Degree in Fashion Merchandising Concentration (123-124 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CECO/CPSC/CSCJ XXX	Social Science Requirement	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 104	Algebra II	3
CMAT 103	Algebra I	3	CPHY 102/L or CPHY 104/L	Physical Science and Lab or Introduction to Earth System Science and Lab	3-4
CART 101	Art Foundation I	3	CART 102	Art Foundation II	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16-17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CHUM XXX	Humanities Requirement	3
CPED 101/102	Physical Education Requirement	1	CPSY 211	General Psychology	3
CSTA 101	Fundamentals of Speech	3	CREL/ CPHI XXX	Religion/Philosophy Requirement	3
CFAS 201	Creative Fashion Presentation	3	CFAS 230	Textiles	3
CFAS 210	Principles of Fashion Industry	3	CFAS XXX	Fashion Merchandising Elective	3
CFAS 220	History of Costume	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	Foreign Language Requirement I	3	CFLX 202	Foreign Language Requirement II	3
CHIS 201	U.S., Africa and the World History I	3	CHIS 202	U.S., Africa and the World History II	3
CFAS 250	Visual Merchandising	3	CFAS 314	Promotional Planning Strategies	3
CFAS 325	Wardrobe Styling and Consulting	3	CFAS 430	Trend Forecasting	3
CART 277	Computer Imaging Basics	3	CFAS 440	Retail Management	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFAS 401	Retail Mathematics	3	CFAS 402	Fashion Buying and Merchandising	3
CFAS 425	Case Studies in Fashion Marketing	3	CFAS 420	Fashion Show Production	3
CFAS 480	Internship	3	CFAS 490	Fashion Merchandising Senior Seminar	3
CFAS XXX*	Fashion Merchandising Elective	3	CFAS XXX*	Fashion Merchandising Elective	3
CFAS XXX*	Fashion Merchandising Elective	3	CFAS XXX*	Fashion Merchandising Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*All major electives must be at the 300 level or higher.					
All general education core requirements are in bold.					

### Minor in Art (18 Credits)

The minor in Art provides non-majors with the opportunity to explore artistic media, techniques and basic art concepts. Coursework can include aspects of art appreciation, aesthetics, art history and studio experience.

#### Required Courses:

- CART 101, Art Foundation I (3)
- CART 102, Art Foundations II (3)
- CART 150, Art Appreciation (3) #
- CART 201, Drawing (3)
- CART XXX, Art Elective (3) ##
- CART XXX, Art Elective (3) ##

---

# CART 150 Art Appreciation cannot be used to meet degree requirements for both the Minor in Art and the Humanities Elective.

## Academic advisor's approval is required and must be at the 300 level or higher.

### **Minor in Fashion Design (18 Credits)**

The minor in Fashion Design provides non-majors with the opportunity to explore artistic media, techniques and basic art concepts. Coursework can include aspects of art, computer imaging, history of costume, construction and studio experience.

#### **Required Courses:**

- CFAS 220, History of Costume (3)
- CFAS 102, Art Foundation II (3)
- CART 277, Computer Imaging Basics (3)
- CFAS 240, Apparel Construction I (3)
- CFAS 310, Flat Pattern (3)
- CFAS 320, Draping (3)

### **Minor in Fashion Merchandising (18 Credits)**

The minor in Fashion Design provides non-majors with the opportunity to explore artistic media, techniques and basic art concepts. Coursework can include aspects of art, computer imaging, history of costume, construction and studio experience.

#### **Required Courses:**

- CFAS 210, Principles of Fashion Industry (3)
- CFAS 220, History of Costume (3)
- CART 250, Visual Merchandising (3)
- CFAS 314, Promotional Planning Strategy (3)
- CFAS 401, Retail Mathematics (3)
- CFAS 440, Retail Management (3)



---

**Department of English**  
**Haven-Warren Hall, Room 100**  
**Telephone: (404) 880-8169**

The mission of the Department of English is to prepare students in English composition and creative writing, various genres of literature, critical analysis, and research to transform and enrich diverse learners intellectually, culturally, and professionally. The vision of the Department of English will be a collaborative center of innovative teaching, learning, and research that will enhance students' ability to engage globally in a variety of professions through enriched programs and curricula.

The Department of English offers courses that satisfy the University's core requirements in English and the humanities and prepares students for the Bachelor of Arts Degree in English. The Department of English also offers a Minor in Creative Writing. In addition, the Department sponsors extracurricular activities and organizations that enhance the cultural and academic climate of Clark Atlanta University and the Atlanta community. Foremost among them is the Annual Writers Workshop Conference. The English Department sponsors the Charles Waddell Chesnutt Association (an affiliate of the American Literature Association and of the College Language Association). The English Department also sponsors the Alpha Beta Beta chapter of the Sigma Tau Delta International English Honor Society as well as an active English Club. The Creative Writing program publishes the CAU Review, a journal of students' fiction, poetry, and creative nonfiction.

### **Programs of Study**

1. Bachelor of Arts Degree in English (123-124 Credits)
2. Minor in English (21 Credits)
3. Minor in Creative Writing (18 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in English (123-124 Credits)**

#### **Program Description**

The Bachelor of Arts in English Program offers undergraduate students a varied and rich curriculum with a multicultural approach to teaching literature to include Asian, Africana, Caribbean, and Native American literatures. Students take survey and specialty courses in linguistics and in English, American, and African-American literatures including a variety of colloquia, such as the one on Asian-American literature and are required to take two years of one foreign language, write a senior thesis and pass an English comprehensive examination. The enriched curricular courses prepare students to further their education in graduate and professional schools and to assume careers in public and private sectors, teaching and administration.

#### **Student Learning Outcomes:**

Graduates of the English Program will be able to:

1. Describe literary masterpieces of English, American, and multi-ethnic/cultural literature.
2. Discuss literatures of diverse cultures, such as African, African American, Asian, Caribbean, Native American, and European.
3. Analyze and place in historical, political, and social context a broad range of literature.
4. Write bibliographic essays, annotation on critical works, and short analyses of literary works under study utilizing skills in grammar, diction, spelling, syntax, and logic to development thesis-directed essays.

- Write a researched literary analysis in MLA format on topics relating to subjects on American, English, and/or multi-ethnic/cultural works that incorporates critical research and literary theory.

### Admissions Requirements

Applicants must meet the General Admissions Requirements of Clark Atlanta University as published in this Catalog.

### Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in English must meet the following requirements:

- Complete twelve (12) credits in one foreign language
- Write a Senior Thesis
- Pass a Comprehensive Examination in English

### Required Courses in English: (42 Credits)

- CENG 201, Introduction to World Literature I (for English Majors) (3)
- CENG 202, Introduction to World Literature II (for English Majors) (3)
- CENG 210, Literary Forms (3)
- CENG 311, Advanced Grammar and Composition (3)
- CENG 313, Survey of Major British Writers I (3)
- CENG 314, Survey of Major British Writers II (3)
- CENG 315, Survey of Major United States Writers I (3)
- CENG 316, Survey of Major United States Writers II (3)
- CENG 409, Shakespeare (3)
- CENG 418, History of the English Language (3)
- CENG 459, African American Literature I (3)
- CENG 460, African American Literature II (3)
- CENG 231, Sophomore Seminar I (2)
- CENG 331, Junior Seminar II (2)
- CENG 431, Senior Seminar III (2)

### English Electives: 12 Credits (choose from the following groups)

Group I: Two (2) Courses (6 Credits)			Group II: Two (2) Courses (6 Credits)			Group III: Creative Writing Courses (may be used as either Group I or Group II electives)		
CENG 320	Renaissance Literature	3	CENG 318	Colloquium	3	CENG 340	Introduction to Fiction Writing	3
CENG 321	The Romantic Period	3	CENG 350	Technical Writing	3	CENG 341	Introduction to Poetry Writing	3
CENG 322	The Victorian Period	3	CENG 357	Folk Literature	3	CENG 342	Introduction to Drama Writing	3
CENG 417	Methods of Teaching English in the Secondary Schools	3	CENG 358	Southern Fiction	3	CENG 343	Introduction to Creative Nonfiction Writing	3
CENG 419	Linguistics	3	CENG 397	Independent Study and Research	3	CENG 412	Fiction Writing Workshop	3
CENG 461	Modern Literature	3	CENG 413	Autobiography and Biography	3	CENG 414	Drama Writing Workshop	3
CENG 463	Medieval English Literature	3	CENG 367	Baldwin	3	CENG 415	Creative Nonfiction Workshop	3
CENG 466	Restoration and Eighteenth-Century Literature	3	CENG 397	Independent Study	3	CENG 416	Editing and Publishing: the CAU Review	3
			CENG 468	Internship	3	CENG 420	Poetry Writing Workshop	3

## Plan of Study for Bachelor of Arts Degree in English (123-124 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CECO/CPSC/CSCJ XXX</b>	<b>Social Science Requirement</b>	3
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CMAT 104 or CMAT 106</b>	<b>Algebra II or Pre-Calculus II</b>	3
<b>CMAT 103 or CMAT 105</b>	<b>Algebra I or Pre-Calculus I</b>	3	<b>CPHY 102/L or CPHY 104/L</b>	<b>Physical Science and Lab or Introduction to Earth System Science and Lab</b>	3-4
<b>CPED101/102</b>	<b>Physical Education Requirement</b>	1	<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>16-17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201</b>	<b>Introduction to World Literature I (for English Majors)</b>	3	<b>CENG 202</b>	<b>Introduction to World Literature II (for English Majors)</b>	3
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CENG 210</b>	<b>Literary Forms</b>	3	<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
<b>CENG 231</b>	<b>Sophomore Seminar</b>	2	<b>CENG 314</b>	<b>Survey of Major British Writers II</b>	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3
<b>CENG 311</b>	<b>Advanced Grammar and Composition</b>	3	<b>CENG 316</b>	<b>Survey of Major United States Writers II</b>	3
<b>CENG 313</b>	<b>Survey of Major British Writers I</b>	3	<b>CENG 409</b>	<b>Shakespeare</b>	3
<b>CENG 315</b>	<b>Survey of Major United States Writers I</b>	3	<b>CENG 418</b>	<b>History of the English Language</b>	3
<b>CENG 331</b>	<b>Junior Seminar</b>	2	<b>CFLX XXX^</b>	<b>Foreign Language Requirement IV</b>	3
<b>CFLX XXX^</b>	<b>Foreign Language Requirement III</b>	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 431</b>	<b>Senior Seminar</b>	2	<b>CENG 460</b>	<b>African-American Literature II</b>	3
<b>CENG 459</b>	<b>African-American Literature I</b>	3	<b>CENG XXX*</b>	<b>Group II Elective in English</b>	3
<b>CENG XXX*</b>	<b>Group I Elective in English</b>	3	<b>CXXX XXX**</b>	<b>General Elective</b>	3
<b>CENG XXX*</b>	<b>Group I Elective in English</b>	3	<b>CXXX XXX**</b>	<b>General Elective</b>	3
<b>CENG XXX*</b>	<b>Group II Elective in English</b>	3	<b>CXXX XXX**</b>	<b>General Elective</b>	3
<b>CXXX XXX**</b>	<b>General Elective</b>	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>15</b>

^Foreign Language Requirement III & IV must be at the 300 level or higher.  
 \*English Electives must be at the 300 level or higher.  
 \*\*General Electives must be at the 300 level or higher.  
 All general education core requirements are in bold.

### Minor in English (21 Credits)

The Minor in English is for students who wish to enhance their major program of study with an intensive study of the English language and its literature, including improvements in their critical thinking, reading, and writing skills.

### Student Learning Outcomes

Graduates with a Minor in English will be able to:

1. Write effectively on a variety of professional and social settings.
2. Explain how the formal elements of language and genre shape meaning.

- 
3. Describe the major traditions of literatures written in English including the diversity of literary and social voices within those traditions.
  4. Read texts in relation to their historical and cultural contexts and relate individual texts or literary works to broader historical, cultural, philosophical, and theoretical contexts.
  5. Judge the aesthetic and ethical value of literary texts and articulate the standards behind their judgments.

**Required Courses:**

- CENG 210, Literary Forms (3)  
CENG 313 Major British Writers I (3)  
    **or** CENG 314, Major British Writers II (3)  
CENG 315, Major United States Writers I (3)  
    **or** CENG 316, Major United States Writers II (3)  
CENG 418, History of the English Language (3)  
CENG 460, African-American Literature (3)  
CENG 311, Advanced Grammar and Composition (3)  
CENG XXX, Elective in English (3)

**Minor in Creative Writing (18 Credits)**

The Minor in Creative Writing focuses on the processes and techniques of original composition in various literary forms including fiction, drama, poetry, and creative non-fiction. The program provides students the opportunity to express themselves imaginatively in these four genres and to expand their ability to think more critically and write more effectively. The skills learned in the minor pave the way for students to enter a variety of professions.

**Student Learning Outcomes**

Graduates with a Minor in Creative Writing will be able to:

1. Demonstrate mastery of the writing discipline by engaging in extensive study of genre and literary analysis.
2. Demonstrate knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing.
3. Demonstrate and employ methods of intensive revision.
4. Demonstrate an understanding of various forms of literature, including poetry, fiction, drama and creative non-fiction.
5. Demonstrate familiarity with a variety of professional writers' styles and voices in fiction, poetry, drama, and creative non-fiction.
6. Produce original work in specific genres, culminating in the production of publishable quality work that will be submitted to literary magazines and/or used as a writing sample for admission to a MFA program.

**Elective Courses:**

- CENG 340, Introduction to Fiction Writing (3) \*  
CENG 341, Introduction to Poetry Writing (3) \*  
CENG 342, Introduction to Drama Writing (3) \*  
CENG 343, Introduction to Creative Nonfiction Writing (3) \*  
CENG 412, Fiction Writing Workshop (3) \*\*  
CENG 414, Drama Workshop (3) \*\*  
CENG 415, Creative Nonfiction Workshop (3) \*\*  
CENG 416, Editing and Publishing: *The CAU Review* (3) \*\*  
CENG 420, Poetry Workshop (3) \*\*

\*CENG 340 and CENG 342 **or** CENG 341 and CENG 343 offered every other fall semester.

\*\*CENG 412, CENG 414, and CENG 416 **or** CENG 420, CENG 415, and CENG 416 offered every other spring semester.

---

**Department of Modern Foreign Languages**  
**Sage-Bacote Hall, Room 325**  
**Telephone: (404) 880-8546**

Foreign language programs at Clark Atlanta University reach back through several decades. The Department began in 1876 at Clark College while the graduate program in French at Atlanta University had its beginning in 1929 through the Agreement of Affiliation with Morehouse and Spelman Colleges. At Clark College, the major in French was first offered in 1934. Spanish and German majors were added in 1966. At Atlanta University, the French major was first offered in 1929 and the Spanish major in 1974. In 1981, the Doctor of Arts degree program was added to the curriculum, thereby providing a specialization in Romance Languages with a concentration in French and Spanish.

The mission of the Department of Modern Foreign Languages is to prepare and expose language majors and non-majors to the languages and cultures of different societies and to achieve functional proficiency and communicative competency in the target language through immersion and varied enrichment experiences. The vision of the Department of Modern Foreign Languages is to develop a multilingual community of learners, which affords students the opportunity to perfect their language skills for global communication and awareness, understand curricular content and innovations, and international experiences that connect them to the larger world.

The Department of Modern Foreign Languages provides an international dimension to the curriculum by exposing students to the values and products of other cultures and by instilling in them habits of intellectual discipline so necessary in the acquisition of foreign languages and global consciousness.

The Department also meets the General Education Core for foreign language requirements and assists students in enrolling in one of the four levels (101, 102, 201 or 202) according to their level of proficiency, as determined by placement tests, administered by the CAU Undergraduate Testing Center. Students enrolled in the first-year elementary language course sequence (101-102) receive no credit toward completion of the general core requirement; however, these courses may be counted as general electives for graduation. Students who enter with superior preparation, as evidenced by scores on the placement examination may begin their major language requirements in the freshman year. The Department maintains several professional affiliations and memberships, including the Modern Language Association (MLA), the American Association of Teachers of French (AATF), and the College Language Association (CLA).

Students may arrange for interdisciplinary majors with the approval of the department chair. Students may also arrange to travel and study in a country where the language in which they are majoring is spoken through the Office of Global Studies. Both semester and yearlong programs are especially recommended for students during their junior year.

**Programs of Study**

1. Bachelor of Arts Degree in French (126 Credits)
  - BA in French with a minor in International Business (33 Credits)
2. Bachelor of Arts Degree in Spanish (126 Credits)
  - BA in Spanish with a minor in International Business (33 Credits)
3. Minor in French (18 Credits)
4. Minor in Spanish (18 Credits)

---

## **Program of Study**

### **Bachelor of Arts Degree in French (126 Credits)**

#### **Program Description**

The Bachelor of Arts Degree in French Program prepares students to be bilingual and fluent in written and conversational French and trains students for careers in foreign services, business, consulting, publishing, law enforcement, legal and medical fields, teaching French content area in grades K-12, as well as interpreting and translating for multinational organizations, various local, state, and federal agencies.

#### **Student Learning Outcomes**

Graduates of the French Program will be able to:

1. Communicate in both oral and written French with a near-native fluency.
2. Engage in conversations in French to provide and obtain information, express feelings and emotions, and exchange opinions on a variety of topics.
3. Read and analyze French language literary works, such as poems, short stories.
4. Identify, analyze and discuss the issues and events that affect the French speaking community.
5. Identify, discuss, and analyze the contributions of the French speaking world in the domains of literature, the arts, and science.
6. Use idiomatic expressions to express their opinions and ideas in oral and written format.

#### **Admissions Requirements**

Applicants must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in French must complete the following:

##### **Required Courses: 42 Credits**

- CFLF 307, Business French I (3)
- or* 308, Business French II (3)
- CFLF 311, Survey of French Literature I (3)
- CFLF 312, Survey of French Literature II (3)
- CFLF 331, French Pronunciation and Phonetics (3)
- CFLF 332, French Conversation (3)
- CFLF 341, Advanced French Grammar and Composition I (3)
- CFLF 342, Advanced French Grammar and Composition II (3)
- CFLF 419, French Linguistics (3)
- CFLF 431, Civilization of Francophone Africa (3)
- CFLF 434, Afro-French Novel (3)
- CFLF 447, French Civilization I (3)
- CFLF 448, French Civilization II (3)
- CFLF 451, Composition and Translation (3)
- CFLF 480, Senior Conference in French (3)

##### **French Electives: 18 – 30 Credits**

- CFLF XXX, French Electives

## Plan of Study for Bachelor of Arts Degree in French (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 100	Information Technology and Computer Applications	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CFLF 202	Intermediate French II	3
CFLF 201	Intermediate French I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 104	Algebra II	3
CMAT 103	Algebra I	3	CPED 101/102	Physical Education Requirement	1
CSCJ 105	Culture and Society	3	CSTA 101	Fundamentals of Speech	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CHIS 202	U.S., Africa and the World History II	3
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CPHY 102/L	Physical Science and Lab	3
CHIS 201	U.S., Africa and the World History I	3	CFLF 307 <i>or</i> CFLF 308	Business French I <i>or</i> Business French II	3
CFLF 331	French Pronunciation and Phonetics	3	CFLF 332	French Conversation	3
CFLF 341	Advanced French Grammar and Composition I	3	CFLF 342	Advanced French Grammar and Composition II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CART 150	Art Appreciation	3	CPSY 211	General Psychology	3
CPHI 105	Critical Thinking	3	CFLF 312	Survey of French Literature II	3
CFLF 311	Survey of French Literature I	3	CFLF 448	French Civilization II	3
CFLF 447	French Civilization I	3	CFLF 451	Composition and Translation	3
CFLF XXX*	Elective in French	3	CFLF XXX*	Elective in French	3
CFLX XXX*	Second Foreign Language Elective I	3	CFLX XXX*	Second Foreign Language Elective II	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Summer Session (Optional)					
CFLF 484	Travel-Study Seminar	3			
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLF 419	French Linguistics	3	CFLF 434	Afro-French Novel	3
CFLF 431	Civilization of Francophone Africa	3	CFLF XXX*	Elective in French	3
CFLF 480	Senior Conference in French	3	CFLF XXX*	Elective in French	3
CFLF XXX*	Elective in French	3	CFLF XXX*	Elective in French	3
CFLX XXX* <i>or</i> CFLFXXX*	Second Foreign Language Elective III <i>or</i> Elective in French	3	CFLX XXX* <i>or</i> CFLFXXX*	Second Foreign Language Elective IV <i>or</i> Elective in French	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*All Electives must be at the 300 level or higher. All general education core requirements are in bold.					

### Minor in French (18 Credits)

The Minor in French is for students who wish to develop general understanding of the French-Speaking World, and/or who wish to concentrate in a particular area of French language study. A graduate with a minor in French has the advantage of combining the requisite functional linguistic skills with his/her major field of study in order to enhance job prospects.

---

## Student Learning Outcomes

Graduates with a Minor in French will be able to:

1. Communicate in both oral and written French.
2. Discuss the diverse cultures associated with French language.
3. Engage in conversations in French to exchange opinions on a variety of topics.
4. Read French language literary works, such as poems and short stories.
5. Discuss the issues and events that affect the French speaking community.
6. Identify the contributions of the French-speaking world in different domains.
7. Use idiomatic expressions to express their opinions and ideas in conversational settings.

### Required Courses: 6 Credits

CFLF 201, Intermediate French I (3)

CFLF 202, Intermediate French II (3)

Students must also complete four (4) French language courses from the following:

### Choose at least one course from each of the following three categories:

Category I: Language			Category II: Literature			Category III: Culture and History		
CFLF 331	French Pronunciation and Phonetics	3	CFLF 311	Survey of French Literature I	3	CFLF 307	Business French I	3
CFLF 332	French Conversation	3	CFLF 312	Survey of French Literature II	3	CFLF 308	Business French II	3
CFLF 341	Advanced French Grammar and Composition I	3	CFLF 355	Intensive Reading in French Literature I	3	CFLF 431	Civilization of Francophone Africa	3
CFLF 342	Advanced French Grammar and Composition II	3	CFLF 356	Intensive Reading in French Literature II	3	CFLF 447	French Civilization I	3
			CFLF 434	Afro-French Novel	3			

## Program of Study

### Bachelor of Arts Degree in Spanish (126 Credits)

#### Program Description

The Bachelor of Arts Degree in Spanish Program prepares students to be bilingual and fluent in written and conversational French and trains students for careers in foreign services, business, consulting, publishing, law enforcement, legal and medical fields, teaching Spanish content area in grades K-12, as well as interpreting and translating for multinational organizations, various local, state, and federal agencies.

#### Student Learning Outcomes

Graduates of the Spanish Program will be able to:

1. Communicate in both oral and written Spanish with near-native fluency.
2. Discuss the diverse cultures associated with Spanish language.
3. Acquire the linguistic skills and disposition in Spanish necessary to engage in conversations in Spanish to provide and obtain information, express feelings and emotions, and exchange opinions on a variety of topics.
4. Read and analyze Spanish language literary works, such as poems, short stories.
5. Identify, analyze and discuss the issues and events that affect the Spanish speaking community.
6. Identify, analyze and discuss the contributions of the Spanish speaking world in the domains of literature, the arts, and science.



---

## **Admissions Requirements**

Applicants must meet the General Admissions Requirements of as published in this Catalog.

## **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Spanish must complete the following courses:

### **Required Courses: 45 Credits**

- CFLS 303, Pronunciation and Phonetics (3)
- CFLS 304, Spanish Conversation (3)
- CFLS 307 Business Spanish I (3)
- or** CFLS 308, Business Spanish II (3)
- CFLS 325, Survey of Peninsular Literature I (3)
- CFLS 326, Survey of Peninsular Literature II (3)
- CFLS 327, Survey of Latin American Literature I (3)
- CFLS 328, Survey of Latin American Literature II (3)
- CFLS 351, Composition and Translation I (3)
- CFLS 391, Advanced Spanish Grammar and Composition I (3)
- CFLS 392, Advanced Spanish Grammar and Composition II (3)
- CFLS 415, Survey of Peninsular Civilization (3)
- CFLS 416, Survey of Latin American Civilization (3)
- CFLS 419, Spanish Linguistics (3)
- CFLS 447, Afro-Hispanic Literature I (3)
- or** CFLS 448, Afro-Hispanic Literature II (3)
- CFLS 480, Senior Conference in Spanish (3)

### **Electives in Spanish: 15 – 27 Credits**

- CFLS XXX, Spanish Electives

## Plan of Study for Bachelor of Arts Degree in Spanish (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 100	Information Technology and Computer Applications	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CFLS 202	Intermediate Spanish II	3
CFLS 201	Intermediate Spanish I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 104	Algebra II	3
CMAT 103	Algebra I	3	CPED 101/102	Physical Education Requirement	1
CSCJ 105	Culture and Society	3	CSTA 101	Fundamentals of Speech	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CHIS 202	U.S., Africa and the World History II	3
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CPHY 102/L	Physical Science and Lab	3
CHIS 201	U.S., Africa and the World History I	3	CFLS 304	Spanish Conversation	3
CFLS 303	Spanish Pronunciation and Phonetics	3	CFLS 307 <i>or</i> CFLS 308	Business Spanish I <i>or</i> Business Spanish II	3
CFLS 391	Advanced Grammar and Composition I	3	CFLS 392	Advanced Grammar and Composition	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CART 150	Art Appreciation	3	CPSY 211	General Psychology	3
CPHI 105	Critical Thinking	3	CFLS 326	Survey of Peninsular Literature II	3
CFLS 325	Survey of Peninsular Literature I	3	CFLS 328	Survey of Latin American Literature II	3
CFLS 327	Survey of Latin American Literature I	3	CFLS 351	Composition and Translation I	3
CFLS XXX*	Elective in Spanish	3	CFLS XXX*	Elective in Spanish	3
CFLX XXX*	Second Foreign Language Elective I	3	CFLX XXX*	Second Foreign Language Elective II	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>15</b>
Summer Session (Optional)					
CFLS 484	Travel-Study Seminar	3			
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLS 415	Survey of Peninsular Civilization	3	CFLS 416	Survey of Latin American Civilization	3
CFLS 419	Spanish Linguistics	3	CFLS XXX*	Elective in Spanish	3
CFLS 447 <i>or</i> CFLS 448	Afro-Hispanic Literature I <i>or</i> Afro-Hispanic Literature I	3	CFLS XXX*	Elective in Spanish	3
CFLS 480	Senior Conference in Spanish	3	CFLS XXX*	Elective in Spanish	3
CFLX XXX* <i>or</i> CFLS XXX*	Second Foreign Language Elective III <i>or</i> Elective in Spanish	3	CFLX XXX* <i>or</i> CFLS XXX*	Second Foreign Language Elective IV <i>or</i> Elective in Spanish	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*All Electives must be at the 300 level or higher. All general education core requirements are in bold.					

### Minor in Spanish (18 Credits)

The Minor in Spanish is for students who wish to develop their general understanding of the Spanish-Speaking World, and/or who wish to concentrate in a particular area of Spanish language study. A graduate with a minor in Spanish has the advantage of combining the requisite functional linguistic skills with his/her major field of study in order to enhance job prospects.

### Student Learning Outcomes

Graduates with a Minor in Spanish will be able to:

1. Communicate in both oral and written Spanish.
2. Discuss the diverse cultures associated with Spanish language.

3. Engage in conversations in Spanish to exchange opinions on a variety of topics.
4. Read Spanish language literary works, such as poems and short stories.
5. Discuss the issues and events that affect the Spanish speaking community.
6. Identify the contributions of the Spanish-speaking world in different domains.
7. Use idiomatic expressions to express their opinions and ideas in conversational settings.

**Required Courses: 6 Credits**

- CFLS 201, Intermediate Spanish I (3)
- CFLS 202, Intermediate Spanish II (3)

Students must also complete four (4) Spanish language courses from the following:

**Choose at least one course from each of the following three categories:**

Category I: Language			Category II: Literature			Category III: Culture and History		
CFLS 303	Spanish Pronunciation and Phonetics	3	CFLS 325	Survey of Peninsular Literature I	3	CFLS 307	Business Spanish I	3
CFLS 304	Spanish Conversation	3	CFLS 326	Survey of Peninsular Literature II	3	CFLS 308	Business Spanish II	3
CFLS 351	Composition and Translation I	3	CFLS 327	Survey of Latin American Literature I	3	CFLS 415	Survey of Peninsular Civilization	3
CFLS 352	Composition and Translation II	3	CFLS 328	Survey of Latin American Literature II	3	CFLS 416	Survey of Latin American Civilization	3
CFLS 391	Advanced Spanish Grammar and Composition I	3	CFLS 447	Afro-Hispanic Literature I	3			
CFLS 392	Advanced Spanish Grammar and Composition II	3	CFLS 448	Afro-Hispanic Literature II	3			
			CFLS 461	Explicación de Textos	3			

**Minor in International Business for Modern Foreign Language Majors**

Students majoring in the Bachelor of Arts Degree Programs in French or Spanish have the option to minor in International Business. Applicants for the minor in International Business must consult with their respective major advisors and the department chair.

**Required Courses in International Business: 33 Credits**

- CBUS 207, Principles of Accounting I (3)
- CBUS 208, Principles of Accounting II (3)
- CBUS 335, Principles of Marketing (3)
- CBUS 337, Introduction to International Business Management (3)
- CBUS 340, Principles of Management (3)
- CBUS 341, Business Finance (3)
- CBUS 420, International Financial Management (3)
- CBUS 422, International Marketing (3)
- CECO 251, Principles of Macroeconomics (3)
- CECO 252, Principles of Microeconomics (3)
- CECO 335, International Trade (3)

## Plan of Study for Bachelor of Arts in French with International Business Minor (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CGED 101</b>	<b>First Year Seminar II</b>	1
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CGED 100</b>	<b>First Year Seminar I</b>	1	<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1
<b>CMAT 103</b>	<b>Algebra I</b>	3	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSCJ 105</b>	<b>Culture and Society</b>	3	<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	<b>CFLF 202</b>	<b>Intermediate French II</b>	3
<b>CFLF 201</b>	<b>Intermediate French I</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CPHI 105</b>	<b>Critical Thinking</b>	3
<b>CBUS 207</b>	<b>Principles of Accounting I</b>	3	<b>CBUS 208</b>	<b>Principles of Accounting II</b>	3
<b>CECO 251</b>	<b>Principles of Macroeconomics</b>	3	<b>CECO 252</b>	<b>Principles of Microeconomics</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CART 150</b>	<b>Art Appreciation</b>	3	<b>CPSY 211</b>	<b>General Psychology</b>	3
<b>CBUS 335</b>	<b>Principles of Marketing</b>	3	<b>CBUS 337</b>	<b>Introduction to International Business Management</b>	3
<b>CBUS 340</b>	<b>Principles of Management</b>	3	<b>CBUS 341</b>	<b>Business Finance</b>	3
<b>CFLF 307</b>	<b>Business French</b>	3	<b>CFLF 308</b>	<b>Business French</b>	3
<b>CFLF 341</b>	<b>Advanced French Grammar &amp; Composition</b>	3	<b>CFLF 332</b>	<b>French Conversation</b>	3
<b>CFLF 447</b>	<b>French Civilization</b>	3	<b>CFLF 448</b>	<b>French Civilization</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>18</b>
<b>Summer: Foreign Internship and/or Travel Strongly Encouraged</b>					
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLF 431</b>	<b>Civilization of Francophone Africa</b>	3	<b>CFLF 434</b>	<b>Afro-French Novel</b>	3
<b>CFLF 480</b>	<b>Senior Conference in French</b>	3	<b>CBUS 422</b>	<b>International Marketing</b>	3
<b>CECO 335</b>	<b>International Trade</b>	3	<b>CFLF XXX</b>	<b>French Elective</b>	3
<b>CBUS 420</b>	<b>International Finance Management</b>	3	<b>CFLF XXX</b>	<b>French Elective</b>	3
<b>CFLF XXX</b>	<b>French Elective</b>	3	<b>CXXX XXX</b>	<b>General Elective</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>All general education core requirements are in bold.</b>					

## Plan of Study for Bachelor of Arts in Spanish with International Business Minor (126 Hours)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CENG 106	College Composition II	3
CCIS 100	Information Technology and Computer Applications	3	CGED 101	First Year Seminar II	1
CENG 105	College Composition I	3	CMAT 104	Algebra II	3
CGED 100	First Year Seminar I	1	CPED 101/102	Physical Education Requirement	1
CMAT 103	Algebra I	3	CPHY 102/L	Physical Science and Lab	3
CSCJ 105	Culture and Society	3	CSTA 101	Fundamentals of Speech	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CPHI 105	Critical Thinking	3
CBUS 207	Principles of Accounting I	3	CBUS 208	Principles of Accounting II	3
CECO 251	Principles of Macroeconomics	3	CECO 252	Principles of Microeconomics	3
CFLS 201	Intermediate Spanish I	3	CFLS 202	Intermediate Spanish II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CART 150	Art Appreciation	3	CPSY 211	General Psychology	3
CBUS 335	Principles of Marketing	3	CBUS 337	Introduction to International Business Management	3
CBUS 340	Principles of Management	3	CBUS 341	Business Finance	3
CFLS 304	Spanish Conversation	3	CFLS 308	Business Spanish	3
CFLS 307	Business Spanish	3	CFLS 391	Advanced Spanish Grammar and Composition	3
CFLS 415	Survey of Peninsular Civilization	3	CFLS 416	Survey of Latin American Civil	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
<b>Summer: Foreign Internship and/or Travel Strongly Encouraged</b>					
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 420	International Finance Management	3	CBUS 422	International Marketing	3
CECO 335	International Trade	3	CFLS 448	Afro-Hispanic Literature	3
CFLS 351	Composition and Translation	3	CFLS XXX	Spanish Elective	3
CFLS 480	Senior Conference in Spanish	3	CFLS XXX	Spanish Elective	3
CFLS XXX	Spanish Elective	3	CXXX XXX	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>All general education core requirements are in bold.</b>					

### Language Lab

All students enrolled in elementary and intermediate language courses (French or Spanish) are required to spend a minimum of one (1) hour per week in the language laboratory. Other courses may include a laboratory component as determined by particular course offerings. The language laboratory is a computerized multimedia-learning center and operates under the supervision of subject Instructor(s) to accommodate the specific needs of students from Monday through Friday. In addition, students have access to the use of computers and the Internet on the first floor of Sage-Bacote Hall, Room 302; Telephone: (404) 880-8546.

---

## Study Abroad Program

There are numerous study abroad opportunities available to Clark Atlanta University students since the University is a member of CIEE, CISS and the University Center of Georgia consortia. The Department of Modern Foreign Languages encourages all its majors to study abroad, preferably during the junior year. The University is a cosponsor of the Martinique Summer-Study Program for students in French and a participant in the Oaxaca Summer Program in Mexico, sponsored by Morehouse and Spelman Colleges, for students of Spanish. The department recommends students to have completed the advanced grammar course(s) in his/her major prior to departure for study abroad. A student may participate in a study abroad program for a semester, a year or during the summer.

All students interested in undertaking studies in a foreign country must obtain approval from the department chair. Specific inquiry relating to country information and University guidelines should be directed to Director of Global Studies.

### Academic Requirements for Study Abroad

1. It is expected that all students have a cumulative GPA of 2.5 or better at the time of application.
2. Students must have already declared a major in French or Spanish or must be in the process of declaring a major.
3. Students must provide a personal essay and one letter of recommendation to support their application.
4. Students may not participate in study abroad programs if the student is on academic probation, has a financial hold on the student's account, or does not meet the program provider's qualifications in terms GPA requirement, language proficiency, class standing and prerequisites.
5. The maximum number of credit hours that can be taken abroad is 15 credit hours for a semester-long program and 30 credit hours for a year-long program.
6. Applications are due approximately one semester in advance, for a semester-long program, and one year in advance, for a year-long program.

### Courses that can be substituted and taken abroad are as follows:

#### French Courses:

- CFLF 307 or 308, Business French (3)
- CFLF 311, Survey of French Literature I (3)
- CFLF 312, Survey of French Literature II (3)
- CFLF 331, French Pronunciation and Phonetics (3)
- CFLF 332, French Conversation (3)
- CFLF 419, French Linguistics (3)
- CFLF 431, Civilization of Francophone Africa (3)
- CFLF 434, Afro-French Novel (3)
- CFLF 447, French Civilization I (3)
- CFLF 448, French Civilization II (3)
- CFLF 451, Composition and Translation (3)

#### Spanish Courses:

- CFLS 303, Pronunciation and Phonetics (3)
- CFLS 304, Spanish Conversation (3)
- CFLS 307, Business Spanish I (3)
- CFLS 325, Survey of Peninsular Literature I (3)
- CFLS 326, Survey of Peninsular Literature II (3)
- CFLS 327, Survey of Latin American Literature I (3)
- CFLS 328, Survey of Latin American Literature II (3)
- CFLS 415, Survey of Peninsular Civilization (3)
- CFLS 416, Survey of Latin American Civilization (3)
- CFLS 419, Spanish Linguistics (3)

---

**Department of History**  
**McPheeters-Dennis Hall, Room 26**  
**Telephone: (404) 880-8239**

The mission of the Department of History is to prepare students in the major and in other disciplines with historical knowledge of human experience, past events and the understanding of global issues, diverse cultures, and our shared humanity. The vision of the Department of History is to serve as an innovative center of historical study for students to acquire knowledge of past events of the human experience, to respect and value cultural diversity, and to demonstrate scholarly achievement through assessment of social, political, and economic issues of significance throughout the world.

The Department of History serves as a center for historical study to train historians and to enhance the historical knowledge of undergraduate and graduate students in other disciplines by fostering an environment to examine the significance of past events on the human experience. The Department teaches students to think critically, to make sound judgment, and to develop strong oral and written communication skills. The Department offers a strong curriculum for history majors and also meets the requirements for general education and honors courses. The Department collaborates with other departments and schools within the University and is a key component of the African-American and Africana Women's Studies programs. The Department also sponsors a chapter of Phi Alpha Theta, the international history honor society.

### **Programs of Study**

1. Bachelor of Arts Degree in History (123 Credits)
2. Minor in History (18 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in History (123 Credits)**

### **Program Description**

The Bachelor of Arts in History Degree Program prepares students with a solid liberal arts foundation in the study of history for professional opportunities in diverse career fields such as law, historian and archives management, education, government, and industry. The curriculum focuses on understanding global issues and appreciating the diversity of cultures and our shared humanity. Classroom instruction is complemented by internships, study abroad opportunities, and research projects that utilize the University's rich African-American archives and special collections.

### **Student Learning Outcomes**

Graduates of the History Program will be able to:

1. Reference the varying perspectives of cultures of the past, particularly with attention to a local, regional, national, and global geographic scope.
2. Use timelines and other tools that present historical data and develop a familiarity with historical maps, charts, visual, literary, oral and creative texts as useful historical sources. Develop sound technical skills of identifying source types and citation style to produce an academically-sound research paper.
3. Recognize in historical narratives the context of the historians' values, goals and predispositions; evaluate data based on its context, credibility, authority, and bias.
4. Discuss the contributions of major scholars within historical schools in U.S., African, African American, and Civil Rights Movement history.
5. Evaluate the intersectional aspects of history, particularly the various types of history (i.e. topical, geographic, and temporal).

---

## Admissions Requirements

Applicants must meet the General Admissions Requirements as published in this Catalog.

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in History must complete the following courses:

### Required Courses: 42 Credits

- CHIS 201, U.S., Africa, and the World History I (3)
- CHIS 202, U.S., Africa, and the World History II (3)
- CHIS 211, U.S. History to 1865 (3)
- CHIS 212, U.S. History since 1865 (3)
- CHIS 319, African-American History to 1877 (3)
- CHIS 320, African-American History since 1877 (3)
- CHIS 350, History of Africa to 1800 (3)
- CHIS 351, History of Africa since 1800 (3)
- CHIS 403, Historical Methods (3)
- CHIS 404, Early Modern Europe (3)
- CHIS 405, Modern Europe since 1815 (3)
- CHIS 490, Senior Seminar (3)
- CHIS 4XX, Courses in Applied History Research I and II (3 each)

### Cognate Courses: 9 Credits

- CAAS/CAWS/CENG/CHUM XXX, Humanities Requirement I (3)\*
- CECO/CPSC/CSCJ XXX, Social Science Requirement II (3)\*
- CECO/CPSC/CSCJ XXX, Social Science Requirement III (3)\*

*\*Must be at the 300 level or higher*

### Electives: 9 Credits

Students must complete three (3) courses from the following options:

- CHIS 317, Civil War and Reconstruction (3)
- CHIS 355, United States in the Twentieth Century-Women (3)
- CHIS 360, American Social and Intellectual History (3)
- CHIS 422, History of Georgia (3)
- CHIS 433, History of Urban America (3)
- CHIS 450, The Jim Crow South (3)
- CHIS 491: Special Topics in Contemporary History (3)



**Plan of Study for the Bachelor of Arts Degree in History  
(123 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CHIS 201	U.S., Africa and the World History I	3	CHIS 202	U.S., Africa and the World History II	3
CMAT 103	Algebra I	3	CMAT 104	Algebra II	3
CPED 101/102	Physical Education Requirement	1	CPHY 102/L	Physical Science and Lab	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CFLX 201	Foreign Language Requirement I	3	CFLX 202	Foreign Language Requirement II	3
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CPSY 211	General Psychology	3
CHIS 211	U.S. History to 1865	3	CHIS 212	U.S. History since 1865	3
CHIS 350	History of Africa to 1800	3	CHIS 351	History of Africa since 1800	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHUM XXX	Humanities Requirement	3	CHIS 320	African-American History since 1877	3
CHIS 319	African-American History to 1877	3	CHIS 405	Modern Europe since 1815	3
CHIS 403	Historical Methods	3	CPSC 219	American Government and Politics	3
CHIS 404	Early Modern Europe	3	CHIS XXX^	Applied History Research I	3
CAAS/CAWS/CEN G/CHUM XXX*	Humanities Requirement I	3	CXXX XXX+	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHIS XXX+	History Elective	3	CHIS XXX+	History Elective	3
CHIS XXX^	Applied History Research II	3	CHIS XXX+	History Elective	3
CECO/CPSC/CSCJ XXX**	Social Science Requirement II	3	CECO/CPSC/CSCJ XXX**	Social Science Requirement III	3
CHIS 490	Senior Seminar	3	CXXX XXX+	General Elective	3
CXXX XXX+	General Elective	3	CXXX XXX+	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<p>*Humanities Requirement at the 300 level or higher.  **Social Science Requirement at the 300 level or higher.  +History Electives and General Electives must be at the 300 level or higher.  ^Applied research at the 400 level.  All general education core requirements are in bold.</p>					

---

### **Minor in History (18 Credits)**

History is pervasive to many disciplines and provides a valuable complement to their major. The Minor in History encourages students to consider a society in all its aspects—political, economic, and social among many others. It promotes an appreciation of change and continuity in the human experience and offer students the opportunity to develop skills in communicating ideas and thinking critically.

Students pursuing a minor in History must earn minimum final grades of “C” in all classes within the minor.

#### **Required Courses:**

CHIS 201, U.S., Africa and the World History I (3)

**or** CHIS 202, U.S., Africa and the World History II (3)

CHIS 211, U.S. History to 1865 (3)

**or** CHIS 212, U.S. History since 1865 (3)

CHIS 319, African-American History to 1877 (3)

**or** CHIS 320, African-American History since 1877 (3)

CHIS 350, History of Africa to 1800 (3)

**or** CHIS 351, History of Africa since 1800 (3)

CHIS 4XX, Elective in History (3)\*

CHIS 4XX, Elective in History (3)\*

**\*Students must also complete two 400 level History courses to complete the minor.**

---

**Department of Music**  
**Park Street Music and Art Complex**  
**793 Park Street, S.W.**  
**Telephone: (404) 880-8211**

The music major's professional preparation includes a judicious mixture of the following: music theory; music history and literature; individual music performance; performance in ensembles; and special skills that include basic piano, conducting, practical applications of and exposure to technology, and/or methodologies, skill sets, and in-depth knowledge relevant to the various concentrations. Additional opportunities for participation in our performing Ensembles are also available to the general student population. Large ensembles include The Philharmonic Society (concert choir), Concert and Marching Bands, Jazz Orchestra, Opera Workshop and The Atlanta University Center-wide Orchestra. Smaller non-credit performing ensembles are organized through the department's Performance Seminar courses. Membership in the ensembles is by audition.

The mission of the Department of Music is to prepare students through a highly developed study of popular world, Western, and African-American Heritage musical styles, performance practices, and musical sensibilities for careers in vocal or instrumental performance or applied music instruction while providing a variety of opportunities to develop extensive experience as solo and ensemble performers using emerging styles and technologies applicable to the field of creative expressions and performing arts.

The vision of the Department of Music is to become a training center for music professionals seeking opportunities to serve as music educators, performers, and commercial composers nationally and internationally.

### **Programs of Study**

1. Bachelor of Arts Degree in Music (126-127 Credits)

#### **Concentrations:**

- Vocal Studies
  - Piano Studies
  - Jazz Studies
  - Commercial Composition
  - Church Music
2. Bachelor of Arts Degree in Music with General Music Studies (126 Credits)
  3. Minor Concentrations in Music (18-19 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in Music (126-127 Credits)**

#### **Program Description**

The program of study offered by the Department of Music prepares music students for various careers in music and for post-baccalaureate study. The Department offers a Bachelor of Arts Degree in Music with five (5) selected concentrations in Vocal Studies, Piano Studies, Jazz Studies, Commercial Composition, and Church Music. The Department also offers a Bachelor of Arts Degree in Music with General Studies in Music. The music core includes theory and history sequences, special skills, applied studies, ensembles, and seminars.

Embracing concentrations in vocal studies, piano studies, jazz studies, commercial composition, church music, and music history, the music program is designed to prepare well-rounded professionals through a course of study in which the theoretical and the scholarly are balanced with

---

the practical. Music students pursue courses of study that include a judicious mixture of music theory, music history, and individual and ensemble music performances while emphasizing practical applications and exposure to the technology and methodology relevant to the various concentrations.

The Department of Music also offers a minor in each music concentration for musically talented students pursuing other disciplines.

### **Program Objectives**

Graduates of the Music Program will be able to:

1. Demonstrate performance skills requisite for high artistic expression.
2. Demonstrate intermediate skill level in Music Technology notation software.
3. Demonstrate knowledge about mainstream and influential composers, musicians, and artists of the Western canon and of those from the African Diaspora.
4. Demonstrate professional decorum and readiness in performance artistry (stage decorum and discourse, appropriate dress and manner, standard program presentations, resume readiness).
5. Practice appropriate wellness strategies used for proper maintenance of the body as it relates to the performer (relaxation techniques, standard practice exercises and basic knowledge of the physiological impact of adequate rest and fitness).

### **Student Learning Outcomes**

Students majoring in music will be able to demonstrate:

1. Four specialized skill levels and/or cognates in their concentrations (*See music concentrations below*).
2. Essential competencies with scores of 80 percent or above on the Music Department Exit Exam.

Graduates with a Concentration in Vocal Studies will be able to:

1. Demonstrate a high quality of vocal performance competencies including appropriate breadth of technique; proficiency in diction (English, Italian, French and German) using the International Phonetic Alphabet system; and scope of repertoire.
2. Demonstrate a basic knowledge of pedagogical methods and materials appropriate for applied studio teaching.
3. Demonstrate knowledge of operatic literature; English, French, German and Italian Art Song literature; and Art Song literature from the canon of African American composers.
4. Engage in collaborative artistic performances on the musical stage (operatic scenes, musicals, and small ensembles).

Graduates with a Concentration in Piano Studies will be able to:

1. Demonstrate a high level of piano performance competencies including quality performance of appropriate repertoire from the Baroque, Classical, Romantic, Impressionistic, and 20<sup>th</sup> century; successful memorization; stage presence/decorum; and well-developed technique.
2. Demonstrate basic knowledge of pedagogical methods, philosophies and materials appropriate for independent piano studio teaching.
3. Demonstrate knowledge about the breadth of repertoire for the piano - from both the standard canon and the African Diaspora, which includes the composers, performers, style traits, and discographies that have contributed to its development.
4. Identify composers and their compositions by both aural and visual recognition (score analysis).

---

Graduates with a Concentration in Jazz Studies will be able to:

1. Play and identify universal harmonic progressions in standard jazz repertoire.
2. Demonstrate a basic command of the creative improvisational process.
3. Engage in the process of performance and improvisation through collaborative performance.
4. Identify mainstream composers, and artists who have contributed to the development and proliferation of jazz music in America.

Graduates with a Concentration in Commercial Composition will be able to:

1. Compose and arrange music within specific music industry guidelines.
2. Demonstrate their proficiency in basic music technology and recording using ProTools System (music notation software and virtual instruments).
3. Score for basic orchestral and vocal ensembles.
4. Demonstrate a basic command of compositional process in both prepared and extemporaneous formats.

Graduates with a Concentration in Church Music will be able to:

1. Identify specific historical developments of sacred music from Biblical to contemporary times.
2. Identify the major divisions of hymnody from psalmody to gospel hymnody.
3. Demonstrate knowledge of repertoire and performance practices of music found in mainstream African American Churches.
4. Demonstrate competencies in organizational and management skills in planning an effective music ministry program.

### **Admissions Requirements**

Applicants must meet the General Admissions Requirements as published in this Catalog. In addition, all prospective students seeking to major or minor in music must satisfy departmental entrance requirements including the following:

- A letter of intent to include the applicant's anticipated entrance date;
- An interview with the department chair, the coordinator of the proposed music concentration, and/or ensemble director.
- An audition on an instrument of choice and primary strength (voice, piano, string, woodwind, brass, percussion); and
- Music theory and/or piano placement tests.

Prospective music students must successfully complete the music audition and the music theory placement test in order to matriculate in the Bachelor of Arts Degree in Music degree program or to pursue a minor in music. The audition is also necessary for music scholarship consideration. The music theory placement test is used to determine prospective students' readiness to study college-level music. Some prospective students may need to complete a preparatory course of study in music fundamentals. In order to matriculate in the Bachelor of Arts Degree in Music or the Minor Concentration in Music, students must select a concentration in Vocal Studies, Piano Studies, Jazz Studies, Commercial Composition, or Church Music.

Membership in the University Bands, AUC Orchestra and Jazz Orchestra is available to all University students. However, participation in these ensembles is determined by audition. Membership in the University Choir is also available to all CAU students by audition. Students pursuing the Bachelor of Arts Degree in General Music Studies will be able to expand their overall educational outcomes in

---

areas selected from the five concentrations of study. Student learning outcomes depend on the twelve (12) credits of proposed course work confirmed by the student and the student's advisor.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Music must complete the required courses:

#### **Required Courses:**

##### **Music Theory**

CMUS 105, Sight Singing and Ear Training I (3)  
CMUS 106, Sight Singing and Ear Training II (3)  
CMUS 201, Music Theory I (3)  
CMUS 202, Music Theory II (3)  
CMUS 301, Music Theory III (3)  
CMUS 302, Music Theory IV (3)  
CMUS 304, Form and Analysis (3)

##### **Music History**

CMUS 316, Music History and Literature I (3)  
CMUS 317, Music History and Literature II (3)  
CMUS 318, Jazz History (3) *or*  
CMUS 320, African American Music (3)

**Special Skills: Three (3) courses for students concentrating in Piano Studies and seven (7) courses for those students in other concentrations.**

CMUS 117A, Piano Class (1)  
CMUS 117B, Piano Class (1)  
CMUS 204, Basic Conducting (2)  
CMUS 218, Music Technology I (1)  
CMUS 217A, Piano Class (1)  
CMUS 217B, Piano Class (1)

**\*Regardless of concentration, students majoring in piano are exempt from the four (4) credit Piano Class sequence, CMUS 117A/B and CMUS 217A/B. Hence, their Special Skills requirement is three (3) credits. These students will substitute four (4) credits of music electives for the Piano Class sequence.**

##### **Performance\***

CMUS 100 - 400, Ensembles (8) (8 semesters)  
CMUS 107 - CMUS 408R, Applied Music (8) (8 semesters or 6 semesters and 2 recitals)  
CMUS 114A - CMUS 414B, Performance Seminar (8) (8 semesters)  
CMUS 115A - CMUS 415B, Music Seminar (0) (8 semesters)

**\*All applied music, ensembles, and performance seminars are 1 credit each.**

**Students will enroll in CMUS 308R and CMUS 408R for concentrations requiring a Junior Recital and a Senior Recital. Others will enroll in CMUS 308 and CMUS 408 for regular applied instruction.**

**Junior recitals must be approved by the applied teacher of instruction.**

---

### **Music Concentration Required Courses:**

Within the five (5) concentrations, the following are required courses beginning in the junior year of study:

#### **Vocal Studies Concentration**

CMUS 340, Vocal Diction I (1)  
CMUS 342, Vocal Diction II (1)  
CMUS 440, Vocal Pedagogy (3)  
CMUS 308R, Junior Recital (1)  
CMUS 344, Opera Workshop I (2)  
CMUS 345, Opera Workshop II (2)  
CMUS 442, Vocal Literature (3)  
CMUS 408R, Senior Recital (1)

#### **Piano Studies Concentration\***

CMUS 308R, Junior Recital (1)  
CMUS 330, Piano Repertoire (3)  
CMUS 331, Piano Music from the African Diaspora (3)  
CMUS 430, Piano Pedagogy I (3)  
CMUS 431, Piano Pedagogy II (3)  
CMUS 408R, Senior Recital (1)

**\*The Piano Studies Concentration requires an elective in lieu of the Piano Class Sequence (four (4) credits: CMUS 117 A and B and CMUS 217 A and B).**

#### **Recommended Electives \***

CMUS 107 - 408, Applied Music (In another Concentration) (1)  
CMUS 318, Jazz History (3)  
CMUS 320, African American Music (3)  
CMUS 351, Song Writing, Arranging and Recording (3)  
*or* CMUS 403, Orchestration and Arranging (3)

**\*Students should meet with their academic advisors for additional options.**

#### **Jazz Studies Concentration**

CMUS 305A, Jazz Theory and Improvisation I (3)  
CMUS 305B, Jazz Theory and Improvisation II (3)  
CMUS 308R, Junior Recital (1) \*  
CMUS 318, Jazz History (3)  
CMUS 405, Jazz Composition and Arranging (3)  
CMUS 408R, Senior Recital (1)  
*or* CMUS 417, Senior Project (1) \*

**\*Applied credit category**

#### **Commercial Composition Concentration**

CMUS 308R, Junior Recital (1) \*  
CMUS 351, Songwriting, Arranging and Recording (3)  
CMUS 403, Orchestration (3)  
CMUS 450, Recording Internship (3)  
CMUS 451, Senior Composition Project (3)  
CMUS 417, Senior Project (1) \*\*

**\*Performance**

**\*\*Composition presentation**

---

**Church Music Concentration**

CMUS 308R, Junior Recital (1)

CMUS 370, Introduction to Church Music (3)

CMUS 372, Hymnody (3)

CMUS 417, Senior Project (1)

CMUS 470, Music in the African American Church (3)

CMUS 472, Church Music Methods (3)

CMUS 472C, Church Music Methods Internship (1) \*

**\*CMUS 472 is a Co-requisite for CMUS 472C.**



**Plan of Study for Bachelor of Arts Degree in Music  
with Vocal Studies Concentration (126 Degree Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First Year Seminar II</b>	1
<b>CGED 100</b>	<b>First Year Seminar I</b>	1	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CMAT 103</b>	<b>Algebra I</b>	3	CMUS 105	Sight Singing and Ear Training I	3
CMUS 101*	Fundamentals of Music	2*	CMUS 108	Applied Voice	1
CMUS 107	Applied Voice	1	CMUS 111D	Philharmonic Society	1
CMUS 111C	Philharmonic Society	1	CMUS 114B	Performance Seminar	1
CMUS 114A	Performance Seminar	1	CMUS 115B	Music Seminar	0
CMUS 115A	Music Seminar	0	CMUS 117A	Piano Class	1
			CMUS 201	Music Theory I	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CSCJ 105</b>	<b>Culture and Society</b>	3
CMUS 106	Sight singing and Ear Training II	3	CMUS 204	Basic Conducting	2
CMUS 117B	Piano Class	1	CMUS 208	Applied Voice	1
CMUS 202	Theory II	3	CMUS 211D	Philharmonic Society	1
CMUS 207	Applied Voice	1	CMUS 214B	Performance Seminar	1
CMUS 211C	Philharmonic Society	1	CMUS 215B	Music Seminar	0
CMUS 214A	Performance Seminar II	1	CMUS 217A	Piano Cass	1
CMUS 215A	Music Seminar II	0	CMUS 218	Music Technology	1
CMUS 340	Vocal Diction I	1	CMUS 301	Theory III	3
			CMUS 342	Vocal Diction II	1
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CART 150</b>	<b>Art Appreciation</b>	3
CMUS 217B	Piano Class	1	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
CMUS 302	Music Theory IV	3	CMUS 304	Form and Analysis	3
CMUS 307	Applied Voice	1	CMUS 308R	Junior Recital	1
CMUS 311C	Philharmonic Society	1	CMUS 311D	Philharmonic Society	1
CMUS 314A	Performance Seminar	1	CMUS 314B	Performance Seminar	1
CMUS 315A	Music Seminar	0	CMUS 315B	Music Seminar	0
CMUS 316	Music History and Literature I	3	CMUS 317	Music History and Literature II	3
CMUS 344	Opera Workshop I	2	CMUS 345	Opera Workshop II	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3
<b>CPHI 105</b>	<b>Critical Thinking</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
CMUS 407	Applied Voice	1	CMUS 408R	Senior Recital	1
CMUS 411C	Philharmonic Society	1	CMUS 411D	Philharmonic Society	1
CMUS 414A	Performance Seminar	1	CMUS 414B	Performance Seminar	1
CMUS 415A	Music Seminar	0	CMUS 415B	Music Seminar	0
CMUS 440	Vocal Pedagogy	3	CMUS 442	Vocal Literature	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*CMUS 101 is a preparatory non-degree credit course and NOT part of the degree requirement. All general education core requirements are in bold.					

**Plan of Study for Bachelor of Arts Degree in Music  
with Piano Studies Concentration (126 Degree Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3</b>	<b>CENG 106</b>	<b>College Composition II</b>	<b>3</b>
<b>CENG 105</b>	<b>College Composition I</b>	<b>3</b>	<b>CGED 101</b>	<b>First Year Seminar II</b>	<b>1</b>
<b>CGED 100</b>	<b>First Year Seminar I</b>	<b>1</b>	<b>CMAT 104</b>	<b>Algebra II</b>	<b>3</b>
<b>CMAT 103</b>	<b>Algebra I</b>	<b>3</b>	CMUS 105	Sight Singing and Ear Training I	3
CMUS 101*	Music Fundamentals	2*	CMUS 108	Applied Piano	1
CMUS 107	Applied Piano	1	CMUS 111D+	Philharmonic Society	1
CMUS 111C	Philharmonic Society	1	CMUS 114B	Performance Seminar	1
CMUS 114A	Performance Seminar	1	CMUS 115B	Music Seminar	0
CMUS 115A	Music Seminar	0	CMUS 201	Music Theory	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	<b>3</b>	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	<b>3</b>
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3</b>	<b>CSCJ 105</b>	<b>Culture and Society</b>	<b>3</b>
CMUS 106	Sight Singing and Ear Training II	3	CMUS 204	Basic Conducting	2
CMUS 202	Music Theory II	3	CMUS 211D	Philharmonic Society	1
CMUS 207	Applied Piano	1	CMUS 208	Applied Piano	1
CMUS 211C	Philharmonic Society	1	CMUS 214B	Performance Seminar	1
CMUS 214A	Performance Seminar	1	CMUS 215B	Music Seminar	0
CMUS 215A	Music Seminar	0	CMUS 218A	Music Technology I	1
			CMUS 301	Theory III	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CART 150</b>	<b>Art Appreciation</b>	<b>3</b>	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	<b>3</b>
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	<b>3</b>	CMUS 304	Form and Analysis	3
CMUS 302	Music Theory IV	3	CMUS 308R	Junior Recital	1
CMUS 307	Applied Piano	1	CMUS 311D+	Philharmonic Society	1
CMUS 311C+	Philharmonic Society	1	CMUS 314B	Performance Seminar	1
CMUS 314A	Performance Seminar	1	CMUS 315B	Music Seminar	0
CMUS 315A	Music Seminar	0	CMUS 317	Music History and Literature II	3
CMUS 316	Music History and Literature I	3	CMUS 331	Piano Music from the African Diaspora	3
CMUS 330	Piano Repertoire	3	CMUS 403 <i>or</i> CMUS XXX	Orchestration and Arranging <i>or</i> Music Elective	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	<b>3</b>	<b>CENG 201 <i>or</i> CENG 202</b>	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	<b>3</b>
<b>CPHI 105</b>	<b>Critical Thinking</b>	<b>3</b>	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	<b>3</b>
<b>CPSY 211</b>	<b>General Psychology</b>	<b>3</b>	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	<b>3</b>
CMUS 407	Applied Piano	1	CMUS 402 <i>or</i> CMUS XXX	Introduction to Composition <i>or</i> Music Elective	1
CMUS 411C+	Philharmonic Society	1	CMUS 408R	Senior Recital	1
CMUS 414A	Performance Seminar	1	CMUS 411D+	Philharmonic Society	1
CMUS 415A	Music Seminar	0	CMUS 414B	Performance Seminar	1
CMUS 430	Piano Pedagogy I	3	CMUS 415B	Music Seminar	0
			CMUS 432	Piano Pedagogy II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>

\*CMUS 101 is a preparatory non-degree credit course and NOT part of the degree requirement.  
+Students may enroll in any appropriate ensemble (Jazz, Band, or Orchestra)  
All general education core requirements are in bold.

**Plan of Study for Bachelor of Arts Degree in Music  
with Jazz Studies Concentration (126 Degree Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First Year Seminar II</b>	1
<b>CGED 100</b>	<b>First Year Seminar I</b>	1	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CMAT 103</b>	<b>Algebra I</b>	3	CMUS 105	Sight Singing and Ear Training I	3
CMUS 101*	Music Fundamentals	2*	CMUS 108+	Applied Woodwind	1
CMUS 107+	Applied Woodwind	1	CMUS 113B	Jazz Orchestra	1
CMUS 113A	Jazz Orchestra	1	CMUS 114B	Performance Seminar	1
CMUS 114A	Performance Seminar	1	CMUS 115B	Music Seminar	0
CMUS 115A	Music Seminar	0	CMUS 117A	Piano Class	1
			CMUS 201	Music Theory I	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CSCJ 105</b>	<b>Culture and Society</b>	3
CMUS 106	Sight Singing and Ear Training	3	CMUS 204	Basic Conducting	2
CMUS 202	Theory II	3	CMUS 208	Applied Voice	1
CMUS 207+	Applied Study	1	CMUS 213B	Jazz Orchestra	1
CMUS 213A	Jazz Orchestra	1	CMUS 214B	Performance Seminar	1
CMUS 214A	Performance Seminar	1	CMUS 215B	Music Seminar	0
CMUS 215A	Music Seminar	0	CMUS 217A	Piano Class	1
CMUS 117B	Piano Class	1	CMUS 218A	Music Technology I	1
			CMUS 301	Theory III	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CART 150</b>	<b>Art Appreciation</b>	3
CMUS 217B	Piano Class	1	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
CMUS 302	Music Theory IV	3	CMUS 304	Form and Analysis	3
CMUS 305A	Jazz Theory and Improvisation I	3	CMUS 305B	Jazz Theory and Improvisation II	3
CMUS 307	Applied Voice	1	CMUS 308R <i>or</i> CMUS 308	Junior Recital <i>or</i> Applied Study	1
CMUS 313A	Jazz Orchestra	1	CMUS 313B	Jazz Orchestra	1
CMUS 314A	Performance Seminar	1	CMUS 314B	Performance Seminar	1
CMUS 315A	Music Seminar	0	CMUS 315B	Music Seminar	0
CMUS 316	Music History I	3	CMUS 317	Music History and Literature II	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CENG 201 <i>or</i> CENG 202</b>	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3
<b>CPHI 105</b>	<b>Critical Thinking</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
CMUS 318	Jazz History	3	CMUS 405	Jazz Composition and Arranging	3
CMUS 407	Applied Voice	1	CMUS 408R	Senior Recital	1
CMUS 413A	Jazz Orchestra	1	CMUS 413B	Jazz Orchestra	1
CMUS 414A	Performance Seminar	1	CMUS 414B	Performance Seminar	1
CMUS 415A	Music Seminar	0	CMUS 415B	Music Seminar	0
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>

\*CMUS 101 is a preparatory non-degree credit course and NOT part of the degree requirement.

+Applied study can be voice, piano, brass, strings, or percussion.

All general education core requirements are in bold.

**Plan of Study for Bachelor of Arts Degree in Music  
with Commercial Composition Concentration (126 Degree Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3</b>	<b>CENG 106</b>	<b>College Composition II</b>	<b>3</b>
<b>CENG 105</b>	<b>College Composition I</b>	<b>3</b>	<b>CGED 101</b>	<b>First Year Seminar II</b>	<b>1</b>
<b>CGED 100</b>	<b>First Year Seminar I</b>	<b>1</b>	<b>CMAT 104</b>	<b>Algebra II</b>	<b>3</b>
<b>CMAT 103</b>	<b>Algebra I</b>	<b>3</b>	CMUS 105	Sight Singing and Ear Training I	3
CMUS 101*	Fundamentals of Music	2*	CMUS 108	Applied Voice	1
CMUS 107**	Applied Voice	1	CMUS 111D	Philharmonic Society	1
CMUS 111C	Philharmonic Society	1	CMUS 114B	Performance Seminar	1
CMUS 114A	Performance Seminar	1	CMUS 115B	Music Seminar	0
CMUS 115A	Music Seminar	0	CMUS 117A	Class Piano	1
			CMUS 201	Music Theory I	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	<b>3</b>	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	<b>3</b>
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3</b>	<b>CSCJ 105</b>	<b>Culture and Society</b>	<b>3</b>
CMUS 106	Sight Singing and Ear Training II	3	CMUS 204	Basic Conducting	2
CMUS 117B	Piano Class	1	CMUS 208	Applied Voice	1
CMUS 202	Theory II	3	CMUS 211D	Philharmonic Society	1
CMUS 207	Applied Voice	1	CMUS 214B	Performance Seminar	1
CMUS 211C	Philharmonic Society	1	CMUS 215B	Music Seminar	0
CMUS 214A	Performance Seminar	1	CMUS 217A	Piano Class	1
CMUS 215A	Music Seminar	0	CMUS 218A	Music Technology I	1
			CMUS 301	Theory III	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	<b>3</b>	<b>CART 150</b>	<b>Art Appreciation</b>	<b>3</b>
CMUS 217B	Piano Class	1	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	<b>3</b>
CMUS 302	Music Theory IV	3	CMUS 304	Form and Analysis	3
CMUS 307	Applied Voice	1	CMUS 308R	Junior Recital	1
CMUS 311C	Philharmonic Society	1	CMUS 311D	Philharmonic Society	1
CMUS 314A	Performance Seminar	1	CMUS 314B	Performance Seminar	1
CMUS 315A	Music Seminar	0	CMUS 315B	Music Seminar	0
CMUS 316	Music History and Literature I	3	CMUS 317	Music History and Literature II	3
CMUS 351	Songwriting, Arranging and Recording	3	CMUS 403	Orchestration and Arranging	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	<b>3</b>	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	<b>3</b>
<b>CPHI 105</b>	<b>Critical Thinking</b>	<b>3</b>	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	<b>3</b>
<b>CPSY 211</b>	<b>General Psychology</b>	<b>3</b>	<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	<b>3</b>
CMUS 407	Applied Voice	1	CMUS 411D	Philharmonic Society	1
CMUS 411C	Philharmonic Society	1	CMUS 414B	Performance Seminar	1
CMUS 414A	Performance Seminar	1	CMUS 415B	Music Seminar	0
CMUS 415A	Music Seminar	0	CMUS 417	Senior Project	1
CMUS 450	Recording Studio Internship	3	CMUS 451	Senior Composition Project	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<p>*CMUS 101 is a preparatory non-degree credit course and NOT part of the degree requirement.  **Commercial Composition Majors may study any applied. If they study applied piano, they are exempt from The Class Piano Sequence (117A - 217B) and will need 4 Credits in electives.  All general education core requirements are in bold.</p>					

**Plan of Study for Bachelor of Arts Degree in Music  
with Church Music Concentration (127 Degree Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First Year Seminar II</b>	1
<b>CGED 100</b>	<b>First Year Seminar I</b>	1	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CMAT 103</b>	<b>Algebra I</b>	3	CMUS 105	Sight Singing and Ear Training I	3
CMUS 101*	Fundamentals of Music	2*	CMUS 108	Applied Voice	1
CMUS 107+	Applied Study	1	CMUS 111D	Philharmonic Society	1
CMUS 111C++	Philharmonic Society	1	CMUS 114B	Performance Seminar	1
CMUS 114A	Performance Seminar	1	CMUS 115B	Music Seminar	0
CMUS 115A	Music Seminar	0	CMUS 117A	Piano Class	1
			CMUS 201	Music Theory	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CSCJ 105</b>	<b>Culture and Society</b>	3
CMUS 106	Sight Singing and Ear Training II	3	CMUS 204	Basic Conducting	2
CMUS 117B	Piano Class	1	CMUS 208	Applied Voice	1
CMUS 202	Music Theory II	3	CMUS 211D	Philharmonic Society	1
CMUS 207	Applied Voice	1	CMUS 214B	Performance Seminar	1
CMUS 211C	Philharmonic Society	1	CMUS 215B	Music Seminar	0
CMUS 214A	Performance Seminar	1	CMUS 217A	Piano Class	1
CMUS 215A	Music Seminar	0	CMUS 218A	Music Technology I	1
			CMUS 301	Music Theory II	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CART 150</b>	<b>Art Appreciation</b>	3
CMUS 217B	Piano Class	1	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
CMUS 302	Music Theory IV	3	CMUS 304	Form and Analysis	3
CMUS 307	Applied Voice	1	CMUS 308R	Junior Recital or Applied	1
CMUS 311C	Philharmonic Society	1	CMUS 311D	Philharmonic Society	1
CMUS 314A	Performance Seminar	1	CMUS 314B	Performance Seminar	1
CMUS 315A	Music Seminar	0	CMUS 315B	Music Seminar	0
CMUS 316	Music History and Literature I	3	CMUS 317	Music History II	3
CMUS 370	Intro to Church Music	3	CMUS 372	Hymnody	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3
<b>CPHI 105</b>	<b>Critical Thinking</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
CMUS 407	Applied Voice	1	CMUS 411D	Philharmonic Society	1
CMUS 411C	Philharmonic Society	1	CMUS 414B	Performance Seminar	1
CMUS 414A	Performance Seminar	1	CMUS 415B	Music Seminar	0
CMUS 415A	Music Seminar	0	CMUS 417	Senior Project	1
CMUS 470	Music in the African American Church	3	CMUS 472	Church Music Methods	3
			CMUS 472C	Church Music Methods Internship	1
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
*CMUS 101 is a preparatory non-degree credit course and NOT part of the degree requirement.					
+Any applied study.					
++Any ensemble (Jazz Orchestra, Band, AUC Orchestra).					
All general education core requirements are in bold.					

## Plan of Study for Bachelor of Arts Degree in General Music Studies (126 Degree Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First Year Seminar II</b>	1
<b>CGED 100</b>	<b>First Year Seminar I</b>	1	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CMAT 103</b>	<b>Algebra I</b>	3	CMUS 105	Sight Singing and Ear Training I	3
CMUS 101*	Music Fundamentals	2*	CMUS 108	Applied Voice	1
CMUS 107	Applied Voice	1	CMUS 111D	Philharmonic Society	1
CMUS 111C	Philharmonic Society	1	CMUS 114B	Performance Seminar	1
CMUS 114A	Performance Seminar	1	CMUS 115B	Music Seminar	0
CMUS 115A	Music Seminar	0	CMUS 117A	Piano Class	1
			CMUS 201	Music Theory	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CSCJ 105</b>	<b>Culture and Society</b>	3
CMUS 106	Sight singing and Ear Training II	3	CMUS 204	Basic Conducting	2
CMUS 117B	Piano Class	1	CMUS 208	Applied Voice	1
CMUS 202	Music Theory II	3	CMUS 211D	Philharmonic Society	1
CMUS 207	Applied Voice	1	CMUS 214B	Performance Seminar	1
CMUS 211C	Philharmonic Society	1	CMUS 215B	Music Seminar	0
CMUS 214A	Performance Seminar	1	CMUS 217A	Piano Class	1
CMUS 215A	Music Seminar	0	CMUS 218A	Music Technology I	1
			CMUS 301	Music Theory III	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CART 150</b>	<b>Art Appreciation</b>	3
CMUS 217B	Piano Class	1	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
CMUS 302	Music Theory IV	3	CMUS 304	Form and Analysis	3
CMUS 307	Applied Voice	1	CMUS 308R	Junior Recital	1
CMUS 311C	Philharmonic Society	1	CMUS 311D	Philharmonic Society	1
CMUS 314A	Performance Seminar	1	CMUS 314B	Performance Seminar	1
CMUS 315A	Music Seminar	0	CMUS 315B	Music Seminar	0
CMUS 316	Music History and Literature I	3	CMUS 317	Music History and Literature II	3
CMUS 330	Piano Repertoire	3	CMUS 403	Orchestration and Arranging	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3
<b>CPHI 105</b>	<b>Critical Thinking</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
CMUS 331	Piano Music from the African Diaspora	3	CMUS 408R	Senior Recital	1
CMUS 407	Applied Voice	1	CMUS 411D	Philharmonic Society	1
CMUS 411C	Philharmonic Society	1	CMUS 414B	Performance Seminar	1
CMUS 414A	Performance Seminar	1	CMUS 415B	Music Seminar	0
CMUS 415A	Music Seminar	0	CMUS 480	Independent Study (History focus)	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*CMUS 101 is a preparatory non-degree credit course and NOT part of the degree requirement.					
All general education core requirements are in bold.					

---

### **Minor Concentrations in Music (18-19 Credits)**

The Minor Concentration in Music is primarily for students who have interest and proficiency in music but choose to major in other disciplines. The key objective of the minor is to introduce students to university-level understanding of the cultural, historical, theoretical, analytical, and performance perspectives of music across a variety of musical disciplines. Students complete six credit hours in the selected concentration and twelve hours in history, theory, applied, and special skills. In some areas of study, a junior recital or senior project is optional depending on the recommendation of the music advisor.

**Students pursuing a Minor Concentration in Music should select CMUS 120 Music Appreciation as their core Humanities requirement.**

#### **Student Learning Outcomes**

Students completing a Minor Concentration in Music will:

1. Understand the cultural, historical, theoretical performance perspectives of music across a variety of musical disciplines. Be able to analyze and evaluate musical performance from various perspectives.
2. Comprehend basic theory, musical periods, musicianship and performance practices across a variety of musical repertoire.

### **Minor Concentration in General Music Study (18-19 Credits)**

#### **Student Learning Outcomes**

Students pursuing a Minor Concentration in General Music Study will be able to:

1. Understand the cultural, historical, theoretical performance perspectives of music across a variety of musical disciplines up to an intermediate level.
2. Possess a general understanding of musical periods, composers, repertoire, and significant musical developments within each historical era.

#### **Required Courses:**

CMUS 107, Applied Study (1)  
CMUS 108, Applied Study (1)  
CMUS 114, Performance Seminar (1)  
CMUS 114B, Performance Seminar (1)  
CMUS 115A, Music Seminar (0)  
CMUS 115B, Music Seminar (0)  
CMUS 117A, Piano Class (1)  
CMUS 117B, Piano Class (1)  
CMUS 105, Sight Singing and Ear Training (3)  
CMUS 218, Music Technology (1)  
CMUS 201, Music Theory I (3)  
CMUS 204, Basic Conducting (2)  
CMUS 308R, Junior Recital (1)\*  
CMUS 316, Music History and Literature I (3)  
*or* CMUS 317, Music History and Literature II (3)

**\*Optional, requires approval by the applied instructor.**

### **Minor Concentration in Vocal Studies (18 Credits)**

#### **Student Learning Outcomes**

Students pursuing a Minor Concentration in Vocal Studies will be able to:

1. Demonstrate a high quality of vocal performance competencies including appropriate breadth of technique; proficiency in diction (English, Italian, French and German) using the International Phonetic Alphabet system; and scope of repertoire.

- 
- Demonstrate knowledge of operatic literature; English, French, German and Italian Art Song literature; and Art Song literature from the canon of African American composers.

**Required Courses:**

CMUS 101, Fundamentals of Music (2)  
CMUS 105, Sight Singing and Ear Training (3)  
CMUS 107 - 208, Applied Music (4)  
CMUS 115A **and** CMUS 115B, Music Seminar (0)

**Select two credit hours from any combination of the following 1 credit hour courses:**

CMUS 114A **and/or** CMUS 114B Performance Seminar (1 each) **or**  
CMUS 111C **and/or** CMUS 112D Philharmonic Society (1 each)

**Select one course from each of the following lines:**

CMUS 308R, Junior Recital (1)\* **or** CMUS 308, Applied Voice (1)  
CMUS 340, Vocal Diction I (1) **or** CMUS 342, Vocal Diction II (1)  
CMUS 344, Opera Workshop (2) **or** CMUS 345, Opera Workshop II (2)  
CMUS 440, Vocal Pedagogy (3) **or** CMUS 442, Vocal Literature (3)

**\*Optional, requires approval by the applied instructor.**

**Minor Concentration in Piano Studies (18 Credits)**

**Student Learning Outcomes**

Students pursuing a Minor Concentration in Piano Studies will be able to:

- Demonstrate a high level of piano performance competencies including quality performance of appropriate repertoire from the Baroque, Classical, Romantic, Impressionistic, and 20th century; successful memorization; stage presence/decorum; and well-developed technique.
- Demonstrate knowledge about the breadth of repertoire for the piano– from both the standard canon and the African Diaspora, which includes the composers, performers, style traits, and discographies that have contributed to the its development.

**Required Courses:**

CMUS 105 Sight Singing and Ear Training (3)  
CMUS 107 - 208, Applied Music (4)  
CMUS 115A **and** 115B, Music Seminar (0)  
CMUS 201 Music Theory (3)  
CMUS 308R Junior Recital (1)\* **or** CMUS 408R Senior Recital (1)\* **or** CMUS 308 Applied Piano

**Select six credit hours or two music courses from the following area:**

CMUS 330, Piano Repertoire (3)  
CMUS 331, Piano Music of the African Diaspora (3)  
CMUS 430, Piano Pedagogy I (3)  
CMUS 431, Piano Pedagogy II (3)

**Electives:**

**Select one credit hour from the following:**

CMUS 307, Applied Piano (1)  
CMUS 308, Applied Piano (1)  
CMUS 407, Applied Piano (1)  
CMUS 408, Applied Piano (1)  
Performance Ensemble Band (1), **or** Orchestra (1), **or** Choir (1)



---

CMUS 114A, Performance Seminar (1)  
CMUS 114B, Performance Seminar (1)  
CMUS 218, Music Technology (1)

**\*Requires approval by the applied instructor.**

### **Minor Concentration in Jazz Studies (19 Credits)**

#### **Student Learning Outcomes**

Students pursuing a Minor Concentration in Jazz Studies will be able to:

1. Play and identify universal harmonic progressions in standard jazz repertoire.
2. Identify mainstream composers, and artists who have contributed to the development and proliferation of jazz music in America.

#### **Required Courses:**

CMUS 107 - 208, Applied Music (4)  
CMUS 308R, Junior Recital (1)\* CMUS 308, Applied Study (1)  
CMUS 115A **and** 115B, Music Seminar (0)  
CMUS 201, Music Theory I (3)  
CMUS 202, Music Theory II (3)

#### **Select two courses for six credits from the following:**

CMUS 318, Jazz History (3)  
CMUS 305A, Jazz Theory and Improvisation I (3)  
CMUS 305B, Jazz Theory and Improvisation II (3)

#### **Select two credit hours from the following one hour courses:**

CMUS 113A, Jazz Orchestra (1)  
CMUS 113B, Jazz Orchestra (1)  
CMUS 213A, Jazz Orchestra (1)

**\*Optional, requires approval by the applied instructor.**

### **Minor Concentration in Commercial Composition (18)**

#### **Student Learning Outcomes**

Students pursuing a Minor Concentration in Commercial Composition will be able to:

1. Compose and arrange music within specific music industry guidelines.
2. Demonstrate their proficiency in basic music technology and recording using ProTools System (music notation software and virtual instruments).

#### **Required Courses:**

CMUS 115A **and** 115B, Music Seminar (0)  
CMUS 218, Music Technology (1)  
CMUS 201, Music Theory I (3)  
CMUS 202, Music Theory II (3)

#### **Select two credit hour courses from the following one credit hour courses:**

CMUS 117A, Class Piano **or** CMUS 107, Applied Piano (by audition) (1)  
CMUS 117B, Class Piano **or** CMUS 108, Applied Piano (1)

#### **Select three credit hours of applied or performance courses:**

CMUS 107-308, Applied Music (6-8) **or**  
CMUS Ensembles 100 - 200 level Band (1), **or** Orchestra (1), **or** Choir (1)  
CMUS 417, Senior Project (1)\*

---

**Select six credit hours from the following three credit hour courses:**

CMUS 351, Songwriting and Arranging (3)

CMUS 450, Recording Internship (3)

CMUS 451, Senior Composition Project (3)

**\*Optional, no substitute necessary. Requires approval of the advisor.**

### **Minor Concentration in Church Music (19 Credits)**

#### **Student Learning Outcomes**

Students pursuing a Minor Concentration in Church Music will be able to:

1. Identify specific historical developments of sacred music from Biblical to contemporary times.
2. Identify the major divisions of hymnody from psalmody to gospel hymnody.

#### **Required Courses:**

CMUS 105 Sight Singing and Ear Training (3)

CMUS 201 Music Theory I (3)

CMUS 204 Basic Conducting (2)

CMUS 115A *and* 115B Music Seminar (0)

CMUS 218 Music Technology (1)

CMUS 417 Senior Project (1)

**Select four credit hours of one credit hour Ensembles or Applied Study:**

CMUS 107-208, Applied Music (3) *or*

CMUS 110 – 310, AUC Orchestra *and* CMUS 111 – 311, Philharmonic Society

CMUS 112 – 312, Concert Band *or* CMUS 113 – 313, Jazz Orchestra

**Select six credit hours from the following three credit hour courses:**

CMUS 370, Introduction to Church Music (3)

CMUS 372, Hymnody (3)

CMUS 472, Church Music Methods (3)

---

**Department of Religion and Philosophy**  
**McPheeters-Dennis Hall, Room 37**  
**Telephone: (404) 880-6043**

The mission of the Department of Religion and Philosophy is to prepare students with the understanding and competency to apply major theoretical and practical concepts in the fields of religion and philosophy including perspectives for moral, ethical, and character education while facilitating relationships with United Methodist organizations, campus ministries and alumni, and seeking new knowledge for solving challenges confronting a diverse global community.

The vision of the Department of Religion and Philosophy is to be a nationally recognized theoretical, practical, and empirically research-based interdisciplinary character education program, serving to expand the University's foundational role for religious, spiritual and ethical instruction.

The Department of Religion and Philosophy offers students of every discipline a wide range of opportunities through its contributions to the General Education Core curriculum and service courses for other programs. The Department acquaints students with a variety of religious traditions and philosophical perspectives by offering courses emphasizing critical, comparative, ethical, historical, and interdisciplinary inquiries. The focus is primarily on the Judeo-Christian tradition, particularly the African-American aspect.

The Department of Religion and Philosophy offers a Bachelor of Arts Degree in Religion and a Bachelor of Arts Degree Philosophy for students interested in pursuing careers in church-related or faith-based nonprofit organizations and other community development agencies. These programs also prepare students intending to enter graduate or professional programs of study in law, religion, philosophy or pre-seminary studies for traditional church ministries.

### **The C. Eric Lincoln Lectureship**

The Department of Religion and Philosophy, under the auspices of the School of Arts and Sciences, sponsors the prestigious C. Eric Lincoln Lectureship Series. This lectureship series has emerged as one of the most celebrated intellectual forums on the Clark Atlanta University campus. The lectureship was founded by a cadre of Dr. Lincoln's former students who were inspired and motivated by him during his tenure at Clark College (now Clark Atlanta University). Prior to Dr. Lincoln's death, the lectureship was cited in the U.S. Congressional Record as the oldest continuing lecture series honoring a living black scholar. For more than twenty-eight years, the C. Eric Lincoln Lectureship Series has exposed the university community to exemplary scholars and professionals who have excelled in their respective careers.

### **Programs of Study**

1. Bachelor of Arts in Religion (123 Credits)
2. Bachelor of Arts in Philosophy (123 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in Religion (123 Credits)**

#### **Program Description**

The Bachelor of Arts Degree in Religion is for students intending to pursue graduate study in religion or philosophy. The program acquaints students with a variety of religious traditions and philosophical perspectives by offering courses emphasizing critical, comparative, ethical, historical, and interdisciplinary inquiries while focusing primarily on the Judeo-Christian tradition, particularly the African-American aspect.

---

## **Student Learning Outcomes**

Graduates of the Religion Program will be able to:

1. Utilize biblical research tools and relative research methods and procedures associated with the humanities and social sciences.
2. Articulate the value of religious communities and traditions from a historical and global perspective.
3. Analyze the influence of religion on politics, law, medicine, culture, and social issues.
4. Apply biblical values to ethical decision-making process.
5. Develop methodological approaches (historical, sociological, psychological and textual) to the study of religion and philosophy.
6. Discuss the diversity of religious and philosophical perspectives, beliefs, and practices and how religion impacts global cultures and societies.
7. Critically analyze religious and philosophical writings.

## **Admissions Requirements**

Applicants interested in matriculating in the Bachelor of Arts Degree in Religion program must meet all the General Admissions Requirements as published in this Catalog.

## **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog students pursuing the Bachelor of Arts Degree in Religion must complete the following plan of study.

### **Required Courses: 45 Credits**

- CREL 101, Biblical Heritage (3)
- CREL 103, African-American Religious Experiences I (3)
- CREL 104, African-American Religious Experiences II (3)
- CREL 211, Introduction to Religious Studies (3)
- CREL 241, American Religious Tradition I (3)
- CREL 242, American Religious Tradition II (3)
- CREL 250, Comparative Religion (3)
- CREL 251, Religious Ethics (3)
- CREL 351, History of Christian Thought I (3)
- CREL 352, History of Christian Thought II (3)
- CREL 361, Culture and Religion (3)
- CREL 362, Psychology of Religion (3)
- CREL 383, Religions of Africa (3)
- CREL 435, Contemporary Religious Thought (3)
- CREL 451, Special Topics in Religion (3)

### **Cognate Courses: 12 Credits**

- CPHI 105, Critical Thinking (3)
- CPHI 221, Introduction to Philosophy (3)
- CPHI 241, Philosophy of Religion (3)
- CPHI 431, African-American Philosophy (3)

## Plan of Study for Bachelor of Arts Degree in Religion (123 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CCIS 100	Information Technology and Computer Applications	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 104	Algebra II	3
CMAT 103	Algebra I	3	CPHY 102/L	Physical Science and Lab	3
CPEP 101/102	Physical Education Requirement	1	CREL 101	Biblical Heritage	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CPHI 105	Critical Thinking	3
CPSY 211	General Psychology	3	CREL 104	African-American Religious Experiences II	3
CREL 103	African-American Religious Experiences I	3	CREL 211	Introduction to Religious Studies	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CMMA 201	Survey of Media and Society	3	CPHI 241	Philosophy of Religion	3
CPHI 221	Introduction to Philosophy	3	CREL 242	American Religious Tradition II	3
CREL 241	American Religious Tradition I	3	CREL 251	Religious Ethics	3
CREL 250	Comparative Religion	3	CREL 352	History of Christian Thought II	3
CREL 351	History of Christian Thought I	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHUM XXX	Humanities Requirement	3	CPHI 431	African-American Philosophy	3
CREL 361	Culture and Religion	3	CREL 383	Religions of Africa	3
CREL 362	Psychology of Religion	3	CREL 451	Special Topics in Religion	3
CREL 435	Contemporary Religious Thought	3	CXXX XXX*	General Elective	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*General Electives must be at the 300 level or higher. All general education core requirements are in bold.					

### Program of Study Bachelor of Arts Degree in Philosophy (123 Credits)

The Bachelor of Arts Degree in Philosophy acquaints students with a variety of religious traditions and philosophical perspectives by offering courses emphasizing critical, comparative, ethical, historical, and interdisciplinary inquiries while focusing primarily on the Judeo-Christian tradition, particularly the African-American aspect. The program also prepares students interested in pursuing graduate study in religion or philosophy.

---

## **Student Learning Outcomes**

Graduates of the Philosophy Program will be able to:

1. Discuss philosophers' views and philosophical issues and conflicts in historical and philosophical context.
2. Promote respect for the norms of clarity; careful analysis; critical reflection; rational argument; sympathetic interpretation and understanding; and impartial pursuit of truth.
3. Promote independence of thought and a critical and analytical approach to theories and concepts, while evaluating the thought and arguments on which they are based.
4. Apply the relation of philosophical thought to other academic disciplines, to matters of public interest, and to their own experience.
5. Present, explain and defend philosophical views, arguments and objections to the philosophical ideologies.

## **Admissions Requirements**

Applicants interested in matriculating in the Bachelor of Arts Degree in Philosophy Program must meet all the General Admissions Requirements as published in this Catalog.

## **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog students pursuing the Bachelor of Arts Degree in Philosophy must complete the following plan of study.

### **Required Courses: 45 Credits**

- CPHI 221, Introduction to Philosophy (3)
- CPHI 231, Ethics and Human Value (3)
- CPHI 241, Philosophy of Religion (3)
- CPHI 331, History of Western Philosophy: Africa to Present I (3)
- CPHI 332, History of Western Philosophy: Africa to Present II (3)
- CPHI 353, Representative Problems of Philosophy (3)
- CPHI 362, Social and Political Philosophy (3)
- CPHI 375, Existentialism and Phenomenology (3)
- CPHI 411, Islamic Philosophy (3)
- CPHI 421, Philosophies of the African Continent (3)
- CPHI 431, African-American Philosophy (3)
- CPHI 452, Special Topics in Philosophy (3)
- CPHI 482, Independent Study (3)
- CPHI 484, Para-Curricular Study in Philosophy I (3)
- CPHI 485, Para-Curricular Study in Philosophy II (3)

### **Cognate Courses: 9 Credits**

- CREL 101, Biblical Heritage (3)
- CREL 250, Comparative Religion (3)
- CREL 435, Contemporary Religious Thought (3)

**Plan of Study for Bachelor of Arts Degree in Philosophy  
(123 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CCIS 100	Information Technology and Computer Applications	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 104	Algebra II	3
CMAT 103	Algebra I	3	CPHI 105	Critical Thinking	3
CPED 101/102	Physical Education Requirement	1	CPHY 102/L	Physical Science and Lab	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CHUM XXX	Humanities Requirement	3
CPSY 211	General Psychology	3	CPHI 221	Introduction to Philosophy	3
CREL 101	Biblical Heritage	3	CMMA 201	Survey of Media and Society	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHI 231	Ethics and Human Value	3	CPHI 332	History of Western Philosophy: Africa to Present II	3
CPHI 241	Philosophy of Religion	3	CPHI 353	Representative Problems of Philosophy	3
CPHI 331	History of Western Philosophy: Africa to Present I	3	CPHI 362	Social and Political Philosophy	3
CREL 250	Comparative Religion	3	CPHI 375	Existentialism and Phenomenology	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHI 411	Islamic Philosophy	3	CPHI 452	Special Topics in Philosophy	3
CPHI 421	Philosophies of the African Continent	3	CPHI 482	Independent Study	3
CPHI 431	African-American Philosophy	3	CPHI 485	Para-Curricular Study in Philosophy II	3
CPHI 484	Para-Curricular Study in Philosophy I	3	CREL 435	Contemporary Religious Thought	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*General Electives must be at the 300 level or higher. All general education core requirements are in bold.					

---

## Division of Natural Sciences and Mathematics

The Division of Natural and Mathematical Sciences offers undergraduate instructional programs for students interested in science, engineering and health careers with opportunities for rigorous learning and research experiences through the Departments of Biological Sciences, Chemistry, Computer and Information Science, Mathematics, and Physics. The Division also offers five-year accelerated BS/MS degree programs in Biology, Chemistry, Computer and Information Science, Mathematics and Physics and provides interdisciplinary and interdepartmental major sequences to students with potential for a strong science curriculum. The Division manages and monitors programs in Dual Degree in Engineering (DDEP), Pharmacy, and the Early Admission to Boston University Medical School as well as provides courses for departments outside both the Division and the University.

Programs in the Division of Natural and Mathematical Sciences are designed to develop students' capacities for scientific and analytical work and to ensure that all majors are well prepared for their chosen career fields. Descriptions of these programs are provided under the respective departmental headings. Several scholarships are available for programs within the Division.

### Department of Biological Sciences

**Thomas W. Cole, Jr. Research Center for Science and Technology, Suite 4005**

**Telephone: (404) 880-6790**

The mission of the Department of Biological Sciences is to assist undergraduate and graduate students in the study of life sciences in a research environment that focuses on scientific reasoning, critical inquiry, problem solving, and the development of research skills that prepares graduates to be competitive in our global society.

The vision of the Department of Biological Sciences is to be recognized as a premier undergraduate, graduate, and research-centered department, among the research-intensive institutions in the nation, whose graduates will be excellent scholars, researchers, and practitioners through productive scientific and professional health careers.

The Department of Biological Sciences offers undergraduate and graduate degrees in basic biology. Students with an interest in careers in medicine, dentistry, veterinary medicine, pharmacy, environmental science, genetics, biomedical sciences and other areas in biology should major in biology. The curriculum leading to the Bachelor of Science Degree in Biology is designed to prepare students for professional careers in the areas of biological sciences. The core of the curriculum includes courses in molecular biology, biochemistry, genetics and cell biology. Graduates of the undergraduate program are prepared for entry level positions in industrial and scientific companies. The curriculum also provides excellent preparation for students to enter graduate or professional schools in a number of health-related fields.

The biology curriculum leading to the Masters of Science or the Doctor of Philosophy degrees prepares students for research or teaching careers in higher education. The Department of Biological Sciences fosters and maintains collaborations at national academic, industrial and governmental research facilities. Some research faculty participates in the University's Center for Cancer Research and Therapeutic Development that is supported by the National Institute of Health and other biomedical research programs. Detailed information regarding the department's graduate degree programs are presented in the University's Graduate Catalog.



---

## **Program Objectives for the Department of Biological Sciences:**

1. Provide rigorous courses and extramural opportunities that will help students develop a broad understanding of biological principles.
2. Provide or facilitate research experiences (on- campus and off-campus internships; summer enrichment programs, etc.) that allow students to develop the ability to critically and independently investigate biological phenomena through the development of the skills necessary for observing, gathering, analyzing, and presenting data.
3. Emphasize in all courses the contemporary and human aspects of science, especially biology and its impact upon society.
4. Provide high quality general education training in the life sciences for all undergraduate students in addition to exemplary support courses for multiple programs across the campus.
5. Aggressively seek extramural funds for research training and academic support programs for students.

### **Programs of Study**

1. Bachelor of Science Degree in Biology (123-124 Credits)
2. Bachelor of Science Degree in Biology with a Minor in Public Health (126-127 Credits)
3. Accelerated Dual Degrees in Bachelor of Science and Master of Science in Biology (161 Credits)
4. Early Admission to Boston University Medical School Program

### **Program of Study**

#### **Bachelor of Science Degree in Biology (123-124 Credits)**

#### **Program Description**

The Bachelor of Science Degree in Biology curriculum is designed to prepare students interested in the study biological sciences and health-related fields such as medicine, dentistry, veterinary, and pharmacy. The core courses include molecular biology, biochemistry, genetics and cell biology.

#### **Student Learning Outcomes**

Graduates of the Biology Program will be able to:

1. Demonstrate an understanding of biology at the anatomical, biochemical, physiological and ecological levels.
2. Communicate mastery of basic biological principles through written research papers and oral presentations.
3. Interpret observations and tests and analyze a specific hypothesis through completion of individual research experiences.

#### **Admissions Requirements**

Applicants must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Science Degree in Biology must complete all *science courses with minimum final grades of "C", including all mathematics courses.*

The Bachelor of Science Degree in Biology requires the following courses in addition to the University's General Education Core requirements:

---

**Required Courses:**

- CBIO 111/L, General Biology I with Laboratory (4)
- CBIO 112/L, General Biology II with Laboratory (4)
- CBIO 312/R, Genetics I with Recitation (4)
- CBIO 375, Cell and Molecular Biology (3)
- CBIO 478, Cell Biology Laboratory (3)
- CBIO 480, Research in Biology (1-4)
  - or** CBIO 482, Seminar in Biology (1)
- CBIO 491/R, Biochemistry I with Recitation (3)
  - and** CBIO 492/R, Biochemistry II with Recitation (3)
  - or** CBIO 390, Introduction to Biochemistry (3)
  - and** CBIO 4XX, Elective in Biology with Laboratory (4)
- CBIO 4XX, Elective in Biology with Laboratory (4)
- CBIO 4XX, Elective in Biology (3-4)
- CBIO 4XX, Elective in Biology (3-4)
- CCHE 111/L/R, General Chemistry I with Laboratory and Recitation (4)
- CCHE 112/L/R, General Chemistry II with Laboratory and Recitation (4)
- CCHE 231/L/R, Organic Chemistry I with Laboratory and Recitation (4)
- CCHE 232/L/R, Organic Chemistry II with Laboratory and Recitation (4)
- CMAT 105, Pre-Calculus I (3) **or**
- CMAT 106, Pre-Calculus II (3) **or**
- CMAT 111, Calculus I (4) **or**
- CMAT 112, Calculus II (4)
- CPHY 111/L, General and Modern Physics I & Lab (4)
- CPHY 112/L, General and Modern Physics II & Lab (4)
- CXXX XXX, General Elective (3)
- CXXX XXX, General Elective (3)

## Plan of Study for Bachelor of Science Degree in Biology (123-124 Credits)

*(Students who are not prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)*

Freshman Year						
	Fall Semester	Cr		Spring Semester	Cr	
	<b>CBIO 111/L</b>	<b>General Biology I and Lab</b>	<b>4</b>	<b>CBIO 112/L</b>	<b>General Biology II and Lab</b>	<b>4</b>
	<b>CENG 105</b>	<b>College Composition I</b>	<b>3</b>	<b>CENG 106</b>	<b>College Composition II</b>	<b>3</b>
	<b>CGED 100</b>	<b>First-Year Seminar I</b>	<b>1</b>	<b>CGED 101</b>	<b>First-Year Seminar II</b>	<b>1</b>
	<b>CMAT 105 or CMAT 106</b>	<b>Pre-Calculus I or Pre-Calculus II</b>	<b>3</b>	<b>CMAT 106 or CMAT 111</b>	<b>Pre-Calculus II or Calculus I</b>	<b>3-4</b>
	<b>CCHE 111/L</b>	<b>General Chemistry I and Lab</b>	<b>4</b>	<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	<b>1</b>
	<b>CCHE 111R</b>	<b>General Chemistry I Recitation</b>	<b>0</b>	<b>CCHE 112/L</b>	<b>General Chemistry II and Lab</b>	<b>4</b>
				<b>CCHE 112R</b>	<b>General Chemistry II Recitation</b>	<b>0</b>
	<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>16-17</b>
Sophomore Year						
	Fall Semester	Cr		Spring Semester	Cr	
	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3</b>	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	<b>3</b>
	<b>CBIO XXX</b>	<b>Biology Elective with Lab</b>	<b>4</b>	<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	<b>3</b>
	<b>CCHE 231/L</b>	<b>Organic Chemistry I and Lab</b>	<b>4</b>	<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	<b>3</b>
	<b>CCHE 231R</b>	<b>Organic Chemistry I Recitation</b>	<b>0</b>	<b>CBIO XXX</b>	<b>Biology Elective with Lab</b>	<b>4</b>
	<b>CMAT 111 or CMAT 112</b>	<b>Calculus I or Calculus II</b>	<b>4</b>	<b>CCHE 232/L</b>	<b>Organic Chemistry II and Lab</b>	<b>4</b>
				<b>CCHE 232R</b>	<b>Organic Chemistry II Recitation</b>	<b>0</b>
	<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>17</b>
Junior Year						
	Fall Semester	Cr		Spring Semester	Cr	
	<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	<b>3</b>	<b>CECO/CPSC/CS CJ XXX</b>	<b>Social Science Requirement</b>	<b>3</b>
	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	<b>3</b>	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	<b>3</b>
	<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3</b>	<b>CPSY 211</b>	<b>General Psychology</b>	<b>3</b>
	<b>CBIO 312/R</b>	<b>Genetics I and Recitation</b>	<b>4</b>	<b>CBIO 375</b>	<b>Cell and Molecular Biology</b>	<b>3</b>
	<b>CPHY 111/L</b>	<b>General and Modern Physics I and Lab</b>	<b>4</b>	<b>CPHY 112/L</b>	<b>General and Modern Physics II and Lab</b>	<b>4</b>
	<b>TOTAL</b>		<b>17</b>	<b>TOTAL</b>		<b>16</b>
Senior Year						
	Fall Semester	Cr		Spring Semester	Cr	
	<b>CBIO 478L</b>	<b>Cell Biology Laboratory</b>	<b>3</b>	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	<b>3</b>
	<b>CBIO 491/R</b>	<b>Biochemistry I and Recitation</b>	<b>3</b>	<b>CBIO 482+</b>	<b>Seminar in Biology</b>	<b>1</b>
	<b>CBIO 4XX</b>	<b>Biology Elective</b>	<b>4</b>	<b>CBIO 492/R</b>	<b>Biochemistry II and Recitation</b>	<b>3</b>
	<b>CXXX XXX **</b>	<b>General Elective</b>	<b>3</b>	<b>CBIO 4XX</b>	<b>Biology Elective</b>	<b>4</b>
				<b>CXXX XXX **</b>	<b>General Elective</b>	<b>3</b>
	<b>TOTAL</b>		<b>13</b>	<b>TOTAL</b>		<b>14</b>
<p><b>+CBIO 482, Seminar in Biology or CBIO 480, Research in Biology is required. CBIO 480 (1-4 credits) is offered each semester. A maximum of 9 credits of research can be applied toward graduation.</b></p> <p><b>**General Electives are any courses of interest to the student, providing prerequisites are met. Students may use up to 6 credits of CBIO 480, Research in Biology to meet General Elective requirements.</b></p> <p><b>All general education core requirements are in bold.</b></p>						

## Bachelor of Science Degree in Biology with a Minor in Public Health (126-127 Credits)

The Bachelor of Science Degree in Biology with a Minor in Public Health prepares students with the fundamental knowledge and principles needed to develop an appreciation for many public health issues that are prevalent in today's society. Graduates with a public health minor are prepared to enter graduate and professional programs in public health.

## Student Learning Outcomes

Graduates with a Minor in Public Health will be able to:

1. Demonstrate an understanding of biology at the anatomical, biochemical, physiological and ecological levels.
2. Communicate mastery of basic biological principles through written research papers and oral presentations.
3. Interpret observations and tests and analyze a specific hypothesis through completion of individual research experiences.
4. Discuss interrelationships among organisms, including humans and their environments.
5. Articulate key aspects of public health as a field of research and practice.

## Admissions Requirements

Applicants to the Bachelor of Science Degree in Biology with a Minor in Public Health must meet the General Admissions Requirements as published in this Catalog.

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Science Degree in Biology with a Minor in Public Health must complete *all science courses with minimum final grades of "C"*.

To satisfy degree requirements for the minor in Public Health, students must complete a minimum of eighteen (18) credits: Four (4) core courses (12 credits) offered at Morehouse College and additional two (2) elective courses (6 credits) to be completed at Clark Atlanta University or at other Atlanta University Center schools.

### **\*\*Interdisciplinary Atlanta University Center (AUC) Elective Courses for Public Health Minor**

<b>Clark Atlanta University Courses</b>	<b>Morehouse College Courses</b>	<b>Spelman College Courses</b>
CBIO 261, Environmental Biology (4) - Required	HPSC 361, Ethics and Public Policy (3)	SANTH 305, Cross-Cultural Perspective on Gender (4)
CBIO 233, Microbiology (4)	HPHI 315, Philosophy of Science (3)	SANTH 322, Urban Anthropology (4)
CBIO 480, Research in Biology (1-4)	HPHI 475B, Bioethics (3)	SANTH 404, The Anthropology of Globalization (4)
CPSC 220, Introduction to Public Policy (3)	HPSC 476, Political Anthropology (3)	SANTH 444, Food and Culture (4)
CPSC 372, Comparative Public Policy (3)	HPSC 482, International Ethics (3)	SBIO/ES 314, Environmental Biology (4)
CPHI 231, Ethics and Human Values (3)	HPSY 393, Health/Medical Psychology (3)	SCHEM/ES 411, Toxicology (4)
CHPE 300, Psychological and Social Health (3)	HSOC 156, Men in Society (3)	SCHEM/ES 453, Environmental Chemistry (4)
CPSY 313, Statistics I (3)	HSOC 202, Cultural Anthropology (3)	SCWS/SOC 430, Special Topics: Violence Against Women (3)
CPSY 314, Statistics II (3)	HSOC 305, Urban and Comm. Sociology (3)	SIS 211, Introduction to International Studies (4)
CPSY 385, Abnormal Psychology (3)	HSOC 340, Medical Sociology (3)	SPHI 130, Introduction to Ethics (4)
CSCJ 308, Medical Sociology (3)	HSOC 341, The Life Cycle and Aging (3)	SPSC 320, Environmental Politics and Policy (4)
CUSW 350, Issues of Health Disparities Among Minority Populations (3)	HSOC 356, Demography, Ecology, and Environment (3)	SPSC 322, Legislative Process (4)
CUSW 142, Mental Health Issues of Diverse Groups and Women (3)		SPSY 200, Risky Behaviors, Social Influence, and HIV/AIDS (4)
		SPSY 420, Mental Health Practicum (4)
		SREI 285, Religion, Women, and Violence in Global Perspective (4)
		SSOC 242, Health-Sociological and Economic Perspectives (4)
		SSOC 301, Violence Against Women (4)
		SSOC 321, Community Organizing (4)
		SSOC 402 The Sociology of Health (4)

## Plan of Study for Bachelor of Science Degree in Biology with a Minor in Public Health (126-127 Credits)

(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 111/L	<b>General Biology I and Lab</b>	4	CBIO 112/L	<b>General Biology II and Lab</b>	4
CENG 105	<b>College Composition I</b>	3	CENG 106	<b>College Composition II</b>	3
CGED 100	<b>First-Year Seminar I</b>	1	CGED 101	<b>First-Year Seminar II</b>	1
CMAT 105	<b>Pre-Calculus I</b>	3	CMAT 106	<b>Pre-Calculus II</b>	3
CPED 101/102	<b>Physical Education Requirement</b>	1	CCHE 112/L	General Chemistry II and Lab	4
CCHE 111/L	General Chemistry I and Lab	4	CCHE 112R	General Chemistry II Recitation	0
CCHE 111R	General Chemistry I Recitation	0			
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 100	<b>Information Technology and Computer Applications</b>	3	CENG 201 <i>or</i> CENG 202	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3
CPhi 105	<b>Critical Thinking</b>	3	CHIS 201	<b>U.S., Africa and the World History I</b>	3
CCHE 231/L	Organic Chemistry I and Lab	4	CSTA 101	<b>Fundamentals of Speech</b>	3
CCHE 231R	Organic Chemistry I Recitation	0	CCHE 232/L	Organic Chemistry II and Lab	4
CMAT 111	Calculus I	4	CCHE 232R	Organic Chemistry II Recitation	0
HBIO 240 *	Introduction to Public Health	3	HBIO 330 *	Introduction to Epidemiology	3
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	<b>Foreign Language Requirement I</b>	3	CFLX 202	<b>Foreign Language Requirement II</b>	3
CHIS 202	<b>U.S., Africa and the World History II</b>	3	CSCJ 105	<b>Culture and Society</b>	3
CPSY 211	<b>General Psychology</b>	3	CBIO 261/L	Environmental Biology and Lab	4
CBIO 312/R	Genetics I and Recitation	4	CBIO 375	Cell and Molecular Biology	3
CPHY 111/L	General and Modern Physics I and Lab	4	CPHY 112/L	General and Modern Physics II and Lab	4
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 390	Introduction to Biochemistry	3	CHUM XXX	<b>Humanities Requirement</b>	3
CBIO 478L	Cell Biology Laboratory	3	CBIO 480	Research in Biology	3
CBIO 4XX	Biology Elective	4	CBIO XXX	Biology Elective	3-4
HBIO 340 *	Biostatistics	3	XBIO XXX **	Public Health Elective	3
HBIO 450*	Public Health Sciences Seminar and Practicum	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>12-13</b>
<p>*Public Health courses offered at Morehouse College.  **Choose 300 or 400 level public health elective courses from AUC List.  All general education core requirements are in bold.</p>					

---

**Program of Study**  
**Accelerated Dual Degrees in Bachelor of Science and Master of Science in Biology (161 Credits)****Program Description**

The Accelerated Dual Degrees in Bachelor of Science and Master of Science in Biology trains and develops scholars and promotes research by providing students with contemporary concepts in the fields of biochemistry, cellular biology, and molecular biology. Each student receives thorough intellectual training in a particular specialty and mastery of the methods that are requisite for productive scholarly endeavors in that specialty. Some research faculty members participate in the University's Center for Cancer Research and Therapeutic Development that is supported by the National Institute of Health and other biomedical research programs. The Department of Biological Sciences fosters and maintains collaborations at national academic, industrial and governmental research facilities.

**Student Learning Outcomes**

Graduates of the Accelerated Dual Degrees in Bachelor of Science and Master of Science Biology Program will be able to:

1. Apply the anatomical, biochemical, physiological and ecological theories and concepts in biological sciences.
2. Communicate mastery of advanced biological theories and principles through written research papers and oral presentations.
3. Utilize the appropriate tools and techniques in conducting biological research.
4. Communicate biological information effectively through the preparation of technical reports or a thesis.

**Admissions Requirements**

Applicants to Accelerated Dual Degrees in Bachelor of Science and Master of Science in Biology must meet the General Admissions Requirements as published in the Undergraduate and Graduate Catalogs. Applicants are admitted based on their academic achievement in secondary school. Students must have a minimum cumulative high school grade point average of 3.25 and minimum scores of 900 on the composite Scholastic Assessment Test (SAT) or 22 on the American College Testing (ACT).

**Degree Requirements**

In addition to the General Degree Requirements as published in the Undergraduate and Graduate Catalogs, students pursuing the Accelerated Dual Degrees in Bachelor of Science and Master of Science in Biology, students must satisfy all the requisite major and cognate courses for award of the Bachelor of Science Degree in Biology. For award of the Master of Science Degree in Biology, students must complete a minimum of thirty (30) credits in Biology including a thesis.

At the beginning of the second semester of the third year of study, students must apply for admission to the graduate program. During their fourth year of study, students may begin graduate coursework and research while completing undergraduate degree requirements. Summer research activities may be required depending on the objectives of students' research projects. During the fifth year of study, students engage exclusively in graduate study.

Students must maintain a minimum cumulative grade point average of 3.0 to continue in the program. At any point during matriculation in this program, students may elect to pursue the traditional Bachelor of Science Degree in Biology.

## Plan of Study for Accelerated Dual Degrees in Bachelor of Science and Master of Science in Biology (161 Credits: 129UG/32GD)

(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 111/L	<b>General Biology I and Lab</b>	4	CBIO 112/L	<b>General Biology II and Lab</b>	4
CCIS 100	<b>Information Technology and Computer Applications</b>	3	CENG 106	<b>College Composition II</b>	3
CENG 105	<b>College Composition I</b>	3	CGED 101	<b>First-Year Seminar II</b>	1
CGED 100	<b>First-Year Seminar I</b>	1	CMAT 111	<b>Calculus I</b>	4
CMAT 106	<b>Pre-Calculus II</b>	3	CPED 101/102	<b>Physical Education Requirement</b>	1
CCHE 111/L	General Chemistry I and Lab	4	CCHE 112	General Chemistry II and Lab	4
CCHE 111R	General Chemistry I Recitation	0	CCHE 112R	General Chemistry II Recitation	0
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 or CENG 202	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	CHIS 202	<b>U.S., Africa and the World History II</b>	3
CHIS 201	<b>U.S., Africa and the World History I</b>	3	CBIO 375	Cell Biology and Molecular Biology	3
CBIO 312/R	Genetics I and Recitation	4	CBIO 233/L	Microbiology and Lab	4
CCHE 231/L	Organic Chemistry I and Lab	4	CCHE 232/L	Organic Chemistry II and Lab	4
CCHE 231R	Organic Chemistry I Recitation	0	CCHE 232R	Organic Chemistry II Recitation	0
CPHY 111/L	General and Modern Physics I and Lab	4	CPHY 112/L	General and Modern Physics II and Lab	4
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Summer Session					
CECO/CPSC/CSC XXX	<b>Social Science Requirement</b>	3			
CSTA 101	<b>Fundamentals of Speech</b>	3			
CBIO XXX	Research in Biology	0			
	<b>TOTAL</b>	<b>6</b>			
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	<b>Foreign Language Requirement I</b>	3	CFLX 202	<b>Foreign Language Requirement II</b>	3
CPSY 211	<b>General Psychology</b>	3	CHUM XXX	<b>Humanities Requirement</b>	3
CBIO 415	Physical Chemistry for Biologists	3	CREL/CPHI XXX	<b>Religion/Philosophy Requirement</b>	3
CBIO 478L	Cell Biology Laboratory	3	CBIO 492/R	Biochemistry II and Recitation	3
CBIO 491/R	Biochemistry I and Recitation	3	CBIO XXX	Elective in Biology	4
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
Summer Session					
CBIO 480	Research in Biology	3			
	<b>TOTAL</b>	<b>3</b>			
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 480	Research in Biology	2	CBIO 480	Research in Biology	2
CBIO 504	Molecular Genetics	3	CBIO 501	Seminar in Biology I	0
CBIO 509	Laboratory Methods and Techniques	3	CBIO 506	Cell Biology	3
CBIO 511	Protein Biochemistry	3	CBIO 512	Biochemistry II	3
CBIO XXX	Undergraduate Elective in Biology	4	CBIO XXX	Undergraduate Elective in Biology	4
CXXX XXX	Undergraduate General Elective	3	CXXX XXX	Undergraduate General Elective	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>15</b>
Summer Session					
CBIO 801	Thesis Research	1			
	<b>TOTAL</b>	<b>1</b>			
Fifth Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 501	Biology Seminar I	0	CBIO 502	Biology Seminar II	0
CBIO 633 or CBIO 635	<b>Advances in Molecular Biology or Advances in Cell Biology</b>	3	CBIO 801	Thesis consultation	1
	Research Courses in Biology	6		Research Courses in Biology	6
CBIO 871	<i>Research in Molecular Biology</i>	Variable	CBIO 871	<i>Research in Molecular Biology</i>	Variable
CBIO 881	<i>Research in Cellular Biology</i>	Variable	CBIO 881	<i>Research in Cellular Biology</i>	Variable
CBIO 884	<i>Research in Biochemistry</i>	Variable	CBIO 884	<i>Research in Biochemistry</i>	Variable
	<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>7</b>
<b>All general education core requirements are in bold.</b>					

---

### **Early Admission Program for the Boston University Medical School**

Sophomore students are eligible to apply for early admission to Boston University Medical School as CAU transient students. Applicants for admission to the Boston University Medical School must maintain a minimum grade point average of 3.0 during the junior and senior years. The senior year is spent in a combined undergraduate/medical school curriculum. Biology courses completed at Boston University may be applied towards the Bachelor of Science Degree in Biology from Clark Atlanta University. Students must have an approved transient form to receive credit for course(s) successfully completed at Boston University. The Boston University Medical School pays the difference in tuition between Clark Atlanta University and Boston University.



---

**Department of Chemistry**  
**Thomas W. Cole, Jr., Research Center for Science and Technology, Suite 2025**  
**Telephone: (404) 880-6850**

The mission of the Department of Chemistry is to provide students a rigorous course of study in the physical and chemical sciences by utilizing multi-faceted learning experiences, guided inquiry laboratory, and scientific research to prepare students for careers as chemists or professionals in research and development, scientific discovery, or medical service in the global community.

The vision of the Department of Chemistry is to become a leading provider of interdisciplinary approaches to chemistry education and research that attracts and prepares diverse students to be scientifically literate and competitive professionals to meet the future demands of the changing global environment.

The Department of Chemistry offers undergraduate and graduate degree programs designed for students interested in the chemical professions and for students who desire a career in teaching chemistry, biology, physics, mathematics, engineering, and other health sciences as well as preparation for graduate study. Chemistry majors graduate with a wide choice of career possibilities as researchers and administrators in the chemical, environmental, health and pharmaceutical industries. The Department also provides the requisite pre-professional courses for studying medicine, dentistry, nursing, medical technology, pharmacy, and engineering.

#### **Chemistry Department Objectives:**

1. Provide an in-depth study of fundamental principles of and current developments in chemistry including chemical structure, mechanisms, reactivity and energetics.
2. Provide training in developing chemistry-related ideas and concepts and present findings to the public and the scientific community through speech, writing and visual displays.
3. Provide training to critically evaluate diverse forms of chemistry-related literature or conversation.
4. Illustrate the principles of qualitative and quantitative analysis.
5. Provide students with in-depth fundamentals in laboratory techniques from the translation of topical knowledge to practical use and scientific outcomes.

#### **Programs of Study**

1. Bachelor of Science Degree in Chemistry (128 Credits)
2. Accelerated Dual Degrees in Bachelor of Science and Master of Science in Chemistry (158 Credits)
3. Dual Degree in Bachelor of Science Degree in Chemistry (CAU) and Bachelor of Chemical Engineering (from participating Dual-Degree Engineering Program (DDEP) institution)
4. Dual Degree in Bachelor of Science in Chemistry (CAU) and Doctor of Pharmacy (Mercer University)
5. Minor in Chemistry (24 Credits)

---

## **Program of Study**

### **Bachelor of Science Degree in Chemistry (128 Credits)**

#### **Program Description**

The Bachelor of Science Degree in Chemistry is a rigorous program in the quantitative physical sciences. It requires advanced mathematics and elementary physics for technical students as well as advanced courses in inorganic, analytical, organic, and physical chemistries and biochemistry.

#### **Student Learning Outcomes:**

Graduates of the Chemistry Program will be able to:

1. Conduct accurate collection and interpretation of numerical data.
2. Use extrapolation, approximation, precision, accuracy, rational estimation and statistical validity to solve problems.
3. Demonstrate proficiency in the scientific method of formulating hypothesis and arriving at appropriate answers and conclusions.
4. Describe appropriate chemical principles to include thermodynamics, equilibrium, kinetics, quantum mechanics, structures of materials, reactivities of substances, and synthesis.
5. Develop a mastery of a broad set of factual chemical knowledge concerning the properties of substances, molecules and atoms.

#### **Admissions Requirements**

Applicants to the Bachelor of Science Degree in Chemistry must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Science Degree in Chemistry must complete the following courses as listed below:

##### **Required Courses (78 Credits)**

- CCHE 111, General Chemistry I (4)
- CCHE 111L, General Chemistry I Laboratory (0)
- CCHE 111R, General Chemistry I Recitation (0)
- CCHE 112, General Chemistry II (4)
- CCHE 112L, General Chemistry II Laboratory (0)
- CCHE 112R, General Chemistry II Recitation (0)
- CCHE 211, Analytical Chemistry I (4)
- CCHE 211L, Analytical Chemistry I Laboratory (0)
- CCHE 212, Analytical Chemistry II (4)
- CCHE 212L, Analytical Chemistry II Laboratory (0)
- or** CCHE 412, Instrumental Methods (4) and CCHE 412L, Instrumental Methods Laboratory (0)
- CCHE 231, Organic Chemistry I (4)
- CCHE 231L, Organic Chemistry I Laboratory (0)
- CCHE 231R, Organic Chemistry I Recitation (0)
- CCHE 232, Organic Chemistry II (4)
- CCHE 232L, Organic Chemistry II Laboratory (0)
- CCHE 232R, Organic Chemistry II Recitation (0)
- CCHE 341, Physical Chemistry I (3)
- CCHE 341L, Physical Chemistry I Laboratory (1)
- CCHE 341R, Physical Chemistry I Recitation (0)
- CCHE 342, Physical Chemistry II (3)
- CCHE 342L, Physical Chemistry II Laboratory (1)

---

CCHE 342R, Physical Chemistry II Recitation (0)  
CCHE 421, Inorganic Chemistry (3)  
CCHE 421, Inorganic Chemistry Laboratory (0)  
CCHE 431, Advanced Organic Chemistry (3)  
CCHE 431L, Advanced Organic Chemistry Laboratory (1)  
CCHE 432, Methods of Structure Determination (3)  
CCHE 432L, Methods of Structure Determination Laboratory (1)  
CCHE 480, Special Topics in Chemistry (4)  
CCHE 380, Junior-level Chemistry Seminar I (0)  
CCHE 381, Junior-level Chemistry Seminar II (1)  
CCHE 481, Senior-level Chemistry Seminar I (0)  
CCHE 482, Senior-level Chemistry Seminar II (1)  
CMAT 111, Calculus I (4)  
CMAT 112, Calculus II (4)  
CMAT 211, Calculus III (4)  
CBIO 111, General Biology I (4)  
CBIO 111L, General Biology I Laboratory (0)  
CBIO 112, General Biology II (4)  
CBIO 112L, General Biology II Laboratory (0)  
CMAT 212, Differential Equations I (3)  
CPHY 111, General and Modern Physics I (4)  
CPHY 111L, General and Modern Physics I Laboratory (0)  
    **or** CPHY 121, Physics I: Mechanics (3) and CPHY 121L, Physics I: Mechanics  
    Laboratory (1)  
CPHY 112, General and Modern Physics II (4)  
CPHY 112L, General and Modern Physics II Laboratory (0)  
    **or** CPHY 123, Physics III: Optics and Modern Physics (3) and CPHY 123L, Physics III:  
    Optics and Modern Physics Laboratory (1)

**Note:** Students must complete all chemistry courses with a minimum final grade of "C".

## Plan of Study for Bachelor of Science Degree in Chemistry (128 Credits)

*(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor)*

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 111/L	<b>General Biology I and Lab</b>	4	CBIO 112/L	<b>General Biology II and Lab</b>	4
CENG 105	<b>College Composition I</b>	3	CENG 106	<b>College Composition II</b>	3
CGED 100	<b>First-Year Seminar I</b>	1	CGED 101	<b>First-Year Seminar II</b>	1
CMAT 111	<b>Calculus I</b>	4	CMAT 112	<b>Calculus II</b>	4
CPED 101/102	<b>Physical Education Requirement</b>	1	CCHE 112/L	General Chemistry II and Lab	4
CCHE 111/L	General Chemistry I and Lab	4	CCHE 112R	General Chemistry II Recitation	0
CCHE 111R	General Chemistry I Recitation	0			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 100	<b>Information Technology and Computer Applications</b>	3	CSCJ 105	<b>Culture and Society</b>	3
CSTA 101	<b>Fundamentals of Speech</b>	3	CHUM XXX	<b>Humanities Requirement</b>	3
CCHE 231/L	Organic Chemistry I and Lab	4	CCHE 232/L	Organic Chemistry II and Lab	4
CCHE 231R	Organic Chemistry I Recitation	0	CCHE 232R	Organic Chemistry II Recitation	0
CMAT 211	Calculus III	4	CMAT 212	Differential Equations	3
CPHY 111/L <i>or</i> CPHY 121/L	General Physics I and Lab <i>or</i> Physics I: Mechanics and Lab	4	CPHY 112/L <i>or</i> CPHY 123/L	General and Modern Physics II and Lab <i>or</i> Physics III: Optics and Modern Physics and Lab	4
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>17</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3	CFLX 202	<b>Foreign Language Requirement II</b>	3
CFLX 201	<b>Foreign Language Requirement I</b>	3	CHIS 202	<b>U.S., Africa and the World History II</b>	3
CHIS 201	<b>U.S., Africa and the World History I</b>	3	CPSY 211	<b>General Psychology</b>	3
CCHE 211/L	Analytical Chemistry I and Lab	4	CREL/CPHI XXX	<b>Religion/Philosophy Requirement</b>	3
CCHE 341	Physical Chemistry I	3	CCHE 342	Physical Chemistry II	3
CCHE 341L	Physical Chemistry I Lab	1	CCHE 342L	Physical Chemistry II Lab	1
CCHE 341R	Physical Chemistry I Recitation	0	CCHE 342R	Physical Chemistry II Recitation	0
CCHE 381	Junior-Level Chemistry Seminar I	0	CCHE 382	Junior-Level Chemistry Seminar II	1
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 421/L	Inorganic Chemistry and Lab	3	CCHE 212/L <i>or</i> CCHE 412/L	Analytical Chemistry II and Lab <i>or</i> Instrumental Methods and Lab	4
CCHE 431	Advanced Organic Chemistry I	3	CCHE 432	Methods of Structure Determination	3
CCHE 431L	Advanced Organic Chemistry I Lab	1	CCHE 432L	Methods of Structure Determination Lab	1
CCHE 480	Special Topics in Chemistry	4	CCHE 482	Senior-Level Chemistry Seminar II	1
CCHE 481	Senior-Level Chemistry Seminar I	0	CCHE XXX	Undergraduate Research in Chemistry	3
CCHE XXX	Undergraduate Research in Chemistry	3			
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>12</b>
<b>All general education core requirements are in bold.</b>					

---

## Program of Study

### Accelerated Dual Degrees in Bachelor of Science and Master of Science in Chemistry (158 Credits)

#### Program Description

The Accelerated Dual Degrees in Bachelor of Science and Master of Science in Chemistry program trains and develops scholars and promotes research by providing students with contemporary concepts in the fields of organic, inorganic, and physical chemistry. Each student receives thorough intellectual training in a particular specialty and mastery of the methods that are requisite for productive scholarly endeavors in that specialty.

#### Student Learning Outcomes

Graduates of the Accelerated Dual Degrees in Bachelor of Science and Master of Science Chemistry Program will be able to:

1. Discuss atomic and molecular theories of chemistry.
2. Demonstrate mastery of basic chemistry principles through written research papers and required oral presentations in seminar or research classes.
3. Interpret observations and tests and analyze a specific hypothesis through completion of individual research experiences.
4. Demonstrate proficiency in basic chemistry techniques required to conduct research.
5. Communicate scientific information effectively through the preparation of technical reports or a thesis.

#### Admissions Requirements

Applicants to the Accelerated Dual Degrees in Bachelor of Science and Master of Science in Chemistry must meet the General Admissions Requirements as published in the Undergraduate and Graduate Catalogs. Students are admitted based on their academic achievement in secondary school. Students must have a minimum cumulative high school grade point average of 3.25 and minimum scores of 900 on the composite Scholastic Assessment Test (SAT) **or** 22 on the American College Testing (ACT).

#### Degree Requirements

In addition to the General Degree Requirements as published in the Undergraduate and Graduate Catalogs, students must satisfy all the requisite major and cognate courses and complete for award of the Bachelor of Science Degree in Chemistry. Students must complete a minimum of thirty (30) credits of graduate courses in the major field including an acceptable thesis.

At the beginning of the second semester of the third year of study, students must apply for admission to the graduate program. During their fourth year of study, students may begin graduate coursework and research while completing undergraduate degree requirements. Summer research activities may be required depending on the objectives of students' research projects. During the fifth year of study, students engage exclusively in graduate study.

Students must maintain a minimum cumulative grade point average of 3.0 to continue in the program and complete the following courses:

##### Required Undergraduate Courses:

- CCHE 111, General Chemistry I (4)
- CCHE 111L, General Chemistry I Laboratory (0)
- CCHE 111R, General Chemistry I Recitation (0)
- CCHE 112, General Chemistry II (4)
- CCHE 112L, General Chemistry II Laboratory (0)

---

CCHE 112R, General Chemistry II Recitation (0)  
CCHE 211, Analytical Chemistry I (4)  
CCHE 211L, Analytical Chemistry I Laboratory (0)  
CCHE 212, Analytical Chemistry II (4)  
CCHE 212L, Analytical Chemistry II Laboratory (0)  
    **or** CCHE 412, Instrumental Methods (4) and CCHE 412L, Instrumental Methods  
    Laboratory (0)  
CCHE 231, Organic Chemistry I (4)  
CCHE 231L, Organic Chemistry I Laboratory (0)  
CCHE 231R, Organic Chemistry I Recitation (0)  
CCHE 232, Organic Chemistry II (4)  
CCHE 232L, Organic Chemistry II Laboratory (0)  
CCHE 232R, Organic Chemistry II Recitation (0)  
CCHE 341, Physical Chemistry I (3)  
CCHE 341L Physical Chemistry I Laboratory (1)  
CCHE 342, Physical Chemistry II (3)  
CCHE 342L, Physical Chemistry II Laboratory (1)  
CCHE 421, Inorganic Chemistry (3)  
CCHE 421, Inorganic Chemistry Laboratory (0)  
CCHE 431, Advanced Organic Chemistry (3)  
CCHE 431L, Advanced Organic Chemistry Laboratory (1)  
CCHE 432, Methods of Structure Determination (3)  
CCHE 432L, Methods of Structure Determination Laboratory (1)  
CCHE 480, Special Topics in Chemistry (3)  
CCHE 480L, Special Topics in Chemistry Laboratory (1)  
CCHE 381, Junior-Level Chemistry Seminar I (0)  
CCHE 382, Junior-Level Chemistry Seminar II (1)  
CCHE 481, Senior-Level Chemistry Seminar I (0)  
CCHE 482, Senior-Level Chemistry Seminar II (1)  
CCHE XXX, Undergraduate Research in Chemistry I and II (3 each)  
CMAT 111, Calculus I (4)  
CMAT 112, Calculus II (4)  
CMAT 211, Calculus III (4)  
CMAT 212, Differential Equations I (3)  
CBIO 111, General Biology I (4)  
CBIO 111L, General Biology I Laboratory (0)  
CBIO 112, General Biology II (4)  
CBIO 112L, General Biology II Laboratory (0)  
CPHY 121, Physics I: Mechanics (3)  
CPHY 121L, Physics I: Mechanics Laboratory (1)  
CPHY 123, Physics III: Optics and Modern Physics (3)  
CPHY 123L, Physics III: Optics and Modern Physics Laboratory (1)

**Note:** Students must complete all undergraduate chemistry courses with a minimum final grade of "C".

**Plan of Study for Accelerated Dual Degrees in Bachelor of Science and Master of Science  
in Chemistry (158 Credits: 128UG/30GD)**

*(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)*

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 111/L	General Biology I & Lab	4	CBIO 112/L	General Biology II & Lab	4
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 111	Calculus I	4	CMAT 112	Calculus II	4
CPED 101/102	Physical Education Requirement	1	CCHE 112/L	General Chemistry II & Lab	4
CCHE 111/L	General Chemistry I & Lab	4	CCHE 112R	General Chemistry II Recitation	0
CCHE 111R	General Chemistry I Recitation	0			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CCIS 100	Information Technology and Computer Applications	3
CHIS 201	U.S., Africa and the World History I	3	CHIS 202	U.S., Africa and the World History II	3
CCHE 231/L	Organic Chemistry I and Lab	4	CCHE 232	Organic Chemistry II and Lab	4
CCHE 231R	Organic Chemistry I Recitation	0	CCHE 232R	Organic Chemistry II Recitation	0
CMAT 211	Calculus III	4	CMAT 212	Differential Equations	3
CPHY 121	Physics I: Mechanics	3	CPHY 123	Physics III: Optics and Modern Physics	3
CPHY 121L	Physics I: Mechanics Lab	1	CPHY 123L	Physics III: Optics and Modern Physics Lab	1
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>17</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CECO/CPSC/CSCJ XXX	Social Science Requirement	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHUM XXX	Humanities Requirement	3
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CPSY 211	General Psychology	3
CCHE 211/L	Analytical Chemistry I and Lab	4	CSTA 101	Fundamentals of Speech	3
CCHE 341	Physical Chemistry I	4	CCHE 342	Physical Chemistry II	4
CCHE 380	Junior-Level Chemistry Seminar I	0	CCHE 381	Junior-Level Chemistry Seminar II	1
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CCHE 421/L	Inorganic Chemistry and Lab	3	CCHE 212/L <i>or</i> CCHE 412/L	Analytical Chemistry II and Lab <i>or</i> Instrumental Methods and Lab	4
CCHE 431	Advanced Organic Chemistry I	3	CCHE 432	Methods of Structure Determination	3
CCHE 431L	Advanced Organic Chemistry I Lab	1	CCHE 432L	Methods of Structure Determination Lab	1
CCHE 480	Special Topics in Chemistry	4	CCHE 482	Senior-Level Chemistry Seminar II	1
CCHE 481	Senior-Level Chemistry Seminar I	0	CCHE XXX	Undergraduate Research in Chemistry	3
CCHE XXX	Undergraduate Research in Chemistry	3	CCHE XXX	Graduate Core Course	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>15</b>
Summer					
CCHE XXX	Graduate Research in Chemistry	3			
	<b>TOTAL</b>	<b>3</b>			
Fifth Year					
	Fall Semester	Cr		Spring Semester	Cr
CCHE XXX	Graduate Core Course/CCHE Area Course	3	CCHE XXX	Graduate Core Course/CCHE Area Course	3
CCHE XXX	Graduate Core Course/CCHE Area Course	3	CCHE XXX	Graduate Core Course	3
CCHE XXX	Graduate Core Course	3	CCHE XXX	Graduate Research in Chemistry	6

CCHE XXX	Graduate Research in Chemistry	3			
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>

All general education core requirements are in bold.

**Undergraduate Advanced Courses:**

- CCHE 421, Inorganic Chemistry (3)
- CCHE 421L, Inorganic Chemistry Laboratory (0)
- CCHE 451, Biochemistry I (3)
- CCHE 452, Biochemistry II (3)
- CCHE 431, Advanced Organic Chemistry I (3)
- CCHE 431L, Advanced Organic Chemistry I Laboratory (1)
- CCHE 432, Methods of Structure Determination (3)
- CCHE 432L, Methods of Structure Determination Laboratory (1)
- CCHE 441, Mathematical Methods in Chemistry (3)

**Graduate Core Courses:**

**Analytical Chemistry**

- CCHE 511, Environmental Chemistry (3)

**Inorganic Chemistry**

- CCHE 521, Advanced Inorganic Chemistry (3)

**Organic Chemistry**

- CCHE 531, Mechanistic Organic Chemistry (3)
- CCHE 532, Organic Synthesis (3)

**Physical Chemistry**

- CCHE 541, Thermodynamics (3)
- CCHE 542, Quantum Chemistry (3)

**Biochemistry**

- CCHE 551, Advanced Biochemistry I (3)
- CCHE 552, Advanced Biochemistry II (3)

**Industrial Chemistry**

- CCHE 561, Topics in Industrial Chemistry (3)
- CCHE 562, Scale-Up for Chemists (3)

**Polymer Chemistry**

- CCHE 571, Introduction to Polymer Chemistry (3)
- CCHE 572, Techniques in Polymer Chemistry (3)
- CCHE 572L, Techniques in Polymer Chemistry Laboratory (0)
- CCHE 573, Physical Polymer Science (3)



---

### **Program of Study**

#### **Dual Degree in Bachelor of Science in Chemistry (CAU) and Bachelor of Chemical Engineering (from participating Dual-Degree Engineering Program (DDEP) Institution)**

The Dual Degree in Bachelor of Science in Chemistry and Bachelor of Chemical Engineering prepares chemistry majors with a strong pre-engineering curriculum in the physical and mathematical sciences, proficiency in oral and written communications, and a thorough foundation in fundamental engineering principles.

During their matriculation in the Dual Degree Engineering Program (DDEP), students attend Clark Atlanta University for approximately three (3) years and then transfer to the participating engineering institution for two (2) years of additional study in residency status. Following a five-year period of study, students are awarded two (2) degrees: a Bachelor of Science Degree from Clark Atlanta University and a Bachelor of Engineering Degree from the participating engineering institution. In some cases, students may be awarded a graduate degree from the participating engineering institution.

Applicants interested in matriculating in the Dual Degree Engineering Program must meet all the General Admissions Requirements of Clark Atlanta University as published in this Catalog and meet with their respective academic department advisor. Applicants must also make initial contact with the [DDEP Coordinator in the School of Arts and Sciences](#) for specific pre-engineering program requirements and further advisement.

### **Program of Study**

#### **Dual Degree in Bachelor of Science in Chemistry (CAU) and Doctor of Pharmacy (MU)**

### **Program Description**

The Department of Chemistry offers a dual degree program in chemistry and pharmacy – the Bachelor of Science in Chemistry (Clark Atlanta University) and the Doctor of Pharmacy (Mercer University) in conjunction with Mercer University's College of Pharmacy and Health Sciences. Clark Atlanta University maintains an articulation agreement with Mercer University's College of Pharmacy and Health Sciences which is the first pharmacy school in the Southeast and the fifth in the nation to offer the Doctor of Pharmacy (Pharm.D.) as its sole professional degree.

This program conforms to the requirements of the American Council on Pharmaceutical Education and consists of professional study. The entire Pharm.D. program requires six (6) years of study following high school: a minimum of two (2) years of pre-pharmacy education at Clark Atlanta University and four (4) years of professional curriculum at the College of Pharmacy and Health Sciences.

The pre-professional program in pharmacy at Clark Atlanta University allows students to pursue a dual degree by following the basic required curriculum as outlined. Students may also take the pre-pharmacy curriculum without expectation of a dual degree if they wish to obtain the pharmacy degree at an institution other than Mercer University. Students enrolled in pharmacy programs at Mercer University are responsible to Mercer University for all tuition and fees.

The Doctor of Pharmacy program at Mercer University's provides students scholastic expertise and clinical acumen necessary to give high-quality pharmaceutical services to patients in a variety of settings. Career opportunities are many and varied – community practice, hospital pharmacy and the pharmaceutical industry are just a few examples. Alternatives such as consulting pharmacy, nuclear pharmacy, drug information, managed care, geriatric, psychiatric or pediatric specialties and teaching offer flexibility and growth to the Pharm.D. graduates.

---

## Admissions Requirements

Applicants to the Dual Degree in Bachelor of Science in Chemistry and Doctor of Pharmacy must meet the General Admissions Requirements as published in this Catalog and the admissions requirements of Mercer University's College of Pharmacy and Health Sciences. Prospective students should make initial contact with Clark Atlanta University's Department of Chemistry.

Admissions requirements and standards are designed to ensure success in the Pharm.D. program. Selecting a candidate for the future practice of pharmacy involves many important factors, including academic background, PCAT scores, and letters of reference and pharmacy experience. The Admissions Committee prefers applicants to have a cumulative undergraduate GPA of 3.00 with a preferred PCAT composite percentile score of 50. The accepted class averages in recent years have been a 3.35 GPA and 72 PCAT score.

Applicants must also meet the technical standards of the Pharm.D. Degree programs in order to be considered for admission into the program. Qualified applicants will be invited to visit the Mercer University's College of Pharmacy and Health Sciences for a required personal interview. Admission to the four-year Doctor of Pharmacy degree program requires at least two (2) years of pre-professional education at an accredited college or university in the United States. Each applicant must complete a minimum of ninety (90) credits of college courses. Application can be made after the completion of sixty (60) semester (90 quarter) hours of college coursework.

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Dual Degree in Bachelor of Science in Chemistry and Doctor of Pharmacy must complete the following requirements:

### Minimum pre-pharmacy course requirements:

1. General Chemistry (two courses with Labs)
2. Organic Chemistry (two courses with Labs)
3. Biochemistry (one course, lab optional)
4. General Biology (two courses with Labs)
5. Anatomy (one course with Lab)
6. Physiology (one course with Lab)
7. Microbiology (one course with Lab)
8. Physics (one course with Lab)
9. Calculus (one course)
10. Statistics (one course)
11. English Composition (two courses)
12. Speech (one course)
13. Economics (one course)
14. Humanities Electives (two courses)
15. Social/Behavioral Science Electives (two courses)
16. Other Electives to total 90 semester hours

**Note:** Students must complete these requirements with a minimum final grade of "C".

---

## Minor in Chemistry (24 Credits)

The Minor in Chemistry is open to any student who wishes to enhance his/her undergraduate education and for majors in biology and physics in particular who find chemistry courses a valuable complement to those in their major field of study. A minor in Chemistry is an excellent credential in the eyes of future employers and enhances the records of students interested in medical or other professional schools.

### Student Learning Outcomes

Graduates with a Minor in Chemistry will be able to:

1. Describe basic theories and concepts in Chemistry.
2. Demonstrate adequate competence in the use of laboratory and instrumental techniques.
3. Identify and apply modern analytical techniques and applications to solve applied chemical problems.

### Required Courses

CCHE 111, General Chemistry I (4)  
CCHE 111L, General Chemistry I Laboratory (0)  
CCHE 111R, General Chemistry I Recitation (0)  
CCHE 112, General Chemistry II (4)  
CCHE 112L, General Chemistry II Laboratory (0)  
CCHE 112R, General Chemistry II Recitation (0)  
CCHE 211, Analytical Chemistry I (4)  
CCHE 211L, Analytical Chemistry I Laboratory (0)  
CCHE 231, Organic Chemistry I (4)  
CCHE 231L, Organic Chemistry I Laboratory (0)  
CCHE 231R, Organic Chemistry I Recitation (0)  
CCHE 232, Organic Chemistry II (4)  
CCHE 232L, Organic Chemistry II Laboratory (0)  
CCHE 232R, Organic Chemistry II Recitation (0)  
CCHE XXXX, Chemistry course approved by the department chair (4)

---

**Department of Computer and Information Science**  
**Thomas W. Cole, Jr., Science Research Center for Science and Technology, Suite 1015**  
**Telephone: (404) 880-6951**

The mission of the Department of Computer and Information Science is to educate diverse students in an intellectually challenging program of study focused towards the analysis, design, and implementation of software systems by providing an advanced and rigorous curriculum with integrated laboratory-based and practical experiences that make students globally competitive for employment with government and industry.

The vision of the Department of Computer and Information Science is to become nationally recognized in educating bachelors to terminal degree level students in the Computer Sciences with knowledge, skills and practical training needed to understand and address inter- and multi-disciplinary problems of a national and global scale.

The Department of Computer and Information Science degree programs provide undergraduate students a balanced practical and theoretical approach to the study of software and hardware that includes the latest advances in this industry. The curriculum emphasizes the development of problem-solving skills applied to real-world problems. The programs of study in computer science and computer information systems provides for a comprehensive foundation that permits graduates to attain their career objectives in graduate education or pursue employment in many technical or professional fields of information technology.

The Department's academic and research activities are strengthened via several major funded initiatives. These projects provide opportunities for student participation in research/design efforts and related laboratory work. The department has linkages with several research institutions, government research laboratories and industries to facilitate student summer internships, job placement, and doctoral studies.

**Program Objectives for the Bachelor of Science in Computer Science:**

1. Train students on the new methods for processing and exchanging information.
2. Provide training on the underlying structure and appropriate uses of modern tools of the computing profession.
3. Provide practical theories and application of the scientific principles, which underlie the physical characteristics of modern computers.
4. Develop effective communicators to function well in multi-disciplinary teams.

**Programs of Study**

1. Bachelor of Science Degree in Computer Science (125 Credits)
2. Bachelor of Science Degree in Computer and Information Systems (127-128 Credits)
3. Accelerated Dual Degrees in Bachelor of Science and Master of Science in Computer Science (155 Credits)
4. Minor in Computer Science (20 Credits)

---

## **Program of Study**

### **Bachelor of Science Degree in Computer Science (125 Credits)**

#### **Program Description**

The Bachelor of Science Degree in Computer Science is designed to provide an in-depth study in theoretical and algorithmic foundations as well as cutting-edge developments in robotics, computer vision, intelligent systems, bioinformatics, and new approaches to programming. Through theoretical application students learn to determine the best performance possible, and the study of algorithms helps them to develop new approaches that provide better performance.

The program curricula offer a wide range of courses in areas of computer networking, software design and implementation, human-computer-interface, and uses of databases to create new knowledge. The majors in this program develop effective ways to solve computing problems, use new approaches to store information in databases, send data over networks, and display complex images.

#### **Student Learning Outcomes**

Graduates of the Computer Science Program will be able to:

1. Identify computing problems and apply appropriate algorithmic theories to solve them.
2. Utilize current techniques, skills, and tools to design, implement and document solutions to significant computational problems.
3. Assess the hardware and software aspects of computer systems that support application software development.
4. Apply theoretical knowledge of programming to determine new approaches that provide best performance in the areas of networking, information storage in databases, and human-computer-interface.
5. Analyze and discuss the professional, legal, security, social and ethical responsibilities of a professional working in the discipline.
6. Devise new ways to use computers to create new knowledge.

#### **Admissions Requirements**

Applicants to the Bachelor of Science Degree in Computer Science must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

The degree requires a minimum of one hundred twenty-three (125) semester hours, including sixty (60) in Computer Science. Three (3) semesters of continuous science classes with laboratory are required either in Biology, Chemistry, or Physics. Students must complete all required and cognate courses with minimum final grades of "C" including the Senior Design Project capstone course leading to submission and presentation of an acceptable technical report.

## Plan of Study for Bachelor of Science Degree in Computer Science (125 Credits)

*(Students who are not prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)*

Freshman Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CCIS 101</b>	<b>Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CMAT112</b>	<b>Calculus II</b>	4
<b>CMAT 111</b>	<b>Calculus I</b>	4	CCIS 106	Programming Principles II	3
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1	CCIS 106L	Programming Principles II Lab	1
CCIS 105	Programming Principles I	3	CCIS 121	Introduction to Computer Systems	3
CCIS 105L	Programming Principles I Lab	1			
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>15</b>
Sophomore Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CBIO/CCHE/CPHY*</b>	<b>Science I</b>	3	<b>CBIO/CCHE/CPHY*</b>	<b>Science II</b>	3
<b>CBIO/CCHE/CPHY*</b>	<b>Science I Lab</b>	1	<b>CBIO/CCHE/CPHY*</b>	<b>Science II Lab</b>	1
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CENG 201 or CENG202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
CCIS 223	Data Structures	3	CCIS 227	Discrete Structures	3
CCIS 223L	Data Structures Lab	1	CCIS 229	Rich Internet Applications	3
CMAT 214	Linear Algebra	3			
<b>TOTAL</b>		<b>17</b>	<b>TOTAL</b>		<b>16</b>
Junior Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CHIS 201 or CHIS 211</b>	<b>U.S., Africa and the World History I or U.S. History to 1865</b>	3	<b>CHIS 202 or CHIS 212</b>	<b>U.S., Africa and the World History II or U.S. History since 1865</b>	3
CBIO/CCHE/CPHY*	Science III	3			
CBIO/CCHE/CPHY*	Science III Lab	1	CCIS 329	Advanced Server Side Applications	3
CCIS 374	Database Systems	3	CCIS 371	Computer Algorithms	3
CCIS 375	Artificial Intelligence	3	CCIS 372	Computer Architecture	3
CCIS 381	Software Engineering	3	CMAT 321	Probability and Statistics	3
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>15</b>
Senior Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3	<b>CECO/CPSC/CSCJ XXX</b>	<b>Social Science Requirement</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
CCIS XXX**	CIS Elective	3	CCIS XXX**	CIS Elective	3
CCIS XXX**	CIS Elective	3	CCIS 473	Operating Systems	3
CCIS 476	Programming Languages and Compilers	3	CCIS 493	Senior Design Project	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>

\*Three (3) semesters of continuous science classes with labs are required either in Biology, Chemistry, or Physics.  
 \*\*Computer Science Electives must be at the 400 level or higher.  
 All general education core requirements are in bold.

---

## **Program of Study**

### **Bachelor of Science Degree in Computer and Information Systems (127-128 Credits)**

#### **Program Description**

The Bachelor of Science Degree in Computer Information Systems focuses on integrating information technology solutions and business processes to meet the information needs of businesses and other enterprises, enabling them to achieve their objectives in an effective, efficient way. The program views technology as an instrument for generating, processing, and distributing information.

The program curricula emphasize on information that computer systems can provide to aid an enterprise in defining and achieving its goals, and the processes that an enterprise can implement or improve using information technology. A wide range of courses including coursework in business are offered to prepare students to understand both technical factors and organizational principles and practices that can help them develop an organization's information and technology-enabled business processes.

Students in this program are involved in designing technology-based organizational communication and collaboration system enabling them to determine an organization's requirements for information systems specification, design, and implementation needed to support its operations.

#### **Student Learning Outcomes**

Graduates of the Computer and Information Systems will be able to:

1. Identify and analyze business problems and integrate information technology solutions and business processes to meet the information needs of the organization.
2. Design, implement, and evaluate computer-based systems to achieve the information objectives of businesses and other enterprises.
3. Design effective technology-enabled organizational communication and collaboration systems for effective business environment.
4. Apply knowledge of computing technology and organizational management principles and practices for generating, processing and distributing information.
5. Utilize computer software programs to improve the use of information technology to support business operations.
6. Demonstrate readiness to serve as an ethical professional between the technical and business communities.

#### **Admissions Requirements**

Applicants to the Bachelor of Science Degree in Computer and Information Systems must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

Requires a minimum of one hundred and twenty five (127) semester hours, including sixty (60) in Computer and Information Systems. Two (2) semesters of continuous science classes with laboratory are required either in Biology, Chemistry, or Physics. The curriculum also includes classes in Accounting and Management. Students must complete all required and cognate courses with minimum final grades of "C" including the Senior Design Project capstone course leading to submission and presentation of an acceptable technical report.

## Plan of Study for Bachelor of Science Degree in Computer and Information Systems (127-128 Credits)

*(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)*

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CCIS 101</b>	<b>Computer Applications</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CMAT112</b>	<b>Calculus II</b>	4
<b>CMAT 111</b>	<b>Calculus I</b>	4	CCIS 106	Programming Principles II	3
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1	CCIS 106L	Programming Principles II Lab	1
CCIS 105	Programming Principles I	3	CCIS 121	Introduction to Computer Systems	3
CCIS 105L	Programming Principles I Lab	1			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO/CCHE/CPHY*</b>	<b>Science I</b>	3	<b>CBIO/CCHE/CPHY*</b>	<b>Science II</b>	3
<b>CBIO/CCHE/CPHY*</b>	<b>Science I Lab</b>	1	<b>CBIO/CCHE/CPHY*</b>	<b>Science II Lab</b>	1
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
CCIS 223	Data Structures	3	CCIS 227	Discrete Structures	3
CCIS 223L	Data Structures Lab	1	CCIS 229	Rich Internet Applications	3
CMAT 214	Linear Algebra	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CECO 107</b>	<b>Introduction to Economics</b>	3	<b>CHIS 202 or CHIS 212</b>	<b>U.S., Africa and the World History II or U. S. History since 1865</b>	3
<b>CHIS 201 or CHIS 211</b>	<b>U.S., Africa and the World History I or U. S. History to 1865</b>	3	CCIS 329	Advanced Server Side Applications	3
CBUS 207	Principles of Accounting I	3	CCIS 371	Computer Algorithms	3
CCIS 374	Database Systems	3	CCIS 372	Computer Architecture	3
CCIS 375	Artificial Intelligence	3	CMAT 321	Probability and Statistics	3
CCIS 381	Software Engineering	3			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3
<b>CREL/ CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3	CBUS 340	Principles of Management	3
CCIS 431	Information Security	3	CCIS 473	Operating Systems	3
CCIS 476	Programming Languages and Compilers	3	CCIS 493	Senior Design Project	3
CCIS 400**	CIS Elective	3-4	CCIS 400**	CIS Elective	3-4
	<b>TOTAL</b>	<b>15-16</b>		<b>TOTAL</b>	<b>15-16</b>

**\*Two (2) semesters of continuous science classes with laboratory are required either in Biology, Chemistry, or Physics.**  
**\*\*Computer Science Electives must be at the 400 level or above.**  
**All general education core requirements are in bold.**



---

## **Program of Study**

### **Accelerated Dual Degrees in Bachelor of Science and Master of Science in Computer Science (155 Credits)**

#### **Program Description**

The Department of Computer and Information Science offers highly motivated undergraduate students with superior records option to earn both the bachelor's and the master's degrees in Computer Science in a five year period. Students must complete a minimum of 155 credits (125 undergraduate and 30 graduate hours).

At the beginning of the junior year, students may apply and be admitted into the Five-Year Accelerated Dual-Degree Program. Accepted candidates into the program take six (6) credits of approved advanced graduate-level computer science courses during their fourth (senior) year while completing the undergraduate (major and general education) degree requirements. These will apply toward the minimum 30 credits required for the Master of Science in Computer Science. During the fifth year of study, students complete the remaining 24 credits of graduate-level courses; maintain the minimum CGPA required in the graduate computer science major courses; complete the master's degree requirements at an accelerated rate of 12 graduate credit hours per semester instead of typical nine (9) credits; and satisfy the graduate residence requirement. Summer research may be required depending on the nature of the students' thesis research project.

Students receive both the undergraduate and the graduate degrees upon successful completion of the prescribed course of study and specified program requirements. Students must apply for candidacy for each degree at the times specified in the University catalogues for awarding of the Bachelor of Science and the Master of Science degrees. Students who do not finish the graduate portion of the degree program, for any reason, will be allowed to earn the bachelor's degree once the undergraduate degree requirements are satisfied.

#### **Student Learning Outcomes**

Graduates of the Accelerated Dual Degree in Bachelor of Science and Master of Science in Computer Science will be able to:

1. Analyze a problem, and identify and define the computing requirements appropriate to its solution.
2. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
3. Describe computer system components and peripherals and its organization and interface in transmitting information.
4. Discuss the concepts and practice of programming to find solutions for practical problems.
5. Perform computer operations in teams to accomplish a common project.

#### **Program Credit Hour Requirements:**

This program consists of a minimum of 155 credit hours of coursework (a minimum of 125 undergraduate and a minimum of 30 graduate credit hours). Students must satisfy all undergraduate general education, requisite cognate and major courses required (125 credits) for the Bachelor's Degree in Computer Science including three (3) semesters of continuous science classes with laboratory either in Biology, Chemistry, or Physics. Students must maintain a minimum final grade of "C" in all required courses and complete the Senior Design Project capstone course leading to submission and presentation of an acceptable technical report. The 30 credit hours of graduate level coursework include completing and successfully presenting an acceptable research project.

---

The maximum credit hour load for undergraduate study shall be in effect through the fourth year of study during which students begin to pursue advanced graduate coursework and research while completing undergraduate degree requirements. During the fifth year students are engaged in graduate study exclusively. Summer research opportunities are provided and may be required depending on the nature of the students' research project.

**Admission and Continuation:**

- Academic progress is monitored continuously
- Students must maintain a cumulative "B" or better average
- At the beginning of the second semester of the third (junior) year, students must apply for admission to the graduate program
- Students must be admitted into the accelerated program at the beginning of the fourth (senior) year
- Graduate admission may be provided upon recommendation of the department chair and approval of the School Dean
- During the fifth year students satisfy the graduate residence requirement

**Clearance for Graduation:**

- Students must apply for candidacy for each degree at the times specified in the University catalogues
- Upon completion of the prescribed course of study, students receive two degrees – the Bachelor of Science and the Master of Science

**Failure to Complete Graduate Requirements:**

At any point during the students' participation in this program, they may elect, or be required because of academic performance, to pursue the traditional four-year bachelor's degree program. In such cases the bachelor's degree may be awarded once the undergraduate degree requirements are satisfied.

## PLAN OF STUDY

The following suggested plan of study is to illustrate how required and elective courses can be arranged for students pursuing the Accelerated Dual Degree in Computer Science. This plan of study is not mandatory.

### Plan of Study for Accelerated Dual Degrees in Bachelor of Science and Master of Science in Computer Science (155 Credits: 125UG/30GD)

(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 101	Computer Applications	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 112	Calculus II	4
CMAT 111	Calculus I	4	CCIS 106	Programming Principles II	3
CPED 101/102	Physical Education Requirement	1	CCIS 106L	Programming Principles II Lab	1
CCIS 105	Programming Principles I	3	CCIS 121	Introduction to Computer Systems	3
CCIS 105L	Programming Principles I Lab	1			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO/CCHE/CPHY*	Science I	3	CBIO/CCHE/CPHY*	Science II	3
CBIO/CCHE/CPHY*	Science I Lab	1	CBIO/CCHE/CPHY*	Science II Lab	1
CFLX 201	Foreign Language Requirement I	3	CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3
CSTA 101	Fundamentals of Speech	3	CFLX 202	Foreign Language Requirement II	3
CCIS 223	Data Structures	3	CCIS 227	Discrete Structures	3
CCIS 223L	Data Structures Lab	1	CCIS 229	Rich Internet Applications	3
CMAT 214	Linear Algebra	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHIS 201 <i>or</i> CHIS 211	U.S., Africa and the World History I <i>or</i> U. S. History to 1865	3	CHIS 202 <i>or</i> CHIS 212	U.S., Africa and the World History II <i>or</i> U. S. History since 1865	3
CBIO/CCHE/CPHY*	Science III	3	CCIS 329	Advanced Server Side Applications	3
CBIO/CCHE/CPHY*	Science III Lab	1	CCIS 371	Computer Algorithms	3
CCIS 374	Database Systems	3	CCIS 372	Computer Architecture	3
CCIS 375	Artificial Intelligence	3	CMAT 321	Probability and Statistics	3
CCIS 381	Software Engineering	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHUM XXX	Humanities Requirement	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CPSY 211	General Psychology	3	CREL/CPHI XXX	Religion/Philosophy Requirement	3
CCIS 476	Programming Languages and Compilers	3	CCIS 473	Operating Systems	3
CCIS 400**	CIS Elective	3	CCIS 493	Senior Design Project	3
CCIS 400**	CIS Elective	3	CCIS 400**	CIS Elective	3
CCIS 671	Algorithms Design and Analysis	3	CCIS 674	Database Design	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Fifth Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 672	Computer Organization	3	CCIS 675	Artificial Intelligence	3
CCIS 691	Software Engineering	3	CCIS 700***	CIS Elective	3
CCIS 700***	CIS Elective	3	CCIS 700***	CIS Elective	3
CCIS 700***	CIS Elective	3	CCIS 805	Research/Design Project in Database	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
*Three (3) semesters of continuous science classes with lab either in Biology, Chemistry, or Physics.					
**Computer Science Electives must be at the 400 level or higher.					
***Computer Science Electives must be at the 700 level or higher.					
All general education core requirements are in bold.					

---

### **Minor in Computer Science (20 Credits)**

The Minor in Computer Science is for students in other disciplines who anticipate that computer science will have a prominent role to play in their academic and professional career. The courses emphasize on theoretical foundations of information and computation and provide students with the basic skills in the field of computer science.

#### **Student Learning Outcomes**

Graduate with a Minor in Computer Science will be able to:

1. Discuss the major concepts and principles of computer systems.
2. Solve problems related to computer programming content.
3. Design and build a simple computer program using techniques and models from the computer science program.

#### **Required Courses**

CCIS 101, Computer Applications (3)  
CCIS 106, Programming Principles II (3)  
CCIS 106L, Programming Principles II Laboratory (1)  
CCIS 121, Introduction to Computer Systems (3)  
CCIS 223, Data Structures (3)  
CCIS 223L, Data Structures Laboratory (1)  
CCIS 374, Database Systems (3)  
CCIS XXX, Computer Science Elective (3)\*

**\*Computer Science Elective must be at the 300 level or higher.**

**Note:** If the student has not had any prior programming experience, then CCIS 105 Programming Principles I and CCIS 105L Programming Principles I Laboratory will also be required as a prerequisite to CCIS 106 and CCIS 106L.

---

**Department of Mathematical Sciences**  
**McPheeters-Dennis Hall, Room 138**  
**Telephone: (404) 880-8462**

The mission of the Department of Mathematical Sciences is to prepare students in the theory and applications of mathematics through a broad range of learning experiences, including inquiry based teaching, problem solving techniques, and various computational methodologies to pursue mathematics related careers or succeed in advanced degree programs.

The vision of the Department of Mathematical Sciences is to be a major force in the global mathematical sciences community by offering a strong theoretical and research foundation, using cutting-edge technologies, in collaboration with other disciplines to produce competitive scholars and recognized professionals.

The Department of Mathematical Sciences offers programs to prepare students for various career opportunities in industry, government, and education as well as graduate study in mathematics. The program is also appropriate for students interested in interdisciplinary graduate training in the sciences and engineering. The faculty of the Department of Mathematical Sciences awards the J. J. Dennis Endowed Scholarship to qualified, distinguished juniors and seniors majoring in mathematics. The scholarship recipients must maintain a minimum cumulative grade point average of 3.0, with a minimum cumulative grade point average of 3.25 in mathematics courses.

### **Programs of Study**

1. Bachelor of Science Degree in Mathematics (129 Credits)
2. Accelerated Dual Degrees in Bachelor of Science and Master of Science in Mathematics (150 Credits) – with Master of Science Concentration in Pure Mathematics *or* Applied Mathematics

### **Program of Study**

#### **Bachelor of Science Degree in Mathematics (129 Credits)**

### **Program Description**

The Bachelor of Science Degree in Mathematics is a rigorous academic program designed to prepare students for graduate study in mathematics, interdisciplinary graduate training in the sciences and engineering, and mathematics related careers in industry, government and education.

### **Student Learning Outcomes**

Graduates in the Mathematics Program will be able to:

1. Apply mathematical and statistical reasoning and problem solving techniques to formulate, analyze, and solve disciplinary or interdisciplinary problems.
2. Effectively communicate mathematical results and research in written and oral forms to mathematical, scientific, and general audiences.
3. State prove, and apply major theoretical results presented in the mathematics curriculum.
4. Use computational devices, mathematical software, and other advanced technologies to model and communicate mathematical concepts.

### **Admissions Requirements**

Applicants to the Bachelor of Science Degree in Mathematics must meet the General Admissions Requirements as published in this Catalog.

---

## **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Science Degree in Mathematics must earn a minimum final grade of "C" in all mathematics and cognate courses. Students must complete the following mathematics courses:

### **Required Courses: 57 Credits**

CMAT 111, Calculus I (4)  
CMAT 112, Calculus II (4)  
CMAT 211, Calculus III (4)  
CMAT 212, Differential Equations (3)  
CMAT 214, Linear Algebra (3)  
CMAT 311, Mathematical Logic (3)  
CMAT 321, Mathematical Probability and Statistics I (3)  
CMAT 322, Mathematical Probability and Statistics II (3)  
CMAT 325, Modern Algebra I (3)  
CMAT 326, Modern Algebra II (3)  
CMAT 421, Advanced Calculus I (3)  
CMAT 422, Advanced Calculus II (3)  
CMAT 423, Introduction to Complex Variables I (3)  
CMAT 424, Introduction to Complex Variables II (3)  
CMAT 427, Introduction to Topology I (3)  
CMAT 443, Introduction to Operations Research (3)  
CMAT 475, Seminar I (3)  
CMAT 476, Seminar II (3)

### **Electives: 18 Credits**

CMAT XXX, Mathematics Elective (3)\*  
CXXX XXX, General Elective (3)\*  
CXXX XXX, General Elective (3)\*  
CXXX XXX, General Elective (3)\*  
CXXX XXX, General Elective (3)\*  
CXXX XXX, General Elective (3)\*

**\*Mathematics Elective and General Electives must be at the 300 level or higher.**

## Plan of Study for Bachelor of Science Degree in Mathematics (129 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 105	College Composition I	3	CCIS 100	Information Technology and Computer Applications	3
CGED 100	First-Year Seminar I	1	CENG 106	College Composition II	3
CHIS 201	U.S., Africa and the World History I	3	CGED 101	First-Year Seminar II	1
CMAT 111	Calculus I	4	CHIS 202	U.S., Africa and the World History II	3
CPHI 105	Critical Thinking	3	CMAT 112	Calculus II	4
CSTA 101	Fundamentals of Speech	3	CPSC 106	Politics and Global Issues	3
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language	3	CHUM 230	Interdisciplinary Humanities I	3
CMAT 211	Calculus III	4	CPED 101/102	Physical Education Requirement	1
CMAT 214	Linear Algebra	3	CPSY 211	General Psychology	3
CMAT 311	Mathematical Logic	3	CCIS 105/105L	Programming Principles I and Lab	4
			CMAT 212	Differential Equations	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 111	General and Modern Physics I	3	CPHY 112	General and Modern Physics II	3
CPHY 111L	General and Modern Physics I Lab	1	CPHY 112L	General and Modern Physics II Lab	1
CMAT 321	Mathematical Probability and Statistics I	3	CMAT 322	Mathematical Probability and Statistics II	3
CMAT 325	Modern Algebra I	3	CMAT 326	Modern Algebra II	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 421	Advanced Calculus I	3	CMAT 422	Advanced Calculus II	3
CMAT 423	Introduction to Complex Variables I	3	CMAT 424	Introduction to Complex Variables II	3
CMAT 427	Introduction to Topology I	3	CMAT 443	Introduction to Operations Research	3
CMAT 475	Seminar I	3	CMAT 476	Seminar II	3
CXXX XXX*	General Elective	3	CMAT XXX **	Mathematics Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*General Electives must be at the 300 level or higher.					
**Mathematics Electives must be at the 300 level or higher.					
All general education core requirements are in bold.					

### Program of Study

#### Accelerated Dual Degrees in Bachelor of Science and Master of Science in Mathematics (150 Credits)

#### Program Description

The Accelerated Dual Degrees in Bachelor of Science and Master of Science in Mathematics program prepare students for careers in mathematics-related fields and focuses on techniques of mathematical modeling and basic tools used to investigate, prove, and solve problems from both pure and applied mathematical viewpoints.

---

## Student Learning Outcomes

Graduates of the Accelerated Dual Degrees in Bachelor of Science and Master of Science in Mathematics Program will be able to:

1. Apply mathematical and statistical reasoning and problem solving techniques to formulate, analyze, and solve disciplinary or interdisciplinary problems.
2. Conduct mathematical research and present findings and results in written and oral forms for mathematical, scientific, and general audiences.
3. Apply and construct proofs of major advanced theoretical results in the mathematics curriculum.

## Admissions Requirements

Applicants must meet the General Admissions Requirements of Clark Atlanta University as published in the Undergraduate and Graduate Catalogs. Students are admitted based on their academic achievement in secondary school. Students must have a minimum cumulative high school grade point average of 3.25 and minimum scores of 900 on the composite Scholastic Assessment Test (SAT) *or* 22 on the American College Testing (ACT).

## Degree Requirements

In addition to the General Degree Requirements published in the Undergraduate and Graduate Catalogs, students must complete all required and cognate courses with minimum final grades of "C" for award of the Bachelor of Science Degree in Mathematics.

For award of the Master of Science Degree in Mathematics, students must complete at least thirty (30) credits of graduate coursework in the major field. Students have the option of defending an acceptable thesis or completing elective graduate coursework in the major field.

At the beginning of the second semester of the third year of study, students may apply for admission to the graduate program. During their fourth year of study, students may begin graduate coursework and research while completing undergraduate degree requirements. Summer research activities may be required depending on the objectives of students' research projects. During the fifth year of study, students engage exclusively in graduate study.

Students must maintain a minimum cumulative grade point average of 3.0 to continue in the program. At any point during matriculation in this program, students may elect to pursue the traditional Bachelor of Science Degree in Mathematics.

## Required Courses:

### Undergraduate Courses: 57 Credits

- CMAT 111, Calculus I (4)
- CMAT 112, Calculus II (4)
- CMAT 211, Calculus III (4)
- CMAT 212, Differential Equations (3)
- CMAT 214, Linear Algebra (3)
- CMAT 311, Mathematical Logic (3)
- CMAT 321, Mathematical Probability and Statistics I (3)
- CMAT 322, Mathematical Probability and Statistics II (3)
- CMAT 325, Modern Algebra I (3)
- CMAT 326, Modern Algebra II (3)
- CMAT 421, Advanced Calculus I (3)
- CMAT 422, Advanced Calculus II (3)
- CMAT 423, Introduction to Complex Variables I (3)



---

CMAT 424, Introduction to Complex Variables II (3)  
CMAT 427, Introduction to Topology I (3)  
CMAT 428, Introduction to Topology II (3)  
CMAT 475, Seminar I (3)  
CMAT 476, Seminar II (3)

**Undergraduate Electives: 9 Credits**

CMAT XXX, Undergraduate Mathematics Elective (3)\*  
CMAT XXX, Undergraduate Mathematics Elective (3)\*  
CXXX XXX, Undergraduate General Elective (3)

**\*Undergraduate Mathematics Electives must be at the 300 level or higher.**

**Graduate Courses: 30 Credits**

**Pure Mathematics Concentration:**

CMAT 521, Real Analysis I (3)  
CMAT 522, Real Analysis II (3)  
CMAT 523, Complex Variables I (3)  
CMAT 524, Complex Variables II (3)  
CMAT 525, Abstract Algebra I (3)  
CMAT 526, Abstract Algebra II (3)  
CMAT 527, Topology (3)  
CMAT XXX, Graduate Mathematics Elective (3)  
CMAT 675, Thesis Research (3)  
    **or** CMAT XXX, Graduate Mathematics Elective (3)  
CMAT 676, Thesis Research (3)  
    **or** CMAT XXX, Graduate Mathematics Elective (3)

**Applied Mathematics Concentration:**

CMAT 521, Real Analysis I (3)  
CMAT 522, Real Analysis II (3)  
CMAT 523, Complex Variables I (3)  
CMAT 524, Complex Variables II (3)  
CMAT 527, Topology (3)  
CMAT 541, Applied Mathematics I (3)  
CMAT 542, Applied Mathematics II (3)  
CMAT XXX, Graduate Mathematics Elective (3)  
CMAT 675, Thesis Research (3)  
    **or** CMAT XXX, Graduate Mathematics Elective (3)  
CMAT 676, Thesis Research (3)  
    **or** CMAT XXX, Graduate Mathematics Elective (3)

**Plan of Study for Accelerated Bachelor of Science and Master of Science  
in Mathematics (150 Credits: 120UG/30GD)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 105	<b>College Composition I</b>	3	CCIS 101	<b>Computer Applications</b>	3
CGED 100	<b>First-Year Seminar I</b>	1	CENG 106	<b>College Composition II</b>	3
CHIS 201	<b>U.S., Africa and the World History I</b>	3	CGED 101	<b>First-Year Seminar II</b>	1
CMAT 111	<b>Calculus I</b>	4	CHIS 202	<b>U.S., Africa and the World History II</b>	3
CPED 101/102	<b>Physical Education Requirement</b>	1	CMAT 112	<b>Calculus II</b>	4
CSTA 101	<b>Fundamentals of Speech</b>	3	CPSC 106	<b>Politics and Global Issues</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3	CPHI 105	<b>Critical Thinking</b>	3
CHUM 230	<b>Interdisciplinary Humanities I</b>	3	CCIS 105/105L	Programming Principles I and Lab	4
CPSY 211	<b>General Psychology</b>	3	CMAT 212	Differential Equations	3
CMAT 211	Calculus III	4	CMAT 311	Mathematical Logic	3
CMAT 214	Linear Algebra	3	CXXX XXX	General Elective	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	<b>Foreign Language Requirement I</b>	3	CFLX 202	<b>Foreign Language Requirement II</b>	3
CPHY 111	<b>General and Modern Physics I</b>	3	CPHY 111	<b>General and Modern Physics II</b>	3
CPHY 111L	<b>General and Modern Physics I Lab</b>	1	CPHY 111L	<b>General and Modern Physics II Lab</b>	1
CMAT 325	Modern Algebra I	3	CMAT 326	Modern Algebra II	3
CMAT 421	Advanced Calculus I	3	CMAT 422	Advanced Calculus II	3
CMAT XXX*	Mathematics Elective	3	CMAT XXX*	Mathematics Elective	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 321	Mathematical Probability and Statistics I	3	CMAT 322	Mathematical Probability and Statistics II	3
CMAT 423	Introduction to Complex Variables I	3	CMAT 424	Introduction to Complex Variables II	3
CMAT 427	Introduction to Topology I	3	CMAT 428	Intro to Topology II	3
CMAT 475	Seminar I	3	CMAT 476	Seminar II	3
CMAT 521	Real Analysis I	3	CMAT 522	Real Analysis II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Fifth Year - Pure Mathematics Concentration					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 523	Complex Variables I	3	CMAT 524	Complex Variables II	3
CMAT 525	Abstract Algebra I	3	CMAT 526	Abstract Algebra II	3
CMAT 527	Topology I	3	CMAT XXX**	Mathematics Elective	3
CMAT 675 <i>or</i> CMAT XXX**	Thesis Research <i>or</i> Mathematics Elective	3	CMAT 676 <i>or</i> CMAT XXX**	Thesis Research <i>or</i> Mathematics Elective	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
Fifth Year - Applied Mathematics Concentration					
	Fall Semester	Cr		Spring Semester	Cr
CMAT 523	Complex Variables I	3	CMAT 524	Complex Variables II	3
CMAT 541	Applied Mathematics I	3	CMAT 542	Applied Mathematics II	3
CMAT 527	Topology I	3	CMAT XXX**	Mathematics Elective	3
CMAT 675 <i>or</i> CMAT XXX**	Thesis Research <i>or</i> Mathematics Elective	3	CMAT 676 <i>or</i> CMAT XXX**	Thesis Research <i>or</i> Mathematics Elective	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
<p>* Mathematics Electives must be at the 300 level or higher.  **Mathematics Electives must be at the 500 level or higher.  All general education core requirements are in bold.</p>					

---

**Department of Physics**  
**McPheeters-Dennis Hall, Room 102**  
**Telephone: (404) 880-8797**

The mission of the Department of Physics is to prepare students in the theories and experimentation of physical, computational and mathematical sciences through hands-on training and skill-building opportunities for careers in research and technology and entry into advanced degree programs.

The vision of the Department of Physics is to be a recognized force in the Physics community world-wide by training a diverse body of students through an innovative and research-oriented environment to become competent professionals in Physical Sciences and related technological areas.

The Department of Physics provides instruction and practice to prepare students for graduate work, teaching, research in the fields of fundamental and applied physics, and practice in branches of engineering. The Department's flexibility curriculum allows students to prepare for careers in biophysics, health physics, atmospheric sciences, space physics, technology-related workforce and for teaching in sciences and mathematics. Individual projects provide ample opportunity for the development of initiative and skill. Through proper selection of elective courses, students may direct their training to fit their particular fields of interest.

### **Programs of Study**

1. Bachelor of Science Degree in Physics (123 Credits)
2. Accelerated Dual Degrees in Bachelor of Science and Master of Science in Physics (153 Credits)
3. Minor in Physics (18 Credits)

### **Program of Study**

#### **Bachelor of Science Degree in Physics (123 Credits)**

#### **Program Description**

The Bachelor of Science Degree in Physics curriculum is designed to provide students with an understanding of the principles governing the behavior of the physical universe and helps students develop an appreciation of the scientific method and its application to current technological and environmental problems. Courses emphasize the elements of scientific thinking and techniques as well as scientific knowledge.

#### **Student Learning Outcomes**

Graduates of the Physics Program will be able to:

1. Develop mathematical models of the physical processes to analyze practical problems using critical thinking and reasoning skills.
2. Solve scientific problem with the use of physical concepts and logical reasoning.
3. Explore and discuss the application of basic concepts of Physical Sciences in relation to the fundamental areas of mechanics, heat, and electricity.
4. Discuss the broad connections among the disciplines of Physics, Chemistry, Earth Science, and Astronomy.
5. Apply physics principles and concepts to analyze problems and interpret quantitative data of practical importance.

- 
6. Demonstrate the use of physical and mathematical data analysis and reasoning in laboratory practice.

### **Admissions Requirements**

Applicants to the Bachelor of Science Degree in Physics must meet the General Admissions Requirements as published in this Catalog.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Science Degree in Physics must complete all required and cognate courses with minimum final grades of "C".

#### **Required Courses: (45 Credits)**

- CPHY 121, Physics I: Mechanics (3)
- CPHY 121L, Physics I: Mechanics Laboratory (1)
- CPHY 122, Physics II: Electricity and Magnetism and Laboratory (3)
- CPHY 122L, Physics II: Electricity and Magnetism Laboratory (1)
- CPHY 123, Physics III: Optics and Modern Physics (3)
- CPHY 123L, Physics III: Optics and Modern Physics Laboratory (1)
- CPHY 211, Modern Physics (3)
- CPHY 321, Mathematical Physics I (3)
- CPHY 322, Mathematical Physics II (3)
- CPHY 331, Classical Mechanics (3)
- CPHY 332, Electromagnetic Theory (3)
- CPHY 411, Thermodynamics and Statistical Mechanics (3)
- CPHY 412, Introduction to Quantum Mechanics (3)
- CPHY 421, Undergraduate Research I (3)
- or** CPHY 422, Undergraduate Research II (3)
- CPHY XXX, Physics Elective (3)\*
- CPHY XXX, Physics Elective (3)\*
- CPHY XXX, Physics Elective (3)\*

#### **Electives: 6 Credits**

- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*

**\*All Physics Electives and General Electives must be at the 300 level or higher.**

#### **Cognate Courses: 30 Credits**

- CCHE 111, General Chemistry I (4)
- CCHE 111L, General Chemistry Lab (0)
- CCHE 111R, General Chemistry Recitation (0)
- CCHE 112, General Chemistry II (4)
- CCHE 112L, General Chemistry Lab (0)
- CCHE 112R, General Chemistry Recitation (0)
- CCIS 105, Programming Principles I (3)
- CCIS 105L, Programming Principles I Laboratory (1)
- CMAT 111, Calculus I (4)
- CMAT 112, Calculus II (4)
- CMAT 211, Calculus III (4)
- CMAT 212, Differential Equations (3)
- CMAT 214, Linear Algebra (3)

## Plan of Study for Bachelor of Science Degree in Physics (123 Credits)

*(Students who are **not** prepared to complete calculus in their first year of study should arrange a revised plan of study in consultation with an advisor.)*

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CECO/CPSC/CSCJ XXX	<b>Social Science Requirement</b>	3	CCIS 101	<b>Computer Applications</b>	3
CENG 105	<b>College Composition I</b>	3	CENG 106	<b>College Composition II</b>	3
CGED 100	<b>First-Year Seminar I</b>	1	CGED 101	<b>First-Year Seminar II</b>	1
CMAT 111	<b>Calculus I</b>	4	CMAT 112	<b>Calculus II</b>	4
CPED 101/102	<b>Physical Education Requirement</b>	1	CPHY 122	<b>Physics II: Electricity and Magnetism</b>	3
CPHY 121	<b>Physics I: Mechanics</b>	3	CPHY 122L	<b>Physics II: Electricity and Magnetism Lab</b>	1
CPHY 121L	<b>Physics I: Mechanics Lab</b>	1			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CHIS 201	<b>U.S., Africa and the World History I</b>	3	CENG 201 <i>or</i> CENG 202	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3
CSTA 101	<b>Fundamentals of Speech</b>	3	CHIS 202	<b>U.S., Africa and the World History II</b>	3
CCIS 105/105L	<b>Programming Principles I and Lab</b>	4	CPSY 211	<b>General Psychology</b>	3
CMAT 211	<b>Calculus III</b>	4	CMAT 214	<b>Linear Algebra</b>	3
CPHY 123	<b>Physics III: Optics and Modern Physics</b>	3	CPHY 211	<b>Modern Physics</b>	3
CPHY 123L	<b>Physics III: Optics and Modern Physics Lab</b>	1	CPHY 321	<b>Mathematical Physics I</b>	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	<b>Foreign Language Requirement I</b>	3	CFLX 202	<b>Foreign Language Requirement II</b>	3
CREL/ CPHI XXX	<b>Religion/Philosophy Requirement</b>	3	CHUM XXX	<b>Humanities Requirement</b>	3
CCHE 111	<b>General Chemistry I</b>	4	CCHE 112	<b>General Chemistry II</b>	4
CCHE 111L	<b>General Chemistry Lab</b>	0	CCHE 112L	<b>General Chemistry Lab</b>	0
CCHE 111R	<b>General Chemistry Recitation</b>	0	CCHE 112R	<b>General Chemistry Recitation</b>	0
CPHY 322	<b>Mathematical Physics II</b>	3	CMAT 212	<b>Differential Equations</b>	3
CPHY 331	<b>Classical Mechanics</b>	3	CPHY 332	<b>Electromagnetic Theory</b>	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 411	<b>Thermodynamics and Statistical Mechanics</b>	3	CPHY 421 <i>or</i> CPHY 422	<b>Undergraduate Research I <i>or</i> Undergraduate Research II</b>	3
CPHY 412	<b>Introduction to Quantum Mechanics</b>	3	CPHY XXX*	<b>Physics Elective</b>	3
CXXX XXX*	<b>General Elective</b>	3	CPHY XXX*	<b>Physics Elective</b>	3
CPHY XXX*	<b>Physics Elective</b>	3	CXXX XXX*	<b>General Elective</b>	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
<p><b>*All Physics Electives and General Electives must be at the 300 level or higher.</b>  <b>All general education core requirements are in bold.</b></p>					

---

## **Program of Study**

### **Accelerated Dual Degrees in Bachelor of Science and Master of Science in Physics (153 Credits: 123UG/30GD)**

#### **Program Description**

The Accelerated Dual Degree in Bachelor of Science and Master of Science in Physics curriculum provide graduates an understanding of basic and advanced principles of physics together with the knowledge of analytical, computational, and mathematical concepts to solve complex scientific problems of importance to the society. The flexibility of the curriculum provides opportunities for the development of initiatives and skills for careers in research and technology.

#### **Student Learning Outcomes**

Graduates of the Accelerated Dual Degrees in Bachelor of Science and Master of Science in Physics program will be able to:

1. Develop mathematical models of the physical processes to analyze practical scientific problems.
2. Apply physics principles and concepts to analyze problems and interpret quantitative data of practical importance.
3. Use basic and advanced principles of physics and analytical, computational, and mathematical concepts to solve complex scientific problems.
4. Demonstrate proficiency in quantitative methods and scientific principles and concepts of the core areas of classical mechanics, quantum mechanics, and mathematical physics.
5. Apply basic principles of quantum mechanics to the explanation of atomic structure and atomic spectroscopy.
6. Demonstrate proficiency in the theoretical use of solid-state geometrics, electronic properties, surface structures, electron exchange, and correlation effect for problem solving.
7. Demonstrate the use of physical and mathematical data analysis and reasoning in laboratory practice.
8. Describe current critical research topics of general and specific interest in the science community.
9. Communicate scientific ideas orally and in writing through the use of current presentation technology.

#### **Admissions Requirements**

Applicants to the Accelerated Dual Degrees in Bachelor of Science and Master of Science in Physics must meet the General Admissions Requirements of Clark Atlanta University as published in the Undergraduate and Graduate Catalogs. Students are admitted based on their academic achievement in secondary school. Students must have a minimum cumulative high school grade point average of 3.25 and minimum scores of 900 on the composite Scholastic Assessment Test (SAT) *or* 22 on the American College Testing (ACT).

#### **Degree Requirements**

In addition to the General Degree Requirements as published in the Undergraduate and Graduate Catalogs, students must satisfy all the requisite major and cognate courses with minimum final grades of "C" for award of the Bachelor of Science Degree in Physics. For award of the Master of Science Degree in Physics, students must complete at least thirty (30) credits of graduate coursework in the major field and defend an acceptable thesis.

At the beginning of the second semester of the third year of study, students must apply for admission to the graduate program. During their fourth year of study, students may begin graduate coursework and research while completing undergraduate degree requirements. Summer research activities may be required depending on the objectives of students' research projects. During the fifth year of study, students engage exclusively in graduate study.

---

Students must maintain a minimum cumulative grade point average of 3.0 to continue in the program. At any point during matriculation in this program, students may elect to pursue the traditional Bachelor of Science Degree in Physics.

**Required Undergraduate Courses: 45 Credits**

CPHY 121, Physics I: Mechanics (3)  
CPHY 121L, Physics I: Mechanics Laboratory (1)  
CPHY 122, Physics II: Electricity and Magnetism and Laboratory (3)  
CPHY 122L, Physics II: Electricity and Magnetism Laboratory (1)  
CPHY 123, Physics III: Optics and Modern Physics (3)  
CPHY 123L, Physics III: Optics and Modern Physics Laboratory (1)  
CPHY 211, Modern Physics (3)  
CPHY 321, Mathematical Physics I (3)  
CPHY 322, Mathematical Physics II (3)  
CPHY 331, Classical Mechanics (3)  
CPHY 332, Electromagnetic Theory (3)  
CPHY 411, Thermodynamics and Statistical Mechanics (3)  
CPHY 412, Introduction to Quantum Mechanics (3)  
CPHY 421, Undergraduate Research I (3)  
    **or** CPHY 422, Undergraduate Research II (3)  
CPHY XXX, Physics Elective (3)\*  
CPHY XXX, Physics Elective (3)\*  
CPHY XXX, Physics Elective (3)\*

**Physics Electives: 6 Credits**

CXXX XXX, General Elective (3)\*  
CXXX XXX, General Elective (3)\*

**\*All Undergraduate Physics Electives and General Electives must be at the 300 level or higher.**

**Cognate Courses: 30 Credits**

CCHE 111, General Chemistry I (4)  
CCHE 111L, General Chemistry Lab (0)  
CCHE 111R, General Chemistry Recitation (0)  
CCHE 112, General Chemistry II (4)  
CCHE 112L, General Chemistry Lab (0)  
CCHE 112R, General Chemistry Recitation (0)  
CCIS 105, Programming Principles I (3)  
CCIS 105L, Programming Principles I Laboratory (1)  
CMAT 111, Calculus I (4)  
CMAT 112, Calculus II (4)  
CMAT 211, Calculus III (4)  
CMAT 214, Linear Algebra (3)  
CMAT 212, Differential Equations (3)

**Required Graduate Courses: 30 Credits**

CPHY 501, Classical Mechanics (3)  
CPHY 531, Mathematical Methods I (3)  
CPHY 503, Electrodynamics (3)  
CPHY 532, Mathematical Methods II (3)  
CPHY 515, Quantum Mechanics I (3)  
CPHY 516, Quantum Mechanics II (3)  
CPHY 520, Thermodynamics and Statistical Mechanics (3)  
CPHY 603, Thesis Research I (3)  
CPHY 603, Thesis Research II (3)  
CPHY XXX, Physics Elective (3)\*\*

**\*\*Graduate Elective must be at the 500 level or higher.**

## PLAN OF STUDY

The following suggested plan of study is to illustrate how required and elective courses can be arranged for students pursuing the Accelerated Dual Degree Program in Physics. This Plan of Study is not mandatory.

### Accelerated Dual Degrees in Bachelor of Science and Master of Science in Physics (153 Credits: 123UG/30GD)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CECO/CPSC/CSCJ XXX	Social Science Requirement	3	CCIS 101	Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 111	Calculus I	4	CMAT 112	Calculus II	4
CPED 101/102	Physical Education Requirement	1	CPHY 122	Physics II: Electricity and Magnetism	3
CPHY 121	Physics I: Mechanics	3	CPHY 122L	Physics II: Electricity and Magnetism Lab	1
CPHY 121L	Physics I: Mechanics Lab	1			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CHIS 201	U.S., Africa and the World History I	3	CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3
CSTA 101	Fundamentals of Speech	3	CHIS 202	U.S., Africa and the World History II	3
CCIS 105/105L	Programming Principles I and Lab	4	CHUM XXX	Humanities Requirement	3
CMAT 211	Calculus III	4	CPSY 211	General Psychology	3
CPHY 123	Physics III: Optics and Modern Physics	3	CMAT 212	Differential Equations	3
CPHY 123L	Physics III: Optics and Modern Physics Lab	1	CPHY 211	Modern Physics	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	Foreign Language Requirement I	3	CFLX 202	Foreign Language Requirement II	3
CREL/ CPHI XXX	Religion/Philosophy Requirement	3	CCHE 112/112L	General Chemistry II and Lab	4
CCHE 111/111L	General Chemistry I and Lab	4	CCHE 112R	General Chemistry II Recitation	0
CCHE 111R	General Chemistry I Recitation	0	CMAT 214	Linear Algebra	3
CPHY 321	Mathematical Physics I	3	CPHY 322	Mathematical Physics II	3
CPHY 331	Classical Mechanics	3	CPHY 332	Electromagnetic Theory	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 411	Thermodynamics and Statistical Mechanics	3	CPHY 412	Introduction to Quantum Mechanics	3
CXXX XXX*	General Elective	3	CPHY 421 <i>or</i> CPHY 422	Undergraduate Research I <i>or</i> Undergraduate Research II	3
CPHY XXX*	Physics Elective	3	CXXX XXX*	General Elective	3
CPHY XXX*	Physics Elective	3	CPHY XXX*	Physics Elective	3
CPHY 501+	Classical Mechanics	3	CPHY 503+	Electrodynamics	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Fifth Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 515	Quantum Mechanics I	3	CPHY 516	Quantum Mechanics II	3
CPHY 520	Thermodynamics and Statistical Mechanics	3	CPHY 532	Mathematical Methods II	3
CPHY 531	Mathematical Methods I	3	CPHY 602	Physics Seminar II	0
CPHY 601	Physics Seminar I	0	CPHY 603	Thesis Research II	3
CPHY 603	Thesis Research I	3	CPHY XXX**	Physics Elective	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
* All Undergraduate Physics Electives and General Electives must be at the 300 level or higher.					
**Graduate Electives must be at the 500 level or higher.					
+The six (6) graduate credits in the 4 <sup>th</sup> Year undergraduate level apply to graduate study work to complete thirty (30) credit hours for the Graduate Program.					
All general education core requirements are in bold.					



---

### **Minor in Physics (18 Credits)**

The Minor in Physics is for students who are majors in other STEM subjects and are interested in acquiring additional knowledge of principles and concepts of Physics. The minor in Physics requires eighteen (18) credit hours of coursework in Physics. These courses provide techniques and skills to solve practical scientific problems.

#### **Required Courses: 12 Credits**

- CPHY 121, Physics I: Mechanics (3)
- CPHY 121L, Physics I: Mechanics Laboratory (1)
- CPHY 122, Physics II: Electricity and Magnetism (3)
- CPHY 122L, Physics II: Electricity and Magnetism Laboratory (1)
- CPHY 123, Physics III: Optics and Modern Physics (3)
- CPHY 123L, Physics III: Optics and Modern Physics Laboratory (1)

#### **Physics Electives: 6 Credits**

- CPHY 211, Modern Physics (3)
- CPHY 312, Optics (3)
- CPHY 321, Mathematical Physics I (3)
- CPHY 322, Mathematical Physics II (3)
- CPHY 331, Classical Mechanics (3)\*
- CPHY 332, Electromagnetic Theory (3)
- CPHY 411, Thermodynamics and Statistical Mechanics (3)
- CPHY 412, Introduction to Quantum Mechanics (3)
- CPHY 421, Undergraduate Research (3)

**\*CPHY 331 will be replaced by CEGR 211 and CEGR 311 for students participating in the Dual Degree Engineering Program (DDEP).**

---

**Dual Degree Engineering Program (DDEP)**  
**Thomas W. Cole, Jr., Research Center for Science and Technology, Suite 3037**  
**Telephone: (404) 880-6693**

The mission of the Dual Degree Engineering Program is to prepare declared pre-engineering majors, through a sequence of engineering courses and participation in collaborative, cutting-edge, and innovative research activities, leading to advanced standing eligibility for enrolling in an engineering program at a partner engineering institution and obtain degrees from both institutions upon completion of the program.

The vision of the Dual Degree Engineering Program is to produce leaders and researchers capable of identifying, addressing, and solving technical problems, which will benefit society and help regain the nation's preeminence in science and engineering globally, and promote diversity in the engineering profession.

The Dual Degree in Engineering Program (DDEP) at Clark Atlanta University (CAU) addresses the under representation of African Americans in the sciences and engineering fields and produces engineers who will become industrial leaders and scientific researchers. The University has been participating with the other Atlanta University Center (AUC) Consortium schools since 1969 to provide undergraduate students a detailed engineering instruction coupled with research experience in state-of-the-art laboratories. The program has linkages with several research institutions, government research laboratories, and industries to facilitate summer undergraduate research experience. The program also promotes an applied research orientation facilitating the technology transfer of basic scientific discoveries to marketable products and services.

As a joint sponsor of the Atlanta University Center DDEP, CAU students can take advantage of services offered through the Atlanta University Center Dual-Degree Engineering Program Office. Services include scholarships, internships, permanent placement, career counseling and tutoring. In addition, CAU DDEP students are encouraged to join the Atlanta University Center chapter of the National Society of Black Engineers (NSBE). CAU students must register with the Atlanta University Center DDEP Program Office to be eligible for any of its services.

The participating engineering institutions include Auburn University, Clarkson University; Columbia University; Dartmouth College; Georgia Institute of Technology; North Carolina A&T State University; Rensselaer Institute of Technology; Rochester Institute of Technology; University of Alabama, Huntsville; University of Florida, Gainesville; University of Michigan, Ann Arbor; and University of Missouri, Rolla. The following engineering disciplines are available at the participating engineering schools ([www.cau.edu/CMFiles/Docs/DDEP%20Catalog%202009\\_Final.pdf](http://www.cau.edu/CMFiles/Docs/DDEP%20Catalog%202009_Final.pdf))

**Students interested in the Dual Degree Engineering Program (DDEP) should make initial contact with the Coordinator of the DDEP in the School of Arts and Sciences at CAU for specific pre-engineering requirements for all DDEP designated STEM areas and further advisement.**

### **Program Description**

The Dual Degree Engineering Program (DDEP) offers students a pre-engineering interdisciplinary and multidisciplinary curriculum with a strong background in the physical sciences and mathematics, proficiency in oral and written communications, and a thorough foundation in fundamental engineering principles.

---

During their matriculation in the Dual Degree Engineering Program (DDEP), students attend Clark Atlanta University for approximately three (3) years and then transfer to the participating engineering institution for two (2) years of additional study in residency status. Following a five-year period of study, students are awarded two (2) degrees: a Bachelor of Science Degree from Clark Atlanta University and a Bachelor of Engineering Degree from the participating engineering institution. In some cases, students may be awarded a graduate degree from the participating engineering institution.

### **Programs of Study**

#### **Dual-Degree in Engineering Concentrations:**

- **Chemistry**
- **Computer Science**
- **Physics**

#### **Student Learning Outcomes:**

Graduates of the Dual Degree Engineering Program (DDEP) will be able to:

1. Apply knowledge of mathematics, science and engineering to analyze and interpret data.
2. Design and conduct experiments in multi-disciplinary team project.
3. Identify components and formulate processes to design systems.
4. Communicate effectively in oral and written formats the impact of engineering solutions in a global and societal context.
5. Identify and use modern engineering tools, techniques, and skills to solve engineering problems.

#### **Admissions Requirements**

Applicants must meet all the admissions requirements of Clark Atlanta University as published in this Catalog. Students intending to matriculate in any of the DDEP designated STEM fields should contact the DDEP Coordinator in the School of Arts and Sciences for specific pre-engineering program requirements and further advisement.

#### **Transfer Process:**

Each participating engineering institutions has documented admissions guidelines that complies with Accreditation Board for Engineering and Technology, Inc. (ABET) standards. These guidelines can be obtained during academic advisement sessions. A general guideline for admission is that the student maintains a cumulative and Math/Science grade point average of 3.0 or higher to ensure acceptance into the partnering institutions. The student should apply for transfer to the engineering institution about 6 to 9 months prior to his/her intended date of transfer. The transfer forms are handled through both the CAU DDEP office and the AUC DDEP office.

Students are encouraged to seek advisement prior to submitting any forms to the transfer institution. In some instances, application fees may be waived. CAU student should have major verification forms completed by their respective department advisor and the DDEP advisor prior to transfer. These forms will be forwarded to the Office of the University Registrar by the advisor with CAU student transcript and the partner institution student transcript from the AUC DDEP office by the deadlines printed on the yearly calendar for graduation.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Dual Degree Engineering Program must also complete the following requirements at CAU:

1. General Education Core Curriculum requirements
2. Pre-engineering courses
3. Courses for the chosen science major
4. Engineering major at the participating engineering institution

---

Students are strongly encouraged to meet with their advisor at a minimum of one session per semester. To ensure students are adequately informed, attending academic advisement sessions are essential and sometimes critical to timely transition to the partner engineering institution. Upon completion of all requirements at both institutions, the student is simultaneously awarded a Bachelor of Science degree from CAU and a Bachelor of Engineering from participating engineering institution.

### **Graduation Requirements**

A DDEP student is eligible to graduate when he/she has completed all the required DDEP courses and fulfilled the graduation requirements for both CAU and the host engineering institution.

A DDEP student in residence at participating engineering institution must provide to the CAU DDEP Coordinator a copy of a current transcript at the end of each semester. During the spring semester prior to the year of anticipated graduation, the DDEP student must apply for graduation from CAU and is responsible for arranging for an official transcript to be forwarded from the participating engineering institution to the CAU Office of the University Registrar no later than the beginning of the spring semester of the anticipated year of graduation. CAU DDEP students majoring in designated Science fields must complete all requirements of the major and submit an Application for Graduation form to the Office of the University Registrar to participate in the University's Annual Commencement activities.

### **Required Courses: 18 Credits**

- CEGR 101, Introduction to Engineering (3)
- CEGR 101L, Introduction to Engineering Laboratory (0)
- CEGR 102, Introduction to Engineering Design (2)
- CEGR 110, Engineering Computer Graphics (3)
- CEGR 110L, Engineering Computer Graphics Laboratory (0)
- CEGR 201, Electrical Circuit Analysis (3)
- CEGR 201L, Electrical Circuit Analysis Laboratory (1)
- CEGR 211, Engineering Statics (3)
- CEGR 311, Engineering Dynamics (3)

## Plan of Study for Dual Degree Pre-Engineering Program (102 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CCIS 101	<b>Computer Applications</b>	3	CENG 106	<b>College Composition II</b>	3
CENG 105	<b>College Composition I</b>	3	CGED 101	<b>First Year Seminar II</b>	1
CGED 100	<b>First Year Seminar I</b>	1	CMAT 112	<b>Calculus II</b>	4
CMAT 111	<b>Calculus I</b>	4	CPHY 121	<b>Physics I: Mechanics</b>	3
CCIS 105/105L	Programming Principles I and Lab	4	CPHY 121L	<b>Physics I: Mechanics Lab</b>	1
CEGR 101/101L	Introduction to Engineering and Lab	3	CSTA 101	<b>Fundamentals of Speech</b>	3
			CEGR 110/110L	Engineering Computer Graphics and Lab	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	<b>Foreign Language Requirement I</b>	3	CENG 201 <i>or</i> CENG 202	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3
CPHY 122	<b>Physics II: Electricity and Magnetism</b>	3	CFLX 201	<b>Foreign Language Requirement II</b>	3
CPHY 122L	<b>Physics II: Electricity and Magnetism Lab</b>	1	CCHE 112/112L	General Chemistry II and Lab	4
CCHE 111/111L	General Chemistry I and Lab	4	CMAT 212	Differential Equations	3
CEGR 102	Introduction to Engineering Design	2	CPHY 123	Physics III: Waves, Heat, and Light	3
CMAT 211	Calculus III	4	CPHY 123L	<b>Physics III: Waves, Heat, and Light Lab</b>	1
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CECO/CPSC/CSCJ XXX	<b>Social Science Requirement</b>	3	CHIS 202	<b>U.S., Africa and the World History II</b>	3
CHIS 201	<b>U.S., Africa and the World History I</b>	3	CHUM XXX	<b>Humanities Requirement</b>	3
CPED 101/102	<b>Physical Education Requirement</b>	1	CREL/ CPHI XXX	<b>Religion/Philosophy Requirement</b>	3
CPSY 211	<b>General Psychology</b>	3	CEGR 311	Engineering Dynamics	3
CEGR 201	Electrical Circuit Analysis	3	CMAT 214	Linear Algebra	3
CEGR 201L	Electrical Circuit Analysis Lab	1			
CEGR 211	Engineering Statics	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>Courses from Selected Dual-Degree Engineering Program Concentrations:</b> <ul style="list-style-type: none"> <li>• <b>Chemistry</b></li> <li>• <b>Computer Science</b></li> <li>• <b>Physics</b></li> </ul> <b>All general education core requirements are in bold.</b>					

---

## Division of Social Sciences

The Division of Social Sciences provides the knowledge, skills, tools and sensitivities to recognize, resolve or ameliorate problems caused by the increasing pace of social and political change. The Division is comprised of the disciplines concerned with the forces, which mold society and provide insight into the roles, which individuals, groups, and institutions play in the development of political and social life. Each discipline focuses on specific problems and teaches a systematic method of analyzing them. Courses offered in the Division provide understanding of historical, political, and sociological factors that affect societal growth and change. Specifically, departments and programs are concerned with the institutions and functions of human society and political and social aspects of interpersonal relationships. Students in the social sciences learn to examine these factors critically and scientifically. Faculty members in the Division place particular emphasis on helping students strengthen basic academic skills while mastering the techniques of research and other field activities.

Social Science Division is comprised of three departments: Sociology and Criminal Justice, Political Science, and Psychology. These department programs prepare students for graduate study leading to careers in law, urban planning, government service, social work, teaching, and research.

### **Department of Sociology and Criminal Justice**

**Thomas W. Cole, Jr., Research Center for Science and Technology, Room 2003**

**Telephone: (404) 880-6659**

The mission of the Department of Sociology and Criminal Justice is to prepare students with knowledge, skills, and values to become proficient in the use of major theoretical and practical perspectives on society in general, and the criminal justice system in particular, that positively impact global issues.

The vision of the Department of Sociology and Criminal Justice is to train students with cutting-edge innovative social and protective programs of study that resolve societal problems and garner graduates with academic achievement to successfully compete and serve globally.

The Department of Sociology and Criminal Justice was formed in 2001 by consolidating the W. E. B. DuBois Department of Sociology and the Department of Criminal Justice. The Department currently offers degree programs in Sociology and in Criminal Justice based on an interdisciplinary approach to the study of social, legal, organizational, and behavioral frameworks. A combination of traditional and non-traditional courses with supervised qualitative and quantitative research and fieldwork provides students with a comprehensive educational experience. Graduates of these degree programs are represented both at the national and international levels in teaching and practitioner positions as well as hold executive positions in law enforcement agencies.

The Department is committed to locating and recruiting those students interested in sociology and criminal justice regardless of their previous academic bent - social science, engineering, police science, sociology and criminology. In every area of sociology and criminal justice, there is a need for students who are committed to making positive changes within African American society and the criminal justice system; changes that positively affect African-Americans in general and African-American offenders and victims in particular.

The Department is also committed to providing students with the knowledge, academic skills, and values that are essential to becoming successful graduate students, responsible practitioners and

---

leaders in the criminal justice system and related areas; and, always to be useful, productive and fulfilled citizens in an increasingly complex society.

### **Programs of Study**

1. Bachelor of Arts in Sociology (126 Credits)
2. Bachelor of Arts in Criminal Justice (126 Credits)
3. Minor in Sociology (18 Credits)
4. Minor in Criminal Justice (18 Credits)

### **Bachelor of Arts Degree in Sociology (126 Credits)**

#### **Program Description**

The Bachelor of Arts Degree in Sociology is concerned with the functions, societal institutions, and social aspects of human behavior and interpersonal relationships. The program emphasizes social services, career preparation, and community-related activities that reflect the University's urban environment.

#### **Student Learning Outcomes**

Graduates of the Sociology Program will be able to:

1. Evaluate ethical dilemmas, standards of conduct, and/or professional formation in sociological research and inquiry.
2. Describe the role of culture and social structure in shaping individual lives and be able to provide and recognize examples of this process.
3. Interpret and communicate the “sociological perspective” and the diverse intersections of social categories and frames of analysis to promote social justice in a global context, including race, class, gender, sexuality, age, religion, and nationality.
4. Identify sociological theories and core concepts of social structure; culture; social stratification and inequality; race, ethnicity, and gender; and globalization.
5. Apply qualitative and quantitative research strategies and methodologies to examine sociological perspective on human conditions.
6. Translate publicly available data (census data, polling data, etc.) into discursive English to highlight in a theoretically informed way trends and relationships between variables.

#### **Admissions Requirements**

Applicants to the Bachelor of Arts Degree in Sociology must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Sociology must complete all required and cognate courses and electives in sociology with minimum final grades of “C”.

#### **Required Courses: 42 Credits**

- CSCJ 215, Introduction to Sociology (3)
- CSCJ 216, Introduction to Anthropology (3)
- CSCJ 218, Social Problems (3)
- CSCJ 301, Criminology (3)
- CSCJ 315, Social Psychology (3)
- CSCJ 337, Statistics I (3)

---

CSCJ 338, Statistics II (3)  
CSCJ 352, Marriage and Family (3)  
CSCJ 387, Social Research Methods I (3)  
CSCJ 388: Sociological Theory (3)  
CSCJ 389, Social Research Methods II (3)  
CSCJ 420, Special Topics I (3)  
    **or** CSCJ 421, Special Topics II (3)  
CSCJ 430, Cultural and Ethnic Relations (3)  
CSCJ 480, Senior Project (3)

**Cognate Courses: 6 Credits**

CPSC 219, American Government and Politics (3)  
CECO 250, Principles of Economics (3)  
    **or** CECO 251, Principles of Macroeconomics (3)

**Sociology Electives: 21 Credits**

CSCJ 308, Medical Sociology (3)  
CSCJ 314, Victimology (3)  
CSCJ 400, Comparative Systems in Social and Criminal Justice (3)  
CSCJ 404, Juvenile Delinquency (3)  
CSCJ 405, Criminal Law (3)  
CSCJ 410, Seminar on Organized Crime (3)  
CSCJ 425, Internship I (3)  
CSCJ 426, Internship II (3)  
CSCJ 431, Social Stratification (3)  
CSCJ 432, Gender Roles (3)  
CSCJ 490, Independent Study (3)



## Plan of Study for Bachelor of Arts Degree in Sociology (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CMAT 103</b>	<b>Algebra I</b>	3	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSCJ 105</b>	<b>Culture and Society</b>	3	<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CHIS 202 or CHIS 212</b>	<b>U.S., Africa, and the World History II or U.S. History since 1865</b>	3
<b>CHIS 201 or CHIS 211</b>	<b>U.S., Africa and the World History I or U.S. History to 1865</b>	3	<b>CECO 250 or CECO 251</b>	<b>Principles of Economics or Principles of Macroeconomics</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CSCJ 216</b>	<b>Introduction to Anthropology</b>	3
<b>CSCJ 215</b>	<b>Introduction to Sociology</b>	3	<b>CSCJ 218</b>	<b>Social Problems</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3	<b>CPSC 219</b>	<b>American Government and Politics</b>	3
<b>CSCJ 337</b>	<b>Statistics I</b>	3	<b>CSCJ 301</b>	<b>Criminology</b>	3
<b>CSCJ 387</b>	<b>Social Research Methods I</b>	3	<b>CSCJ 315</b>	<b>Social Psychology</b>	3
<b>CSCJ 388</b>	<b>Sociological Theory</b>	3	<b>CSCJ 338</b>	<b>Statistics II</b>	3
<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3	<b>CSCJ 389</b>	<b>Social Research Methods II</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CSCJ 420 or CSCJ 421</b>	<b>Selected Topics or Special Topics II</b>	3	<b>CSCJ 352</b>	<b>Marriage and the Family</b>	3
<b>CSCJ 430</b>	<b>Cultural and Ethnic Relations</b>	3	<b>CSCJ 480</b>	<b>Senior Project</b>	3
<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3	<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3
<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3	<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3
<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3	<b>CSCJ XXX</b>	<b>Sociology Elective</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>

All general education core requirements are in bold.

### Minor in Sociology (18 Credits)

The Minor in Sociology prepares students in other disciplines with basic theories, principles and practices in the field of sociology.

### Student Learning Outcomes

Graduates with a Minor in Sociology will be able to:

1. Discuss principles and practices of sociology and its impact on society.
2. Use theories, concepts, and methodologies related to sociological practice in values formation and moral development; social justice, respect for human life and dignity; and social responsibility.
3. Use creative scientific approach to solve sociological problems.

- 
4. Address the connections and the differences between diverse historical and cultural positions in society.
  5. Develop civic competencies and a sense of informed active citizenship.

**Required Courses:**

- CSCJ 215, Introduction to Sociology (3)
- CSCJ 338, Statistics II (3)
- CSCJ 388: Sociological Theory (3)
- CSCJ 389, Social Research Methods II (3)
- CSCJ 430, Cultural and Ethnic Relations (3)
- CSCJ 431, Social Stratification (3)

**Note: Students pursuing the Minor in Sociology must complete all required and cognate courses and electives in criminal justice with minimum final grades of "C".**

**Program of Study**

**Bachelor of Arts in Criminal Justice (126 Credits)**

**Program Description**

The Bachelor of Arts Degree in Criminal Justice is an interdisciplinary approach to the study of crime and justice. "Criminal Justice" refers to law enforcement, processes of the courts and corrections as a system for the administration of city, county, state and federal laws and procedures. The curriculum includes a broad range of study to meet the academic needs of both pre-professional students who plan future careers in the criminal justice field and those currently employed in criminal justice and juvenile justice systems. The courses are designed to give students an understanding of the theoretical knowledge base and the extent of empirical data and findings in this field of study, and focuses on the following: the interrelationship of the criminal justice system with other social institutions; crime prevention; the forms of crime and the classification of offenders; policing and crime control; the courts, probation and parole; rehabilitation treatment interventions and counseling programs; and qualitative and statistical methods in the measurement and analysis of crime.

**Student Learning Outcomes:**

Graduates of the Criminal Justice Program will be able to:

1. Discuss theoretical concepts and perspectives of criminology in our society.
2. Explain theoretical perspectives pertaining to criminal activities to inform the nature of crime, the historical and philosophical foundations of law enforcement agencies, criminal courts, and correctional institutions.
3. Integrate constitutional due process guarantees with the management practices of law enforcement, prosecution, and corrections.
4. Recognize the differences between crimes and other types of legal and moral wrongs and discuss the role of punishments and the effect that punishment has on the substantive criminal law and the law of criminal procedure.
5. Examine and communicate the current research topics and policy in the area of criminal justice critically and objectively.

**Admissions Requirements**

Applicants to the Bachelor of Arts Degree in Criminal Justice must meet the General Admissions Requirements as published in this Catalog.

**Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Criminal Justice must complete all required courses and electives in criminal justice with minimum final grades of "C".

---

**Required Courses: 45 Credits**

CSCJ 201, Introduction to Criminal Justice (3)  
CSCJ 205, Law Enforcement (3)  
CSCJ 215, Introduction to Sociology (3)  
CSCJ 216, Introduction to Anthropology (3)  
CSCJ 218, Social Problems (3)  
CSCJ 301, Criminology (3)  
CSCJ 305, Criminal Investigation (3)  
CSCJ 337, Statistics I (3)  
CSCJ 387, Social Research Methods I (3)  
CSCJ 388: Sociological Theory (3)  
CSCJ 401, Corrections (3)  
CSCJ 403, Judicial Process (3)  
CSCJ 404, Juvenile Delinquency (3)  
CSCJ 405, Criminal Law (3)  
CSCJ 425, Internship I (3)

**Cognate Courses: 3 Credits**

CPSC 219, American Government and Politics (3)

**Criminal Justice Electives: 39 Credits**

CSCJ 308, Medical Sociology (3)  
CSCJ 314, Victimology (3)  
CSCJ 320, Criminal Justice Management (3)  
CSCJ 338: Statistics II (3)  
CSCJ 352, Marriage and Family (3)  
CSCJ 389, Social Research Methods II (3)  
CSCJ 400, Comparative Systems in State and Criminal Justice (3)  
CSCJ 410, Seminar on Organized Crime (3)  
CSCJ 420, Special Topics I (3)  
    **or** CSCJ 421, Special Topics II (3)  
CSCJ 426, Internship II (3)  
CSCJ 430, Cultural and Ethnic Relations (3)  
CSCJ 431, Social Stratification (3)  
CSCJ 480, Senior Project (3)

## Plan of Study for Bachelor of Arts Degree in Criminal Justice (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CMAT 103</b>	<b>Algebra I</b>	3	<b>CMAT 104</b>	<b>Algebra II</b>	3
<b>CSCJ 105</b>	<b>Culture and Society</b>	3	<b>CPHY 102/102L</b>	<b>Physical Science and Lab</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CPSY 211</b>	<b>General Psychology</b>	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CHIS 202 or CHIS 212</b>	<b>U.S., Africa and the World History II or U.S. History since 1865</b>	3
<b>CHIS 201 or CHIS 211</b>	<b>U.S., Africa and the World History I or U.S. History to 1865</b>	3	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1	<b>CPSC 219</b>	<b>American Government</b>	3
<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3	<b>CSCJ 216</b>	<b>Introduction to Anthropology</b>	3
<b>CSCJ 215</b>	<b>Introduction to Sociology</b>	3	<b>CSCJ 218</b>	<b>Social Problems</b>	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CSCJ 201</b>	<b>Introduction to Criminal Justice</b>	3	<b>CSCJ 301</b>	<b>Criminology</b>	3
<b>CSCJ 205</b>	<b>Law Enforcement</b>	3	<b>CSCJ 305</b>	<b>Criminal Investigation</b>	3
<b>CSCJ 337</b>	<b>Statistics I</b>	3	<b>CSCJ 389</b>	<b>Social Research Methods II</b>	3
<b>CSCJ 387</b>	<b>Social Research Methods I</b>	3	<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
<b>CSCJ 388</b>	<b>Sociological Theory</b>	3	<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
			<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CSCJ 401</b>	<b>Corrections</b>	3	<b>CSCJ 425</b>	<b>Internship in Criminal Justice</b>	3
<b>CSCJ 403</b>	<b>Judicial Process</b>	3	<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
<b>CSCJ 404</b>	<b>Juvenile Delinquency</b>	3	<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
<b>CSCJ 405</b>	<b>Criminal Law</b>	3	<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3	<b>CSCJ XXX</b>	<b>Criminal Justice Elective</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>All general education core requirements are in bold.</b>					

### Minor in Criminal Justice (18 Credits)

The Minor in Criminal Justice is for students in other disciplines who desire to gain an understanding of the field of law enforcement and an appreciation for the complexities of justice, crime and corrections.

### Student Learning Outcomes

Graduates with a Minor in Criminal Justice will be able to:

1. Discuss the theoretical components and legal foundations of criminal justice system: the historical background, structure, function, and purpose.

- 
2. Describe the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.
  3. Explain the origins of criminal behavior, society's responses to crime and delinquency and the consequences of crime for our society.
  4. Apply ethical and professional behavior to solve problem.
  5. Describe the impacts of criminal justice policies including differential impacts of race/ethnicity, social class, age, and gender.
  6. Identify multiple needs of the victims of criminal behavior, including crisis and trauma interventions.
  7. Recognize special populations in the criminal justice system, the consequences of incarceration on the families of the incarcerated, especially as it relates to parent-child relationships.

**Required Courses:**

- CSCJ 201, Introduction to Criminal Justice (3)
- CSCJ 205, Law Enforcement (3)
- CSCJ 301, Criminology (3)
- CSCJ 401, Corrections (3)
- CSCJ 403, Judicial Process (3)
- CSCJ 404, Juvenile Delinquency (3)

---

**Department of Political Science**  
**Knowles Hall, Third Floor**  
**Telephone: (404) 880-8718**

The mission of the Department of Political Science is to prepare all levels of students for local, national, and global leadership through the study of American domestic issues and the changing world political landscape by promoting research and critical political analysis, thus equipping graduates with the analytical tools necessary for dealing with a diverse and complex world.

The vision of the Political Science Department is to be the major center for black political scholarship in the United States and to become a center of political understanding for the disadvantaged of the world.

The Department of Political Science offers the opportunity for undergraduate students to learn the political dimensions of life in modern society with learning experiences in basic politics within the context of a liberal arts education. In keeping with a general education approach to learning, students also study history and economics, and are encouraged to examine philosophy and world literature. At the undergraduate level, the department also services the General Education Core Curriculum by teaching one of the required social science options.

### **Programs of Study**

1. Bachelor of Arts Degree in Political Science (126 Credits)
2. Minor in Political Science (18 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in Political Science (126 Credits)**

### **Program Description**

The Bachelor of Arts Degree in Political Science is designed to help students understand how politics affect their lives and the lives and life chances of people at the local, national and international levels. The curriculum presents rigorous analyses of African American and African experiences in the U.S. and globally in order to facilitate an understanding of human political experiences and offers a wide range of courses covering the major subfields of the discipline, including international politics, comparative politics, public policy, political theory, the scope and methods of political science, urban politics, and constitutional law.

### **Student Learning Outcomes**

Graduates of the Political Science Program will be able to:

1. Discuss major theories, concepts and empirical regularities of political institutions and political behavior.
2. Critically analyze key issues of public policy and political problems and detect fallacies and martial evidence to formulate policy argument and options.
3. Demonstrate competency with basic tools underlying modern social science research to include statistical and qualitative analysis.
4. Write clearly and purposely on complex issues of international and domestic politics and public policy.
5. Use electronic and traditional library resources to research key local, state, national and international policy issues and present results in oral and written formats.
6. Utilize contemporary social science research methods to conduct research on political phenomena.

---

## Admissions Requirements

Applicants must meet the General Admissions Requirements as published in this Catalog.

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Political Science must earn minimum final grades of "C" in all required and cognate courses and electives. All Political Science and General Electives must be at the 300 or 400 level and requires completion of the following courses:

### Required Courses: 36 Credits

- CPSC 219, American Government and Politics (3)
- CPSC 221, State and Local Government (3)
- CPSC 313, Urban Politics and Policy (3)
- CPSC 315, Comparative Politics (3)
- CPSC 322, International Relations (3)
- CPSC 337, Statistics I (3)
- CPSC 337, Statistics I Laboratory (0)
- CPSC 338, Statistics II (3)
- CPSC 338, Statistics I Laboratory (0)
- CPSC 361, Political Theory I (3)
- CPSC 362, Political Theory II (3)
- CPSC 387, Scope and Methods of Research (3)
- CPSC 420, Politics of Africa (3)
- CPSC 479, Senior Thesis (3)

### Political Science Electives: 9 Credits

- CPSC XXX, Political Science Elective (3)\*
- CPSC XXX, Political Science Elective (3)\*
- CPSC XXX, Political Science Elective (3)\*

### General Electives: 21 Credits

- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*

*\*All Political Science Electives and General Electives must be at the 300 level or higher.*

### Cognate Courses: 12 Credits

- CECO 251, Principles of Macroeconomics (3)
- CECO 252, Principles of Microeconomics (3)
- CHIS 211, U.S. History to 1865 (3)
- CHIS 212, U.S. History since 1865 (3)

## Plan of Study for Bachelor of Arts Degree in Political Science (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	<b>Biological Science</b>	3	CENG 106	<b>College Composition II</b>	3
CCIS 100	<b>Information Technology and Computer Applications</b>	3	CGED 101	<b>First-Year Seminar II</b>	1
CENG 105	<b>College Composition I</b>	3	CHUM XXX	<b>Humanities Requirement</b>	3
CGED 100	<b>First-Year Seminar I</b>	1	CMAT 104	<b>Algebra II</b>	3
CMAT 103	<b>Algebra I</b>	3	CPHY 102/102L	<b>Physical Science and Lab</b>	3
CPSC 106	<b>Politics and Global Issues</b>	3	CREL/CPHI XXX	<b>Religion/Philosophy Requirement</b>	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	<b>Introduction to World Literature I <i>or</i> Introduction to World Literature II</b>	3	CFLX 202	<b>Foreign Language Requirement II</b>	3
CFLX 201	<b>Foreign Language Requirement I</b>	3	CHIS 212	<b>U.S. History since 1865</b>	3
CHIS 211	<b>U.S. History to 1865</b>	3	CSTA 101	<b>Fundamentals of Speech</b>	3
CPED 101/102	<b>Physical Education Requirement</b>	1	CECO 252	Principles of Microeconomics	3
CECO 251	Principles of Macroeconomics	3	CPSC 221	State and Local Government	3
CPSC 219	American Government and Politics	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPSY 211	<b>General Psychology</b>	3	CPSC 313	Urban Politics and Policy	3
CPSC 315	Comparative Politics	3	CPSC 322	International Relations	3
CPSC 337	Statistics I	3	CPSC 338	Statistics II	3
CPSC 337L	Statistics I Lab	0	CPSC 338L	Statistics II Lab	0
CPSC 361	Political Theory I	3	CPSC 362	Political Theory II	3
CPSC XXX*	Political Science Elective	3	CPSC XXX*	Political Science Elective	3
			CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPSC 387	Scope and Methods of Research	3	CPSC 420	Politics of Africa	3
CPSC XXX*	Political Science Elective	3	CPSC 479	Senior Thesis	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
CXXX XXX*	General Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
*All Political Science Electives and General Electives must be at the 300 level or higher.					
All general education core requirements are in bold.					

### Minor in Political Science (18 Credits)

The Minor in Political Science is designed to provide students in other disciplines with a broad knowledge of institutions, processes, and theories of politics in the U.S., in other nations, and internationally. The minor provides students with a foundation in political science that will enhance careers in other fields of study.

### Student Learning Outcomes

Graduates with a Minor in Political Science will be able to:

1. Discuss the values, beliefs, and institutions that constitute the political tradition of the American political system, of other political systems, and of patterns of interactions among nations and sources of international conflict and cooperation.
2. Evaluate conflicting arguments, assemble and present empirical evidence, and make reasoned conclusions from the evidence available.



- 
3. Communicate the connection between political concepts, theories, and methods and political experience in oral and written forms.
  4. Identify the interconnecting points that exist between political science and other disciplines in the social sciences such as but not limited to law/legal studies, history, sociology, and geography.
  5. Understand the contemporaneous events and major transformation that shape politics on the local, national, and international levels.

**Required Courses: 18 Credits**

- CPSC 219, American Government and Politics (3)
- CPSC 313, Urban Politics and Policy (3)
- CPSC 315, Comparative Politics (3)
- CPSC 322, International Relations (3)
- CPSC 420, Politics of Africa (3)
- CPSC 361, Political Theory I (3)

**Internship Opportunities**

The Department of Political Science encourages students who are interested in community service, job experience, and public service, to enroll in the internship program. The program provides undergraduate majors with opportunities to work part-time or full-time and receive a minimum of three (3) and maximum of twelve (12) credit hours toward their degree. Graduate students may earn a maximum of three (3) credit hours through the internship experience. Students interested in the program should contact their advisor for more information.

---

**Department of Psychology**  
**Knowles Hall, Room 217**  
**Telephone: (404) 880-8236**

The mission of the Department of Psychology is to prepare undergraduate students to excel in the field of mental health by providing innovative teaching, action-oriented research opportunities, internship training, as well as the skills and values needed for careers in a dynamic, multicultural global setting.

The vision of the Department of Psychology is to expand its interdisciplinary study of public health, neuroscience and study abroad initiatives and develop graduate level program(s) in counseling and/or clinical psychology to meet the mental health, social and human needs of a global society.

The Department of Psychology provides specialized training for students planning professional careers in psychology, sociology, social work, and special education services. The Department offers a broad array of courses in psychology to provide a strong background for students who are planning careers in business, education, law, medicine, and social work as well as multiple professional careers in the psychology related fields.

Students considering graduate studies in psychology should plan their major with the guidance of their assigned department advisor so that elective courses may be tailored to their specific career and educational goals. Students majoring in disciplines other than psychology and find psychology courses relevant to their educational goals are welcome to register for those classes after they have completed the prerequisite courses.

### **Programs of Study**

1. Bachelor of Arts Degree in Psychology (123 Credits)
2. Bachelors of Science Degree in Psychology (132 Hours)
3. Minor in Psychology (18 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in Psychology (123 Credits)**

### **Program Description**

The Bachelor of Arts Degree in Psychology program is designed to train students to understand human behavior. Psychology, as a field of knowledge, is grounded in both the biological and social sciences. The program courses aid in developing students' abilities to think critically, to become independent investigators, and to impart a philosophy of appreciation for a developing and maturing science based on well-grounded experimental evidence. The faculty advisors are available to suggest elective courses that will provide a strong foundation for career goals.

### **Student Learning Outcomes**

Graduates of the Bachelor of Arts in Psychology Program will be able to:

1. Discuss basic theories and application of psychological concepts in the field of mental health.
2. Describe experimentation and research methods utilized in the fields of social science.
3. Identify physiological basis of behavior and diagnosis and treatment of the major psychological disorders.
4. Explain the aspects of the environment and culture which influence human behavior and relationship dynamics in oral and written forms.

- 
5. Apply theoretical approaches of psychology and its interdisciplinary subspecialties to conduct research on social and organizational development, learning and behavior of individuals in groups and organizations.

### **Admissions Requirements**

Applicants to the Bachelor of Arts and the Bachelor of Science Degrees in Psychology must meet the General Admissions Requirements as published in this Catalog.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Psychology must complete all required courses in Psychology with minimum final grades of "C".

#### **Required Courses: 31 Credits**

- CPSY 313, Statistics I (3)
- CPSY 314, Statistics II (3)
- CPSY 315, Social Psychology (3)
- CPSY 371, Experimental Psychology (3)
- CPSY 371L, Experimental Psychology Laboratory (1)
- CPSY 377, History and Systems of Psychology (3)
- CPSY 385, Abnormal Psychology (3)
- CPSY 413, Learning (3)
- CPSY 415, Physiological Psychology (3)
- CPSY 418, Seminar (3)
- CPSY 488, Internship (3)

#### **Psychology Electives: 15 Credits**

- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*

#### **General Electives: 21 Credits**

- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*
- CXXX XXX, General Elective (3)\*

**\*All Psychology Electives and General Electives must be at the 300 level or higher.**

## Plan of Study for Bachelor of Arts Degree in Psychology (123 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 111/112L</b>	<b>General Biology I and Lab</b>	4	<b>CBIO 112/112L</b>	<b>General Biology II and Lab</b>	4
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CMAT 105</b>	<b>Pre-Calculus I</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1	<b>CMAT 106</b>	<b>Pre-Calculus II</b>	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	<b>CECO/CPSC/CSCJ XXX</b>	<b>Social Science Requirement</b>	3
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3	<b>CPSY 314</b>	Statistics II	3
<b>CPSY 313</b>	Statistics I	3	<b>CPSY 377</b>	History and Systems of Psychology	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3	<b>CPSY 315</b>	Social Psychology	3
<b>CPSY 371</b>	Experimental Psychology	3	<b>CPSY 413</b>	Learning	3
<b>CPSY 371L</b>	Experimental Psychology Lab	1	<b>CPSY XXX*</b>	Psychology Elective	3
<b>CPSY 385</b>	Abnormal Psychology	3	<b>CXXX XXX*</b>	General Elective	3
<b>CPSY XXX*</b>	Psychology Elective	3	<b>CXXX XXX*</b>	General Elective	3
<b>CXXX XXX*</b>	General Elective	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CPSY 415</b>	Physiological Psychology	3	<b>CPSY 418</b>	Senior Seminar	3
<b>CPSY XXX*</b>	Psychology Elective	3	<b>CPSY 488</b>	Internship	3
<b>CPSY XXX*</b>	Psychology Elective	3	<b>CPSY XXX*</b>	Psychology Elective	3
<b>CXXX XXX*</b>	General Elective	3	<b>CXXX XXX*</b>	General Elective	3
<b>CXXX XXX*</b>	General Elective	3	<b>CXXX XXX*</b>	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<p><b>*All Psychology Electives and General Electives must be at the 300 level or higher.</b>  <b>All general education core requirements are in bold.</b></p>					

---

## **Program of Study**

### **Bachelor of Science Degree in Psychology (132 Credits)**

#### **Program Description**

The Bachelor of Science Degree in Psychology program is designed to provide students, with strong research, communication, and critical thinking skills that are necessary for students interested in graduate studies and baccalaureate degree-level careers from a variety of disciplines. The BS degree in Psychology, while offering similar emphasis on liberal arts as the BA degree in Psychology, provides to students who have a strong interest in science a background to pursue further studies in professions such as psychiatry/medicine, cognitive/neuroscience, psychopharmacology/pharmacology, genetic counseling, public health, etc. The department faculty advisors are available to suggest elective courses that will provide a strong foundation for career goals.

#### **Student Learning Outcomes**

Graduates of the Bachelor of Science Degree in Psychology Program will be able to:

1. Discuss the breadth of general theoretical approaches to psychology.
2. Identify the interrelatedness of several psychology sub-disciplines to the natural sciences.
3. Use foundational topics of research methodology to demonstrate competence in communication, critical/analytical, and problem-solving skills.
4. Utilize the statistical tools needed to accurately summarize and interpret data.
5. Apply psychological theory in practice and research/methodology.
6. Demonstrate an understanding of the variability of human behavior from a diverse, cross-cultural, and multidimensional perspective.
7. Demonstrate an understanding and commitment to ethical principles of science and psychology.

#### **Admissions Requirements**

Applicants to the Bachelor of Science Degree in Psychology must meet the General Admissions Requirements as published in this Catalog.

#### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Science Degree in Psychology must complete all required courses in Psychology with minimum final grades of "C".

##### **Required Courses: 31 Credits**

- CPSY 313, Statistics I (3)
- CPSY 314, Statistics II (3)
- CPSY 315, Social Psychology (3)
- CPSY 371, Experimental Psychology (3)
- CPSY 371L, Experimental Psychology Laboratory (1)
- CPSY 377, History and Systems of Psychology (3)
- CPSY 385, Abnormal Psychology (3)
- CPSY 413, Learning (3)
- CPSY 415, Physiological Psychology (3)
- CPSY 418, Seminar (3)
- CPSY 488, Internship (3)

##### **Psychology Electives: 15 Credits**

- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*
- CPSY XXX, Psychology Elective (3)\*

CPSY XXX, Psychology Elective (3)\*

**General Electives: 6 Credits**

CXXX XXX, General Elective (3)\*

CXXX XXX, General Elective (3)\*

**\*All Psychology Electives and General Electives must be at the 300 level or higher.**

**Cognate Courses: 24 Credits**

CPHY 111/111L, General and Modern Physics I and Laboratory (4)

CCHE 111/111L, General Chemistry and Laboratory (4)

CCHE 112/112L, General Chemistry II and Laboratory (4)

CCHE 231/231L, Organic Chemistry I and Laboratory (4)

CCHE 232/232L, Organic Chemistry II and Laboratory (4)

CMAT 111, Calculus I (4)

**Plan of Study for Bachelor of Science Degree in Psychology (132 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 111/111L	General Biology I and Lab	4	CBIO 112/112L	General Biology II and Lab	4
CENG 105	College Composition I	3	CCIS 100/102	Information Technology and Computer Applications	3
CGED 100	First Year Seminar	1	CENG 106	College Composition II	3
CHIS 201	U.S., Africa and the World History I	3	CGED 101	First Year Seminar II	1
CMAT 105	Pre-Calculus I	3	CHIS 202	U.S., Africa and the World History II	3
CPED 101/102	Physical Education Requirement	1	CMAT 106	Pre-Calculus II	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CCHE 112/112L	General Chemistry II and Lab	4
CPSY 211	General Psychology	3	CMAT 111	Calculus I	4
CCHE 111/111L	General Chemistry and Lab	4	CPSY 314	Statistics II	3
CPSY 313	Statistics I	3	CPSY 315	Social Psychology	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CCHE 231/231L	Organic Chemistry I and Lab	4	CHUM XXX	Humanities Requirement	3
CPSY 371	Experimental Psychology	3	CCHE 232/232L	Organic Chemistry II and Lab	4
CPSY 371L	Experimental Psychology Lab	1	CPSY 377	History and Systems	3
CPSY 385	Abnormal Psychology	3	CPSY 415	Physiological Psychology	3
CPSY 413	Learning	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CPHY 111/111L	General and Modern Physics I and Lab	4	CPSY XXX*	Psychology Elective	3
CPSY 418	Senior Seminar	3	CPSY XXX*	Psychology Elective	3
CPSY 488	Internship	3	CPSY XXX*	Psychology Elective	3
CPSY XXX*	Psychology Elective	3	CXXX XXX*	General Elective	3
CPSY XXX*	Psychology Elective	3	CXXX XXX*	General Elective	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
*All Psychology Electives and General Electives must be at the 300 level or higher. All general education core requirements are in bold.					

---

### **Minor in Psychology (18 Credits)**

A Minor in Psychology is available to any undergraduate student at the University. It is intended to meet the needs of students who recognize that an understanding and analysis of individual psychological processes is an important component of their education.

#### **Required Courses:**

In addition to CPSY 211, General Psychology, students with a minor in Psychology must complete at least six (6) upper division psychology courses, four (4) required courses and two (2) elective courses, with minimum final grades of "C".

CPSY 315, Social Psychology (3)

CPSY 377, History and Systems of Psychology (3)

CPSY 385, Abnormal Psychology (3)

CPSY 413, Learning (3)

CPSY XXX, Psychology Elective (3) \*

CPSY XXX, Psychology Elective (3) \*

**\*All Electives in Psychology must be at the 300 Level or higher.**

---

## School of Business Administration

### Office of the Dean

Wright-Young Hall, Room 326

Telephone: (404) 880-8454

Business Administration at Clark Atlanta University reaches back through several decades. It was recognized early by school personnel and students that effective instruction in the business areas would be a vital cornerstone for progress of those the institution sought to serve. The first Bachelor of Arts (BA) degree in Business Administration was offered at the former Clark College in 1931, and a separate School of Business Administration was established at the former Atlanta University in 1946. These two historically black institutions were pioneers in offering business undergraduate and graduate degrees. In those years, about one-fourth of all Master of Business Administration (MBA) degrees awarded to black students in the country came from Atlanta University. Meanwhile, the undergraduate program at Clark College continued to grow and soon became the largest department on campus.

Both programs are accredited by the Southern Association of Colleges and Schools Commission on Colleges, and in 1974 the Atlanta University MBA Program was accredited by the American Assembly of Collegiate Schools of Business (AACSB - International). The Atlanta University accreditation was renewed in 1985. In July 1989, the two programs consolidated. In 1995 the undergraduate program received initial accreditation and the graduate program was reaffirmed. The School of Business Administration has been continuously accredited by AACSB – International since 1974.

The mission of the School of Business Administration is to prepare a diverse student population to become managers, entrepreneurs, educators and leaders by providing a quality educational experience grounded in sound and ethical principles that enable graduates to succeed in a complex, dynamic, global environment.

The vision of the School of Business Administration is to be a premier business school for high achieving, critical thinking, entrepreneurial-minded individuals who are prepared to provide innovative solutions to global business challenges.

### Student Learning Outcomes for the School of Business Administration

Graduates of the Business Administration Undergraduate Degree Programs will be prepared for the following:

1. **Leadership** – undergraduate business majors will possess effective interpersonal, analytical and leadership skills, which will result in effective decision-making in a professional business environment.
  - a. Students are able to demonstrate understanding of leadership concepts such as managing conflict, negotiation, leadership styles and theories.
  - b. Students are able to recognize internal and external environmental factors as they impact leader behavior.
2. **Ethics** – undergraduate business majors will possess ethical values and be able to incorporate ethics into effective decision-making.
  - a. Students are able to analyze and assess their personal values and ethical beliefs.
  - b. Students are able to recognize professional ethical practices within their disciplines.
  - c. Students are able to quickly identify various breaches in ethical conduct within their disciplines and know the consequences of such unethical breaches.



- 
3. **Communication** – undergraduate business majors will be able to give and exchange information within meaningful contexts and with appropriate delivery and interpersonal skills.
    - a. Students are able to produce a quality business document.
    - b. Students are able to deliver a professional presentation.
    - c. Students are able to demonstrate effective interpersonal communication skills.
  
  4. **Critical Thinking** – undergraduate majors will be able to access information and critically evaluate the information to solve business problems.
    - a. Students are able to identify and consider the influence of the context on the issue.
    - b. Students are able to identify and evaluate conclusions, implications and consequences.
    - c. Students are able to identify and consider the influence of the context on the issue.
    - d. Students are able to identify and evaluate conclusions, implications and consequences.
  
  5. **Fundamental Discipline Knowledge** – undergraduate business majors will understand a variety of business concepts to make effective decisions.
    - a. Accounting objectives**
      - i. Students are able to understand and articulate the role of accounting in business.
      - ii. Students are able to prepare the four basic financial statements (income statement, statement of owner’s equity, balance sheet, and cash flow statement.
      - iii. Students are able to understand the concepts of opportunity costs, sunk costs, committed costs, direct costs, and indirect costs.
    - b. Economic objectives**
      - i. Students are able to understand the concepts of scarcity, resource allocation and choice.
      - ii. Students are able to understand the fundamental concepts and theories of macroeconomics in understanding the functioning of the U.S. economics system and its relation to the global economy.
    - c. Finance objectives**
      - i. Students are able to understand the key financial statements, and use them to calculate and interpret the key ratios.
      - ii. Students are able to demonstrate a conceptual understanding of time value of money (TVM) and cost of capital to make investment decisions.
    - d. Management objectives**
      - i. Students are able to understand and use fundamental concepts and principles of management.
      - ii. Students are able to understand the impact of major management forces.
    - e. Marketing objectives**
      - i. Students are able to understand the use of appropriate marketing mix variables in decision-making.
      - ii. Students are able to understand the influences of current consumers and organizational buying decisions.
    - f. Quantitative and Information Systems objectives**
      - i. Students are knowledgeable about the information resources in an organization and are able to apply IT solutions to solve business problems and make informed decisions.
      - ii. Students are able to develop skills in formulating quantitative business models
-

---

to support decision-making, operation strategy and business applications.

6. **Globalization** – undergraduate business majors will develop an awareness of the factors that impact international business.
  - a. Students are able to understand the major cultural, legal, economic and political factors that influence international business.
  - b. Students understand how to assess opportunity and operate a business in the global market.
7. **Technology** – undergraduate business majors will understand and utilize basic information technology concepts while using appropriate information to solve business problems:
  - a. Students are able to understand the roles of information technology within and across the organization.
  - b. Students are able to understand and utilize hardware and software components of a computer system.
  - c. Students are able to use industry-standard business resources to gather information.
  - d. Students are able to transfer financial and business data to business software applications.

The School of Business Administration offers undergraduate degree programs in Accounting, Business Administration, and Economics.

### **Programs of Study**

1. Bachelor of Arts Degree in Accounting (126 Credits)
2. Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting (150 Credits)
3. Bachelor of Arts Degree in Business Administration (126 Credits)

#### **Concentrations: (18 - 36 Credits)**

- Entrepreneurship Management
  - Finance
  - Finance and Financial Planning Dual Concentration
  - Accounting and Finance Dual Concentration
  - International Business Dual Concentration (Another Business Concentration Required)
  - Management
  - Marketing
  - Sports and Entertainment Management
  - Supply Chain Management
4. Minor in Business Administration (24 Credits)
  5. Minor in International Business for Modern Foreign Language Majors (33 Credits)
  6. Bachelor of Arts Degree in Economics (128 Credits)
  7. Minor in Economics (21 Credits)

---

## ACCOUNTING PROGRAM

**Department of Accounting and Finance**  
**Wright-Young Hall, Room 344**  
**Telephone: (404) 880-8470**

### **Accounting Area**

The area of Accounting prepares accounting majors with a practical and theoretical knowledge of accounting principles and practices for professional certifications and successful careers in independent and internal auditing, tax accounting, government accounting, management consulting and accounting information systems for both for-profit and not-for-profit businesses as well as pursuit of advanced studies in the fields of accounting and finance.

The mission of the Accounting program is to provide students with the necessary accounting skills to be successful managers and leaders and to prepare students for careers in accounting and related professions in a global environment. The vision of the Accounting program is to engage in innovative programs that provide students with technical and professional skills leading to successful careers in professional accounting and related careers.

### **Program of Study**

**Bachelor of Arts Degree in Accounting (126 Credits)**

### **Program Description**

The Bachelor of Arts Degree in Accounting prepares majors with a practical and theoretical knowledge of accounting fundamentals through structured studies in managerial accounting, financial accounting, cost accounting, auditing, accounting information systems, and taxation. The wide range of course offerings prepare students for professional career opportunities in public, private, and governmental businesses as well as pursuing advanced studies in accounting related fields.

### **Student Learning Outcomes**

Graduates of the Accounting Program will be able to:

1. Use research methods to locate, extract and manipulate financial and non-financial data.
2. Analyze, interpret, and construct financial reports for a variety of users in line with ethical and regulatory accounting practices.
3. Apply accounting principles and techniques to formulate financial solutions such as resourcing, allocation, appraisal and/or control.
4. Use accounting-specific and other applicable software in accounting and finance practices.

### **Admissions Requirements**

Applicants must meet the General Admissions Requirements as published in the Undergraduate and Graduate Catalogs.

### **Degree Requirements**

In addition to the General Degree Requirements as published in the Undergraduate and Graduate Catalogs, students pursuing the Bachelor of Arts Degree in Accounting must earn minimum final

grades of "C" in CMAT 209 Calculus and Analytical Geometry I and CMAT 210 Calculus and Analytical Geometry II and in all business core courses and business electives.

### Plan of Study for the Bachelor of Arts Degree in Accounting (126 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CECO/CPSC/CSCJ XXX	Social Science Requirement	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar I	1
CGED 100	First-Year Seminar I	1	CMAT 210	Calculus and Analytical Geometry II	3
CMAT 209	Calculus and Analytical Geometry I	3	CPHY 102/L	Physical Science and Lab	3
CPED 101/102	Physical Education Requirement	1	CPSY 211	General Psychology	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CREL/CPHI XXX	Religion/Philosophy Requirement	3
CBUS 207	Principles of Accounting I	3	CBUS 208	Principles of Accounting II	3
CBUS 295	Leadership and Professional Development I	1	CECO 252	Principles of Microeconomics	3
CECO 251	Principles of Macroeconomics	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CHUM XXX	Humanities Requirement	3	CBUS 304	Intermediate Accounting II	3
CBUS 303	Intermediate Accounting I	3	CBUS 308	Accounting Information Systems	3
CBUS 305	Cost Accounting	3	CBUS 325	Business Communications	3
CBUS 313	Business Statistics	3	CBUS 331	Legal, Social and Ethical Aspects of Business II	3
CBUS 330	Legal, Social and Ethical Aspects of Business I	3	CBUS 341	Business Finance	3
CBUS 395	Leadership and Professional Development II	1			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 335	Principles of Marketing	3	CBUS 427	Business Income Tax	3
CBUS 340	Principles of Management	3	CBUS 460	Production and Operations Management	3
CBUS 405	Auditing and Control	3	CBUS 465	Advanced Accounting	3
CBUS 426	Individual Income Tax	3	CBUS 485	Business Policy	3
CBUS 495	Leadership and Professional Development III	1	CXXX XXX	General Elective	3
CXXX XXX	General Elective	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
<b>All general education core requirements are in bold. CMAT 209/CMAT 210 meet general education quantitative skills requirement for Business majors.</b>					

---

## Program of Study

### Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting (150 Credits)

#### Program Description

The Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting program is for students who want to meet the 150 semester-hour requirement in most states and territories to apply for admission to the Uniform Certified Public Accountants Examination sponsored by the American Institute of Certified Public Accountants and simultaneously earn the Bachelor's and Master's degrees. As soon as possible, a candidate for admission to the CPA examination is strongly advised to verify any additional requirements established by the Accountancy Board of the state or territory in which he/she is seeking to be licensed as a Certified Public Accountant.

#### Student Learning Outcomes

Graduates in the Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting will be able to:

1. Apply appropriate quantitative and qualitative financial tools and techniques to evaluate business resource allocation decisions.
2. Analyze emerging issues in the field of accounting, identify their possible future effects, and develop appropriate solutions.
3. Develop forecasting and prediction models based on accounting research and data analysis through the use of technology.
4. Make decision based on ethical standards in accounting practices.
5. Apply a variety of international business concepts and interconnected theories from the major functional areas of accounting to make effective business decisions.

#### Admissions Requirements

In addition to the General Admissions Requirements of the University as published in the Undergraduate and Graduate Catalogs, applicants to the Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting Program must:

1. Have attained a minimum overall undergraduate grade point average (GPA) of 2.8 by the end of the junior year.
2. Must complete undergraduate Accounting courses (or their equivalent) in CBUS 303, Intermediate Accounting I, CBUS 304, Intermediate Accounting II and CBUS 305, Cost Accounting, with minimum final grades of "B".
3. Be accepted to the Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting by the beginning of applicants' undergraduate senior year.

*Applicants who have **not** been accepted will **not** be permitted to register for graduate level courses.*

**Note: The final date for applying is December 15th for those applicants in their junior year. Final notifications to applicants will be sent no later than June 1st.**

#### Degree Requirements

In addition to the General Degree Requirements as published in the Undergraduate and Graduate Catalogs, students pursuing the Accelerated Dual Degrees in Bachelor of Arts and Master of Arts in Accounting must earn minimum final grades of "C" in CMAT 209 Calculus and Analytical Geometry I and CMAT 210 Calculus and Analytical Geometry II and in all business core courses and business electives.

---

The Accelerated Dual Degrees in Bachelor of Arts and Master of Arts Degrees in Accounting include the Bachelor of Arts Degree in Accounting (120 credits) and the Master of Arts Degree in Accounting (30 credits). By completing two graduate electives to satisfy the general elective requirements of the Bachelor's degree, the two degrees are awarded upon completion of 150 credits. The following graduate courses must be completed for the award of the degree:

**Required Courses:**

- CSB 5606, Advanced Auditing (3)
- CSB 5690, Fund Accounting (3)
- CSB 6618, International Accounting (3)
- CSB 6620, Cost Management Systems (3)
- CSB 6621, Current Accounting Theory and Practice (3)
- CSB 6623, Advanced Accounting Information Systems (3)

**Electives:\***

- CSB XXXX, Graduate Elective (3)
- CSB XXXX, Graduate Elective (3)
- CSB XXXX, Graduate Elective (3)
- CSB XXXX, Graduate Elective (3)

**\*All graduate electives must be approved by the Program Coordinator.**

**Note: Any undergraduate general electives already completed by the student cannot be substituted for graduate electives.**

Students are encouraged to select graduate electives from the other business disciplines of Finance, Marketing, Management, Economics, and Decision Sciences as well as from the Computer Information Systems discipline. Graduate courses, which substantially duplicate courses required for entry into the program (e.g., CSB 6600, Financial Accounting and CSB 6610, Managerial Accounting), will not be approved as graduate electives for the Accelerated Bachelor of Arts and Master of Arts Degrees in Accounting.

**Plan of Study for the Accelerated Dual Degrees in Bachelor of Arts and Master of Arts  
in Accounting (150 Credits: 120UG/30GD)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	<b>3</b>	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3</b>
<b>CECO/CPSC/CSCJ XXX</b>	<b>Social Science Requirement</b>	<b>3</b>	<b>CENG 106</b>	<b>College Composition II</b>	<b>3</b>
<b>CENG 105</b>	<b>College Composition I</b>	<b>3</b>	<b>CGED 101</b>	<b>First-Year Seminar I</b>	<b>1</b>
<b>CGED 100</b>	<b>First-Year Seminar I</b>	<b>1</b>	<b>CMAT 210</b>	<b>Calculus and Analytical Geometry II</b>	<b>3</b>
<b>CMAT 209</b>	<b>Calculus and Analytical Geometry I</b>	<b>3</b>	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	<b>3</b>
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	<b>1</b>	<b>CPSY 211</b>	<b>General Psychology</b>	<b>3</b>
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3</b>			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	<b>3</b>	<b>CFLX 202</b>	<b>Foreign Language Requirement</b>	<b>3</b>
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	<b>3</b>	<b>CHIS 202</b>	<b>U.S., Africa and World History II</b>	<b>3</b>
<b>CHIS 201</b>	<b>U.S., Africa and World History I</b>	<b>3</b>	<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	<b>3</b>
<b>CBUS 207</b>	<b>Principles of Accounting I</b>	<b>3</b>	<b>CBUS 208</b>	<b>Principles of Accounting II</b>	<b>3</b>
<b>CBUS 295</b>	<b>Leadership and Professional Development I</b>	<b>1</b>	<b>CECO 252</b>	<b>Principles of Microeconomics</b>	<b>3</b>
<b>CECO 251</b>	<b>Principles of Macroeconomics</b>	<b>3</b>			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBUS 303</b>	<b>Intermediate Accounting I</b>	<b>3</b>	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	<b>3</b>
<b>CBUS 305</b>	<b>Cost Accounting</b>	<b>3</b>	<b>CBUS 304</b>	<b>Intermediate Accounting II</b>	<b>3</b>
<b>CBUS 313</b>	<b>Business Statistics</b>	<b>3</b>	<b>CBUS 308</b>	<b>Accounting Information Systems</b>	<b>3</b>
<b>CBUS 330</b>	<b>Legal, Social and Ethical Aspects of Business I</b>	<b>3</b>	<b>CBUS 331</b>	<b>Legal, Social and Ethical Aspects of Business II</b>	<b>3</b>
<b>CBUS 325</b>	<b>Business Communications</b>	<b>3</b>	<b>CBUS 340</b>	<b>Principles of Management</b>	<b>3</b>
<b>CBUS 395</b>	<b>Leadership and Professional Development II</b>	<b>1</b>			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBUS 335</b>	<b>Principles of Marketing</b>	<b>3</b>	<b>CBUS 427</b>	<b>Business Income Tax</b>	<b>3</b>
<b>CBUS 341</b>	<b>Business Finance</b>	<b>3</b>	<b>CBUS 460</b>	<b>Production and Operations Management</b>	<b>3</b>
<b>CBUS 405</b>	<b>Auditing and Control</b>	<b>3</b>	<b>CBUS 465</b>	<b>Advanced Accounting</b>	<b>3</b>
<b>CBUS 426</b>	<b>Individual Income Tax</b>	<b>3</b>	<b>CBUS 485</b>	<b>Business Policy</b>	<b>3</b>
<b>CBUS 495</b>	<b>Leadership and Professional Development III</b>	<b>1</b>	<b>CSB XXXX</b>	<b>Graduate Elective</b>	<b>3</b>
<b>CSB XXXX</b>	<b>Graduate Elective</b>	<b>3</b>			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Fifth Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CSB 6618</b>	<b>International Accounting</b>	<b>3</b>	<b>CSB 5606</b>	<b>Advanced Auditing</b>	<b>3</b>
<b>CSB 6620</b>	<b>Cost Management Systems</b>	<b>3</b>	<b>CSB 5690</b>	<b>Fund Accounting</b>	<b>3</b>
<b>CSB 6621</b>	<b>Current Accounting Theory and Practice</b>	<b>3</b>	<b>CSB 6623</b>	<b>Advanced Accounting Information Systems</b>	<b>3</b>
<b>CSB XXXX</b>	<b>Graduate Elective</b>	<b>3</b>	<b>CSB XXXX</b>	<b>Graduate Elective</b>	<b>3</b>
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>
<b>All general education core requirements are in bold. CMAT 209/CMAT 210 meet general education quantitative skills requirement for Business majors.</b>					

---

## BUSINESS ADMINISTRATION PROGRAMS

Department	Concentration: (18 - 36 Credits)
Accounting & Finance	<ul style="list-style-type: none"> <li>▪ Accounting and Finance Dual Concentration</li> <li>▪ Finance</li> <li>▪ Finance and Financial Planning Dual Concentration</li> </ul>
Management & Marketing	<ul style="list-style-type: none"> <li>▪ Entrepreneurship Management</li> <li>▪ International Business Dual Concentration (Another Business Concentration Required)</li> <li>▪ Management</li> <li>▪ Marketing</li> <li>▪ Sports and Entertainment Management</li> </ul>
Supply Chain Management & Decision Sciences	<ul style="list-style-type: none"> <li>▪ Supply Chain Management</li> </ul>

### Program of Study

#### Bachelor of Arts Degree in Business Administration (126 Credits)

#### Program Description

Students pursuing the Bachelor of Arts Degree in Business Administration study a broad cross-section of business fundamentals in their first two years, which prepares them for specialized studies in their junior and senior years in one or more of the following concentrations: Accounting, Entrepreneurship Management, Finance, International Business, Management, Marketing, Sports and Entertainment Management, and Supply Chain Management. In addition, students may pursue a dual concentration in Accounting and Finance. Our graduates are prepared to pursue advanced studies at the graduate levels or to seek positions in business.

#### Admissions Requirements

Applicants must meet the General Admissions Requirements as published in this Catalog.

#### Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Business Administration must earn minimum final grades of "C" in CMAT 209 Calculus and Analytical Geometry I and CMAT 210 Calculus and Analytical Geometry II and in all business core and elective courses.

#### Business Core Courses: 45 Credits

- CBUS 207, Principles of Accounting I (3)
- CBUS 208, Principles of Accounting II (3)
- CECO 251, Principles of Macroeconomics (3)
- CECO 252, Principles of Microeconomics (3)
- CBUS 295, Leadership and Professional Development I (1)
- CBUS 206, Management Information Systems or (3)
- CBUS 313, Statistics I (3)
- CBUS 325, Business Communications (3)
- CBUS 330, Legal, Social and Ethical Aspects of Business I (3)
- CBUS 335, Principles of Marketing (3)
- CBUS 340, Principles of Management (3)
- CBUS 341, Business Finance (3)
- CBUS 395, Leadership and Professional Development II (1)
- CBUS 460, Production Management (3)



---

CBUS 485, Business Policy (3)  
CBUS 495, Leadership and Professional Development III (1)  
CBUS 488, Internship (3)\*

**\*Students are encouraged to seek a business internship in place of a general elective.**

**Department of Accounting and Finance**  
**Wright-Young Hall, Room 344**  
**Telephone: (404) 880-8470**

### **Finance Area**

The mission of the Finance program is to provide business students with the financial management and analytical skills to become successful managers and leaders in a technology oriented global environment. The vision of the Finance program is to offer innovative programs that prepare diverse students for professional careers in the financial services industry and provide solutions to global business challenges.

The Finance program curriculum is designed to provide students with tools required for careers in financial management in corporations, financial services industry, and not-for-profit organizations. The courses offered emphasize on empirical application and managerial decision-making in all areas of finance including insurance and real estate. The concentration in Finance; Finance and Financial Planning Dual Concentration; and Accounting and Finance Dual Concentration are designed to equip students with the breadth of knowledge required to become effective financial analysts, planner, and managers in a rapidly changing global economic and technological environment.

A minimum grade of "C" is required in all Business Core Courses; Courses taken in the concentration; and CMAT209, CMAT210, CENG105, and CENG106.

### **Finance Concentration (18 Credits)**

#### **Student Learning Outcomes**

Graduates of the Business Administration with Finance Concentration will be able to:

1. Apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.
2. Apply business financial management concepts and methods to make basic investment and financing decisions.
3. Interpret and analyze financial accounting information for internal control, planning, resource allocation.

---

**Required Courses: 12 Credits**

CBUS 420, International Financial Management (3)  
CBUS 451, Management of Financial Institutions (3)  
CBUS 452, Security Analysis and Portfolio Management (3)  
CBUS 453, Corporate Finance (3)

**Electives: 6 Credits****Select any two (2) of the following:**

CBUS 303, Intermediate Accounting I\* (3)  
CBUS 304, Intermediate Accounting  
CBUS 360, Principles of Insurance I (3)  
CBUS 368, Real Estate Finance and Investments (3)  
CBUS 454, Financial Analysis and Decision-Making (3)  
CECO 362, Money and Banking (3)  
CBUS 458, Retirement Planning and Employee Benefits (3)  
CBUS 459, Estate Planning (3)  
CBUS 461, Strategies in Financial Planning (3)

**\*Business Elective is recommended for Finance Concentration.**

**Finance and Financial Planning Dual Concentration (30 Credits)****Student Learning Outcomes**

Graduates of the Bachelor of Arts Degree in Business Administration with Finance and Financial Planning Dual Concentration will be able to:

1. Differentiate and analyze economic decisions relevant to individuals, families, and households.
2. Apply the theories and models consumer economists use to predict or explain the economic choices of individuals, families, and households.
3. Develop a tailored personal financial plan based on specific consumer needs and goals.
4. Identify and evaluate the basic elements of a retirement plan, including factors affecting retirement plan selection, distribution strategies and tax implications for individuals, families, and households.

**Required Finance Courses: 12 Credits**

CBUS 420, International Financial Management (3)  
CBUS 451, Management of Financial Institutions (3)  
CBUS 452, Security Analysis and Portfolio Management (3)  
CBUS 453, Corporate Finance (3)

**Required Financial Planning Courses: 15 Credits**

CBUS 250, Survey of Financial Planning (3)  
CBUS 426, Individual Income Taxes (3)  
CBUS 458, Retirement Planning and Employee Benefits (3)  
CBUS 459, Estate Planning (3)  
CBUS 461, Strategies in Financial Planning (3)

---

**Electives: 3 Credits****Select any one (1) of the following:**

- CBUS 303, Intermediate Accounting I (3)
- CBUS 304, Intermediate Accounting II (3)
- CBUS 360, Principles of Insurance I (3)
- CBUS 368, Real Estate Finance and Investments (3)
- CBUS 454, Financial Analysis and Decision-Making (3)
- CECO 362, Money and Banking (3)

**Accounting and Finance Dual Concentration (36 Credits)****Required Courses:**

- CBUS 303, Intermediate Accounting I (3)
- CBUS 304, Intermediate Accounting II (3)
- CBUS 305, Cost Accounting (3)
- CBUS 308, Accounting Information Systems (3)
- CBUS 405, Auditing (3)
- CBUS 420, International Financial Management (3)
- CBUS 426, Individual Income Tax (3)
- CBUS 427, Business Income Tax (3)
- CBUS 451, Management of Financial Institutions (3)
- CBUS 452, Securities Analysis and Portfolio Management (3)
- CBUS 453, Corporate Finance (3)
- CBUS 465, Advanced Accounting (3)

**Department of Management and Marketing****Wright-Young Hall, Room 211****Telephone: (404) 880-6050****Management Area**

The mission of the Management program is to prepare a diverse student body with the ethical principles, managing organizations and corporate social responsibility skills to become managers, entrepreneurs, educators and leaders in a global environment. The vision of the Management program is to be a renowned center for entrepreneurship for high-achieving, critical thinking entrepreneurial-minded individuals who are prepared to create new businesses and innovative ideas and solutions in a global environment.

**Management Concentration (18 Credits)**

The Management Concentration offers instruction in the forms of work that all managers must perform – planning, organizing, staffing, motivating, and controlling. The objective is to provide students with the knowledge necessary for being an effective manager in the private and public enterprise sectors.

**Student Learning Outcomes**

Graduates of the Business Administration with Management concentration will be able to:

1. Analyze the information content of organizational processes and use information technology to enhance individual productivity.
2. Identify and appropriately respond to ethical, legal and strategic concerns relating to human resource and organizational management.

---

**Required Courses: 12 Credits**

CBUS 337, Introduction to International Business Management (3)

CBUS 372, Personnel Management (3)

CBUS 468, Organizational Behavior (3) *or*

CPSY 318, Industrial and Organizational Psychology (3)

CBUS 480, Entrepreneurship and Enterprise (3)

**Electives: 6 Credits**

CBUS 450, Marketing Management (3)

CBUS 471, Global Leadership (3)

CBUS 472, Quality, Leadership and Productivity (3)

CBUS 483, Labor Relations (3)

**Entrepreneurship Management Concentration (18 Credits)**

The Entrepreneurship Management Concentration curriculum is designed to prepare business students in the basic core values and skills necessary to compete effectively as business owners in today's economic environment and to facilitate the development of a wealth-creating class.

This concentration focuses on all aspects of the creation and launching of a new enterprise and the process of opening and operating a new-business, including idea development, opportunity identification, market feasibility and financial challenges for new ventures, the use of low-cost and no-cost strategies and tactics. The courses also include case studies of diverse entrepreneurs, innovation, and enterprise and emphasize on emerging financing techniques, legal issues related to entrepreneurs, the integration of technology and social media, and a practicum to gain real life entrepreneurial experiences.

**Student Learning Outcomes**

Graduates of the Business Administration with Entrepreneurship Management Concentration will be able to:

1. Analyze the necessary information content and use data which will assist in obtaining skills necessary to start or purchase a business enterprise.
2. Identify and appropriately respond to ethical, legal and strategic concerns relating to entrepreneurship.

**Required Courses: 12 Credits**

CBUS 380, Entrepreneurial Thinking (3)

CBUS 381, Financing Entrepreneurial Ventures (3)

CBUS 382, Marketing the Entrepreneurial Venture (3)

CBUS 481, Entrepreneurial Practicum (3)

**Electives: 6 Credits**

CBUS 482, Business Law for Entrepreneurs (3)

CBUS 484, Small Business Management (3)

---

## **International Business Dual Concentration (18 Credits)**

**This concentration requires another business concentration.**

The International Business Dual Concentration includes the study of domestic and foreign environmental factors affecting the international operations of United States business firms. The concentration stresses personal experiences and observations regarding leadership and helps students assess leadership qualities and style. Students are required to select another Business Concentration with this concentration.

### **Student Learning Outcomes**

Graduates of the Business Administration with International Business Dual Concentration will be able to:

1. Analyze appropriate factors to support business operating in an international environment.
2. Identify and assess appropriate leadership qualities and style.

### **Required Courses: 9 Credits**

CBUS 337, Introduction to International Business Management (3)

CBUS 420, International Financial Management (3)

CBUS 422, International Marketing (3)

### **International Business students must choose one of the following options:**

**Option 1:** Two courses (6 credits) in a foreign language beyond the general foreign language requirements, plus one course (3 credits) from approved electives listed in Option 2.

**Option 2:** Three courses (9 credits) from the following list of approved electives:

CECO 324, Economic Development (3)

CPSC 322, International Relations (3)

CBUS 471, Global Leadership (3)

**Note: Study Abroad is strongly recommended in both Option 1 and Option 2.**

## **Sports and Entertainment Management Concentration (18 Credits)**

The Sports and Entertainment Management Concentration combines theory and experiential learning to prepare graduates to assume managerial positions or create their own business enterprises serving these industries. Students engage with leading practitioners and talent to gain first-hand knowledge of what it means to work and succeed in the Sports and Entertainment fields.

The program focuses on all aspects of initiating and evaluating venture proposals and financing in professional, collegiate, and Olympic sports business and entertainment management including industry law of contracts, labor, anti-trust, intellectual property, torts, Internet and the U.S. Constitution. The courses also emphasize on the principles and applications marketing of the sports, entertainment, and events to include branding, licensing, and naming rights; concessions and on-site merchandising; promotion; safety and security; and human relations.

---

## **Student Learning Outcomes**

Graduates of the Business Administration with Sports and Entertainment Management Concentration and Entrepreneur Management will be able to:

1. Analyze the information content to assume positions or initiate a business in this field.
2. Identify and appropriately respond to ethical, legal and strategic concerns relating to this field.

### **Required Courses: 12 Credits**

CBUS 380, Entrepreneurial Thinking (3)

CBUS 373, Sports and Entertainment Marketing (3)

CBUS 374, Sports and Entertainment Law (3)

CBUS 375, Managing and Operating in the Sports and Entertainment Industry (3)

### **Electives: 6 Credits**

CBUS 486, Sports and Entertainment Practicum (3)

CBUS 487, Contemporary Issues in Sports and Entertainment Management (3)

## **Department of Management and Marketing**

**Wright-Young Hall, Room 211**

**Telephone: (404) 880-6050**

### **Marketing Area**

The mission of the Marketing program is to prepare students who can create, communicate and deliver exchange offerings that have value to customers, clients and the larger society. The vision of the Marketing program is to develop marketing professionals who are at the forefront of providing valuable, creative and innovative solutions to global marketing challenges.

### **Marketing Concentration (18 Credits)**

The Marketing Concentration curriculum is designed to provide students with sound concepts and relevant marketplace realities useful to organizations working to promote exchanges that satisfy customers while helping to attain organizational goals. Students will have the ability to build strong preparation for rewarding marketing positions and the capacity for advancement in marketing organizations. The marketing courses focus on the vital link between the customer and the whole firm, guiding the practices in selection of goods and services produced; the establishment and maintenance of effective and efficient means of distribution; the pricing process; and the promotional system, including advertising and sales.

### **Student Learning Outcomes**

Graduates of the Business Administration with Marketing Concentration will be able to:

1. Define markets and apply marketing concepts and principles using a customer focus to sell products and services.

### **Required Courses: 12 Credits**

CBUS 336, Consumer Behavior (3)

CBUS 422, International Marketing (3)

CBUS 445, Marketing Research (3)

---

CBUS 450, Marketing Management (3)

**Electives: 6 Credits**

CBUS 411, Principles of Retailing (3)

CBUS 421, Introduction to Professional Sales (3)

CBUS 431, Principles of Advertising (3)

**Department of Supply Chain Management and Decision Sciences**

**Wright-Young Hall, Room 222**

**Telephone: (404) 880-8450**

The mission of the Department of Supply Chain Management and Decision Sciences is to prepare diverse students with skills in quantitative methods, information technology, and supply chain management for successful careers in a global environment. The vision of the Department of Supply Chain Management and Decision Sciences is to engage students and business professionals in collaborative learning initiatives that lead to leadership careers in decision sciences with focus on supply chain management.

**Program Description**

The curriculum is designed to focus on improving the quality of managerial decision making processes for managers and small business entrepreneurs in a complex and dynamic global environment. The core courses offered in the areas of quantitative methods, operations management and information systems emphasize on the application of analytical tools and techniques in analyzing and solving business problems and other critical functional areas of business for manufacturing and service sectors.

**Supply Chain Management Concentration (18 Credits)**

The Supply Chain Management Concentration provides the requisite analytical and operational skills to manage various production and operational functions in a technologically-driven business environment. In addition to the foundation core courses in statistical analysis, economics, decision sciences, and information systems, students take courses in advanced quantitative techniques, production and operations, systems analysis and design, database management, and supply chain to enhance their ability to recognize, analyze, and solve complex business problems.

**Student Learning Outcomes**

Graduates of the Supply Chain Management Concentration will be able to:

1. Apply quantitative and qualitative tools and methodologies to support organizational decision-making.
2. Assess integrated organizational value creation processes in global supply chains through production and distribution of goods, services and information.

**Required Courses: 12 Credits**

CBUS 317, Enterprise Integration Systems (3)

CBUS 362, Supply Chain Management (3)

CBUS 364, Procurement and Supply Management (3)

CBUS 474, Logistics Management (3)

**Electives: 6 Credits**

---

CBUS 314, Statistics II (3)  
CBUS 315, Systems Analysis and Design (3)  
CBUS 331, Legal, Social, and Ethical Aspects of Business II (3)  
CBUS 366, Project Management (3)  
CBUS 434, Enterprise Integration Applications (3)  
CBUS 436, Data Mining/Visualization (3)  
CBUS 438, Electronic Commerce (3)  
CBUS 462, Advanced Topics in Supply Chain Management (3)  
CBUS 470, Database Management (3)  
CBUS 472, Quality, Diversity, and Productivity (3)  
CBUS 476, Supply Chain Management Strategies (3)  
CBUS 478, Modeling the Supply Chain (3)



**Plan of Study for the Bachelor of Arts Degree in Business Administration  
All Concentrations (126 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBIO 101</b>	<b>Biological Science</b>	<b>3</b>	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3</b>
<b>CECO/CPSC/CSCJ XXX</b>	<b>Social Science Requirement</b>	<b>3</b>	<b>CENG 106</b>	<b>College Composition II</b>	<b>3</b>
<b>CENG 105</b>	<b>College Composition I</b>	<b>3</b>	<b>CGED 101</b>	<b>First-Year Seminar II</b>	<b>1</b>
<b>CGED 100</b>	<b>First-Year Seminar I</b>	<b>1</b>	<b>CMAT 210</b>	<b>Calculus and Analytical Geometry II</b>	<b>3</b>
<b>CMAT 209</b>	<b>Calculus and Analytical Geometry I</b>	<b>3</b>	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	<b>3</b>
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	<b>1</b>	<b>CPSY 211</b>	<b>General Psychology</b>	<b>3</b>
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3</b>			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	<b>3</b>	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	<b>3</b>
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	<b>3</b>	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	<b>3</b>
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	<b>3</b>	<b>CBUS 206</b>	<b>Management Information Systems</b>	<b>3</b>
<b>CBUS 207</b>	<b>Principles of Accounting I</b>	<b>3</b>	<b>CBUS 208</b>	<b>Principles of Accounting II</b>	<b>3</b>
<b>CBUS 295</b>	<b>Leadership and Professional Development I</b>	<b>1</b>	<b>CECO 252</b>	<b>Principles of Microeconomics</b>	<b>3</b>
<b>CECO 251</b>	<b>Principles of Macroeconomics</b>	<b>3</b>			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	<b>3</b>	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	<b>3</b>
<b>CBUS 325</b>	<b>Business Communications</b>	<b>3</b>	<b>CBUS 313</b>	<b>Statistics I</b>	<b>3</b>
<b>CBUS 335</b>	<b>Principles of Marketing</b>	<b>3</b>	<b>CBUS 330</b>	<b>Legal, Social and Ethical Aspects of Business I</b>	<b>3</b>
<b>CBUS 340</b>	<b>Principles of Management</b>	<b>3</b>	<b>CBUS XXX</b>	<b>Concentration Elective</b>	<b>3</b>
<b>CBUS 341</b>	<b>Business Finance</b>	<b>3</b>	<b>CBUS XXX</b>	<b>Concentration Elective</b>	<b>3</b>
<b>CBUS 395</b>	<b>Leadership and Professional Development II</b>	<b>1</b>			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
<b>CBUS 460</b>	<b>Production Operations Management</b>	<b>3</b>	<b>CBUS 485</b>	<b>Business Policy</b>	<b>3</b>
<b>CBUS 495</b>	<b>Leadership and Professional Development III</b>	<b>1</b>	<b>CBUS XXX</b>	<b>Business Elective</b>	<b>3</b>
<b>CBUS XXX</b>	<b>Concentration Elective</b>	<b>3</b>	<b>CBUS XXX</b>	<b>Course in Concentration</b>	<b>3</b>
<b>CBUS XXX</b>	<b>Concentration Elective</b>	<b>3</b>	<b>CBUS XXX</b>	<b>Course in Concentration</b>	<b>3</b>
<b>CXXX XXX</b>	<b>General Elective</b>	<b>3</b>	<b>CXXX XXX</b>	<b>General Elective</b>	<b>3</b>
<b>CXXX XXX</b>	<b>General Elective</b>	<b>3</b>			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
<b>All general education core requirements are in bold. CMAT 209/CMAT 210 meet general education quantitative skills requirement for Business majors.</b>					

**Plan of Study for the Bachelor of Arts Degree in Business Administration  
Dual Concentration in Finance and Financial Planning (126 Credits)**

Freshman Year**/**					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First Year Seminar I	1	CGED 101	First Year Seminar II	1
CMAT 209	Calculus and Analytical Geometry I	3	CMAT 210	Calculus and Analytical Geometry II	3
CSCJ 105 <i>or</i> CPSC 106	Culture and Society <i>or</i> Politics and Global Issues	3	CPED 101/102	Physical Education Requirement	1
CSTA 101	Fundamentals of Speech	3	CPHY 102/L	Physical Science and Lab	3
			CPSY 211	General Psychology	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year*					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CHUM XXX	Humanities Requirement	3
CBUS 207	Principles of Accounting I	3	CBUS 208	Principles of Accounting II	3
CBUS 295	Leadership and Professional Development I	1	CECO 252	Principles of Microeconomics II	3
CECO 251	Principles of Macroeconomics I	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year*					
	Fall Semester	Cr		Spring Semester	Cr
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CBUS 206 <i>or</i> CBUS 308	Management Info Systems <i>or</i> Accounting Information Systems	3
CBUS 250	Survey of Financial Planning	3	CBUS 313	Business Statistics	3
CBUS 335	Principles of Marketing	3	CBUS 325	Business Communications	3
CBUS 340	Principles of Management	3	CBUS 330	Legal, Social and Ethical Aspects of Business I	3
CBUS 341	Business Finance	3			
CBUS 395	Leadership and Professional Development II	1	CBUS 420	International Financial Management	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 426	Individual Income Tax	3	CBUS 451	Management of Financial Institutions	3
CBUS 453	Corporate Finance	3	CBUS 452	Security Analysis and Portfolio	3
CBUS 458	Retirement Planning and Employee Benefits	3	CBUS 461	Strategies in Financial Planning	3
CBUS 459	Estate Planning	3	CBUS 485	Business Policy	3
CBUS 460	Production and Operations Management	3	CBUS XXX	Business Elective	3
CBUS 495	Leadership and Professional Development III	1			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
*Internship during summer.					
**Summer session if necessary.					
All general education core requirements are in bold. CMAT 209/CMAT 210 meet general education quantitative skills requirement for Business majors.					

**Note: A minimum grade of "C" is required in all Business Core Courses; courses taken in the Concentration; CMAT 209; CMAT 210; CENG 105; and CENG 106.**

**Plan of Study for the Bachelor of Arts Degree in Business Administration  
Dual Concentration in Accounting and Finance (135 Credits)**

Freshman Year**/**					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 209	Calculus and Analytical Geometry I	3	CMAT 210	Calculus and Analytical Geometry II	3
CSCJ 105 <i>or</i> CPSC 106	Culture and Society <i>or</i> Politics and Global Issues	3	CPED101/102	Physical Education Requirement	1
CSTA 101	Fundamentals of Speech	3	CPHY 102/L	Physical Science and Lab	3
			CPSY 211	General Psychology	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year*					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CHUMXXX	Humanities Requirement	3
CBUS 207	Principles of Accounting I	3	CBUS 208	Principles of Accounting II	3
CBUS 295	Leadership and Professional Development I	1	CBUS 325	Business Communications	3
CECO 251	Principles of Macroeconomics	3	CECO 252	Principles of Microeconomics	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Junior Year*					
	Fall Semester	Cr		Spring Semester	Cr
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CBUS 304	Intermediate Accounting II	3
CBUS 303	Intermediate Accounting I	3	CBUS 308	Accounting Information Systems	3
CBUS 305	Cost Accounting	3	CBUS 330	Legal, Social and Ethical Aspects of Business I	3
CBUS 313	Business Statistics	3	CBUS 340	Principles of Management	3
CBUS 335	Principles of Marketing	3	CBUS 341	Business Finance	3
CBUS 395	Leadership and Professional Development II	1	CBUS 451	Management of Financial Institutions	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 405	Auditing	3	CBUS 427	Business Income Tax	3
CBUS 420	International Finance Management	3	CBUS 460	Production and Operations Management	3
CBUS 426	Individual Income Tax	3	CBUS 465	Advance Accounting	3
CBUS 452	Securities Analysis and Portfolio Management	3	CBUS 485	Business Policy	3
CBUS 453	Corporate Finance	3	CBUS XXX	Finance Elective	3
CBUS 495	Leadership and Professional Development III	1	CBUS XXX	Finance Elective	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>18</b>
<p>*Internship during summer.  **Summer session if necessary.  All general education core requirements are in bold. CMAT 209/CMAT 210 meet general education quantitative skills requirement for Business majors.</p>					

**Note: A minimum grade of "C" is required in all Business Core Courses; courses taken in the Concentration; CMAT 209; CMAT 210; CENG 105; and CENG 106.**

---

### **Minor in Business Administration (24 Credits)**

A Minor in Business Administration is designed to fit the needs of students majoring in non-business disciplines.

#### **Required Courses:**

- CECO 251, Principles of Macroeconomics (3)
- CECO 252, Principles of Microeconomics (3)
- CBUS 207, Principles of Accounting I (3)
- CBUS 208, Principles of Accounting II (3)
- CBUS 335, Principles of Marketing (3)
- CBUS 337, Introduction to International Business Management (3)
- CBUS 340, Principles of Management (3)
- CBUS 341, Business Finance (3)

### **Minor in International Business for Modern Foreign Language Majors (33 Credits)**

Students majoring in the Bachelor of Arts Degree Programs in French or Spanish have the option to minor in International Business. Applicants for the minor in International Business must consult with their respective major advisors and the department chair.

#### **Required Courses:**

- CBUS 207, Principles of Accounting I (3)
- CBUS 208, Principles of Accounting II (3)
- CBUS 335, Principles of Marketing (3)
- CBUS 337, Introduction to International Business Management (3)
- CBUS 340, Principles of Management (3)
- CBUS 341, Business Finance (3)
- CBUS 420, International Financial Management (3)
- CBUS 422, International Marketing (3)
- CECO 251, Principles of Macroeconomics (3)
- CECO 252, Principles of Microeconomics (3)
- CECO 335, International Trade (3)

---

## ECONOMICS PROGRAM

**Department of Economics**  
**Wright-Young Hall, Room 222**  
**Telephone: (404) 880-8451**

The mission of the Department of Economics is to provide diverse students with an understanding of economic framework applications as well as prepare students with necessary skills in applied theories to solve local and global economic problems and policy issues. The vision of the Department of Economics is to prepare students to carry out economic analysis to solve issues and problems of community, national and global importance, and will become a repository of economic data and a center of applied research on minority related economic issues.

The undergraduate economics curriculum prepares students for graduate studies as well as employment in government or private industry. Economics majors pursue studies designed to acquaint them with the theoretical foundations of modern economic analysis, analytical tools, and applications to contemporary issues.

### **Programs of Study**

1. Bachelor of Arts Degree in Economics (128 Credits)
2. Minor in Economics (21 Credits)

### **Program of Study**

#### **Bachelor of Arts Degree in Economics (128 Credits)**

### **Program Description**

The Bachelor of Arts Degree in Economics offers students with the opportunity to engage in innovative approach to study of orthodox theories and contemporary issues in economics. The program emphasizes on providing knowledge and understanding of urban affairs and economic development, not only from the traditional point of view, but also from that of minorities and developing countries of the Third World. Attuned to current problems of American and world economies, the program prepares students who wish to pursue graduate study in economics and related fields.

### **Student Learning Outcomes**

Graduates of the Economics Program will be able to:

1. Apply appropriate technology and data analysis tools and techniques to address micro- and macro-economic problems.
2. Use research-based economic data collected from various sources for analysis, forecasting and prediction modeling.
3. Interpret the results of statistical testing and economic data presented in tabular, chart and graphic format.
4. Use diagrammatic forms of analysis to communicate economic ideas in a clear and logical manner.
5. Analyze and interpret economic data results through the use of field research and literature searches.

---

### **Admissions Requirements**

Applicants to the Bachelor of Arts Degree in Economics must meet the General Admissions Requirements as published in this Catalog.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Arts Degree in Economics must earn minimum final grades of "C" in CMAT 211, Calculus I and CMAT 212, Calculus II and in all economics and business courses. Students may choose from two (2) curricula: Curriculum A prepares graduates for graduate study in economics, business, law, and political science; and Curriculum B prepares graduates for careers in government or private industry.

## Curriculum A: Plan of Study for the Bachelor of Arts Degree in Economics (128 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CECO/CPSC/CSCJ XXX	Social Studies Requirement	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 112	Calculus II	4
CMAT 111	Calculus I	4	CPHY 102/L	Physical Science and Lab	3
CPED 101/102	Physical Education Requirement	1	CREL/CPHI XXX	Religion/Philosophy Requirement	3
CSTA 101	Fundamentals of Speech	3			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Foreign Language Requirement II	3
CFLX 201	Foreign Language Requirement I	3	CHIS 202	U.S., Africa and the World History II	3
CHIS 201	U.S., Africa and the World History I	3	CHUM XXX	Humanities Requirement	3
CBUS 207	Principles of Accounting I	3	CBUS 208	Principles of Accounting II	3
CBUS 295	Leadership and Professional Development I	1	CECO 252	Principles of Microeconomics	3
CECO 251	Principles of Macroeconomics	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 313	Statistics I	3	CPSY 211	General Psychology	3
CBUS 395	Leadership and Professional Development II	1	CBUS 314	Statistics II	3
CECO 308	Mathematical Economics	3	CECO 316	Intermediate Microeconomic Analysis	3
CECO 315	Intermediate Macroeconomic Analysis	3	CENG 311	Advanced Grammar and Composition	3
CECO 357	Economic History of the United States	3	CXXX XXX	General Elective	3
CECO 365 <i>or</i> CECO 369	Economics of Labor <i>or</i> Urban Economics	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 495	Leadership and Professional Development III	1	CECO 335	International Trade	3
CECO 309	Introduction to Econometrics	3	CECO 372	History of Economic Doctrines	3
CECO 324 <i>or</i> CECO 325	Economic Development <i>or</i> Comparative Economic Systems	3	CECO XXX	Economics Elective	3
CECO XXX	Economics Elective	3	CECO XXX	Economics Elective	3
CECO XXX *	Economics Elective	3	CXXX XXX	General Elective	3
CCIS XXX	Computer Science Elective	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
*CECO 470 Research Methodology/Senior Thesis (3) is highly recommended but not required.					
<b>All general education core requirements are in bold.</b>					

## Curriculum B: Plan of Study for the Bachelor of Arts Degree in Economics (128 Credits)

Freshman Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CBIO 101</b>	<b>Biological Science</b>	3	<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	3
<b>CENG 105</b>	<b>College Composition I</b>	3	<b>CENG 106</b>	<b>College Composition II</b>	3
<b>CGED 100</b>	<b>First-Year Seminar I</b>	1	<b>CGED 101</b>	<b>First-Year Seminar II</b>	1
<b>CMAT 111</b>	<b>Calculus I</b>	4	<b>CMAT 112</b>	<b>Calculus I</b>	4
<b>CPED 101/102</b>	<b>Physical Education Requirement</b>	1	<b>CPHY 102/L</b>	<b>Physical Science and Lab</b>	3
<b>CSCJ 105</b>	<b>Culture and Society</b>	3	<b>CREL/CPHI XXX</b>	<b>Religion/Philosophy Requirement</b>	3
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	3			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CENG 201 or CENG 202</b>	<b>Introduction to World Literature I or Introduction to World Literature II</b>	3	<b>CFLX 202</b>	<b>Foreign Language Requirement II</b>	3
<b>CFLX 201</b>	<b>Foreign Language Requirement I</b>	3	<b>CHIS 202</b>	<b>U.S., Africa and the World History II</b>	3
<b>CHIS 201</b>	<b>U.S., Africa and the World History I</b>	3	<b>CHUM XXX</b>	<b>Humanities Requirement</b>	3
<b>CBUS 207</b>	<b>Principles of Accounting I</b>	3	<b>CBUS 208</b>	<b>Principles of Accounting II</b>	3
<b>CBUS 295</b>	<b>Leadership and Professional Development I</b>	1	<b>CECO 252</b>	<b>Principles of Microeconomics</b>	3
<b>CECO 251</b>	<b>Principles of Macroeconomics</b>	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CPSY 211</b>	<b>General Psychology</b>	3	<b>CBUS 314</b>	<b>Statistics II</b>	3
<b>CBUS 313</b>	<b>Statistics I</b>	3	<b>CBUS 343 or CECO 362</b>	<b>Public Finance or Money and Banking</b>	3
<b>CBUS 341</b>	<b>Business Finance</b>	3	<b>CECO 316</b>	<b>Intermediate Microeconomic Analysis</b>	3
<b>CBUS 395</b>	<b>Leadership and Professional Development II</b>	1	<b>CENG 311</b>	<b>Advanced Grammar and Composition</b>	3
<b>CECO 315</b>	<b>Intermediate Macroeconomic Analysis</b>	3	<b>CECO XXX</b>	<b>Economics Elective</b>	3
<b>CECO 365 or CECO 369</b>	<b>Economics of Labor or Urban Economics</b>	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
Fall Semester		Cr	Spring Semester		Cr
<b>CBUS 495</b>	<b>Leadership and Professional Development III</b>	1	<b>CECO 309</b>	<b>Introduction to Econometrics</b>	3
<b>CECO 357</b>	<b>Economic History of the United States</b>	3	<b>CECO 324 or CECO 335</b>	<b>Economic Development or International Trade</b>	3
<b>CECO 495</b>	<b>Cooperative Education</b>	3	<b>CBUS XXX</b>	<b>Business Elective</b>	3
<b>CCIS XXX</b>	<b>Computer Science Elective</b>	3	<b>CECO XXX</b>	<b>Economics Elective</b>	3
<b>CECO XXX*</b>	<b>Economics Elective</b>	3	<b>CXXX XXX</b>	<b>General Elective</b>	3
<b>CXXX XXX</b>	<b>General Elective</b>	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
*CECO 470, Research Methodology/Senior Thesis (3) is highly recommended but not required.					
All general education core requirements are in bold.					



---

**Minor in Economics (21 Credits)**

A Minor in Economics is designed to fit the needs of students majoring in non-business disciplines.

**Required Courses: 15 Credits**

- CECO 251, Principles of Macroeconomics (3)
- CECO 252, Principles of Microeconomics (3)
- CECO 315, Intermediate Macroeconomic Analysis (3)
- CECO 316, Intermediate Microeconomic Analysis (3)
- CBUS 313, Statistics I (3)

**Electives: 6 Credits**

- CECO XXX, Economics Elective (3)
- CECO XXX, Economics Elective (3)

---

## School of Education

### Office of the Dean

Clement Hall, Room 105

Telephone: (404) 880-8505

When Clark Atlanta University was created on July 1, 1988, by the consolidation of Atlanta University and Clark College, the education programs of the two institutions became a single unit. The University's School of Education, as a result, inherited the historical missions and achievements of its parent institutions, where the advanced level programs offered by Atlanta University and the basic programs offered by Clark College were combined and adjusted to offer education programs at both the undergraduate and graduate levels of study. Their parallel development and many contributions have established an enviable track record. The creation of structured, organizational units provided the autonomy and flexibility for the development of new degree programs and rapid adjustment of courses and programs to meet changing social and educational needs. Over the years, the School has maintained a positive impact on P-12 education by responding innovatively to meet their shifting demands.

The School of Education seeks to prepare leaders who are educators, researchers, and motivated critical thinking change agents dedicated to affecting the optimal manifestation of education in a multicultural society punctuated by international dimensions. Students are stimulated by an action-oriented, problem-solving curriculum designed to produce teacher candidates who move innovatively to meet the shifting social and educational needs that occur in private and public schools. In addition to developing future educators and administrators, the School has garnered a reputation as a producer of educational leaders and specialists who are competent and transformative in a systemic approach that embodies the core of social justice and fosters critical thinking.

The mission of the School of Education at Clark Atlanta University is to prepare highly competent, autonomous, critical-thinking candidates for P-12 schools and various educational settings serving all students, particularly those belonging to culturally and linguistically diverse groups. The vision of the School is to continue to drive and elevate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

The School provides undergraduate and graduate level educational study and advanced learning opportunities through the departments of Curriculum and Instruction, Counselor Education, and Educational Leadership. The Department of Curriculum and Instruction offers undergraduate degrees in Early Childhood Education and Educational Studies to accommodate the training interests and requirements of all students devoted to the discipline of education and teacher certification.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership. However, the

---

accreditation does not include individual education courses institution offers to P-12 educators for professional development, re-licensure or other purposes.

The School's Educator Preparation Programs in Early Childhood Education, Early Childhood Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership are approved by the Georgia Professional Standard Commission (GAPSC).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following School of Education's programs in the Department of Counselor Education at Clark Atlanta University: Community Education (MA) and School Counseling (MA)

**Department of Curriculum and Instruction**  
**Clement Hall, Room 218**  
**Telephone: (404) 880-8485**

The mission of the Department of Curriculum and Instruction is to prepare candidates to meet the educational needs of P-12 learners in a multicultural global society. The department vision is to prepare highly qualified candidates who will advance academic achievement of students in diverse P-12 populations through experiential outreach and the effective use of technology-driven pedagogy in global settings.

### **Program of Study**

**Bachelor of Arts Degree in Early Childhood Education (124-125 Credits)**

### **Program Description**

The Bachelor of Arts in Early Childhood Education Degree Program prepares students to be certified to teach preschool to grade five (P-5). Applicants who are interested in eligibility for teacher certification should contact the department chair.

### **Student Learning Outcomes**

Graduates of Early Childhood Education Degree Program will be able to:

1. Apply a broad knowledge of instructional strategies that draws upon content, pedagogical and cultural competence.
2. Develop and implement meaningful learning experiences that support academic achievement of diverse learners, their families, and communities.
3. Demonstrate classroom behaviors that are consistent with the ideals of fairness and the belief that all students can learn.
4. Apply authentic emerging models of best practices in diverse field settings based on research on teaching and learning for P-12 classrooms.

---

## Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the program must submit the following:

1. Passing scores on the GACE Basic Skills assessments or evidence of meeting the exemption criteria as established by the Georgia Professional Standards Commission.
2. Acceptable written responses to questions relating to the conceptual framework of the School of Education.
3. A completed Department of Curriculum and Instruction admissions packet.
4. Documentation of national background check results consistent with teacher certification requirements.
5. Evidence of personal liability insurance prior to placement for all field experiences.

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Early Childhood Education Degree Program must complete the following coursework:

### Component I: General Education Core Course Replacement

*Education majors must take the following two courses to satisfy General Education Core requirement.*

CEDC 262, Educational Technology (3) [Replaces CCIS 100, Information Technology and Computer Applications]

CPSY 301, Educational Psychology (3) [Replaces CPSY 211, General Psychology]

### Component II: Major Area of Study

#### Content and Pedagogical Knowledge: 48 Credits

CEDC 199, Pre-Professional Seminar (3)\*

CECE 200, Introduction to Early Childhood Education (3)

CECE 206, Foundations of Mathematics (3)

CEDF 211, Foundations of Education: The Urban Reality (3)

CECE 300, Literacy in Early Childhood (6)

CECE 302, Child Development: The Urban Learner (3)

CECE 415, Methods of Teaching Reading (3)

CECE 426, Integrated Teaching of Elementary Mathematics and Science (3)

CECE 452, Integrated Teaching of Social Studies and Language Arts (3)

CEDC 360, Educational Measurement (3)

CECE 404, Early Childhood Curriculum and Methods (3)

CHPE 404, Methods of Teaching Early Childhood Health and Physical Education (3)

CEDC 408, Multicultural and Global Education (3)

CEDS 425, Introduction to Exceptional Education (3)

CECE 498, Developing Family and Community Relationships (3)

#### Pedagogical Skills: 20 Credits

CECE 212, Pre-professional Practicum (Observing) (1)

CECE 213, Practicum I: Observing and Exploring (2)

CECE 313, Practicum II: Planning and Implementing (2)

CECE 316, Practicum III: Instructing Connecting, and Assessing (2)

CECE 444, Pre-Service Teaching – Early Childhood (13)\*\*

*\*Substitute an elective if exempt from GACE Basic Skills Assessments.*

*\*\*Pre-service Teaching is a sixteen-week, full-time professional experience in the field that precludes the candidate taking any other courses or working. Participation in a weekly seminar is required. Prerequisites include passing the relevant Georgia Assessments for the Certification of Educators content tests and satisfying all other degree requirements.*

## Plan of Study for the Bachelor of Arts Degree in Early Childhood Education (124-125 Credits)

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 105 <i>or</i> CMAT 106	Pre-Calculus I <i>or</i> Pre-Calculus II	3
CMAT 103 <i>or</i> CMAT 105	Algebra I <i>or</i> Pre-Calculus I	3	CPED 101/102	Physical Education Requirement	1
CSTA 101	Fundamentals of Speech	3	CPHY 102/L <i>or</i> CPHY 104/L	Physical Science and Lab <i>or</i> Introduction to Earth System Science and Lab	3-4
CEDC 199*	Pre-Professional Seminar	3	CHUM XXX	Humanities Requirement	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14-15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 262	Educational Technology	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Intermediate Foreign Language II	3
CFLX 201	Intermediate Foreign Language I	3	CHIS 202 ^ <i>or</i> CHIS 212	U.S., Africa, and the World History II <i>or</i> U.S. History since 1865	3
CHIS 201^ <i>or</i> CHIS 211	U.S., Africa, and the World History I <i>or</i> U. S. History to 1865	3	CPSY 301	Educational Psychology	3
CHUMXXX	Humanities Elective	3	CREL/CPHI XXX ^^	Religion/Philosophy Requirement	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year**					
	Fall Semester	Cr		Spring Semester	Cr
CECE 200	Introduction to Early Childhood Education	3	CECE 206	Foundations of Mathematics for Teachers	3
CECE 213	Practicum I: Observing and Exploring	2	CECE 313	Practicum II: Planning and Implementing	2
CECE 300	Literacy in Early Childhood	6	CECE 415	Methods of Teaching Reading and Writing	3
CECE 302	Child Development: The Urban Learner	3	CECE 426	Integrated Teaching of Elementary Math and Science	3
CEDF 211	Foundations of Education: The Urban Reality	3	CECE 452	Integrated Teaching of Social Studies and Language Arts	3
			CHPE 404	Methods of Teaching Early Childhood Health and Physical Education	3
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Senior Year**					
	Fall Semester	Cr		Spring Semester	Cr
CECE 316	Practicum III: Instructing, Connecting and Assessing	2	CECE 444	Pre-Service Teaching: Early Childhood Education	13
CECE 404	Early Childhood Curriculum and Methods	3			
CECE 498	Developing Family and Community Relationships	3			
CEDC 360	Educational Measurement	3			
CEDC 408	Multicultural and Global Education	3			
CEDS 425	Introduction to Exceptional Education	3			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>13</b>
<p>* Substitute an elective if exempt from the GACE Basic Skills Assessments.  ^ Recommended.  ^^ CPHI 105, Critical Thinking is recommended.  **Admission to Teacher Education (including passing the GACE Basic Skills test or being exempt) is a prerequisite for classes listed for Junior and Senior years.  All general education core requirements are in bold. Education majors must take CEDC 262 and CPSY 301 in place of CCIS 100 and CPSY 211 to satisfy general education core requirement.</p>					

**Note:** A minimum final grade of "C" is required for CMAT 103, CMAT 105, CENG 105, CENG 106, CSTA 101 and all Education courses.

---

**Program of Study**  
**Bachelor of Arts Degree in Educational Studies (127-131 Credits)****Program Description**

While the Department of Curriculum and Instruction maintains as its primary focus on the preparation of classroom teachers, in the 21st century teaching is one of many opportunities in the field of education open to college graduates. The Bachelor of Arts Degree in Educational Studies is for students who wish to prepare for other career options in education. These career options include, but are not limited to, the following:

1. Children's media programming
2. Museum education
3. Outdoor education
4. Daycare manager
5. Teaching abroad
6. Children's theater
7. Community centers (YMCA's, YWCA's, Boys and Girls Clubs, etc.)
8. Corporate education
9. Education publishers
10. Government programs

**Student Learning Outcomes**

Students in the Bachelor of Arts Degree in Educational Studies Program will be able to:

1. Demonstrate a strong knowledge base of liberal arts, mathematics, and the natural and social sciences.
2. Demonstrate high levels of critical thinking proficiency for working with diverse learners, their families, and communities.
3. Demonstrate appropriate dispositions, which support development of diverse learners.
4. Apply content knowledge and pedagogical and cultural competence in field settings.
5. Provide insights and reflections, which validate their emerging professional development.

**Admissions Requirements**

In addition to the General Admissions Requirements as published in this Catalog, applicants to the Educational Studies Degree Program must submit the following:

1. A completed Department of Curriculum and Instruction admissions packet.
2. Passing scores on the GACE Basic Skills assessments or evidence of meeting the exemption criteria as established by the Georgia Professional Standards Commission.
3. Acceptable written responses to questions relating to the conceptual framework of the School of Education.
4. Documentation of national background check results consistent with teacher certification requirements.
5. Evidence of personal liability insurance prior to placement for all field experiences.

---

## Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Educational Studies Degree Program must complete the following:

### **Component I: General Education Core Course Replacement**

*Education majors must take the following two courses to satisfy General Education Core requirement.*

CEDC 262, Educational Technology (3) [Replaces CCIS 100, Information Technology and Computer Applications]

CPSY 301, Educational Psychology (3) [Replaces CPSY 211, General Psychology]

### **Component II: Major Area of Study**

#### **Content and Pedagogical Knowledge: 54 Credits**

CEDC 199, Pre-Professional Seminar (3)\*

CECE 200, Introduction to Early Childhood Education (3)

CECE 206, Foundations of Mathematics for Teachers (3)

CEDF 211, Foundations of Education: Urban Reality (3)

CECE 300, Literacy in Early Childhood (6)

CECE 302, Child Development: The Urban Learner (3)

CEDC 303, Human Relations (3)

CEDC 305, Presentation Skills (2)

CMAT 307, Structure of Elementary Mathematics I (3)

CECE 314, Creative Development (4)

CBUS 330, Legal, Social and Ethical Aspects of Business I (3)

CBUS 340, Principles of Management (3)

CECE 404, Early Childhood Curriculum and Methods (3)

CECE 405, Preschool Program Development (3)

CEDC 408, Multicultural and Global Education (3)

CHPE 413, Health Education Curriculum and Methods (3)

CEDS 425, Introduction to Exceptional Education (3)

#### **Cognate Elective Courses: 9 Credits**

A planned program of cognate elective courses (3 courses) suitable to candidate's career goals must be approved by the student's advisor and may include courses from any of the four schools of the University.

CXXX XXX, Cognate Elective (3)

CXXX XXX, Cognate Elective (3)

CXXX XXX, Cognate Elective (3)

#### **Professional Skills: 9-12 Credits**

CEDC 492, Cooperative Education Experience (9-12)\*\*

*\*Substitute an elective if exempt from GACE Basic Skills Assessments.*

**\*\*Cooperative Education Experience** requires Educational Studies candidates to spend a full semester (at least 12 weeks) working in an education related agency appropriate to their concentration or career goal. Experiences are supervised and monitored by a University professor and an onsite supervisor and are accompanied by a weekly seminar. Candidates are required to submit evaluations and reports that may include action research.

**Plan of Study for the Bachelor of Arts Degree in Educational Studies  
(127-131 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CENG 106	College Composition II	3
CENG 105	College Composition I	3	CGED 101	First-Year Seminar II	1
CGED 100	First-Year Seminar I	1	CMAT 105 <i>or</i> CMAT 106	Pre-Calculus I <i>or</i> Pre-Calculus II	3
CMAT 103 <i>or</i> CMAT 105	Algebra I <i>or</i> Pre-Calculus I	3	CPED 101/102	Physical Education Requirement	1
CSTA 101	Fundamentals of Speech	3	CPHY 102/L <i>or</i> CPHY 104/L <sup>^</sup>	Physical Science and Lab <i>or</i> Introduction to Earth System Science and Lab	3-4
CEDC 199*	Pre-Professional Seminar	3	CHUM XXX	Humanities Requirement	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14-15</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 262	Educational Technology	3	CECO/CPSC/CSCJ XXX	Social Science Requirement	3
CENG 201 <i>or</i> CENG 202	Introduction to World Literature I <i>or</i> Introduction to World Literature II	3	CFLX 202	Intermediate Foreign Language II	3
CFLX 201	Intermediate Foreign Language I	3	CHIS 202 <sup>^</sup> <i>or</i> CHIS 212	U.S., Africa, and the World History II <i>or</i> U.S. History since 1865	3
CHIS 201 <sup>^</sup> <i>or</i> CHIS 211	U.S., Africa, and the World History I <i>or</i> U.S. History to 1865	3	CPHI 105	Critical Thinking	3
CXXX XXX	Cognate Elective	3	CPSY 301	Educational Psychology	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year**					
	Fall Semester	Cr		Spring Semester	Cr
CBUS 330	Legal, Social, and Ethical Aspects of Business I	3	CBUS 340	Principles of Management	3
CECE 200	Introduction to Early Childhood Education	3	CECE 206	Foundations of Mathematics for Teachers	3
CECE 300	Literacy in Early Childhood	6	CEDC 303	Human Relations	3
CECE 302	Child Development: The Urban Learner	3	CEDC 305	Presentation Skills	3
CEDF 211	Foundations of Education: The Urban Reality	3	CEDS 425	Introduction to Exceptional Education	3
			CHPE 413	Health Education Curriculum and Methods	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
Senior Year**					
	Fall Semester	Cr		Spring Semester	Cr
CECE 314	Creative Development	4	CEDC 492	Cooperative Education	9-12
CECE 404	Early Childhood Curriculum and Methods	3	CXXX XXX	Cognate Elective	3
CECE 405	Preschool Program Development	3	CXXX XXX	Cognate Elective	3
CEDC 408	Multicultural and Global Education	3			
CMAT 307	Structure of Elementary Mathematics I	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15-18</b>
<p>*Substitute an Elective in Education if exempt from the GACE Basic Skills assessments.  <sup>^</sup> Recommended.  **Admission to Educational Studies (including passing the GACE Basic Skills test or being exempt) is a prerequisite for classes listed for the Junior and Senior years.  All general education core requirements are in bold. Education majors must take CEDC 262 and CPSY 301 in place of CCIS 100 and CPSY 211 to satisfy general education core requirement.</p>					

**Note:** A minimum final grade of "C" is required for CMAT 103, CMAT 105, CENG 105, CENG 106, CSTA 101, CPSY 301, and all Education courses.



---

## Whitney M. Young, Jr., School of Social Work

**Office of the Dean**

**Thayer Hall**

**Telephone: (404) 880-8549**

The Whitney M. Young, Jr., School of Social Work was founded in 1920 and incorporated under the laws of the State of Georgia in 1925. The School was granted membership in the American Association of Schools of Social Work in 1928 and when the accrediting body was succeeded by the Council on Social Work Education in 1952 the School became a chartered member and has maintained its accreditation since then. The School of Social Work has an extraordinary heritage that began with Forrester Blanchard Washington, the third Director of the School. He was a visionary African American social worker who led the Atlanta School of Social Work from 1927–1947 and the Atlanta University School of Social Work from 1947–1954. Washington sought to transform social welfare conditions in the South by developing a much needed educational institution to train African American social workers. Washington's legacy lives in the continued viability of the School that celebrated its 90th year in October 2010.

The mission of the Whitney M. Young, Jr., School of Social Work is to prepare social work professionals, practitioners, and leaders with the knowledge, skills, and abilities to address culturally diverse human and social issues locally, nationally, and internationally. The School's vision is to provide relevant social work programs, practice and research that will empower and sustain social work professionals to serve diverse populations in a variety of settings.

The School prepares professionals who demonstrate a heightened sense of social consciousness to be creative, responsible, and are committed to search for solutions to problems of poverty, social, economic and environmental injustices, sexism, racism, and other forms of oppressions in society, while preserving the heritage of the African American people. A liberal arts foundation provides the basis upon which the program core is shaped, supported, and implemented through its baccalaureate, master and doctoral degree programs. The School maintains relationships of mutual respect with alumni, affiliated agencies, other local, state and national agencies and professional organizations.

The Whitney M. Young, Jr., School of Social Work is accredited by the Council on Social Work Education (CWSE) and is committed to advance the aims of the profession through education for excellence in social work practice and to the core values of the profession.

---

**Social Work Baccalaureate Program**  
**Office of the Coordinator**  
**Thayer Hall, Room 241**  
**Telephone: (404) 880-8863**

The mission of the Whitney M. Young, Jr., School of Social Work Baccalaureate Program is to prepare beginning social work generalist practitioners with a broad range of knowledge and skills to advocate on behalf of culturally diverse at-risk populations in a global setting.

The vision of the Social Work Baccalaureate Program is to prepare generalist social work practitioners with the appropriate practice and research skills, enabling effective responses to societal and economic issues faced by diverse populations.

**Program of Study**

**Bachelor of Social Work (123-124 Credits)**

**Program Description**

The Bachelor of Social Work Degree Program prepares majors for entry-level professional practice in social work or for graduate study. The program curriculum is structured to provide students with an opportunity to develop a broad background in social and behavioral sciences which includes integral components of theoretical knowledge of human behavior, practice skills, policy practice, research skills and a field practicum.

The School utilizes an autonomous social work practice model to prepare culturally competent practitioners capable of intervening and working with systems of all sizes and resolving problems that particularly affect African-American children, families, and males within the context of family and community. The curriculum is built upon a liberal arts base that integrates an Afrocentric perspective guided by humanistic values. Graduates are prepared to address social and economic justice issues at the local, regional, national and international level.

In addition to the development and modification of social policy, practice skills in interviewing, research, and methods of intervention which are required courses in the major that prepare students for social work generalist practice students are expected to gain practical experience through a field practicum in a social work agency during their senior year.

**Program Objectives**

The Bachelor of Social Work Degree Program is designed to prepare its graduates:

1. For entry-level generalist practice capable of practicing without discrimination with respect for all people, to include individuals, families, organizations and communities within a multicultural society.
2. To work with diverse groups by applying the bio-psycho-social theories, the use of the Afrocentric perspective, strengths perspective and the values and ethics of the social work profession across the life span.
3. To link evidence-based research findings to practice, and evaluate their own practice.
4. To assume the role of change agent regarding issues, policies, and community that promotes social and economic justice and human rights.
5. To build a foundation for entry-level practice and/or advanced graduate studies.

---

The Bachelor of Social Work Degree Program institutionalizes its mission and objectives through the universal social work core competencies.

### **Student Learning Outcomes**

Graduates in the Bachelor of Social Work Program will be able to:

1. Demonstrate professional demeanor in behavior, appearance, and communication.
2. Apply strategies of ethical reasoning based on national (NASW) and international (IFSW) ethical principles to guide decision making and professional practice.
3. Use research-based knowledge and practice wisdom in their communication with individuals, families, groups, organizations and colleagues.
4. Recognize and communicate the extent to which a culture's structure and values shape life experiences of individuals and diverse groups.
5. Engage in advocating to advance social and economic justice to support human rights.
6. Conduct evidence-based scientific inquiry to inform practice decisions and contribute to knowledge in the field.
7. Critique and utilize theoretical frameworks that guide social work practice to assess, intervene, and evaluate individuals, families, groups, organizations and communities in their environment.
8. Collaborate with colleagues and clients to formulate policies that advance social well-being.
9. Provide relevant services, based on continuous discovery and appraisal of changing local populations and emerging societal trends.
10. Assess client strengths and limitations to determine intervention needs for client care by collecting, analyzing and interpreting client data.
11. Incorporate the Afrocentric Perspective in their work with individuals, families, groups, organizations and communities.
12. Utilize current technology for professional development and practice.

### **Admissions Requirements**

Applicants must meet the General Admissions Requirements as published in this Catalog.

Admission to the Undergraduate Program in Social Work is a three-stage process consisting of:

1. Admission to University.
2. Formal declaration of an interest in social work and completion of an Undergraduate Social Work application.
3. Completion of an interview with one or more Social Work Program faculty for admission to the Program during the spring semester of the sophomore year.

All transfer students must contact faculty in the Social Work Program prior to, or no later than, the registration period. The Undergraduate Program in Social Work does not give credit for life experience or previous work experience under any circumstances. All graduating students from Clark Atlanta University must take field instruction and field seminar concurrently with the senior practice courses.

### **Degree Requirements**

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Bachelor of Social Work Degree Program must complete two prerequisite courses, *CUSW 200 Introduction to Social Work* and *CUSW 202 Introduction to Professional Helping* sequentially with minimum final grades of "C" prior to enrolling in any 300 and 400 level courses in Social Work. Also, students must complete all required courses in Social Work with a minimum final grade of "C". A final grade of "D" in CECO 250 or CECO 251 is acceptable for Social Work Degree credit and majors are not required to repeat the course.

**Plan of Study for the Bachelor of Social Work Degree  
(123-124 Credits)**

Freshman Year					
	Fall Semester	Cr		Spring Semester	Cr
CBIO 101	Biological Science	3	CCIS 100	Information Technology and Computer Applications	3
CENG 105	College Composition I	3	CENG 106	College Composition II	3
CGED 100	First-Year Seminar I	1	CGED 101	First-Year Seminar II	1
CMAT 103	Algebra I	3	CMAT 104	Algebra II	3
CPSC 106	Politics and Global Issues	3	CPHY 102/L or CPHY 104/L	Physical Science and Lab or Introduction to Earth System Science and Lab	3-4
CSTA 101	Fundamentals of Speech	3	CPSY 211	General Psychology	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16-17</b>
Sophomore Year					
	Fall Semester	Cr		Spring Semester	Cr
CFLX 201	Foreign Language Requirement I	3	CENG 201 or CENG 202	Introduction to World Literature I or Introduction to World Literature II	3
CHIS 201	U.S., Africa and the World History I	3	CFLX 202	Foreign Language Requirement II	3
CECO 250*	Principles of Economics	3	CHIS 202	U.S., Africa and the World History II	3
CSCJ 215	Introduction to Sociology	3	CHUM XXX	Humanities Requirement	3
CUSW 200	Introduction to Social Work	3	CPED 101/102	Physical Education Requirement	1
			CUSW 202	Introduction to Professional Helping	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
Junior Year					
	Fall Semester	Cr		Spring Semester	Cr
CREL/CPHI XXX	Religion/Philosophy Requirement	3	CUSW 300	Social Welfare Policy	3
CUSW 301	Social Research Methods for Social Work Practice I	3	CUSW 302	Statistics for Social Research II	3
CUSW 350	Issues of Health Disparities among Minority Populations	3	CUSW 412	Mental Health of Diverse Groups	3
CUSW 360	Interpersonal Skills Laboratory	3	CUSW 413	Child Welfare Programs and Services	3
CUSW 411	Social Work Theory and Practice	3	CXXX XXX	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Senior Year					
	Fall Semester	Cr		Spring Semester	Cr
CUSW 401	Human Behavior and the Social Environment I	3	CUSW 402	Human Behavior and the Social Environment II	3
CUSW 403	Practice Competencies I	3	CUSW 404	Practice Competencies II	3
CUSW 405	Field Instruction I	6	CUSW 406	Field Instruction II	6
CUSW 415	Issues in Child Welfare: Abuse, Neglect and Investigation	3	CUSW 416	Social Work Practice with the Aged	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>All general education core requirements are in bold.</b>					
<b>* A final grade of "D" is acceptable. Majors are not required to repeat the course.</b>					

## LIST OF COURSES AND DESCRIPTIONS

<b>CART 101</b>	<b>Art Foundations I</b>	<b>3 Credits</b>
Studio problems in basic design explore the elements and principles of applied design theory.		
<b>CART 102</b>	<b>Art Foundations II</b>	<b>3 Credits</b>
Studio problems that cover the properties and effects of light and color. Exploration of basic color organizations and principles.		
<b>CART 150</b>	<b>Art Appreciation</b>	<b>3 Credits</b>
Designed to provide students understanding and appreciation of the art forms in the world. Lectures, discussions and visual aids are utilized to survey the painting, sculpture, architecture and other forms of art from different cultures.		
<b>CART 201</b>	<b>Drawing I</b>	<b>3 Credits</b>
Introduction to perceptual drawing skills. Focus is on the translation of three-dimensional forms to a two-dimensional surface.		
<b>CART 202</b>	<b>Drawing II</b>	<b>3 Credits</b>
Continuation of CART 201. Emphasizes perceptual drawing skills. Students are also introduced to a variety of materials. <i>Prerequisite:</i> CART 201.		
<b>CART 217</b>	<b>Printmaking I</b>	<b>3 Credits</b>
Introduction to hand printmaking. Stresses creativity, experimentation, and development of skill and craftsmanship in printing procedures. <i>Prerequisites:</i> CART 101 and CART 102 or permission of instructor.		
<b>CART 275</b>	<b>Photography I</b>	<b>3 Credits</b>
Basic photography skills for students with little prior knowledge of photography. Students are introduced to the basics of camera handling and image composition. One requirement of the course is a camera with a manually adjustable shutter speed control and aperture dial.		
<b>CART 277</b>	<b>Computer Imaging Basics</b>	<b>3 Credits</b>
An introduction to Adobe Illustrator and Adobe Photoshop that explores techniques for basic digital design. Academic advisor's approval required.		
<b>CART 301</b>	<b>Art Direction/Design I</b>	<b>3 Credits</b>
Introduction to the study of letterforms, including a study of typefaces and letter spacing, composition, and their applications to the design of visual communication materials. <i>Prerequisites:</i> CART 101, CART 102, and CART 277 or permission of instructor.		
<b>CART 302</b>	<b>Art Direction/Design II</b>	<b>3 Credits</b>
Covers visual and symbolic communication, including generation of visual symbols, graphic simplification, communication of content through form, and visual metaphor. Further development of technical skills. <i>Prerequisite:</i> CART 301 or permission of instructor.		
<b>CART 303</b>	<b>Advanced Drawing</b>	<b>3 Credits</b>
Investigation of advanced drawing techniques with an emphasis on figure drawing. <i>Prerequisites:</i> CART 101, CART 102, CART 201, and CART 202 or permission of instructor.		
<b>CART 315</b>	<b>Illustration I</b>	<b>3 Credits</b>
Basic illustration conceptualization. Develops students' professional illustration techniques and processes. <i>Prerequisites:</i> CART 201 and CART 202 or permission of instructor.		
<b>CART 317</b>	<b>Printmaking II</b>	<b>3 Credits</b>
Continuation of CART 217. Students introduced to intermediate printmaking concepts. <i>Prerequisites:</i> CART 101, CART 102, and CART 217.		
<b>CART 375</b>	<b>Photography II</b>	<b>3 Credits</b>
Continuation of CART 275. Students are required to form a personal vision through directed assignments. <i>Prerequisite:</i> CART 275 or permission of instructor.		
<b>CART 379</b>	<b>Advanced Computer Imaging</b>	<b>3 Credits</b>
Covers advanced computer graphics imaging utilizing graphics software for visual communication. <i>Prerequisites:</i> CART 101, CART 102, CART 201, or permission of instructor. Academic advisor's approval is required.		
<b>CART 401</b>	<b>Art Direction/Design III</b>	<b>3 Credits</b>
Ideas of sequence and series, organization, and typographic hierarchy are addressed through poster, brochure, and book design. Package design principles are also explored. <i>Prerequisites:</i> CART 301 and CART 302, or permission of instructor.		
<b>CART 402</b>	<b>Art Direction/Design IV</b>	<b>3 Credits</b>
The study of advanced digital imaging techniques. Content includes the development of advertising campaigns utilizing creative briefs. Synthesizes concepts learned in typography and image communication through the development of visual programs for sequential viewing. <i>Prerequisites:</i> CART 301, CART 302, and CART 401, or permission of instructor.		
<b>CART 413</b>	<b>African Fabric Design</b>	<b>3 Credits</b>
Focuses on analysis of African fabric designs in terms of their patterns and social functions. Emphasis is on the appropriate use of African fabric design for fashion and commercial art design.		

<b>CART 444</b>	<b>Seminar in Contemporary Art</b>	<b>3 Credits</b>
Investigates topics pertinent to the studio artist. Focus is on the impact of recent art history on the work of contemporary artists.		
<b>CART 451</b>	<b>Illustration</b>	<b>3 Credits</b>
Advanced coursework in illustration based on a student research topic. The student works directly with faculty to guide and develop the project. <i>Prerequisite:</i> CART 315.		
<b>CART 456</b>	<b>Photography</b>	<b>3 Credits</b>
Advanced coursework in photography based on a student research topic. The student works directly with faculty to guide and develop the project. <i>Prerequisites:</i> CART 275 and CART 375.		
<b>CART 457</b>	<b>Printmaking</b>	<b>3 Credits</b>
Advanced coursework in printmaking based on a student research topic. The student works directly with faculty to guide and develop the project. <i>Prerequisites:</i> CART 217 and CART 317.		
<b>CART 460</b>	<b>Printmaking (Lithography)</b>	<b>3 Credits</b>
Advanced coursework in lithographic printing based on a student research topic. The student works directly with faculty to guide and develop the project. <i>Prerequisites:</i> CART 217 and CART 317.		
<b>CART 462</b>	<b>Graphic Design</b>	<b>3 Credits</b>
Advanced coursework in visual communication based on a student research topic. The student works directly with faculty to guide and develop the project. <i>Prerequisites:</i> CART 301 and CART 302.		
<b>CART 479</b>	<b>Computer Graphics</b>	<b>3 Credits</b>
Advanced coursework in digital imaging based on a student research topic. The student works directly with faculty to guide and develop the project. <i>Prerequisite:</i> CART 379.		
<b>CART 488</b>	<b>Internship</b>	<b>3 Credits</b>
On-the-job training for the work world. Students can qualify for an internship after the freshman year. <i>Prerequisite:</i> Permission of department chair.		
<b>CART 492</b>	<b>Senior Seminar</b>	<b>3 Credits</b>
Capstone course for General Studio and Advertising Design art majors. Includes preparation for portfolio presentation, job searches, interview techniques, oral presentations and organizing exhibitions. <i>Prerequisite:</i> Permission of department chair.		
<b>CART XXX</b>	<b>Directed Study</b>	<b>3 Credits</b>
Research and advanced production techniques in a field of the student's special interest. Directed studies taken after completion of the course sequence available in the field of interest. Approval of the instructor required.		
<b>CBIO 101</b>	<b>Biological Science</b>	<b>3 Credits</b>
This course is offered for non-science majors. Topics covered include basic concepts of living organisms; their organization from atoms to organisms directed specifically toward the human being. Functioning and some disorders of various systems in the human body are taught. Three (3) lecture hours per week.		
<b>CBIO 111/111L</b>	<b>General Biology I</b>	<b>4 Credits</b>
This course introduces the basic principles of biology, covering cells, cell organelles, and genetics. The cell surface; roles of plastids and mitochondria in cell energetics; and the role of the nucleus in cell division and regulation are given special emphasis. Specific topics included in the course are cell chemistry, concepts of molecular biology, mitosis and meiosis. Three (3) lecture hours and three (3) laboratory hours per week.		
<b>CBIO 111H/L &amp; 112H/L</b>	<b>General Biology I &amp; II (Science Majors)</b>	<b>4 Credits ea.</b>
CBIO 111H/L: Introduction to the basic principles of biology, covering cells, organisms and genetics. CBIO 112H/L: Fundamental principles, concepts, and facts of specific areas in biology. Three (3) lecture hours and three (3) laboratory hours per week.		
<b>CBIO 112/112L</b>	<b>General Biology II</b>	<b>4 Credits</b>
This course is the second part to the general biology requirement for majors. Fundamental principles, concepts, and facts of specific areas in biology, such as development, behavior, population biology, and ecology are presented. Topics cover mammalian physiology and general anatomy (nervous, hormonal, muscular, circulatory, excretory systems), with emphasis on regulation at the level of the organism. Three (3) lecture hours and a three (3) hour laboratory per week. <i>Prerequisite:</i> CBIO 111.		
<b>CBIO 230</b>	<b>Human Anatomy and Physiology I</b>	<b>4 Credits</b>
This introductory course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Laboratory component includes anatomical studies using microscopy and dissection and the study of physiological concepts via virtual labs. <i>Prerequisites:</i> CBIO 111 and CBIO 112.		
<b>CBIO 231</b>	<b>Human Anatomy and Physiology II</b>	<b>4 Credits</b>
This course is the second of a two-semester sequence including the study of the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes. Laboratory component includes anatomical studies using microscopy and dissection and the study of physiological concepts via virtual labs. <i>Prerequisites:</i> CBIO 111, CBIO 112 and CBIO 230.		

<b>CBIO 233/233L</b>	<b>Microbiology</b>	<b>4 Credits</b>
This course focuses on the study of microorganisms with emphasis on bacteria and viruses. The physiology and metabolism of bacteria, bacterial growth, metabolic regulation, genetics of bacteria, genetic resistance to antibiotics, survey of the major groups of bacteria and viruses, and diseases associated with bacteria and viruses are studied. Three (3) lecture hours and a three (3) hour laboratory required per week. <b>Prerequisites:</b> CBIO 111, CBIO 112 and CCHE 111.		
<b>CBIO 251/251L</b>	<b>Vertebrate Anatomy and Embryology</b>	<b>4 Credits</b>
Students are required to make comparative studies of the structure, functions and ontogenesis of the vertebrates in this course. Structural origin and mechanisms of development are emphasized. Three (3) lecture hours and a three-(3) hour laboratory required per week. <b>Prerequisites:</b> CBIO 111 and CBIO 112.		
<b>CBIO 255/255L</b>	<b>Invertebrate Zoology</b>	<b>4 Credits</b>
The classification, morphology, physiology, phylogeny, and ecology of invertebrate animals are presented. Laboratory work includes practical anatomy and physiology of indigenous and exotic species. Three (3) lecture hours and a three-(3) hour laboratory required per week. <b>Prerequisites:</b> CBIO 111 and CBIO 112.		
<b>CBIO 261/261L</b>	<b>Environmental Biology</b>	<b>4 Credits</b>
The study of living things and their impacts on each other and the environment is the focus of this course. An introduction to basic biological principles and how they relate to our environment are presented. Problems caused by human use of the natural world along with general principles of ecology, chemistry, microbiology, and public health are emphasized. Specific topics covered in the course include: life's diversity, biogeochemical cycles, biology of wastewater treatment, pests and disease vectors, environmental pollution, pesticides and human health, and environmental laws. Three (3) lecture hours and a three-hour laboratory required per week. <b>Prerequisites:</b> CBIO 111 and CBIO 112.		
<b>CBIO 300/300L</b>	<b>Histological Technique</b>	<b>4 Credits</b>
This laboratory course deals with the microscopic and ultramicroscopic anatomy of mammalian tissues and organs with emphasis on relating structure to function. Two (2) lecture hours and a four-hour laboratory required per week. <b>Prerequisites:</b> CBIO 111, CBIO 112, CCHE 111 and CCHE 112.		
<b>CBIO 312/312R</b>	<b>Genetics I</b>	<b>4 Credits</b>
General study of the fundamental principles of genetics, including chromosome structure, the chromosomal basis of inheritance, meiosis, Mendelian genetics, linkage, human genetics, cytogenetics, DNA replication, quantitative genetics, molecular genetics, gene function, gene regulation and bacterial genetics. Three (3) lecture hours and a two-hour recitation period required per week. <b>Prerequisites:</b> CBIO 111, CBIO 112, CCHE 111 and CCHE 112.		
<b>CBIO 315</b>	<b>Biomedical Experimentation</b>	<b>3 Credits</b>
This course will cover topics related to the responsible conduct of research such as conflicts of interest, responsible authorship, policies regarding the use of human and animal subjects, handling misconduct, proper data management, research funding rules and procedures. Students will review and present case studies for class discussion. <b>Prerequisites:</b> CBIO 111 and 112.		
<b>CBIO 331/331L</b>	<b>Plant Biology</b>	<b>4 Credits</b>
Introductions to the major groups in the plant kingdom, emphasizing the vascular plants are the focus of this course. Students explore the structure, function diversity, ecology, and physiology of plants. The laboratory emphasizes microscopy, experimentation and may include field trips. Three (3) lecture hours and three (3) laboratory hours required per week. <b>Prerequisites:</b> CBIO 111 and CBIO 112.		
<b>CBIO 356/356L</b>	<b>Comparative Vertebrate Anatomy and Embryology</b>	<b>4 Credits</b>
This course focuses on the comparative study of the structures, functions and the ontogenesis of the vertebrates. Structural origin and mechanisms of development are stressed. Three (3) lecture hours and three (3) laboratory hours per week. <b>Prerequisites:</b> CBIO 111, CBIO 112, CCHE 111 and CCHE 112.		
<b>CBIO 375</b>	<b>Cell and Molecular Biology</b>	<b>3 Credits</b>
Study of the origin and structure of cell organelles and comparative and integrated presentation of the fundamental physiochemical mechanisms associated with the living cell. Three (3) lecture hours per week. <b>Prerequisites:</b> CBIO 111, CBIO 112, CCHE 111 and CCHE 112.		
<b>CBIO 390</b>	<b>Introduction to Biochemistry</b>	<b>3 Credits</b>
Survey of basic principles of biochemistry and molecular biology, emphasizing broad understanding of chemical and biological events in living systems. The course emphasizes the major biochemistry topics including sugars, amino acids, peptides, nucleic acids, lipids, enzymes, cofactors, vitamins, hormones and the operation of metabolic pathways. <b>Prerequisites:</b> CBIO 111, CBIO 112, CCHE 111, CCHE 112, CCHE 231 and CCHE 232.		
<b>CBIO 415</b>	<b>Physical Chemistry for Biologists</b>	<b>3 Credits</b>
This course places emphasis on the use of biological examples to illustrate the principles of physical chemistry. The relevance of physical chemistry to biology is stressed. Topics introduced include: quantitative modeling in bioinformatics and systems biology; basic principles of statistical thermodynamics; chemical kinetics with selected applications in bio-molecular systems; molecular driving forces in biology; and computation with biomolecular structures and selected quantitative models of bio-molecular networks. <b>Prerequisites:</b> CBIO 111, CBIO 112, CCHE 111 and CCHE 112.		

<b>CBIO 420</b>	<b>Biology of Radioactive Materials</b>	<b>4 Credits</b>
This course will review types of ionizing radiation and their differences, physical and chemical interactions of radiation with key biological molecules, effects on living matter beginning with molecular and cellular interactions and proceeding to tissue, organ, and organism levels, emphasizing the human system. Radiation's beneficial effects in cancer therapy and medicine as well as detrimental and carcinogenic effects will be discussed. Specific units will consider food irradiation, nuclear power plant accidents, radiation terrorism, everyday sources of exposure to humans, and other practical situations involving radiation. <i>Prerequisites:</i> CBIO 111, CBIO 112, CCHE 111, CCHE 112 and CBIO 261.		
<b>CBIO 465</b>	<b>Endocrinology</b>	<b>3 Credits</b>
This course focuses on the endocrine system, including anatomy of the brain, neuroendocrine control, gland and function, hormone structure and biosynthesis, mechanisms of hormone action, and relationship to reproduction, lactation, growth, and metabolism. <i>Prerequisites:</i> CBIO 111, and CBIO 112 and CBIO 491 or CBIO 390. This course emphasizes the study of photosynthesis, nitrogen metabolism, and hormones in vascular plants. Three (3) lecture hours and four (4) laboratory hours required per week. <i>Prerequisites:</i> CBIO 111, CBIO 112, CCHE 111 and CCHE 112. Recommended: CBIO 331.		
<b>CBIO 476/476L</b>	<b>Human Physiology</b>	<b>4 Credits</b>
Students study the functions of the various tissues, organs, and organ systems of humans, with emphasis on the mechanisms, the cause and effect of hormonal actions, neurotransmission, cardiovascular control and muscle contraction in this course. Three (3) lecture hours and one hour of recitation required per week. <i>Prerequisites:</i> CBIO 111, CBIO 112, CCHE 111 and CCHE 112.		
<b>CBIO 478L</b>	<b>Cell Biology Laboratory</b>	<b>3 Credits</b>
Introduction to experimental design, laboratory procedures, and instrumentation. Cell culture, cell growth kinetics, enzyme purification and kinetics, bacterial genetics studies, virus isolation and replication, column chromatography, protein synthesis and isolation of cell organelles. Two (2) 2.5-hour laboratories required per week. <i>Prerequisites:</i> CBIO 111, CBIO 112, CBIO 312, CCHE 111, CCHE 112, CCHE 231, and CCHE 232. <i>Co-requisite:</i> CBIO 375.		
<b>CBIO 480</b>	<b>Research in Biology</b>	<b>1-9 Credits</b>
An independent faculty-supervised laboratory investigation course on topics of special interest. Students present periodic reports and are required to make an oral presentation and submit a written paper on their research project. This course is offered each semester may be repeated for varying credit hours up to 9 hours. <i>Prerequisite:</i> Permission of department chair and faculty research supervisor. A maximum of nine (9) credits of research can be applied toward graduation.		
<b>CBIO 482</b>	<b>Seminar in Biology</b>	<b>1 Credit</b>
Students present scientific seminars on contemporary biological topics. Students are required to make an oral presentation on the selected topic and submit a written paper. One (1) lecture hour per week.		
<b>CBIO 484</b>	<b>Eukaryotic Gene Control</b>	<b>3 Credits</b>
This course will cover the molecular mechanism by which genes are regulated in eukaryotes, including humans. Topics include the role of gene regulation during normal development and disease (e.g., cancer), the organization and packing of DNA into chromatin, chromatin modifications, epigenetics, non-coding RNAs, transposable elements, gene regulatory networks, genomic detection of gene expression and bioinformatics analysis of differential gene regulation.		
<b>CBIO 491/491R</b>	<b>Biochemistry I</b>	<b>3 Credits</b>
Topics in this course focus on the structure and function of proteins, nucleic acids, carbohydrates, and lipids. Three (3) lecture hours and one hour of recitation required per week. <i>Prerequisites:</i> CBIO 111, CBIO 112, CCHE 231 and CCHE 232.		
<b>CBIO 492/492R</b>	<b>Biochemistry II</b>	<b>3 Credits</b>
Intermediary metabolism and the control mechanisms involved in DNA replication and introductory recombination are presented. Three (3) lecture hours and one (1) recitation hour per week. <i>Prerequisites:</i> CBIO 111, CBIO 112, CBIO 491, CCHE 231 and CCHE 232.		
<b>CBIO 499</b>	<b>Special Topics</b>	<b>1-4 Credits</b>
The course is designed to present selected contemporary topics in biology. The course may be repeated for credit when topic varies. <i>Prerequisites:</i> CBIO 111, CBIO 112. Some topics may require permission of the instructor.		
<b>CBIO 501/502</b>	<b>Biology Seminar Series</b>	<b>0 Credit</b>
This course meets once a week for 1 hour. Research is presented/ discussed by the faculty, invited speakers and degree candidates. [Every Semester, 0 credit] <b>REQUIRED</b> for every semester of in resident matriculation until a candidate reaches the point where he/she is enrolled in Thesis/Dissertation Consultation ONLY. CBIO 501- Fall; CBIO 502- Spring. Attendance required for good academic standing		
<b>CBIO 504</b>	<b>Molecular Genetics</b>	<b>3 Credits</b>
This course provides an in-depth study of the structure, function and regulation of genes in bacteria and viruses.		
<b>CBIO 506</b>	<b>Cell Biology</b>	<b>3 Credits</b>
Students study cellular structure and function in this course.		
<b>CBIO 509</b>	<b>Methods/Techniques in Biology</b>	<b>3 Credits</b>
This is a laboratory course which covers standard and current research techniques in cell biology, molecular biology, and biochemistry.		
<b>CBIO 511 or CCHE 551</b>	<b>Biochemistry I</b>	<b>3 Credits</b>
This course focuses on biosynthesis and biological significance of carbohydrates, lipids, proteins, enzymes, nucleic acids and other endogenous compounds.		



<b>CBIO 512 or CCHE 552</b>	<b>Biochemistry II</b>	<b>3 Credits</b>
This course focuses on biosynthesis and the biological significance of carbohydrates, lipids, proteins, enzymes, nucleic acids and other endogenous compounds.		
<b>CBIO 551</b>	<b>Biostatistics</b>	<b>3 Credits</b>
This course focuses on the statistical theory and methods as applied to biological research.		
<b>CBIO 552</b>	<b>Bioinformatics</b>	<b>3 Credits</b>
The general objective of this course is to provide a one-semester introduction and overview to the fields of bioinformatics and genomics. Bioinformatics is an emerging field that comprises the intersection of biology, mathematics, and computer science to address biological and medical research problems. <b>Prerequisites:</b> Graduate students must have completed the CBIO 551 (biostatistics) or equivalent. Undergraduate students must be junior status, GPA 3.0 or higher, a course in Biostatistics/Statistics (200 level or above) and permission of instructor.		
<b>CBIO 801</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CBIO 871</b>	<b>Research in Molecular Biology</b>	<b>Variable - 3-12 Credits</b>
<b>CBIO 881</b>	<b>Research in Cellular Biology</b>	<b>Variable - 3-12 Credits</b>
<b>CBIO 884</b>	<b>Research in Biochemistry</b>	<b>Variable - 3-12 Credits</b>
<b>CBUS 206</b>	<b>Management Information Systems</b>	<b>3 Credits</b>
This introductory course contains ideas, concepts, and principles on the basic information systems to which every business student should be exposed in the core business requirement. It integrates both computer concepts and information systems concepts, and provides a strong managerial emphasis. <b>Prerequisite:</b> CCIS 100.		
<b>CBUS 207</b>	<b>Principles of Accounting I</b>	<b>3 Credits</b>
CBUS 207 is the first course of the two-semester sequence of Principles of Accounting that introduces business students to generally accepted accounting principles. The primary objective of the course is to help students understand (a) basic concepts and theories of contemporary external financial accounting and reporting per Generally Accepted Accounting Principles (GAAP) and (b) procedures used to measure, record, and report financial data related to the topics to be covered. The topics in this first course include the accounting cycle and cover the fundamentals of recording and accumulating accounting data and the preparation, meaning, and uses of financial statements.		
<b>CBUS 208</b>	<b>Principles of Accounting II</b>	<b>3 Credits</b>
CBUS 208 is the second course of the two-semester sequence of Principles of Accounting. Topics to be covered include cost concepts, job order costing, process costing, cost-profit-volume analysis, performance evaluation tools, master budgeting process, capital budgeting process, analysis of variance, activity based accounting process, analysis of financial statements and cash flow statement. <b>Prerequisite:</b> CBUS 207 with a minimum grade of "C".		
<b>CBUS 209</b>	<b>Accounting for Non-business Majors</b>	<b>3 Credits</b>
An introduction to financial and managerial accounting, with emphasis on the content, interpretation, and uses of accounting reports. Discussion of the determination and reporting of net income and financial position, and the theories underlying business financial statements; consideration of managerial accounting topics designed to extend the student's knowledge to the planning and controlling of the operations of the firm.		
<b>CBUS 250</b>	<b>Survey of Financial Planning</b>	<b>3 Credits</b>
Overview of the financial planning process for individuals and families: financial planning statements, cash flow management, time value of money, and planning with respect to education, insurance, investments, tax, retirement, and estate transfers. Through classroom lecture, examination, and assignments the students will gain an understanding of how the financial planning process can benefit families and individuals. Students will have the opportunity to apply basic financial planning knowledge gained through assigned readings and lectures by completing assignments and exams. At the conclusion of this course, students will be familiar with financial planning processes, content areas, and techniques.		
<b>CBUS 285</b>	<b>Real Estate Principles and Practices</b>	<b>3 Credits</b>
Introduction to real estate terms, concepts and attributes. The appraisal process and real estate law are also studied. This course meets the educational requirements for the Georgia Real Estate Sales license. This course is counted only as a general elective and not a finance concentration elective.		
<b>CBUS 295</b>	<b>Leadership and Professional Development I</b>	<b>1 Credit</b>
The Leadership and Professional Development courses are designed to help students identify, appreciate and capitalize on natural strengths that will enable them to communicate, learn, and think more effectively. They will also be able to make critical decisions more efficiently and set realistic goals for success in college and the world of work. Students learn leadership attributes, roles and responsibilities; resume preparation, teamwork and group presentations, emotional intelligence, importance of credit and being credit worthy, etiquette skills, conflict resolution as well as other personal and professional development skills needed to function successfully in today's business environments. <b>Prerequisites:</b> Minimum grades of "C" in CGED 100 and CGED 101.		

<b>CBUS 303</b>	<b>Intermediate Accounting I</b>	<b>3 Credits</b>
This course is the first of three-course financial accounting series providing a theoretical foundation, concepts, and principles underlying financial statements; current assets; current liabilities; property, plant, and equipment; short-term investments; present value analysis. <i>Prerequisite:</i> CBUS 208 with a minimum grade of "C".		
<b>CBUS 304</b>	<b>Intermediate Accounting II</b>	<b>3 Credits</b>
This course is the second of a three-course financial accounting series, providing an in-depth study of the accounting cycle, conceptual framework of financial accounting, valuation of balance sheet accounts, recognition of revenues, matching of expenses, and the reporting of the financial condition, operating results, and cash flows of an entity. <i>Prerequisite:</i> CBUS 303 with a minimum grade of "C".		
<b>CBUS 305</b>	<b>Cost Accounting</b>	<b>3 Credits</b>
Analysis of manufacturing costs, development of cost estimates, and preparation of relevant information for management decision making. <i>Prerequisite:</i> CBUS 207 and CBUS 208 with minimum grades of "C".		
<b>CBUS 308</b>	<b>Accounting Information Systems</b>	<b>3 Credits</b>
Accounting information systems of organizations. Topics include selected hardware and software concepts, fundamentals of accounting information systems analysis, design, implementation, and control. <i>Prerequisite:</i> CBUS 303 with a minimum grade of "C".		
<b>CBUS 313</b>	<b>Statistics I</b>	<b>3 Credits</b>
Provides basic statistical concepts, techniques, and applications to business decision making. This course covers the descriptive aspects for statistics, involving data collection, organization, presentation, and introduces students to probability and inferential statistics. <i>Prerequisite:</i> CMAT 209 and CMAT 210.		
<b>CBUS 314</b>	<b>Statistics II</b>	<b>3 Credits</b>
The topics covered in this course include analysis of variance, simple regression, multiple regression, correlation, Chi-square distribution and analysis of frequencies, and time-series analysis and forecasting. The statistical software package is used. <i>Prerequisite:</i> CBUS 313.		
<b>CBUS 315</b>	<b>Systems Analysis and Design</b>	<b>3 Credits</b>
This course provides students with a practical approach to systems analysis and design, using a blend of traditional development with current technologies to solve business problems. Students become familiar with how systems analysts interact with users, management, and other IT professionals in a typical business organization. The systems development life cycle (SDLC) is used to analyze, design, and develop projects. <i>Prerequisite:</i> CBUS 206		
<b>CBUS 317</b>	<b>Enterprise Integration Systems</b>	<b>3 Credits</b>
In this course students learn about the supply chain management programming environment, including data and communications protocols/standards, server and client operating systems, and a working knowledge of at least one on-line Enterprise Resource Planning Application. Students are prepared to understand their business functions. In this course students obtain hands-on experience with the actual systems that are used to actually provide this functional integration. Enterprise integration is not only about software but also about the power of automation on business productivity. Students will be provided with the concepts of enterprise resource planning and extensive exposure to SAP. <i>Prerequisite:</i> CBUS 206.		
<b>CBUS 325</b>	<b>Business Communication</b>	<b>3 Credits</b>
This is an advanced writing course which adapts standard English to the needs of business. The student develops a working knowledge of written and oral communication and strengthens interpersonal and professional communication skills and job-search techniques. <i>Prerequisites:</i> CENG 105, CENG 106, and CSTA 101		
<b>CBUS 330</b>	<b>Legal, Social, and Ethical Aspects of Business I</b>	<b>3 Credits</b>
Introduction to business law. This course surveys the nature, types, and functions of laws regulating businesses. Students are introduced to the role of the court systems in business and the concepts of contract and agency. Students are also introduced to the social and ethical aspects of business. <i>Prerequisites:</i> ECO 251 and ECO 252 and CBUS 207 and CBUS 208.		
<b>CBUS 331</b>	<b>Legal, Social, and Ethical Aspects of Business II</b>	<b>3 Credits</b>
Continuation of CBUS 330. Examines partnerships, corporations, commercial paper, secured transaction sales, consumer credit, bankruptcy, and modern legislation regulating business. Increased emphasis on social and ethical responsibilities of management. <i>Prerequisite:</i> CBUS 330.		
<b>CBUS 335</b>	<b>Principles of Marketing</b>	<b>3 Credits</b>
This course provides an overview of the core concepts of marketing. Emphasis is placed on developing an ethical framework which uses the elements of the marketing mix to provide customer satisfaction in the global marketing of goods and services. Topics include assessment of the marketing environment, designing and conducting marketing research, and determining what elements are most important to customers as they make purchasing decisions. <i>Prerequisites:</i> CMAT 209 and CMAT 210, CECO 251 and CECO 252, CBUS 207 and CBUS 208.		
<b>CBUS 336</b>	<b>Consumer Behavior</b>	<b>3 Credits</b>
This course provides an overview of the processes that consumers utilize to evaluate, purchase, use and dispose of goods and services expected to satisfy their needs. Insights into consumer identity issues are provided as a background for presenting the consumer behavior concepts, processes, and models that help explain differences in consumer's pre- and post-purchase behavior and choice. Implications for marketing strategies (e.g., market research procedures, market segmentation, product design, pricing, and promotion) are discussed. <i>Prerequisite:</i> CBUS 335.		
<b>CBUS 337</b>	<b>Introduction to International Business Management</b>	<b>3 Credits</b>
Studies domestic and foreign environmental factors affecting the international operations of United States business firms. The course stresses personal experiences and observations regarding leadership and helps students assess leadership qualities and style. <i>Prerequisite:</i> CBUS 340.		

<b>CBUS 340</b>	<b>Principles of Management</b>	<b>3 Credits</b>
Conceptual framework for the study, evaluation, and practice of management. Emphasis is on planning, leading, organizing, staffing, influencing, and controlling as these factors affect managerial decision making. Addresses problems, opportunities, and decision making within organizations. <i>Prerequisites:</i> CECO 251 and CECO 252, CBUS 207 and CBUS 208.		
<b>CBUS 341</b>	<b>Business Finance</b>	<b>3 Credits</b>
The basic concepts and analytical tools of finance in both corporate finance and investments. Topics include risk and return, financial institutions, efficient markets, valuation theory, capital budgeting, portfolio theory, cost of capital, and international finance. <i>Prerequisites:</i> Minimum grades of "C" in CBUS 207 and CBUS 208 and CECO 251 and CECO 252.		
<b>CBUS 360</b>	<b>Principles of Insurance</b>	<b>3 Credits</b>
Study of the basic uses and functions of insurance as applied to the overall treatment of risk. Presented from the viewpoint of the consumer. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		
<b>CBUS 362</b>	<b>Supply Chain Management</b>	<b>3 Credits</b>
Upon the completion of this course, the students will be able to describe key supply chain management concepts, understand the strategic importance of supply chain management in improving a firm's competitive position, and learn about the opportunities and problems faced in strategic sourcing environment. <i>Prerequisite:</i> CBUS 206.		
<b>CBUS 364</b>	<b>Procurement and Supply Management</b>	<b>3 Credits</b>
This course addresses the strategic and operational role of the purchasing and supply management functions in the modern organization. The aim of this course is to get students acquainted with the fundamental concepts, models, and instruments in the area of purchasing and supply management. Through web-based projects, case assignments, and industry presentations, the course will provide insights into the current developments, newest ideas, and biggest problem areas in this field. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 366</b>	<b>Project Management</b>	<b>3 Credits</b>
This course provides an overview of the structured process for managing projects. The emphasis is on the defining, planning, scheduling, organizing, implementing, and controlling of single and multiple projects, in order to successfully complete them within quality specifications, on schedule, and within budget. Other topics include project organization, roles of the project manager and team members, and project leadership. Additionally, the importance of communication and people management is integrated throughout the discussion. <i>Prerequisites:</i> CBUS 206 and CBUS 362.		
<b>CBUS 368</b>	<b>Real Estate Finance and Investments</b>	<b>3 Credits</b>
The instruments, techniques, and institutions of real estate finance; sources of funds; mortgage risk analysis: emphasis on typical policies and procedures used in financing of residential, industrial, and commercial properties. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		
<b>CBUS 372</b>	<b>Personnel Management</b>	<b>3 Credits</b>
This course explores behavior and human performance in the organization. Students examine structure, the selection process, performance appraisal, control systems, and reward practices as means of affecting human behavior in organizations. <i>Prerequisite:</i> CBUS 340.		
<b>CBUS 373</b>	<b>Sports and Entertainment Marketing</b>	<b>3 Credits</b>
This course is designed for students interested in application of marketing principles to sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on site merchandising; economic foundations; promotion; safety and security; and human relations.		
<b>CBUS 374</b>	<b>Sports and Entertainment Law</b>	<b>3 Credits</b>
An examination of the sports and entertainment industry requires delving into the law of contracts, labor, anti-trust, intellectual property, torts, Internet and the U.S. Constitution. Our analysis begins by studying college sports, amateur sports, Olympic sports, and Title IX's impact on athletic opportunities for women. A significant amount of the classroom material is devoted to surveying the major professional team sports including looking at collective bargaining agreements, labor discord, privacy, salaries, drug testing and freedom of movement from team to team. The economic aspects of both professional sports and movie industry are explored. This includes looking at team franchise movement in professional sports and financing, producing, and distributing movies and TV. The role of the Screen Actors Guild is reviewed at length. Agency law is also examined in the context of the relationships involving agents (and/or managers) that represent celebrities and athletes.		
<b>CBUS 375</b>	<b>Managing and Operating in the Sports and Entertainment Industry</b>	<b>3 Credits</b>
This course offers an overview of the sport business and entertainment industry and examines the principles and applications of sport business and entertainment management in professional, collegiate, and Olympic sports. Issues such as talent identification, hiring and firing, and cultural, social and community issues are explored.		
<b>CBUS 380</b>	<b>Entrepreneurial Thinking</b>	<b>3 Credits</b>
Focuses on all aspects of starting a business: selecting promising ideas, initiating new ventures and obtaining initial financing. Examines analysis of procedures necessary for developing or acquiring a major management and equity position in a new or existing business venture. Concentrates on how ventures are begun, how venture ideas and other key ingredients for start-ups are derived, and how to evaluate new venture proposals. Explores business plan development.		
<b>CBUS 381</b>	<b>Financing Entrepreneurial Ventures</b>	<b>3 Credits</b>
Students will learn that the most difficult part of launching a new enterprise is financing. Various financing options will be discussed and explored. Special emphasis will be placed on nontraditional and emerging financing techniques emerging on the internet.		

<b>CBUS 382</b>	<b>Marketing the Entrepreneurial Venture</b>	<b>3 Credits</b>
Students will explore the various options available to market their venture. Emphasis will be placed on the use of low-cost and not cost strategies and tactics. Use of technology and social media will be reinforced and evaluated.		
<b>CBUS 395</b>	<b>Leadership and Professional Development II</b>	<b>1 Credit</b>
The Leadership and Professional Development courses are designed to help students identify, appreciate and capitalize on natural strengths that will enable them to communicate, learn, and think more effectively. They will also be able to make critical decisions more efficiently and set realistic goals for success in college and the world of work. Students learn leadership attributes, roles and responsibilities; resume preparation, teamwork and group presentations, emotional intelligence, importance of credit and being credit worthy, etiquette skills, conflict resolution as well as other personal and professional development skills needed to function successfully in today's business environments. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 295, Leadership and Professional Development I.		
<b>CBUS 405</b>	<b>Auditing and Control</b>	<b>3 Credits</b>
Examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis) A case-based graduate seminar that provides the students with the opportunity to identify and research issues in accounting. Developing the students' professional written communication skills is an important component of this course. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting. The course emphasizes practice standards and procedures of auditing: ethics, legal liability, sampling methods, control systems, control design, and control evaluation. <i>Prerequisite:</i> CBUS 303 and CBUS 304 with a minimum grade of "C".		
<b>CBUS 411</b>	<b>Retailing</b>	<b>3 Credits</b>
A study of the basic concepts and principles of retailing and its role in distribution in terms of administrative organization, site selection, buying, pricing, merchandising, promotions and current trends in retailing. <i>Prerequisite:</i> CBUS 335.		
<b>CBUS 420</b>	<b>International Financial Management</b>	<b>3 Credits</b>
International business decision making emphasizing the effects of internationalized financial and non-financial markets. Exchange rate analysis, hedged costs of funds, economic exposure and management, capital budgeting, financial and corporate strategy, and the evaluation of international risks and returns. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		
<b>CBUS 421</b>	<b>Introduction to Professional Sales</b>	<b>3 Credits</b>
A study of the theory and practice of professional sales with special emphasis on application of concepts in actual sales presentations. <i>Prerequisite:</i> CBUS 335.		
<b>CBUS 422</b>	<b>International Marketing</b>	<b>3 Credits</b>
Analysis of the multinational process of planning and promotions of goods, ideas, and services worldwide. Special consideration of Third World economics is stressed. <i>Prerequisite:</i> CBUS 335.		
<b>CBUS 426</b>	<b>Individual Income Tax</b>	<b>3 Credits</b>
Introduction of tax preparation for individuals using the Internal Revenue Code and rulings; individual tax planning; tax- payer rights and responsibilities will be covered in this course. <i>Prerequisite:</i> CBUS 207 and CBUS 208 with minimum grades of "C".		
<b>CBUS 427</b>	<b>Business Income Tax</b>	<b>3 Credits</b>
Review of federal taxation associated with the organization, operation, and dissolution of corporate partnership and tax-exempt organizations. Introduction to federal estate and gift taxes and to income taxation of trusts and estates. <i>Prerequisite:</i> CBUS 426 with a minimum grade of "C".		
<b>CBUS 431</b>	<b>Principles of Advertising</b>	<b>3 Credits</b>
Course is designed to introduce students to the field and practice of advertising with an emphasis on the pervasiveness of advertising in contemporary society. The student will develop knowledge of the business, creation and media placement of advertising, and will become acquainted with advertising management, strategies and processes. <i>Prerequisite:</i> CBUS 335.		
<b>CBUS 434</b>	<b>Enterprise Integration Applications</b>	<b>3 Credits</b>
Students learn about the mainframe, midrange supply chain management programming environment, including back office applications, data and communications protocols/standards, server and client operating systems, legacy applications, and a working knowledge of at least one large system programming language (e.g. COBOL).		
<b>CBUS 436</b>	<b>Data Mining/Visualization</b>	<b>3 Credits</b>
This course is designed to teach students how to apply and utilize standard statistical analysis techniques to identify trends and make recommendations based on systems generated data. Topics include: performance management, techniques for data mining, market research, regression analysis, and multivariate analysis. The students will gain a working knowledge of several statistical analysis packages. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 445</b>	<b>Marketing Research</b>	<b>3 Credits</b>
This course focuses on the gathering, analysis, and presentation of information to guide marketing decisions. Topics taught include research project design, use of information sources, and research report preparation. <i>Prerequisites:</i> CBUS 313 and CBUS 335.		
<b>CBUS 450</b>	<b>Marketing Management</b>	<b>3 Credits</b>
Develops the environmental, managerial, and strategic planning aspects of marketing theory and practice. Experience in producing an actual marketing plan. <i>Prerequisites:</i> CBUS 313 and CBUS 335.		
<b>CBUS 451</b>	<b>Management of Financial Institutions</b>	<b>3 Credits</b>
The basic concepts and analytical tools of finance in both corporate finance and investments. Topics include risk and return, financial institutions, efficient markets, valuation theory, capital budgeting, portfolio theory, cost of capital, and international finance. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		

<b>CBUS 452</b>	<b>Security Analysis and Portfolio Management</b>	<b>3 Credits</b>
Analysis and evaluation of investments in various types of listed securities including stocks, bonds, and mutual funds and their performance utilizing financial and statistical models with the aid of investment software. Topics include legal and ethical issues in the investment industry and international investment alternatives. Students are introduced to the fundamentals of diversification portfolio management and performance measurement. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		
<b>CBUS 453</b>	<b>Corporate Finance</b>	<b>3 Credits</b>
Development of a framework that is useful for understanding a broad range of important corporate financial decisions. Substantial emphasis will be placed on discussion of the determinants of corporate financing and payout policies, alternative methods of security issuance, and mergers and acquisitions. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		
<b>CBUS 454</b>	<b>Financial Analysis and Decision Making</b>	<b>3 Credits</b>
Exposes students to various forms of financial decision making in a variety of contexts. Students will practice decision-making skills using financial contexts analysis in assessing firm performance, evaluating financial statement analysis, financial forecasting, and investment and financing decision analysis. Textbook case studies and computer software with current technology for financial modeling and data analysis are utilized. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 341.		
<b>CBUS 458</b>	<b>Retirement Planning and Employee Benefits</b>	<b>3 Credits</b>
This course provides individuals with knowledge of both public and private retirement plans. The public plans include Social Security, Medicare, and Medicaid. The private plans include pension, profit sharing, defined benefit, defined contribution, nonqualified, and individual plans and their regulatory provisions. The specifics of the various qualified and tax advantaged plans are analyzed as well as non-qualified deferred compensation plans. Other issues that individuals face during employment and retirement are also discussed, such as life-style choices, and health issues. Retirement plans are often offered as part of an overall benefits package that employees are offered through their employer. Specifics about several employee benefits will be discussed in the course as well. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 250 and CBUS 341.		
<b>CBUS 459</b>	<b>Estate Planning</b>	<b>3 Credits</b>
Estate Planning deals with the efficient accumulation, conservation and distribution of a client's acquired property. This course covers estate planning techniques which may be used during a client's life, as well as at death, in order to meet stated objectives. The identification and use of appropriate forms of wills and trusts is set forth. Techniques for reducing, freezing, or eliminating the Unified Transfer Tax are explained and applied to client situations. Finally, post-mortem planning techniques are identified and explained. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 250 and CBUS 341.		
<b>CBUS 460</b>	<b>Operations Management</b>	<b>3 Credits</b>
This course provides students with an understanding of the primary activities of the operations function in organizations. Intended to develop skills in the art of formulating quantitative models of real world decision making, operations strategy, and business applications including cost-benefit analysis, forecasting, problem design and processing, planning, allocating scarce resources, facility locations, layouts, scheduling, and inventory management. Students will experience the extensive use of the computer to assist in solving the business problems. <i>Prerequisite:</i> CBUS 313.		
<b>CBUS 461</b>	<b>Strategies in Financial Planning (Capstone Course)</b>	<b>3 Credits</b>
In this Financial Planning Capstone course students' knowledge, critical thinking, and decision-making skills in financial planning will be reinforced through the analysis of financial planning case studies. Students will develop comprehensive financial recommendations for clients based on clients' financial situations, expectations, and goals. <i>Prerequisites:</i> Minimum grade of "C" in CBUS 250 and CBUS 341, CBUS 426, CBUS 458 and CBUS 459.		
<b>CBUS 462</b>	<b>Advanced Topics in Supply Chain Management</b>	<b>3 Credits</b>
This course provides in-depth treatment of one or more advanced areas of supply chain management. The topics will vary with each offering. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 465</b>	<b>Advanced Accounting</b>	<b>3 Credits</b>
Accounting problems with respect to multiple ownership; consolidated financial statements and partnership accounts; foreign currency translation; segmental reporting; other special topics. <i>Prerequisite:</i> CBUS 304 with a minimum grade of "C".		
<b>CBUS 468</b>	<b>Organizational Behavior</b>	<b>3 Credits</b>
Exploration of organizational behavior and human performance in organization. Students examine structure, the selection process, performance appraisal, control systems, and reward practices as means of affecting human behavior in organizations. <i>Prerequisite:</i> CBUS 340. or CPSY 318, Industrial and Organizational Psychology, may be taken as a substitute course. Survey of methods and findings in the scientific study of humans at work as applied to business, industry and government. Topics include employee selection, training and motivation. <i>Prerequisites:</i> CPSY 211 and CBUS 313. Note: CPSY 318, Industrial and Organizational Psychology may be substituted for CBUS 468, Organizational Behavior.		
<b>CBUS 470</b>	<b>Database Management</b>	<b>3 Credits</b>
Concepts and principles of database design and administration are covered. The students gain hands-on experience with relational databases, data mining concepts, and Web-based data-oriented applications. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 471</b>	<b>Global Leadership</b>	<b>3 Credits</b>
Students will investigate the leadership tasks which face managers in companies with worldwide operations. Initially, students will identify the forces of global change and the strategic challenges which impact individuals, managers and organizations. Subsequently, students will examine the leadership characteristics required to manage global operations in a changing environment. <i>Prerequisite:</i> CBUS 340.		

<b>CBUS 472</b>	<b>Quality, Diversity, and Productivity</b>	<b>3 Credits</b>
This course is designed in an integrated fashion that fosters an "emerging paradigm" of systems thinking and learning regarding the disciplines of quality, leadership and productivity improvement. It emphasizes the concepts of Total Quality Management (TQM), Six Sigma DMAIC process and its application to modern management and the global marketplace, the new paradigm of customer value, measurement positioning, key stakeholders, product design, and cross-functional organizational systems. In addition, it focuses on viewing quality as a strategic issue and the concept that good quality can be a strategic competitive advantage.		
<b>CBUS 474</b>	<b>Logistics Management</b>	<b>3 Credits</b>
Analysis of logistics activities, including integration of transportation, inventory management, warehousing, facility location, customer service, packaging, and materials handling. Students will be exposed to online logistics support systems to better understand the real-time nature of transportation decisions on other business functions. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 476</b>	<b>Supply Chain Management Strategies</b>	<b>3 Credits</b>
This course provides integrated supply chain management strategies, incorporating procurement and supply management, production, logistics, transportation, and enterprise systems. Strategies are developed around internal issues including employee relations, ergonomics and workplace changes; ethical issues; and external issues including vendor and customer relations, customer service, and regulatory considerations. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 478</b>	<b>Modeling the Supply Chain</b>	<b>3 Credits</b>
This course provides students with discussions and examples that integrate qualitative and quantitative thinking about supply chain planning problems and models. A major approach relies heavily on optimization models, which provides frames or templates for such integration. The course attempts to demonstrate that optimization models and methods provide comprehensive systems approaches to integrated business planning, which is the essence of supply chain management. Firms that succeed in such efforts will realize a significant competitive advantage. <i>Prerequisite:</i> CBUS 362.		
<b>CBUS 480</b>	<b>Entrepreneurship and Enterprise</b>	<b>3 Credits</b>
Analysis of procedures necessary for developing or acquiring a major management and equity position in a new or existing business venture. The course focuses on the problems of purchasing or initiating an enterprise and the analysis needed to address those problems rather than on day-to-day management. <i>Prerequisite:</i> CBUS 335.		
<b>CBUS 481</b>	<b>Entrepreneurial Practicum</b>	<b>3 Credits</b>
This course seeks to immerse the student in real life experiences of an entrepreneur. Each student will be expected to spend 6-8 weeks interning in a small business in order to better hone their understanding of being an entrepreneur and the challenges that each faces. Afterwards, the student will utilize the knowledge learned to complete his/her Business Plan.		
<b>CBUS 482</b>	<b>Business Law for Entrepreneurs</b>	<b>3 Credits</b>
This course seeks to immerse the student in legal issues related to entrepreneurs. It will take students through the various stages of starting a business from start-up and growth to an initial public offering. It will highlight the legal preparations and pitfalls that go along with them.		
<b>CBUS 483</b>	<b>Labor Relations</b>	<b>3 Credits</b>
Study of the history and development of organized labor, collective bargaining, and government's role in management-labor relations; consideration of the interaction of management and labor in relation to the bargaining process.		
<b>CBUS 484</b>	<b>Small Business Management</b>	<b>3 Credits</b>
This course takes the student through the conceptual idea phase to opening and operating the business. Students will examine the process of new-business creation, including idea development, opportunity identification, market feasibility and financial challenges for new ventures. The student will learn how to create business plan. The class may include individual and/or team business plan competition. There will be a group of professionals along with the Professor, who will grade the plans at the end of the course.		
<b>CBUS 485</b>	<b>Business Policy</b>	<b>3 Credits</b>
Integration of knowledge from various functional fields of business. Students approach policy making and administration from a top-management point of view. <i>Prerequisites:</i> CBUS 207, CBUS 208, CECO 251, CECO 252; CBUS 335, CBUS 340 and CBUS 341.		
<b>CBUS 486</b>	<b>Sports and Entertainment Practicum</b>	<b>3 Credits</b>
This is a course through which students can culminate their educational and internship experiences by choosing a project that is germane to the student's career path. The project may be combined with an internship in the industry.		
<b>CBUS 487</b>	<b>Contemporary Issues in Sports and Entertainment Management</b>	<b>3 Credits</b>
This course will emphasize on the application and "real world" perspectives from people in the field (professional guest lecturers interact with students in the class).		
<b>CBUS 488</b>	<b>Business Internship</b>	<b>3 Credits</b>
Students obtain credit from practical experiences in supervised business internship programs. At least six (6) seminars from LPD program required and four (4) interviews through the Career Planning and Placement office (CPPC). <i>Prerequisite:</i> Approval of the department chair is required.		
<b>CBUS 495</b>	<b>Leadership and Professional Development III</b>	<b>1 Credit</b>
The Leadership and Professional Development courses are designed to help students identify, appreciate, and capitalize on natural strengths that will enable them to communicate, learn, and think more effectively. They will also be able to make critical decisions more efficiently and set realistic goals for success in college and the world of work. Students learn leadership attributes, roles and responsibilities; resume preparation, teamwork and group presentations, emotional intelligence, importance of credit and being credit worthy, etiquette skills, conflict resolution as well as other personal and professional development skills needed to function successfully in today's business environments. <i>Prerequisite:</i> Minimum grade of "C" in CBUS 395, Leadership and Professional Development III.		

<b>CCHE 111/111L/111R</b>	<b>General Chemistry I</b>	<b>4 Credits</b>
This is the introductory course in college chemistry. The topics covered in this course include: stoichiometry, atomic structure, molecular structure and bonding and gas laws. Three (3) hours of lecture, three (3) hours of laboratory and three (3) hours of recitation are required.		
<b>CCHE 111H/L &amp; 112H/L</b>	<b>General Chemistry I &amp; II</b>	<b>4 Credits ea.</b>
CCHE 111H: Fundamental theories and laws, chemical calculations, equations, periodic classification of the elements, structure of matter, and ionization. CCHE 112H: Study of chemical and ionic equilibria, nuclear chemistry, chemistry of the metallic elements, and elementary qualitative analysis of cations and anions. Three (3) lecture hours and six (6) laboratory and recitation hours per week.		
<b>CCHE 112/112L/112R</b>	<b>General Chemistry II</b>	<b>4 Credits</b>
The topics covered in this course include: kinetics, equilibria, thermodynamics, and electrochemistry. Three (3) hours of lecture, three (3) hours of laboratory and three (3) hours of recitation are required. <i>Prerequisite:</i> CCHE 111.		
<b>CCHE 211/211L</b>	<b>Analytical Chemistry I</b>	<b>4 Credits</b>
Study of homogeneous and heterogeneous equilibria to include principles related to ionization, solubility, complex ions and molecules, oxidation and reduction in solution, redox potentials, electrochemical cells, and quantitative volumetric and gravimetric analysis. Three (3) lecture hours and six (6) laboratory hours per week are required. <i>Prerequisites:</i> CCHE 112/112L.		
<b>CCHE 212/212L</b>	<b>Analytical Chemistry II</b>	<b>4 Credits</b>
Second half of the analytical chemistry sequence. Focuses on principles and stoichiometry relating to acidimetry, alkalimetry, redox methods, and iodometry. Gravimetric, electrometric, optical, chromatographic, and other modern instrumental methods of analysis and the basic chemical theory related to these procedures are studied. Three (3) lecture hours and six (6) laboratory hours per week are required. <i>Prerequisites:</i> CCHE 211/211L.		
<b>CCHE 231/231L/231R</b>	<b>Organic Chemistry I</b>	<b>4 Credits</b>
This is an introduction of the chemistry of carbon. The topics covered include: bonding, molecular structure, reaction mechanisms and spectroscopy. Studies are the properties of aliphatic and aromatic compounds. Three (3) lecture hours, three (3) laboratory hours and one and one-half (1.5) recitation hours per week are required. <i>Prerequisites:</i> CCHE 112/112L/112R.		
<b>CCHE 232/232L/232R</b>	<b>Organic Chemistry II</b>	<b>4 Credits</b>
This is a continuation of CCHE 231. The topics covered include: bonding, molecular structure, reaction mechanisms and spectroscopy. Studies are the properties of aliphatic and aromatic compounds which include proteins, carbohydrates, drugs and biomolecules. Three (3) lecture hours, three (3) laboratory hours, and one and one-half (1.5) recitation hours per week are required. <i>Prerequisites:</i> CCHE 231/231L/231R.		
<b>CCHE 341</b>	<b>Physical Chemistry I</b>	<b>3 Credits</b>
The study of the laws and theories of chemical phenomena, including elementary thermodynamics, the gaseous, liquid, and solid state, equilibria, and chemical kinetics (rates of chemical reactions, and kinetics of complex reactions, and some molecular reaction dynamics). Three (3) lecture hours per week. <i>Prerequisites:</i> CCHE 211/211L; CPHY 111/111L and CPHY 112/112L; CMAT 111, CMAT 112, CMAT 211, and CMAT 212.		
<b>CCHE 341L/341R</b>	<b>Physical Chemistry Laboratory and Recitation</b>	<b>1 Credit</b>
Laboratory investigations in physical chemistry. Experiments carried out include coverage of five major areas of physical chemistry: thermodynamics, spectroscopy, kinetics, quantum mechanics, and statistical mechanics. Four (4) laboratory and recitation hours per week are required.		
<b>CCHE 342</b>	<b>Physical Chemistry II</b>	<b>3 Credits</b>
Elementary quantum mechanics, molecular reaction dynamics activated complex theory and dynamics of molecular collisions and the application of elementary quantum mechanics to atomic and molecular structure and spectroscopy. Three (3) lecture hours per week. <i>Prerequisites:</i> CCHE 211/211L; CPHY 111/111L and CPHY 112/112L; CMAT 111, CMAT 112, CMAT 211, and CMAT 212.		
<b>CCHE 342L/342R</b>	<b>Physical Chemistry II Laboratory and Recitation</b>	<b>1 Credit</b>
Laboratory investigations in physical chemistry. Experiments carried out include coverage of five major areas of physical chemistry: thermodynamics, spectroscopy, kinetics, quantum mechanics, and statistical mechanics. Four (4) laboratory and recitation hours per week are required.)		
<b>CCHE 381</b>	<b>Junior-level Chemistry Seminar I</b>	<b>0 Credit</b>
This is a one-hour lecture/seminar course. CCHE 381 Zero (0) credit. CCHE 382 One (1) credit. One year of the course generates one credit.		
<b>CCHE 382</b>	<b>Junior-level Chemistry Seminar II</b>	<b>1 Credit</b>
This is a one-hour lecture/seminar course. CCHE 381, Zero (0) credits. CCHE 382, One (1) credit. One year of the course generates one credit.		
<b>CCHE 412/412L</b>	<b>Instrumental Methods and Laboratory</b>	<b>4 Credits</b>
A lecture and laboratory course covering the theory, design, practical uses and applications of typical spectroscopic and chromatographic instrumentation. Particular focus is on the application of the instrumentation for chemical analysis. Three (3) lecture hours and six (6) laboratory hours per week are required. <i>Prerequisites:</i> CCHE 211/211L, CCHE 341/341L/341R, and CCHE 342/342L/342R.		
<b>CCHE 421/421L</b>	<b>Inorganic Chemistry and Laboratory</b>	<b>3 Credits</b>
This is an introduction to the descriptive chemistry of the elements. The topics covered in this course include: Brønsted and Lewis acids and bases, electronic and molecular structure and coordination chemistry. Three (3) lecture hours with laboratory each week are required. <i>Prerequisites:</i> CCHE 341/341L/341R and CCHE 342/342L/342R.		

<b>CCHE 431/431L</b>	<b>Advanced Organic Chemistry I and Laboratory</b>	<b>4 Credits</b>
This course is a study of the advanced topics in carbon chemistry. The topics covered include: Critical evaluation of modern organic theory mechanisms and rearrangements. It also includes a detailed study of important organic reactions and their application to selected laboratory experiments. Three (3) lecture hours and one (1) laboratory hour per week are required. <i>Prerequisites:</i> CCHE 231/231L/231R and CCHE 232/232L/232R.		
<b>CCHE 432/432L</b>	<b>Methods of Structure Determination and Laboratory</b>	<b>4 Credits</b>
This course covers the theory and techniques used in the determination of the structure of organic compounds. The topics covered include separation techniques as well as the use of UV/VIS, IR, NMR, ESR, Raman and mass spectroscopy to elucidate structures of organic compounds. Three (3) lecture hours and one (1) laboratory hour per week are required. <i>Prerequisite:</i> CCHE 431/431L.		
<b>CCHE 441</b>	<b>Mathematical Methods in Chemistry</b>	<b>3 Credits</b>
A study of the mathematical methods used in physical chemistry, including applications of linear algebra and differential equations. Three (3) lecture hours per week. <i>Prerequisites:</i> CCHE 341/341L/341R and CCHE 342/342L/342R.		
<b>CCHE 451</b>	<b>Biochemistry I</b>	<b>3 Credits</b>
This course is dual numbered with CBIO 491. An introduction to the structure and function of biological molecules, proteins, carbohydrates, lipids and nucleic acids. Three (3) lecture hours per week. <i>Prerequisites:</i> CCHE 231 and CCHE 232; CBIO 111 and CBIO 112.		
<b>CCHE 452</b>	<b>Biochemistry II</b>	<b>3 Credits</b>
This course is dual numbered with CBIO 492. Basic metabolic path ways governing the function of cells and tissues (intermediary metabolism). Fundamentals of enzymatic catalysis, including kinetics and mechanism. Three (3) lecture hours per week. <i>Prerequisites:</i> CCHE 231/231L/231R and CCHE 232/232L/232R; CBIO 111/111L and CBIO 112/112L.		
<b>CCHE 480</b>	<b>Special Topics in Chemistry</b>	<b>4 Credits</b>
Detailed study of a series of advanced topics in any area of chemistry. Students undertake independent projects. Three (3) lecture hours per week with required laboratory.		
<b>CCHE 481</b>	<b>Senior-Level Chemistry Seminar I</b>	<b>0 Credit</b>
This is a one year one-hour lecture/seminar two-course sequence that generates one hour of credit; CCHE 481 zero (0) credit and CCHE 482 one (1) credit.		
<b>CCHE 482</b>	<b>Senior-Level Chemistry Seminar II</b>	<b>1 Credit</b>
This is a one year one-hour lecture/seminar two-course sequence that generates one hour of credit; CCHE 481 zero (0) credit and CCHE 482 one (1) credit. <i>Prerequisite:</i> CCHE 481		
<b>CCHE 511</b>	<b>Environmental Chemistry</b>	<b>3 Credits</b>
An examination of the origins, transport, reactions, effects, ultimate fate of hazardous waste in the environment. This course is designed to develop a working level knowledge of: (1) chemistry fundamentals; and (2) the basic principles and concepts of environmental chemistry: including (a) geochemistry; (b) atmospheric chemistry; (c) environmental microbiology; and (d) waste treatment. Three (3) lecture hours per week.		
<b>CCHE 512</b>	<b>Instrumental Methods</b>	<b>3 Credits</b>
An advanced lecture course focuses on the typical theory, design, and practical application of spectroscopic and chromatographic instrumentation for chemical analysis. Three (3) lecture hours per week.		
<b>CCHE 521</b>	<b>Advanced Inorganic Chemistry</b>	<b>3 Credits</b>
Treatment of bonding and structure, oxidation-reduction and acid-base theory, and correlation with chemical reactivity, and Ligand field theory. Three (3) lecture hours per week.		
<b>CCHE 531</b>	<b>Mechanistic Organic Chemistry</b>	<b>3 Credits</b>
Treatment of bonding, resonance, inductive and steric effects and discussion reactive intermediates, nucleophilic substitution and elimination reactions a mechanistic point of view. Three (3) lecture hours per week.		
<b>CCHE 532</b>	<b>Organic Synthesis</b>	<b>3 Credits</b>
The chemistry of aromatic, heterocyclic and alicyclic compounds with emphasis on mechanisms. This course will teach students the disconnection approach for the synthesis of complex organic molecules. The course will present modern methods for carbon-carbon bond formation and apply these methods to prepare target molecules. Three (3) lecture hours per week.		
<b>CCHE 541</b>	<b>Thermodynamics</b>	<b>3 Credits</b>
A rigorous treatment of basic theories and methods in chemical thermodynamics and equilibria including phase equilibria, chemical reactions, real solutions, surface effects, and some applications to macromolecules. Three (3) lecture hours per week.		
<b>CCHE 542</b>	<b>Quantum Chemistry</b>	<b>3 Credits</b>
Concepts and general principles of wave mechanics, with mathematical discussion of the hydrogen atom and harmonic oscillator. Introduction to matrix mechanics, angular momentum operators, and applications to small molecules. Variational and perturbation techniques are discussed. Three (3) lecture hours per week.		
<b>CCHE 551</b>	<b>Advanced Biochemistry I</b>	<b>3 Credits</b>
A study of the chemistry of carbohydrates, lipids, proteins, enzymes, and other compounds of biological significance and their applications to biological systems, enzyme kinetics. Three (3) lecture hours per week.		



<b>CCHE 552</b>	<b>Advanced Biochemistry II</b>	<b>3 Credits</b>
Bioenergetics of metabolic reactions, metabolism of carbohydrates, lipids, proteins, nucleotides. An intensive study of protein synthesis, membrane transport and biochemical genetics. Three (3) lecture hours per week.		
<b>CCHE 561</b>	<b>Topics in Industrial Chemistry</b>	<b>3 Credits</b>
Introduction to topics in chemical product development. Laboratory synthesis; scale-up to pilot plant and manufacturing; process control; process and equipment design; quality control and environmental issues; product marketing; and chemical industry management issues. Lectures will be given by personnel from a variety of areas of the chemical industry: energy inorganic chemicals; polymers; pharmaceuticals; surfactants; soaps; and detergents, etc. Three (3) lecture hours per week.		
<b>CCHE 562</b>	<b>Scale-Up for Chemists</b>	<b>3 Credits</b>
This course is designed to acquaint the student with the principles of chemical production scale-up and manufacture. Topics such as material and energy balance; transport phenomena involving momentum and energy transfer and unit operations of heat and mass transfer; and process and equipment design. Three (3) lecture hours per week.		
<b>CCHE 571</b>	<b>Introduction to Polymer Chemistry</b>	<b>3 Credits</b>
Synthesis, including radical and ionic polymerization and polycondens reactions, structure-property relationships, characterization and rheological properties of polymeric materials.		
<b>CCHE 572/572L</b>	<b>Techniques in Polymer Chemistry Lecture and Laboratory</b>	<b>3 Credits</b>
A course designed to introduce students to experimental polymer chemistry, synthesis using ionic, free-radical and condensation polymerizations, molecular weight measurements by viscosity, osmometry, gel permeation and light scattering, spectroscopic characterization of polymers, measurements of thermal transitions. Two (2) lecture hours and two (2) laboratory hours per week.		
<b>CCHE 573</b>	<b>Physical Polymer Science</b>	<b>3 Credits</b>
Course deals with interrelationships among polymer structure, physical properties, and useful behavior of polymers. Topics to be covered include chain structure and configuration, solution and phase behavior, glass-rubber transition behavior, rubber elasticity, polymer viscoelasticity and flow, mechanical behavior of polymers, etc. Three (3) lecture hours per week.		
<b>CCHE 700</b>	<b>Thesis Consultation</b>	<b>1 Credit</b>
<b>CCIS 100</b>	<b>Information Technology and Computer Applications</b>	<b>3 Credits</b>
A hands-on introduction to personal computer concepts and productivity applications. Computer concepts include basic architecture, the Internet, and operating systems. Productivity applications include word processing, spreadsheets, graphical presentations, and relational database usage. (For all non-majors)		
<b>CCIS 101</b>	<b>Computer Applications</b>	<b>3 Credits</b>
An introductory course providing a practical overview of the primary topics in Computer Science. Introduction to computer applications, web page design and implementation with XHTML, CSS, and JavaScript.		
<b>CCIS 103</b>	<b>Scientific Computing for Simulation, Analysis and Visualization</b>	<b>3 Credits</b>
An introduction to programming concepts for biology, chemistry, mathematics, physics and social science majors. The course introduces the scientific programming and analysis tool Matlab. <b>Co-requisite:</b> 103L. (For all non-majors)		
<b>CCIS 103L</b>	<b>Scientific Computing for Simulation, Analysis and Visualization Laboratory</b>	<b>1 Credit</b>
A hands-on guided experience in developing Matlab programs. (Must be taken while completing CCIS 103) <b>Co-requisite:</b> CCIS 103. (For all non-majors)		
<b>CCIS 104</b>	<b>Business Programming</b>	<b>3 Credits</b>
An introduction to programming concepts for business majors. The classroom lecture utilizes a procedural pseudocode, while the associated recitations require hands-on programming. <b>Co-requisite:</b> CCIS 104R. (For all majors)		
<b>CCIS 104R</b>	<b>Business Programming Recitation</b>	<b>1 Credit</b>
A hands-on guided programming experience in developing COBOL and Visual BASIC programs. Must be taken while completing CCIS 104. <b>Co-requisite:</b> CCIS 104. (For all majors)		
<b>CCIS 105</b>	<b>Programming Principles I</b>	<b>3 Credits</b>
An introduction to the fundamental concepts of problem solving focusing on programming oriented solutions and object oriented paradigm. Students are encouraged to be enrolled in or to have already completed CMAT 111. Guided laboratory is required. <b>Co-requisite:</b> CCIS 101 and CCIS 105L.		
<b>CCIS 105L</b>	<b>Programming Principles I Laboratory</b>	<b>1 Credit</b>
A hands-on guided problem-solving experience that supplements CCIS 105. <b>Co-requisite:</b> CCIS 105.		
<b>CCIS 106</b>	<b>Programming Principles II</b>	<b>3 Credits</b>
A continuation of CIS 105 teaching advanced concepts in computer programming using a modern programming language. Guided laboratory is required. <b>Co-requisite:</b> CCIS 106L. <b>Prerequisite:</b> CCIS 105.		

<b>CCIS 106L</b>	<b>Programming Principles II Laboratory</b>	<b>1 Credit</b>
A hands-on guided programming experience in developing programs. <i>Co-requisite:</i> CCIS 106.		
<b>CCIS 121</b>	<b>Introduction to Computer Systems</b>	<b>3 Credits</b>
Introductory study of logical organization of computer systems. Topics include input-output processing, memory and processor structures and basic logic circuit design. Assembly language programming will be emphasized. <i>Prerequisite:</i> CCIS 101.		
<b>CCIS 200</b>	<b>Programming Mobile Devices for Non-Majors</b>	<b>3 Credits</b>
Students learn programming concepts by building mobile apps for phones and tablets with the visual language App Inventor.		
<b>CCIS 223</b>	<b>Data Structures</b>	<b>3 Credits</b>
Introductory study of data structures, including record, file, linked structures, lists, stacks, queues, graphs and trees. Guided laboratory is required. <i>Co-requisite:</i> CCIS 223L. <i>Prerequisites:</i> CCIS 106 and CCIS 106L.		
<b>CCIS 223L</b>	<b>Data Structures Laboratory</b>	<b>1 Credit</b>
A hands-on guided data structures programming and problem-solving experience that supplements CCIS 223. <i>Co-requisite:</i> CCIS 223.		
<b>CCIS 229</b>	<b>Rich Internet Applications</b>	<b>3 Credits</b>
Introduction to design and development of applications for the World Wide Web. This course will emphasize client-side programming with a brief introduction to server-side applications. This course will provide the student with an introduction to the main concepts of the design and development of web-based applications. The focus will be on learning and understanding the fundamental concepts. <i>Prerequisite:</i> CCIS 101.		
<b>CCIS 300</b>	<b>Storyboard Programming for Animation and Interactive Media for Non-Majors</b>	<b>3 Credits</b>
Introduction to storyboarding and the planning processes of visual storytelling for non-majors. Translation of concepts such as shot types, continuity, pacing, transitions and sequencing into a visual narrative. Using visual programming to animate storyboards. Use of interactive media.		
<b>CCIS 315</b>	<b>Computer Logic Design</b>	<b>3 Credits</b>
Provides an introduction to logic design. Topics covered include combinational and sequential circuits.		
<b>CCIS 329</b>	<b>Advanced Server Side Applications</b>	<b>3 Credits</b>
Introduction to internet based applications, often called Rich Internet Applications (RIA). Topics include server and client technologies, server side programming. Topics include Common Gateway Interface (CGI), server pages, database access, and AJAX. <i>Prerequisites:</i> CCIS 229 and CCIS 374.		
<b>CCIS 371</b>	<b>Computer Algorithms</b>	<b>3 Credits</b>
Introductory study of algorithm design, using appropriate data structures. Topics include algorithms for sorting, searching and graph traversals and complexity issues. <i>Prerequisite:</i> CCIS 223.		
<b>CCIS 372</b>	<b>Computer Architecture</b>	<b>3 Credits</b>
Study of logical organization of computer hardware and functional components using a simulation programming language. <i>Prerequisites:</i> CCIS 121 and CCIS 223.		
<b>CCIS 374</b>	<b>Database Systems</b>	<b>3 Credits</b>
Study of basic concepts of databases, including data models, query processing and other topics of interest. <i>Prerequisite:</i> CCIS 223.		
<b>CCIS 375</b>	<b>Artificial Intelligence</b>	<b>3 Credits</b>
Introductory study of intelligent problem solving and search algorithms, inference systems, machine intelligence and knowledge organization. <i>Prerequisite:</i> CCIS 223.		
<b>CCIS 381</b>	<b>Software Engineering</b>	<b>3 Credits</b>
Introductory study of large software development issues, including requirements analysis, specification, design, testing and maintenance. <i>Prerequisite:</i> CCIS 223.		
<b>CCIS 400</b>	<b>Fundamentals of Geographic Information Systems</b>	<b>3 Credits</b>
This course will provide students with the theoretical concepts and practical experience to the field of Geographical Information Systems. Emphasis will be placed on concepts and spatial reasoning of the analysis techniques. GIS functionality, methodology for implementing the technology, and its potential usefulness in numerous disciplines will be covered in this course.		
<b>CCIS 408</b>	<b>Introduction to VLSI Design</b>	<b>3 Credits</b>
Study of signals in a digital representation and the processing methods of these signals. Topics include time-series analysis, transformations, and filters. <i>Co-requisite:</i> CCIS 408L. <i>Prerequisite:</i> CCIS 372.		
<b>CCIS 408L</b>	<b>VLSI Design Laboratory</b>	<b>1 Credit</b>
Hands-on projects in VLSI Design, including programming of FPGAs. <i>Co-requisite:</i> CCIS 408.		
<b>CCIS 409</b>	<b>Introduction to Digital Signal Processing</b>	<b>3 Credits</b>
Study of signals in a digital representation and the processing methods of these signals. Topics include time-series analysis, transformations, and filters. <i>Co-requisite:</i> CCIS 409L.		

<b>CCIS 409L</b>	<b>Digital Signal Processing Laboratory</b>	<b>1 Credit</b>
Hands-on projects in Digital Signal Processing. <i>Co-requisite:</i> CCIS 409.		
<b>CCIS 410</b>	<b>Introduction to Embedded Systems</b>	<b>3 Credits</b>
Embedded systems are computers that are often specialized for a single task. Topics include system architecture, real-time system, input/output devices and development kits. <i>Co-requisite:</i> CCIS 410L.		
<b>CCIS 410L</b>	<b>Embedded Systems Laboratory</b>	<b>1 Credit</b>
Hands on projects in Embedded Systems <i>Co-requisite:</i> CCIS 410.		
<b>CCIS 412</b>	<b>Introduction to Image Processing and Computer Vision</b>	<b>3 Credits</b>
Study of theories of image manipulation and feature extraction. Topics include pixel transformation, filters, edge-detection, color spaces and corrections, and compression. <i>Co-requisite:</i> CCIS 412L. <i>Prerequisite:</i> CCIS 372.		
<b>CCIS 412L</b>	<b>Introduction to Image Processing and Computer Vision Laboratory</b>	<b>1 Credit</b>
Hands on projects in Image Processing and Computer Vision. <i>Co-requisite:</i> CCIS 412.		
<b>CCIS 413</b>	<b>Introduction to Robotics</b>	<b>3 Credits</b>
Topics include feature extraction, pattern recognition, spatial recognition, fast color tracking, and stereoscopic vision. <i>Co-requisite:</i> CCIS 413L. <i>Prerequisite:</i> CCIS 372.		
<b>CCIS 413L</b>	<b>Robotics Laboratory</b>	<b>1 Credit</b>
Hands on projects in Robotics. <i>Co-requisite:</i> CCIS 413.		
<b>CCIS 416</b>	<b>Introduction to High Performance Computing</b>	<b>3 Credits</b>
This course provides in introduction to high performance computing as it relates to scientific computing. The course addresses topics related to accessing high performance computing resources, developing applications for those resources, and executing developed applications. The lectures and presentations are designed to provide knowledge and experiences to students that serve as a foundation for continued learning of high performance computing. <i>Prerequisite:</i> CCIS 473.		
<b>CCIS 422</b>	<b>Introduction to Computer Forensics</b>	<b>3 Credits</b>
The objective of computer forensics is to pertain legal evidence found in computer files and storage media. Topics include methods and tools to recover deleted or distorted data, encryption, intrusion detection, and analysis of log files.		
<b>CCIS 423</b>	<b>Introduction to Wireless and Wired Networks</b>	<b>3 Credits</b>
Study of design and analysis techniques for wireless and wired computer networks. Topics include network device hardware, topologies, medium access control, protocol models like OSI, routing, and QoS.		
<b>CCIS 429</b>	<b>Introduction to Digital Multi-Media</b>	<b>3 Credits</b>
Introduction of concepts and tools to create and distribute digital photographs, video and sound. Topics include data formats, streaming protocols, compression algorithms, bandwidth requirements, perceived quality, watermarking, digital signatures, and Digital Rights Protection.		
<b>CCIS 431</b>	<b>Information Security</b>	<b>3 Credits</b>
Provides a comprehensive overview of the concepts relevant to information security. Concepts include development of security policy, malicious code, general purpose protection of resources, trusted systems, and cryptography. <i>Prerequisites:</i> CCIS 223 and CCIS 227.		
<b>CCIS 432</b>	<b>Introduction to E-Commerce, Web-services and Cloud Computing</b>	<b>3 Credits</b>
Study of electronic commerce applications. Topics include technical infrastructure, business strategies, performance metrics, and policies. <i>Prerequisite:</i> CCIS 274.		
<b>CCIS 433</b>	<b>Principles of Computer Game Design</b>	<b>3 Credits</b>
This course introduces the fundamentals of video and computer game design. Students learn the practical aspects of game implementation, while simultaneously learning the conceptual aspects of games.		
<b>CCIS 473</b>	<b>Operating Systems</b>	<b>3 Credits</b>
Study of basic operating systems concepts, including multiprogramming, resource management and implementation. <i>Prerequisite:</i> CCIS 223.		
<b>CCIS 476</b>	<b>Programming Languages and Compilers</b>	<b>3 Credits</b>
An overview of syntactic and semantic aspects of programming languages, including basic concepts of parsing, translation, and execution of procedural languages. <i>Prerequisite:</i> CCIS 223.		
<b>CCIS 480</b>	<b>Current Topics in Computer Science</b>	<b>3 Credits</b>
This course covers new developments in computer science. <i>Prerequisite:</i> Instructor permission required.		
<b>CCIS 490</b>	<b>Practical Training</b>	<b>3 Credits</b>
Training with industry and government laboratories via internship and cooperative education programs. To receive credit for this course, a student must complete at the equivalent of 6 months of full-time employment with the same employer, receive a satisfactory performance rating from the employer, and write a paper describing in reasonable detail the work environment, activities, responsibilities involved, and knowledge and experience gained from the employment. <i>Prerequisite:</i> Consent of the department chair.		

<b>CCIS 493</b>	<b>Senior Design Project</b>	<b>3 Credits</b>
A one-semester capstone course culminating in a design project acceptable to the department. This course will be managed by a group of faculty members offering a variety of projects for the students. <i>Prerequisite:</i> CCIS 381 and consent of advising Professor.		
<b>CCIS 500</b>	<b>Applications Software</b>	<b>3 Credits</b>
For non-majors, emphasizing hands-on training in the use of Microsoft Office Suites, including application-oriented projects in word processing, spreadsheets, database design, and presentations design. <i>Prerequisite:</i> Graduate standing.		
<b>CCIS 509</b>	<b>Introduction to Information Systems</b>	<b>3 Credits</b>
Study of Information Systems at an introductory level. Topics include data structures, hardware concepts, software engineering, programming languages, and operating systems.		
<b>CCIS 571</b>	<b>Introduction to Algorithms</b>	<b>3 Credits</b>
Study of algorithm design, using appropriate data structures. Topics include algorithms for sorting, searching and graph traversal and complexity issues.		
<b>CCIS 572</b>	<b>Introduction to Computer Architecture</b>	<b>3 Credits</b>
Study of logical organization of computer hardware and functional components.		
<b>CCIS 573</b>	<b>Introduction to Operating Systems</b>	<b>3 Credits</b>
Study of basic operating system structures and designs, including process management, resource management and implementation.		
<b>CCIS 574</b>	<b>Introduction to Database Systems</b>	<b>3 Credits</b>
Study of basic concepts of databases, query processing and other topics of interest.		
<b>CCIS 575</b>	<b>Introduction to Artificial Intelligence</b>	<b>3 Credits</b>
Introductory study of intelligent problem solving and search algorithms, inference systems, machine intelligence and knowledge organization.		
<b>CCIS 576</b>	<b>Programming Languages and Compilers</b>	<b>3 Credits</b>
Overview of syntactic, semantic and pragmatic principles of programming. Parsing, translation and compiler construction.		
<b>CCIS 671</b>	<b>Algorithm Design and Analysis</b>	<b>3 Credits</b>
Study of algorithm design and analysis techniques. Topics include designing algorithms for sorting, order statistics, set manipulation, graphs, fast Fourier transforms and mathematical manipulations. An introduction to NP completeness theory. <i>Prerequisite:</i> CCIS 571.		
<b>CCIS 672</b>	<b>Computer Organization</b>	<b>3 Credits</b>
Advanced study of logical organization of functional components of computers, including processors, control units and memory. Topics also include interconnection networks, memory hierarchies, array and pipeline machines. <i>Prerequisite:</i> CCIS 572.		
<b>CCIS 673</b>	<b>Operating Systems Design</b>	<b>3 Credits</b>
Advanced study of major issues in operating systems including resource management, concurrent programs and duality of operating systems. <i>Prerequisite:</i> CCIS 573.		
<b>CCIS 674</b>	<b>Database Design</b>	<b>3 Credits</b>
Advanced study of database design including data models, relational interfaces, relational database design, query optimization, crash recovery and concurrency control. Concepts are reinforced via design projects. <i>Prerequisite:</i> CCIS 574.		
<b>CCIS 675</b>	<b>Artificial Intelligence</b>	<b>3 Credits</b>
Advanced study of problem solving, theorem proving, knowledge representation, expert systems, learning and natural language processing. <i>Prerequisite:</i> CCIS 575.		
<b>CCIS 676</b>	<b>Theory of Programming Languages Design</b>	<b>3 Credits</b>
Study of features of modern programming languages and issues of modular, concurrent, functional, logic and object programming. Topics also include exception handling and software reuse. <i>Prerequisite:</i> CCIS 576.		
<b>CCIS 681</b>	<b>Computability Theory</b>	<b>3 Credits</b>
Introduction to computability theory including recursive function theory, Turing machines and self-modifying programs. <i>Prerequisite:</i> CCIS 571.		
<b>CCIS 683</b>	<b>Algorithms for Parallel Computers</b>	<b>3 Credits</b>
Study of parallel algorithms and architecture. Topics include design and analysis of parallel algorithms for sorting, searching, graphs, mathematical manipulations and numerical problems. <i>Prerequisites:</i> CCIS 671 and CCIS 672.		
<b>CCIS 691</b>	<b>Software Engineering</b>	<b>3 Credits</b>
Study of the concept of software process as a framework for developing software systems with emphasis on various management issues. Topics in alternative models for the software process. <i>Prerequisite:</i> Graduate standing.		
<b>CCIS 701</b>	<b>Logic Circuit Design</b>	<b>3 Credits</b>
Study of the design of switching and sequential circuits, including timing, structure, realization and modular logic design and related problems of physical design and modeling. <i>Prerequisite:</i> CCIS 572.		

<b>CCIS 702</b>	<b>VLSI Design</b>	<b>3 Credits</b>
Study of VLSI systems design, emphasizing quantitative characterization, analysis and computer techniques. <i>Prerequisite:</i> CCIS 701.		
<b>CCIS 703</b>	<b>Microprocessor Design</b>	<b>3 Credits</b>
Introductory study of the concept, design and operation of microprocessors. Topics include architecture, programming, comparative microprocessor evaluation, system design techniques and applications. <i>Prerequisites:</i> CCIS 572, CCIS 701, CCIS 702.		
<b>CCIS 709</b>	<b>Digital Signal Processing</b>	<b>3 Credits</b>
Study of signals in a digital representation and the processing methods of these signals. Topics include time-series analysis, transformations, and filters. <i>Co-requisite:</i> CCIS 709L		
<b>CCIS 709L</b>	<b>Digital Signal Processing Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Digital Signal Processing. <i>Co-requisite:</i> CCIS 709.		
<b>CCIS 710</b>	<b>Embedded Systems</b>	<b>3 Credits</b>
Embedded systems are computers that are often specialized for a single task. Topics include system architecture, real-time system, input/output devices and development kits. <i>Co-requisite:</i> CCIS 710L.		
<b>CCIS 710L</b>	<b>Embedded Systems Laboratory</b>	<b>0 Credit</b>
Hands on projects in Embedded Systems. <i>Co-requisite:</i> CCIS 710.		
<b>CCIS 711</b>	<b>Image Processing</b>	<b>3 Credits</b>
Study of theories of image manipulation and feature extraction. Topics include pixel transformation, filters, edge-detection, color spaces and corrections, and compression. <i>Prerequisites:</i> CCIS 709. <i>Co-requisite:</i> CCIS 711L.		
<b>CCIS 711L</b>	<b>Image Processing Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Image Processing. <i>Co-requisite:</i> CCIS 711.		
<b>CCIS 712</b>	<b>Computer Vision</b>	<b>3 Credits</b>
Topics include feature extraction, pattern recognition, spatial recognition, fast color tracking, and stereoscopic vision. <i>Prerequisite:</i> CCIS 711. <i>Co-requisite:</i> CCIS 712L.		
<b>CCIS 712L</b>	<b>Computer Vision Laboratory</b>	<b>0 Credit</b>
Hands-on projects in Computer Vision. <i>Co-requisite:</i> CCIS 712.		
<b>CCIS 713</b>	<b>Robotics</b>	<b>3 Credits</b>
Topics include hierarchical and reactive paradigms, localization and navigation, analysis of range and vision sensors, planning, and multi-agent paradigms. <i>Prerequisite:</i> CCIS 675. <i>Co-requisite:</i> CCIS 713L.		
<b>CCIS 713L</b>	<b>Robotics Laboratory</b>	<b>0 Credit</b>
Hands on projects in Robotics. <i>Co-requisite:</i> CCIS 713.		
<b>CCIS 714</b>	<b>Distributed Systems</b>	<b>3 Credits</b>
Provides a comprehensive overview of the concepts relevant to information security. Concepts include development of security policy, malicious code, general purpose protection of resources, trusted systems, and cryptography.		
<b>CCIS 715</b>	<b>Pattern Recognition</b>	<b>3 Credits</b>
Introduction to theory and application of decision-theoretic and syntactic methods of pattern recognition. Topics include deterministic and statistical algorithms, cluster seeking and automatic learning of decision functions and grammars.		
<b>CCIS 720</b>	<b>Data Communication</b>	<b>3 Credits</b>
Study of theories and methods to data communication techniques, data link control, multiplexing and communication networking.		
<b>CCIS 721</b>	<b>Data Security</b>	<b>3 Credits</b>
Provides a comprehensive overview of the concepts relevant to information security. Concepts include development of security policy, malicious code, general purpose protection of resources, trusted systems, and cryptography.		
<b>CCIS 722</b>	<b>Computer Forensics</b>	<b>3 Credits</b>
The objective of computer forensics is to extract, analyze and report on data found in computer files and storage media. Topics include methods and tools to recover deleted or distorted data, encryption, intrusion detection, and analysis of log files.		
<b>CCIS 723</b>	<b>Wireless and Wired Networks</b>	<b>3 Credits</b>
Study of design and analysis techniques for wireless and wired computer networks. Topics include network device hardware, topologies, medium access control, protocol models like OSI, routing, and QoS.		
<b>CCIS 724</b>	<b>Information Assurance</b>	<b>3 Credits</b>
Study of commercial off-the-shelf and research tools relevant to information assurance. Topics include: firewalls, password cracking, system administration tools, intrusion detection and prevention, and wireless security.		
<b>CCIS 729</b>	<b>Internet Application Design</b>	<b>3 Credits</b>
Internet applications require software on the client side and on the server side. This course focuses on server-side programming. Topics include Common Gateway Interface (CGI), server pages, database access, and AJAX. <i>Prerequisite:</i> CCIS 574.		
<b>CCIS 730</b>	<b>Digital Multimedia</b>	<b>3 Credits</b>
Introduction of concepts and tools to create and distribute digital photographs, video and sound. Topics include data formats, streaming protocols, compression algorithms, bandwidth requirements, perceived quality, water-marking, digital signatures, and Digital Rights Protection.		

<b>CCIS 731</b>	<b>Human Computer Interfaces</b>	<b>3 Credits</b>
Study of human factors involved in interaction with computers. Topics include terminal emulation, split-screen technology, menu-driven input, command-line processing and response-time considerations.		
<b>CCIS 732</b>	<b>E-Commerce with Web-services</b>	<b>3 Credits</b>
Study of electronic commerce applications. Topics include technical infrastructure, business strategies, performance metrics, and policies.		
<b>CCIS 735</b>	<b>Knowledge-intensive Systems</b>	<b>3 Credits</b>
Study of expert systems, data-mining, and knowledge representation. Topics include rule-based programming, semantic Web, reasoning, cluster analysis and self-organizing maps. <i>Prerequisite:</i> CCIS 675.		
<b>CCIS 800</b>	<b>Practical Training</b>	<b>3 Credits</b>
Advanced practical training with government laboratories and industry via cooperative education and internship programs. To receive credit for this course, a student must register prior to undertaking the proposed work. <i>Prerequisite:</i> Approval of the Department Chair.		
<b>CCIS 801</b>	<b>Topics in Computer Science</b>	<b>3 Credits</b>
Advanced study of a topic of current interest in the department, leading to a publishable technical report. <i>Prerequisite:</i> Approval of the Department Chair. Course may be repeated for credit.		
<b>CCIS 803</b>	<b>Research/Design Project in Systems Software/Hardware</b>	<b>3 Credits</b>
<i>Prerequisites:</i> CCIS 672 and 673.		
<b>CCIS 805</b>	<b>Research/Design Project in Data Base</b>	<b>3 Credits</b>
<i>Prerequisite:</i> CCIS 674		
<b>CCIS 807</b>	<b>Research/Design Project in Distributed Systems/Networking</b>	<b>3 Credits</b>
<i>Prerequisite:</i> consent of instructor.		
<b>CCIS 809</b>	<b>Research/Design Project in Software Engineering</b>	<b>3 Credits</b>
<i>Prerequisite:</i> CCIS 691.		
<b>CCIS 811</b>	<b>Research/Design Project in Artificial Intelligence</b>	<b>3 Credits</b>
<i>Prerequisite:</i> CCIS 675.		
<b>CCIS 815</b>	<b>Research/Design Project in Information Systems</b>	<b>3 Credits</b>
<i>Prerequisite:</i> CCIS 721.		
<b>CCIS 821</b>	<b>Thesis Research</b>	<b>3 Credits</b>
<b>CCOL 104H</b>	<b>The American Black Woman</b>	<b>2 Credits</b>
Exploration of the multidimensional nature of life of black women in North America from 1619 to the present. This colloquium provides knowledge and understanding of how black women's lives have been shaped by American systems.		
<b>CCOL 106H</b>	<b>Themes in Fiction of the American Diaspora</b>	<b>2 Credits</b>
Identification and analysis of significant themes in the literature of Africa and the African Diaspora (that is, for purposes of this colloquium, the Americas where the Atlantic slave trade dominated).		
<b>CCOL 112H</b>	<b>Moral Problems in Contemporary Society</b>	<b>2 Credits</b>
Consideration of current issues in biology and medicine which require ethical decisions.		
<b>CCOL 200H</b>	<b>College Campus Culture</b>	<b>2 Credits</b>
Exploration of the social, emotional and intellectual behaviors which are transmitted and formed throughout college matriculation.		
<b>CCOL 205H</b>	<b>Southern Writers</b>	<b>2 Credits</b>
Study of fiction, form, folk, and fact in representative works by and about Southern writers, with concentration on nineteenth- and twentieth-century works.		
<b>CCOL 302H</b>	<b>Dynamics of Leadership</b>	<b>2 Credits</b>
Opportunity to explore leadership qualities and styles.		
<b>CCOL 402H</b>	<b>Black Self-Concepts</b>	<b>2 Credits</b>
The aspirations, accomplishments, and progress of African Americans against the historical background of W.E.B. DuBois' Souls of Black Folk.		
<b>CECE 200</b>	<b>Introduction to Early Childhood Education</b>	<b>3 Credits</b>
This course is designed to provide overview of early childhood education (preschool thru grade 5) as professional field of study and practice. Emphasis is on the role and function of early childhood education (ECE) programs in providing a learning foundation for urban, minority children. Course contents include an introduction to historical and contemporary issues, pioneers, and approaches in ECE. <i>Prerequisite:</i> Admission to Teacher Education or Educational Studies.		
<b>CECE 206</b>	<b>Foundations of Mathematics for Teachers</b>	<b>3 Credits</b>
This course extends candidates' content proficiency, conceptual understanding of numbers, numeration systems and fundamental concepts of algebra, geometry, probability, statistics, and measurement. The presentation of these principles and aspects of mathematics will be interpreted through the National Council of Teachers of Mathematics (NCTM) standards in particular standards on problem solving, reasoning, technology and making connections to the real world. <i>Prerequisite:</i> Admission to Teacher Education or Educational Studies.		

<b>CECE 212</b>	<b>Pre-Professional Laboratory</b>	<b>1 Credit</b>
This entry-level practicum introduces potential teacher education candidates seeking admission to Early Childhood programs to the varied educational institutions that support the schooling process (e.g., museums, science centers, and other community resources). Potential candidates can earn service learning hours as they complete course content. <i>Co-requisites:</i> CEDC 262 and CECE 200.		
<b>CECE 213</b>	<b>Practicum I (Observing and Exploring)</b>	<b>2 Credits</b>
This entry-level practicum is designed for potential teacher education candidates. The practicum provides experiences that introduce potential candidates to teachers, learners, and the school community through processes of observing and exploring. Course assignments engage potential candidates in activities that strengthen skills in writing and critical observations. <i>Prerequisite:</i> Admission to Teacher Education.		
<b>CECE 300</b>	<b>Literacy in Early Childhood</b>	<b>6 Credits</b>
This course provides insights into the nature of the reading process and emergence of reading readiness skills will be emphasized. Candidates learn to provide a developmentally appropriate environment for reading to begin. The course focuses on the strategies needed to teach reading to the preschool, kindergarten, first-grade, and second-grade student. A field component provides practical experience. <i>Prerequisite:</i> Admission to Teacher Education or Educational Studies.		
<b>CECE 302</b>	<b>Child Development</b>	<b>3 Credits</b>
This course engages candidates in an exploration of how children learn and develop, of myriad influences on children's development, and theories of child development. Facilitates candidates' development of strategies which promote optimal learner growth. Focuses special attention on cultural elements which influence the development of children in urban schools and communities. Guides candidates to an appreciation of the interdependence of cognitive, physical, and affective domains in the overall development of children. <i>Prerequisites:</i> CCPS 301, Educational Psychology, and Admission to Teacher Education or Educational Studies.		
<b>CECE 313</b>	<b>Practicum II</b>	<b>2 Credits</b>
This practicum promotes the development of teacher education candidates' knowledge and understanding of the schooling process and its influences and facilitates candidates' awareness of the foundational underpinnings that shape contemporary educational practices. <i>Prerequisite:</i> Admission to Teacher Education.		
<b>CECE 314</b>	<b>Creative Development</b>	<b>4 Credits</b>
This course offers guided observations of and experiences in application of instructional methodologies. Emphasis on interdisciplinary methodology, culturally appropriate pedagogy, integration of creative activities and on assessment. Designed to offer candidates the opportunity to gain competency in the use of a variety of media and explore potentials in creative arts. <i>Prerequisite:</i> Admission to Educational Studies.		
<b>CECE 316</b>	<b>Practicum III</b>	<b>3 Credits</b>
This practicum focuses on the instructional process and skills, resources, knowledge and interactions that ensure student learning. Experiences are provided which promote candidates' awareness of the importance of developing and nurturing family relationships to support the teaching/learning process. Candidates are guided to use their specific content knowledge to establish teaching/learning objectives. <i>Prerequisite:</i> Admission to Teacher Education.		
<b>CECE 404</b>	<b>Early Childhood Curriculum and Methods</b>	<b>3 Credits</b>
This course engages in the study of origins, philosophy, organization, and implementation of curriculum models for early childhood education. Candidates also examine teaching methods and materials used during the early years, and principles and practices employed in early learning programs. <i>Prerequisite:</i> Admission to Teacher Education or Educational Studies.		
<b>CECE 405</b>	<b>Preschool Program Development</b>	<b>3 Credits</b>
This course examines the organizational structure, aims, purposes, and variety of preschool educational programs, including teacher characteristics, classroom organization, and program scheduling. The laboratory component allows students to observe and participate in a preschool setting. <i>Prerequisite:</i> Admission to Educational Studies.		
<b>CECE 415</b>	<b>Methods of Teaching Reading and Writing</b>	<b>3 Credits</b>
This course examines knowledge, skills, and attitudes necessary for effective organization and implementation of the reading program. Candidates learn to promote reading as an informative, rewarding, and essential component of education. The course includes a review of widely used methods in teaching reading and a laboratory experience in which candidates practice instructional strategies. <i>Prerequisite:</i> Admission to Teacher Education.		
<b>CECE 426</b>	<b>Integrated Teaching of Elementary Mathematics and Science</b>	<b>3 Credits</b>
This course uses readings, case studies, instructional technology, and a school-based practicum to help pre-service teachers develop the scientific and mathematical knowledge, skills, and dispositions needed to teach science and mathematics in grades P-5. It examines research and theory in the field of math and science instruction and assessment and emphasizes culturally appropriate methodology in the integration of math and science. <i>Prerequisite:</i> Admission to Teacher Education.		
<b>CECE 444</b>	<b>Pre-Service Teaching</b>	<b>13 Credits</b>
This course provides practical experiences with children, preschool to grade five, in approved educational settings and under the supervision of state-certified teachers. Through daily work and other interactions, the candidate integrates and utilizes the knowledge and skills gained in major courses. CEDC 444 is a full-time field experience lasting sixteen weeks. The pre-service teacher is required to attend the campus-based reflective seminars once per week and other teaching-related workshops and activities. <i>Prerequisites:</i> Completion of all core and major courses with required grades; passing scores on the GACE Basic Skills and relevant content examinations; appropriate recommendations; acceptable interview.		

<b>CECE 452</b>	<b>Integrated Teaching of Social Studies and Language Arts</b>	<b>3 Credits</b>
This course will examine, in depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school from an interdisciplinary, multicultural approach. Instruction in the elements of social studies and language arts, with emphasis on knowledge required for the teaching of content skills and methods in the language arts and social studies programs addressing national and state standards. <b>Prerequisite:</b> Admission to Teacher Education.		
<b>CECE 498</b>	<b>Developing Family and Community Relationships</b>	<b>3 Credits</b>
This course engages candidates in the study of current and historical theory and practices in parent education and the impact of connecting with the community. The course reviews parents' and other adults' involvement with schools and covers the role of parent education in the school's curriculum and the theoretical and practical aspects of parental involvement in the educational setting. The course takes an in-depth view of the role that the community plays in shaping the development of children and youth. <b>Prerequisite:</b> Admission to Teacher Education.		
<b>CECO 107</b>	<b>Introduction to Economics</b>	<b>3 Credits</b>
A one-semester survey course designed to introduce students to the fundamental principles and concepts of economics. Topics covered include demand and supply analysis, the function of the markets in the allocation of resources, measuring economic activities in the private as well as in the public sectors, problems such as unemployment, inflation, income distribution and poverty, and domestic and international financial institutions and the working of global market systems.		
<b>CECO 250</b>	<b>Principles of Economics</b>	<b>3 Credits</b>
A one-semester introductory course in economics for students in departments which require only one semester of economics. The course focuses on both macro- and microeconomic issues that impact the decision making within the U.S. economy.		
<b>CECO 250L/251L/252L</b>	<b>Economics Laboratory</b>	<b>0 Credit</b>
Laboratory courses are taken along with CECO 250, CECO 251, and CECO 252, respectively.		
<b>CECO 251</b>	<b>Principles of Macroeconomics</b>	<b>3 Credits</b>
Principles of Macroeconomics, is one of the two introductory courses that acquaint students with the major sub-fields of economics. The two courses are designed to aid students in understanding the functioning of the U.S. economic system and its relation to the global economy. Economics 251 concentrates on macroeconomic phenomena in terms of key aggregates such as GNP or GDP, unemployment, inflation, poverty, saving, investment, income distribution and budget and trade deficits. Students will also be introduced to the tools available to the government, in the guise of fiscal and monetary policies, to influence the behavior patterns of the components of the macroeconomic system. <b>Prerequisites:</b> Minimum grades of "C" in CMAT 209 and CMAT 210.		
<b>CECO 252</b>	<b>Principles of Microeconomics</b>	<b>3 Credits</b>
A one-semester comprehensive study of the principles which govern production, consumption, and distribution as well as the major institutions in the United States economic system. <b>Prerequisites:</b> Minimum grades of "C" in CMAT 209 and CMAT 210.		
<b>CECO 302</b>	<b>Government and Business</b>	<b>3 Credits</b>
The nature and development of government control and regulation of enterprises is the focus of this course. It examines antitrust laws and their interpretation and enforcement, selected Supreme Court antitrust decisions, and current problems of government relations in various industries.		
<b>CECO 304H</b>	<b>Contemporary Economic Problems</b>	<b>3 Credits</b>
A survey and application of economic theories, principles, and concepts. Emphasis is on identification of major issues affecting the American political economy, particularly those having significance for the economic well-being of black and other Third-World people. Satisfies General Education Core requirement for social science.		
<b>CECO 308</b>	<b>Mathematical Economics</b>	<b>3 Credits</b>
Applications to elementary mathematics to economics are covered. This course includes studies in calculus, matrices, and linear difference equations. Mathematical problems used in this course come from the field of economics. <b>Prerequisites:</b> Minimum grades of "C" in CMAT 111 and CMAT 112.		
<b>CECO 309</b>	<b>Introduction to Econometrics</b>	<b>3 Credits</b>
The use of mathematical and statistical models in the study of economics relationships is covered in this course. Methods introduced include single equation least squares, analysis of variance, and multi-equation models (offered within the Atlanta University Center). <b>Prerequisites:</b> Minimum grades of "C" in CBUS 313 and CBUS 314.		
<b>CECO 315</b>	<b>Intermediate Macroeconomic Analysis</b>	<b>3 Credits</b>
This course examines general theories of aggregate economic analysis. It traces the development and refinement of selected theories through the classical, Marxism, neoclassical, and Keynesian schools. It enables students to analyze unemployment, inflation, business cycles, and other national economic occurrences. <b>Prerequisites:</b> Minimum grade of "C" in CECO 251.		
<b>CECO 316</b>	<b>Intermediate Microeconomic Analysis</b>	<b>3 Credits</b>
The theory of the firm, the household, and the market with applications to individual decision-making units are covered in this course. <b>Prerequisites:</b> Minimum grade of "C" in CECO 252.		
<b>CECO 324</b>	<b>Economic Development</b>	<b>3 Credits</b>
A study of the characteristics and problems of developed and developing economies. Covers the theory of economic development, stages of growth and development, and data analysis to evaluate development performance. <b>Prerequisites:</b> Minimum grades of "C" in CECO 251 and CECO 252.		



<b>CECO 325</b>	<b>Comparative Economic Systems</b>	<b>3 Credits</b>
A study of the economic models of comparative systems. The course includes an analysis of the effectiveness of performance of alternative economic systems in terms of growth patterns and fidelity to ideology. <i>Prerequisites:</i> Minimum grades of "C" in CECO 251 and CECO 252.		
<b>CECO 335</b>	<b>International Trade</b>	<b>3 Credits</b>
Application of microeconomic policy to commercial relations between nations. Among the topics covered are the theory of comparative advantage and alternative commercial policies. <i>Prerequisites:</i> Minimum grades of "C" in CECO 251 and CECO 252.		
<b>CECO 343</b>	<b>Public Finance</b>	<b>3 Credits</b>
General survey of government finance at the federal, state, and local levels. Topics include government expenditures, principles of taxation, intergovernmental fiscal relations, debt management, public borrowing, and fiscal policies for economic stabilization (offered within the Atlanta University Center). <i>Prerequisites:</i> CECO 315 and CECO 316.		
<b>CECO 357</b>	<b>Economic History of the United States</b>	<b>3 Credits</b>
Economic perspective of regions and historical periods in the United States. Topics include agricultural and industrial life in the colonies, the economic effect of slavery, post-Civil War agrarian revolution, development of manufacturing and transportation, westward movement, business concentration, the Depression, the World Wars, and the recent trends.		
<b>CECO 362</b>	<b>Money and Banking</b>	<b>3 Credits</b>
Examines the alternative theories of money. Explores the relationship of money to prices, the role of financial intermediaries, international monetary problems, and the history of monetary policy in the United States. <i>Prerequisites:</i> Minimum grades of "C" in CECO 251 and CECO 252.		
<b>CECO 365</b>	<b>Economics of Labor</b>	<b>3 Credits</b>
Consideration of labor as an economic factor. Covers wages, labor force participation, employment and unemployment, the growth of labor organizations, labor market discrimination and public policies (offered within the Atlanta University Center). <i>Prerequisites:</i> Minimum grades of "C" in CECO 251 and CECO 252.		
<b>CECO 369</b>	<b>Urban Economics</b>	<b>3 Credits</b>
Examination of three principal themes in the economics of urban areas: (1) the economics of the location decisions and the influence of these decisions on urban growth and the real estate market; (2) evaluation of transportation and other services; and (3) economic development of ghetto neighborhoods. <i>Prerequisites:</i> Minimum grades of "C" in CECO 251 and CECO 252.		
<b>CECO 372</b>	<b>History of Economic Doctrines</b>	<b>3 Credits</b>
Survey of economic thought from ancient times to the present. <i>Prerequisites:</i> Minimum grades of "C" in CECO 251 and CECO 252.		
<b>CECO 470</b>	<b>Research Methodology/Senior Thesis</b>	<b>3 Credits</b>
Designed to explain the methods of conducting social science research, including defining the problem to be studied, establishing hypotheses, and utilizing techniques of empirical analysis. All economics majors are required to write a Senior Thesis on an approved topic. <i>Prerequisite:</i> Approval of the department chair.		
<b>CECO 490</b>	<b>Independent Study</b>	<b>0-3 Credits</b>
Projects designed by the student and a faculty member, who agrees to work with the student, to meet specific and individual needs. May involve direct reading in specific subject area, a research project, teaching economics in high school or a combination of any two. May be repeated for additional credits. <i>Prerequisite:</i> Approval of the department chair.		
<b>CECO 495</b>	<b>Cooperative Education</b>	<b>0-3 Credits</b>
Intensive practical experience in a profit or nonprofit public or private organization. Students are expected to acquire knowledge, understanding, and the skills pertinent to the select organization. <i>Prerequisite:</i> Approval of the department chair.		
<b>CEDC 199</b>	<b>Pre-Professional Seminar</b>	<b>3 Credits</b>
This course provides intensive instruction in the concepts, strategies, and content covered on the GACE Basic Skills assessments. The strategies will include both generic and subject matter test-taking strategies.		
<b>CEDC 262</b>	<b>Educational Technology</b>	<b>3 Credits</b>
This course engages candidates with a variety of computer applications and technological tools used in education. Candidates have hands-on training with applications including word processing, Internet, spreadsheet, database, presentation, and digital technology tools. Significant focus is placed on the development of websites and electronic portfolios. This course is designed to satisfy the Georgia Teacher Certification Computer Skills Competency Requirement.		
<b>CEDC 303</b>	<b>Human Relations</b>	<b>3 Credits</b>
This course provides opportunity for students to enhance their skills in interpersonal relationships. The course uses role-playing and other drama techniques to examine the quality of human relations between various groups. <i>Prerequisite:</i> Admission to Educational Studies.		
<b>CEDC 305</b>	<b>Presentation Skills</b>	<b>3 Credits</b>
This course provides simulated situations in which students practice the skills needed for effective oral presentations in their major areas. Through closed-circuit video presentations, students examine situations encountered by teachers, school administrators, sales representative managers, supervisors, and group leaders. <i>Prerequisite:</i> Admission to Educational Studies.		

<b>CEDC 360</b>	<b>Educational Measurement</b>	<b>3 Credits</b>
This course engages candidates in the study of statistical concepts and terminology for education. Students gain knowledge of widely used standardized education tests, such as CAT and ITBS. The course explores test construction, selection, administration, and interpretation of test results to pupils and parents. This course is designed to provide experiences in test taking, analysis, construction, and interpretation of results. <i>Prerequisite:</i> Admission to Teacher Education.		
<b>CEDC 408</b>	<b>Multicultural and Global Education</b>	<b>3 Credits</b>
This course introduces teacher education candidates to concepts, principles, practices, and implications of multicultural and global education. Major attention is given to the social justice dimension of multicultural education and to candidates' skill in developing lessons which achieve social justice objectives in urban schools and communities. <i>Prerequisite:</i> Admission to Teacher Education or Educational Studies.		
<b>CEDC 492</b>	<b>Cooperative Education Experience</b>	<b>9-12 Credits</b>
This course engages Educational Studies candidates spend a full semester (at least 12 weeks) working in an education related agency appropriate to their concentration or career goal. Experiences are supervised and monitored by a University professor and an onsite supervisor. Experiences are accompanied by a weekly seminar and require that candidates submit evaluations and reports that may include action research. <i>Prerequisites:</i> Admission to Educational Studies and acceptable recommendations and interviews (course is completed during the last semester).		
<b>CEDC 499</b>	<b>Independent Study</b>	<b>1-3 Credits</b>
This course provides for the identification and investigation of a particular topic, issue, or problem in the field of education. Under the supervision of a major area professor, students conduct in-depth studies of specific problems and produce written accounts of their studies. Varying credit hours require specific activities as follows: one credit hour requires students to attend colloquia; two credit hours require attendance at symposia; three credit hours may include attendance at four seminars. <i>Prerequisites:</i> Admission to Teacher Education or Educational Studies, approval of the supervising professor, and minimum 2.5 GPA.		
<b>CEDF 211</b>	<b>Foundations of Education</b>	<b>3 Credits</b>
This course examines an introduction to the profession of teaching from an urban context. It examines the philosophical, historical, and sociological roots of basic questions and possible solutions in the field of American education and, specifically, in urban communities. Must be admitted to Teacher Education or Educational Studies.		
<b>CEDS 425</b>	<b>Introduction to Exceptional Education</b>	<b>3 Credits</b>
This course is designed to introduce students to the characteristics and education of individuals with disabilities. Must be admitted to Teacher Education or Educational Studies.		
<b>CEGR 101</b>	<b>Introduction to Engineering</b>	<b>3 Credits</b>
Introduction to the engineering profession and various branches of engineering utilizing audio-visual material, lectures by visiting professionals and trips to plants and factories, emphasis on professionalism and ethics, engineering solutions, representation of technical information, engineering estimations and approximations, dimensions, units and conversions with introduction to statistics, mechanics, electrical theory and engineering economics. <i>Prerequisite:</i> CMAT 105.		
<b>CEGR 102</b>	<b>Introduction to Engineering Design</b>	<b>2 Credits</b>
Introduction to engineering design process and design concepts; applications to design problems in the various branches of engineering; practical design assignments. <i>Prerequisite:</i> CMAT 105.		
<b>CEGR 110</b>	<b>Engineering Computer Graphics</b>	<b>3 Credits</b>
Introduction to engineering graphics and visual communication including freehand sketching, engineering design processes, 2D/3D and solid CAD models, development and interpretation of drawings, projection standards and specifications for product realization. <i>Prerequisite:</i> CMAT 105.		
<b>CEGR 201</b>	<b>Electrical Circuit Analysis</b>	<b>3 Credits</b>
This course is designed to enable students to analyze basic circuits and to understand more advanced circuits that have circuit elements such as resistors, capacitors, inductors, voltage and current sources (using Kirchhoff's laws, mesh and nodal analysis, network theorems to DC and AC circuits and also by computer simulation using PSPICE software). <i>Prerequisites:</i> CMAT 112, CPHY 122.		
<b>CEGR 211</b>	<b>Engineering Statics</b>	<b>3 Credits</b>
Study of the elements of statics in two and three dimensions using vector algebra, laws of equilibrium applied to particles, rigid bodies and structures, friction, centroids. <i>Prerequisites:</i> CMAT 112, CPHY 121.		
<b>CEGR 311</b>	<b>Engineering Dynamics</b>	<b>3 Credits</b>
Kinematics of rectilinear and curvilinear motion of particles, kinematics of rigid bodies in plane motion, kinetics (work and energy relations, impulse and momentum principles) of particles, systems of particles, and rigid bodies in plane motion. <i>Prerequisite:</i> CEGR 211.		
<b>CEGR 314</b>	<b>Matlab/Labview for Engineers</b>	<b>3 Credits</b>
Application of Matlab/Labview techniques to various engineering problems including numerical methods for solving nonlinear problems. <i>Prerequisites:</i> CMAT 112, CMAT 212.		
<b>CENG 105</b>	<b>College Composition I</b>	<b>3 Credits</b>
A one-semester course emphasizing development of college-level writing skills. In CENG 105, students write multi-paragraph essays, learning the importance of thesis, topic sentence and paragraph development, along with how purpose and audience control the focus of the idea. During CENG 106, students continue to work on multi-paragraph themes, including the persuasive essay and the research paper. <i>Prerequisite:</i> A minimum grade of "C" is required.		

<b>CENG 105H/106H</b>	<b>College Composition I &amp; II</b>	<b>3 Credits ea.</b>
Both courses examine ideas and systems of traditional and contemporary writers. CENG 105 includes basic research techniques. CENG 106 focuses on the development of a critical research project. Includes class discussion, debate, and individual and group projects designed to develop critical faculties. Satisfies General Education Core requirement for College Composition.		
<b>CENG 106</b>	<b>College Composition II</b>	<b>3 Credits</b>
A one-semester course emphasizing development of college-level writing skills. In CENG 105, students write multi-paragraph essays, learning the importance of thesis, topic sentence and paragraph development, along with how purpose and audience control the focus of the idea. During CENG 106, students continue to work on multi-paragraph themes, including the persuasive essay and the research paper. A minimum grade of "C" is required for each course. <b>Prerequisite:</b> CENG 105 with a minimum final grade of "C". A writing proficiency examination is administered as a requirement for exiting CENG 106.		
<b>CENG 201</b>	<b>Introduction to World Literature I</b>	<b>3 Credits</b>
Offered each semester for English majors. Selected world masterpieces, with emphasis on Western civilization and historical, literary, and philosophical antecedents of twentieth-century United States culture. Introduces concepts and vocabulary required for reading, analyzing, and interpreting literature. CENG 201 explores literature from the beginnings to the Renaissance. <b>Prerequisite:</b> CENG 106 with a minimum final grade of "C".		
<b>CENG 201H or CENG 202H</b>	<b>Introduction to World Literature I or II</b>	<b>3 Credits ea.</b>
Readings are drawn from the ancient, medieval, Renaissance, and modern worlds. Works from several cultures and periods suggest ways in which cultures and periods shape the self. Satisfies General Education Core requirement for literature.		
<b>CENG 202</b>	<b>Introduction to World Literature II</b>	<b>3 Credits</b>
Offered each semester for English majors. Selected world masterpieces, with emphasis on Western civilization and historical, literary, and philosophical antecedents of twentieth-century United States culture. Introduces concepts and vocabulary required for reading, analyzing, and interpreting literature. CENG 202 explores literature from the Renaissance to the present. <b>Prerequisite:</b> CENG 106 with a minimum final grade of "C".		
<b>CENG 210</b>	<b>Literary Forms</b>	<b>3 Credits</b>
Introduction to the techniques of reading literature and writing about literature and includes the study of genre, rhetorical and literary devices, literary research and documentation. This course is prerequisite to other major courses in English.		
<b>CENG 231</b>	<b>Sophomore Seminar</b>	<b>2 Credits</b>
Opportunities for majors to acquire career preparation and additional academic enrichment.		
<b>CENG 311</b>	<b>Advanced Grammar and Composition</b>	<b>3 Credits</b>
An advanced course in expository, descriptive, persuasive, and narrative writing, with emphasis on grammar, punctuation, and mechanics.		
<b>CENG 313</b>	<b>Survey of Major British Writers I</b>	<b>3 Credits ea.</b>
A study of authors whose lives, writings, and philosophies represent major stages in the literature of Great Britain. CENG 313 covers early British literature through the Renaissance and includes writers such as Chaucer, Shakespeare, and Milton.		
<b>CENG 314</b>	<b>Survey of Major British Writers II</b>	<b>3 Credits</b>
A study of authors whose lives, writings, and philosophies represent major stages in the literature of Great Britain. CENG 314 covers the Restoration to the present and includes writers from Dryden to Eliot.		
<b>CENG 315</b>	<b>Survey of Major United States Writers I</b>	<b>3 Credits</b>
A chronological study of major writers in the United States from the eighteenth century to the present. CENG 315 explores early American writers, including Wheatley, Emerson, Irving, Poe, and Hawthorne, as well as early Native American and African American writing.		
<b>CENG 316</b>	<b>Survey of Major United States Writers II</b>	<b>3 Credits</b>
A chronological study of major writers in the United States from the eighteenth century to the present. CENG 316 covers the literature from 1865 to the present, including Whitman, Frost, Wright, Faulkner, Brooks, and Morrison are included.		
<b>CENG 318</b>	<b>Colloquium</b>	<b>3 Credits</b>
An exploration of selected authors and literary works depending on the interests of faculty and students in the department.		
<b>CENG 320</b>	<b>Renaissance Literature</b>	<b>3 Credits</b>
A survey of major genres, authors, and social and philosophical changes in sixteenth-century England. Included are writers such as Wyatt, Spenser, Marlowe, Kyd, Bacon, Donne, and Johnson.		
<b>CENG 321</b>	<b>The Romantic Period</b>	<b>3 Credits</b>
A study of general characteristics of the period and its intellectual and cultural focus. Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats along with lesser known Romantics are included.		
<b>CENG 322</b>	<b>The Victorian Period</b>	<b>3 Credits</b>
A study of major essayists, novelists, playwrights, and poets from 1832 to 1901.		
<b>CENG 331</b>	<b>Junior Seminar</b>	<b>2 Credits</b>
Opportunities for majors to acquire career preparation and additional academic enrichment.		

<b>CENG 340</b>	<b>Introduction to Fiction Writing</b>	<b>3 Credits</b>
This class introduces students to the writer's craft, with emphasis on the analytical study of fiction, narrative strategies, diction, tone, character, and conflict. (Offered every other fall semester)		
<b>CENG 341</b>	<b>Introduction to Poetry Writing</b>	<b>3 Credits</b>
This course introduces poetry through reading, writing, analysis, and peer critiques. Students study different forms of poetry and the different poetic movements. Students produce a number of original poems in this class. (Offered every other fall semester)		
<b>CENG 342</b>	<b>Introduction to Drama Writing</b>	<b>3 Credits</b>
The course is an introduction to the process of playwriting. The emphasis is on the exploration of a range of techniques and tools available to the playwright. Through the completion and discussion of a series of writing exercises the class will examine the various elements of playwriting. Students completing this course will craft at least one ten-minute play and one one-act play. (Offered every other fall semester)		
<b>CENG 343</b>	<b>Introduction to Creative Nonfiction Writing</b>	<b>3 Credits</b>
This course focuses on the study of the personal essay. Students will study and analyze the essays of professional writers as well as create a personal essay of their own. (Offered every other fall semester)		
<b>CENG 350</b>	<b>Technical Writing</b>	<b>3 Credits</b>
An emphasis on oral and written skills for technical communication. English 350 covers the basic forms of technical writing, including reports, abstracts, letters, and illustrations. <i>Prerequisite:</i> Grade of "C" or better in CENG 105 and CENG 106.		
<b>CENG 357</b>	<b>Folk Literature</b>	<b>3 Credits</b>
An introduction to folklore, emphasizing folk literature and the comparison of various ethnic groups. Both oral and written literature is studied, including riddles, nursery rhymes, fairy tales, superstitions, legends, and popular sayings.		
<b>CENG 358</b>	<b>Southern Fiction and Folk Literature</b>	<b>3 Credits</b>
A study of representative works of Southern writers, with concentration on nineteenth- and twentieth-century works by and about southerners. Emphasis is on creative works published after the Civil War.		
<b>CENG 397</b>	<b>Independent Study and Research</b>	<b>3 Credits</b>
An opportunity for majors to conduct guided research on an author, era, or issue in literary studies. Depending on faculty availability, students may combine these aspects to reflect their particular interests. This course is a good choice for students who plan to go on to graduate school in English.		
<b>CENG 409</b>	<b>Shakespeare</b>	<b>3 Credits</b>
A study of representative plays, including histories, tragedies, romances, and comedies.		
<b>CENG 412</b>	<b>Fiction Writing Workshop</b>	<b>3 Credits</b>
Students produce three pieces of fiction for classmates to analyze in this advanced course. Emphasis in this class will be on producing at least one piece of publishable fiction. (Offered every other spring semester)		
<b>CENG 413</b>	<b>Autobiography and Biography</b>	<b>3 Credits</b>
An interdisciplinary complement to previous or simultaneous study in literature, history, and culture. Focus is on the development of autobiography and biography as genres in the United States.		
<b>CENG 414</b>	<b>Drama Workshop</b>	<b>3 Credits</b>
Advanced study of the process of playwriting in which students will produce at least two plays and participate in the analyzing of student plays. (Offered every other spring semester)		
<b>CENG 415</b>	<b>Creative Nonfiction Workshop</b>	<b>3 Credits</b>
This is an advanced study of the personal essay. Students in this class produce at least three personal essays and participate in analyzing classmates' personal non-fiction. Emphasis in this class will be on producing at least one publishable essay. (Offered every other spring semester)		
<b>CENG 416</b>	<b>Editing and Publishing: <i>The CAU Review</i></b>	<b>3 Credits</b>
Students will learn the skills of editing and publishing as well as working with writers. Students will solicit, select, edit, and publish creative works from students in the Atlanta University Center (AUC) in Clark Atlanta University's literary magazine <i>The CAU Review</i> . (Offered every other spring semester)		
<b>CENG 417</b>	<b>Methods of Teaching English in Secondary Schools</b>	<b>3 Credits</b>
A study of recent trends in methodology and materials used in the teaching of composition and literature. This course is designed especially for prospective English teachers.		
<b>CENG 418</b>	<b>History of the English Language</b>	<b>3 Credits</b>
An introduction to the study of language: the nature and function of language, and the historical changes in English phonology, morphology, grammar, and vocabulary from the beginnings of the language to the modern period.		
<b>CENG 419</b>	<b>Linguistics</b>	<b>3 Credits</b>
A survey of the matter and methods of modern linguistics, with units on the nature of language, linguistics, phonology, morphology and grammar.		

<b>CENG 420</b>	<b>Poetry Workshop</b>	<b>3 Credits</b>
Students produce five poems for classmates to analyze in this advanced course. Emphasis in this class will be on producing at least one publishable poem. (Offered every other spring semester)		
<b>CENG 431</b>	<b>Senior Seminar</b>	<b>2 Credits</b>
Opportunities for majors to acquire career preparation and additional academic enrichment.		
<b>CENG 459</b>	<b>African-American Literature I</b>	<b>3 Credits</b>
A survey of African and African-American literature, with emphasis on the historical evolution and treatment of representative poetry, tales, short stories, and novels. This course covers colonial African-American literature to the Harlem Renaissance.		
<b>CENG 460</b>	<b>African-American Literature II</b>	<b>3 Credits</b>
A survey of African and African-American literature, with emphasis on the historical evolution and treatment of representative poetry, tales, short stories, and novels. This course covers the period from the Harlem Renaissance to the present.		
<b>CENG 461</b>	<b>Modern Literature</b>	<b>3 Credits</b>
An examination of selected twentieth- and twenty-first century writers. This course emphasizes readings and discussions of significant works from Africa, Britain, Canada, India, Russia, the United States, and the Caribbean.		
<b>CENG 463</b>	<b>Medieval English Literature</b>	<b>3 Credits</b>
A study of representative works from the Old and Middle English periods with special emphasis on Beowulf and Chaucer.		
<b>CENG 468</b>	<b>Internship</b>	<b>3 Credits</b>
An opportunity for junior and senior English majors to do supervised career-related internships on or off campus. Students must discuss plans for internships with the chair of the Department of English prior to enrollment.		
<b>CFAS 201</b>	<b>Creative Fashion Presentation</b>	<b>3 Credits</b>
Introduces students to the complexities of fashion presentations through the examination of industry clinics, shows, and publications. Students learn about brand images for fashion magazines and apparel and the necessity of working on a collaborative team to solve a client's problem. This course prepares students interested in fields of brand identity, marketing, styling and creative direction.		
<b>CFAS 210</b>	<b>Principles of Fashion Industry</b>	<b>3 Credits</b>
Students are introduced to the fashion industry within the context of its dynamic global and domestic fashion markets. This course provides students with a historic overview of the fashion industry while incorporating the principles of fashion design and fashion merchandising.		
<b>CFAS 220</b>	<b>History of Costume</b>	<b>3 Credits</b>
Chronological study of costumes from ancient Egyptian to 20th-century styles through a visual history of fashion. Emphasis on culture, art form, and climates are related to the cause and effect of costumes in each period.		
<b>CFAS 230</b>	<b>Textiles</b>	<b>3 Credits</b>
An introduction to textiles used in fashion and interiors industry. Study of natural and man-made fibers, yarns, and weaves, fancy weaves, finishes and dyes. Students develop a familiarity with the application of fabrics in the apparel field. The course includes an analysis of the use and care of textiles, design applications, and finishing and emphasis is placed on fabric performance and the customer's role in the utilization of fabrics.		
<b>CFAS 237</b>	<b>Fashion Illustration</b>	<b>3 Credits</b>
Fundamentals of rendering to communicate fashion design ideas. Students learn to draw the male and female fashion figure. Students learn to utilize color, proportion, fabric and methods for making quick sketches to illustrate different styles. <b>Prerequisites:</b> CART 101, CART 102, and CART 201.		
<b>CFAS 240</b>	<b>Apparel Construction I</b>	<b>3 Credits</b>
The course provides the student the opportunity to develop skills and techniques required for apparel construction through the introduction of basic sewing techniques, understanding construction terminology, selecting proper materials and techniques for a particular garment/apparel detail or project, applying design principles and operating sewing equipment.		
<b>CFAS 250</b>	<b>Visual Merchandising</b>	<b>3 Credits</b>
The course examines the application of basic design principles in visual merchandising. Students learn the role that fixtures, presentation and retail patterns play in display, and also examine how to utilize visual merchandising concepts with creative design to potentially enhance store image and maximize sales. <b>Prerequisites:</b> CART 101 and CART 102.		
<b>CFAS 310</b>	<b>Flat Pattern</b>	<b>3 Credits</b>
Fundamentals of basic principles of flat patternmaking are covered, including slopers for collars, sleeves, bodices, skirts, and pants. <b>Prerequisite:</b> CFAS 240 or permission of instructor.		
<b>CFAS 314</b>	<b>Promotion Planning Strategy</b>	<b>3 Credits</b>
Comprehensive study integrating all phases of fashion marketing channels by analyzing sources and market trends with emphasis on the scope and importance of each phase and the necessity of identifying target markets and developing appropriate strategies. Students assist in the production of the annual fashion show event at the University. <b>Prerequisites:</b> CFAS 210 and CBUS 336.		
<b>CFAS 320</b>	<b>Draping</b>	<b>3 Credits</b>
The course introduces the student to the study of patternmaking through draping techniques. Using the working sketch, a final fashion garment is constructed from a pattern developed through the draping process. <b>Prerequisite:</b> CFAS 310 or permission of instructor.		

<b>CFAS 325</b>	<b>Wardrobe Styling and Consulting</b>	<b>3 Credits</b>
An interactive course that investigates the principles for conducting wardrobe assessments, clothing clusters, and matching wardrobe to various personality types that includes study of color, line, and visual principles in addition to analyzing the human figure and face. The course will cover hair, make-up and skin-care.		
<b>CFAS 340</b>	<b>Apparel Construction II</b>	<b>3 Credits</b>
This course builds on the basic apparel construction techniques and skills from Apparel Construction I. The student is provided the opportunity to advance his knowledge and skills by constructing selected garments. Techniques for lining a garment are introduced. Design principles and basic commercial pattern manipulation is addressed. <i>Prerequisite:</i> CFAS 240 Apparel Construction I.		
<b>CFAS 350</b>	<b>Fashion Accessory Design</b>	<b>3 Credits</b>
A capsulated overview of the field that identifies the industry's major components, products and processors, manufacturers and designers, retailers and promoters. Students have the opportunity to develop and design accessories such as hats, belts, jewelry and other textile products. <i>Prerequisites:</i> CFAS 210, CFAS 220, and CFAS 240.		
<b>CFAS 360</b>	<b>Fashion Apparel Computer Aided Design (CAD)</b>	<b>3 Credits</b>
The course covers the utilization of computer aided design software for the fashion industry. Through basic design exercises, the student develops the skills and techniques to create fashion flats, illustrations, textile designs and merchandise presentations. <i>Prerequisites:</i> CART 101, CART 102 and CART 277.		
<b>CFAS 401</b>	<b>Retail Mathematics</b>	<b>3 Credits</b>
Examination and analysis of the theory and practice of buying and selling apparel relative to a career in the buying arena. Introduction into developing and mastering mathematical techniques (gross margin, buying and selling methods, markup calculation, and merchandise planning. In addition, the course will cover operating expenses and how they affect gross margin. <i>Prerequisites:</i> CMAT 103 and CMAT 104, CFAS 314, and CFAS 440.		
<b>CFAS 402</b>	<b>Fashion Buying and Planning</b>	<b>3 Credits</b>
A study of the principles of buying and planning merchandise by department for stores. This course is an examination and analysis of the theory and practice of buying (budgeting, marketing objectives, merchandise assortment planning, expense control, and inventory management) and selling (volume and profit) apparel. <i>Prerequisites:</i> CMAT 103 and CMAT 104, CFAS 314, and CFAS 440.		
<b>CFAS 410</b>	<b>Fashion Design Senior Collection</b>	<b>3 Credits</b>
A comprehensive course that allows students to apply skills, creativity and execution in the development of a line of merchandise incorporating patternmaking, apparel construction and portfolio preparation by applying design skills. To process book and presentation boards. <i>Prerequisites:</i> CART 101, CART 102, CART 201, CFAS 240, CFAS 310.		
<b>CFAS 420</b>	<b>Fashion Show Production</b>	<b>3 Credits</b>
Involves the production of a full-scale fashion show featuring student designs and methods of promotion. This course involves development of advanced planning required for a special event. Students receive committee assignments and assist in model training, merchandise selection, advertising and publicity of the event. Other topics include budgeting, floor plans, staging and designing flyers, and programs. Students plan lighting and sound, choreograph routines and participate in the production of a fashion show <i>Prerequisite:</i> Juniors and Seniors or permission of instructor.		
<b>CFAS 425</b>	<b>Case Studies in Fashion Marketing</b>	<b>3 Credits</b>
Students are presented opportunities to analyze decision-making in arriving at independent solutions to typical marketing problems. This course examines the merchandising objectives of the fashion industry through the use of the case study method by examining actual cases. The presentations of actual cases are evaluated for weighing of factual data, disciplined thinking and rational conclusions.		
<b>CFAS 430</b>	<b>Trend Forecasting</b>	<b>3 Credits</b>
The study of current fashion trends in the market that lead to the development of and planning merchandise lines. Learning to predict future trends through reporting strategies is a key component of the course by analyzing videos and fashion publications, researching websites to identify opportunities in the fashion business for growth and profit.		
<b>CFAS 440</b>	<b>Retail Management</b>	<b>3 Credits</b>
An exploration of the contemporary aspects of retailing, this course examines the functions of management, merchandising, globalization, multiculturalism, ethics, recycling, promotion, and customer service in brick-and-mortar retailing and off-site retailing. The field of retailing is examined within domestic and foreign markets thereby emphasizing the interrelationship of the major facets of the retail industry and its markets. This course focuses on the analytical skills and industry specifications required in evaluating a retail business. <i>Prerequisites:</i> CFAS 210, CFAS 220 and CFAS 250.		
<b>CFAS 450</b>	<b>Fashion Design Portfolio</b>	<b>3 Credits</b>
Designing for different markets is integrated with fashion presentations, the components of design, fabric and end use. Students develop a portfolio for entry into the industry through the development of a small collection while learning advanced rendering techniques and presentation formats based on their specified career goal. <i>Prerequisites:</i> Senior status. This is the capstone course for the concentration in Fashion Design.		
<b>CFAS 480</b>	<b>Internship</b>	<b>3-18 Credits</b>
The internship will allow students to participate in a supervised fashion industry work experience to increase professional skills by participating in an on the job training experience in specialty stores, department stores, design, advertising and other related occupations. Students can qualify for an internship after the freshman year and may register for 3-6 credit hours each semester. Internships can be taken up to three times and students can enroll in section 1-3. The internship is monitored by a faculty member. <i>Prerequisite:</i> Advance permission of department chair required.		

<b>CFAS 490</b>	<b>Fashion Merchandising Senior Seminar</b>	<b>3 Credits</b>
Presents current practices, trends, and problems in the field. Students learn to analyze contemporary problems by using the case study method and by presenting a written and oral case analysis at the end of the course. This is the capstone course for the concentration in Fashion Merchandising.		
<b>CFLF 101</b>	<b>Elementary French I</b>	<b>3 Credits</b>
Students acquire a basic level of communication in French and a familiarity with a variety of Francophone cultures through the utilization of the language in context. The course includes a variety of media, including audio, video and the Internet to complement the textbook. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week.		
<b>CFLF 102</b>	<b>Elementary French II</b>	<b>3 Credits</b>
Students acquire a basic level of communication in French and a familiarity with a variety of Francophone cultures through the utilization of the language in context. The course includes a variety of media, including audio, video and the Internet to complement the textbook. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week. <i>Prerequisite:</i> CFLF 101.		
<b>CFLF 201</b>	<b>Intermediate French I</b>	<b>3 Credits</b>
Students build on the knowledge and skills acquired in elementary French, with emphasis placed on communication proficiency and the forging of a strong linguistic base. In addition to the variety of media utilized in elementary French, significantly more authentic cultural artifacts (literary texts, newspaper articles, and films) are introduced throughout the course. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week. <i>Prerequisite:</i> CFLF 102.		
<b>CFLF 202</b>	<b>Intermediate French II</b>	<b>3 Credits</b>
Students build on the knowledge and skills acquired in elementary French, with emphasis placed on communication proficiency and the forging of a strong linguistic base. In addition to the variety of media utilized in elementary French, significantly more authentic cultural artifacts (literary texts, newspaper articles, and films) are introduced throughout the course. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week. <i>Prerequisite:</i> CFLF 201.		
<b>CFLF 307</b>	<b>Business French I</b>	<b>3 Credits</b>
Students are introduced to business practices in France and in Francophone countries. This course includes business vocabulary, government requirements for business, letter writing, transportation, insurance, accounting, and labor relations. It also seeks to expand on students' communicative and productive skills acquired in CFLF 201 and 202, Intermediate French I and II. This Course is conducted entirely in French. <i>Prerequisite:</i> CFLF 202.		
<b>CFLF 308</b>	<b>Business French II</b>	<b>3 Credits</b>
Students are introduced to business practices in France and in Francophone countries. This course includes business vocabulary, government requirements for business, letter writing, transportation, insurance, accounting, and labor relations. It also seeks to expand on students' communicative and productive skills acquired in CFLF 201 and 202, Intermediate French I and II. This course is conducted entirely in French. <i>Prerequisite:</i> CFLF 202.		
<b>CFLF 311</b>	<b>Survey of French Literature I</b>	<b>3 Credits</b>
This course is a cursory treatment of the essential works of French literature in prose, poetry, theatre and philosophical thought. Particular emphasis is placed upon the literary movements from the Middle Ages to the present, which had a social as well as political impact on France and the rest of the world. <i>Prerequisite:</i> CFLF 202.		
<b>CFLF 312</b>	<b>Survey of French Literature II</b>	<b>3 Credits</b>
The course is a cursory treatment of the essential works of French literature in prose, poetry, theatre and philosophical thought. Particular emphasis is placed upon the literary movements from the Middle Ages to the present, which had a social as well as political impact on France and the rest of the world. <i>Prerequisite:</i> CFLF 202.		
<b>CFLF 331</b>	<b>French Pronunciation and Phonetics</b>	<b>3 Credits</b>
The course treats the proper pronunciation of French and the perfecting of a near-native French diction through the aid of phonetic transcription and authentic French videos and audio texts. <i>Prerequisite:</i> CFLF 202.		
<b>CFLF 332</b>	<b>French Conversation</b>	<b>3 Credits</b>
The course stresses improving listening comprehension and oral expression by forcing the student to enhance his/her vocabulary through copious readings, viewing videos and discussing cultural topics. Emphasis will also be placed on writing. <i>Prerequisite:</i> CFLF 202.		
<b>CFLF 341</b>	<b>Advanced French Grammar and Composition I</b>	<b>3 Credits</b>
The course enhances students' proficiency in spoken and written French and examines the most difficult idiomatic and literary expressions of the French language. Written and oral exercises include themes, translations, reports on assigned subjects, and compositions. <i>Prerequisites:</i> CFLF 202 and CFLF 332.		
<b>CFLF 342</b>	<b>Advanced French Grammar and Composition II</b>	<b>3 Credits</b>
The course enhances students' proficiency in spoken and written French and examines the most difficult idiomatic and literary expressions of the French language. Written and oral exercises include themes, translations, reports on assigned subjects, and compositions. <i>Prerequisites:</i> CFLF 202 and CFLF 332.		
<b>CFLF 355</b>	<b>Intensive Reading in French Literature I</b>	<b>3 Credits</b>
This course teaches techniques in literary analysis of various genres of French literature. Works of the twentieth century will be the primary focus of the course. Students are required to have a general mastery of the French language and culture. This course is recommended for students who plan to do graduate work in French. <i>Prerequisite:</i> CFLF 341 or CFLF 342.		

<b>CFLF 356</b>	<b>Intensive Reading in French Literature II</b>	<b>3 Credits</b>
This course teaches techniques in literary analysis of various genres of French literature. Works of the twentieth century will be the primary focus of the course. Students are required to have a general mastery of the French language and culture. This course is recommended for students who plan to do graduate work in French. <i>Prerequisite:</i> CFLF 341 or CFLF 342.		
<b>CFLF 419</b>	<b>French Linguistics</b>	<b>3 Credits</b>
The course introduces students to the scientific study of language focusing on the analysis and description of language. Topics include language acquisition, writing systems, sound systems, meaning, and language change in society. <i>Prerequisite:</i> CFLF 341 or CFLF 342.		
<b>CFLF 431</b>	<b>Civilization of Francophone Africa</b>	<b>3 Credits</b>
The course treats the history of the French-speaking peoples of Africa from the colonial period until the present. It will explore the geographical, political and social issues facing black Africa, even through the transitory postcolonial period, in preparation for in-depth study of the literature and cultures. <i>Prerequisite:</i> CFLF 332 or CFLF 341. (Recommended for majors and those students interested in studying abroad in Francophone, Africa).		
<b>CFLF 434</b>	<b>Afro-French Novel</b>	<b>3 Credits</b>
This course will trace the evolution of the African and Caribbean novel of French expression from its inception to the present. It will also treat other outside literary influences, such as the Harlem Renaissance, surrealism and the Negritude movement, which significantly impacted the development of this dynamic literary genre. <i>Prerequisite:</i> CFLF 341 or approval of the instructor. (Recommended for students interested in studying abroad in Francophone, Africa).		
<b>CFLF 440</b>	<b>Directed Study</b>	<b>3 Credits</b>
The course is designed for students majoring in French to do more in-depth study and investigation of special areas of interest and to improve their language proficiency. Students work under the close supervision of a professor who will prescribe a plan-of-study which must be approved in advance by the department chair. Students must be able to work independently on the Internet. <i>Prerequisite:</i> Successful completion of all required 300 level courses.		
<b>CFLF 447</b>	<b>French Civilization I</b>	<b>3 Credits</b>
The course treats the history of France from its origin to the present. It delves into the social and political institutions and explores their impact on contemporary French society. It will also provide a cursory view of artistic—architectural, musical and literary—as well as philosophical movements throughout the ages. <i>Prerequisites:</i> CFLF 311 and CFLF 312.		
<b>CFLF 448</b>	<b>French Civilization II</b>	<b>3 Credits</b>
The course treats the history of France from its origin to the present. It delves into the social and political institutions and explores their impact on contemporary French society. It will also provide a cursory view of artistic—architectural, musical and literary—as well as philosophical movements throughout the ages. <i>Prerequisites:</i> CFLF 311 and CFLF 312.		
<b>CFLF 451</b>	<b>Composition and Translation</b>	<b>3 Credits</b>
The course treats advanced issues in French grammar and syntax, written exercises, and free composition. It features instruction in writing different genres and in modifying writing styles to accommodate specific audiences and techniques for promoting cultural and global awareness. The course includes instruction in stylistic features of writing that distinguish French from English. This course is conducted entirely in French. <i>Prerequisite:</i> CFLF 332 or CFLF 341.		
<b>CFLF 452</b>	<b>Explication de Texto</b>	<b>3 Credits</b>
This is an in-depth course in literary analysis that aims to prepare students for close textual reading and writing. It treats detailed critical analysis of selected passages with references to biographical elements, sources of origins, literary meaning, authenticity, and aesthetic qualities. Students produce oral and written reports in French. The course is conducted entirely in French. <i>Prerequisite:</i> CFLF 341 or CFLF 355.		
<b>CFLF 453</b>	<b>French Literature</b>	<b>3 Credits</b>
The course is a study of the origins, development, and triumph of the Romantic Movement in France via the analysis of literary, historical, and critical texts. In particular, it examines the literary theories and manifestos, which influenced the literary production of this period and the manner in which such texts reveal the interaction between artistic expression and socio-political reality. By looking at more contemporary versions of these revolutionary modes of expression – in popular as well as "high" art – The course assesses the legacy of this important movement. <i>Prerequisites:</i> CFLF 447 and CFLF 448.		
<b>CFLF 454</b>	<b>French Prose</b>	<b>3 Credits</b>
The course studies the progressive dominance of the novel as a literary genre in the modern period. Special attention is given to the influence of science – which begins to acquire unprecedented authority at this point in history – on literary production – in key works of the "Realist" and "Naturalist" movements. Perhaps even more important, the course presents how the objectives and discourse of science came to define literary criticism—writing on writing. Students analyze not only literary texts of the period but also the analyses of such texts: Is there such a thing as objective value in art? <i>Prerequisite:</i> CFLF 453.		
<b>CFLF 480</b>	<b>Senior Conference in French</b>	<b>3 Credits</b>
The course is a final year directed, independent study designed to explore and remedy specific areas of weakness of prospective graduates. Different assessment tools are used to enhance students' content knowledge and productive skills in the target language to meet University and ACTFL standards. <i>Prerequisite:</i> Completion of all required courses for the major.		
<b>CFLF 484</b>	<b>Travel-Study Seminar</b>	<b>3 Credits</b>
The course is a travel and independent study in a foreign country under the guidance of faculty members. It is strongly recommended for students in French major or minor. <i>Prerequisite:</i> Departmental approval.		



<b>CFLS 101</b>	<b>Elementary Spanish I</b>	<b>3 Credits</b>
Students acquire a basic level of communication in Spanish and a familiarity with a variety of Francophone cultures through the utilization of the language in context. The course includes a variety of media, including audio, video and the Internet to complement the textbook. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week.		
<b>CFLS 102</b>	<b>Elementary Spanish II</b>	<b>3 Credits</b>
Students acquire a basic level of communication in Spanish and a familiarity with a variety of Francophone cultures through the utilization of the language in context. The course includes a variety of media, including audio, video and the Internet to complement the textbook. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week. <i>Prerequisite:</i> CFLS 101.		
<b>CFLS 201</b>	<b>Intermediate Spanish I</b>	<b>3 Credits</b>
Students build on the knowledge and skills acquired in elementary Spanish, with emphasis placed on communication proficiency and the forging of a strong linguistic base. In addition to the variety of media utilized in elementary Spanish, significantly more authentic cultural artifacts (literary texts, newspaper articles, and films) are introduced throughout the course. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week. <i>Prerequisite:</i> CFLS 102.		
<b>CFLS 202</b>	<b>Intermediate Spanish II</b>	<b>3 Credits</b>
Students build on the knowledge and skills acquired in elementary Spanish, with emphasis placed on communication proficiency and the forging of a strong linguistic base. In addition to the variety of media utilized in elementary Spanish, significantly more authentic cultural artifacts (literary texts, newspaper articles, and films) are introduced throughout the course. Classes meet three (3) lecture hours per week and one (1) laboratory hour per week. <i>Prerequisite:</i> CFLF 201.		
<b>CFLS 303</b>	<b>Spanish Pronunciation and Phonetics</b>	<b>3 Credits</b>
This course treats the proper pronunciation of Spanish and the perfecting of a near-native Spanish diction through the aid of phonetic transcription and authentic Spanish videos and audio texts. <i>Prerequisite:</i> CFLS 202.		
<b>CFLS 304</b>	<b>Spanish Conversation</b>	<b>3 Credits</b>
This course deals with improving listening comprehension and oral expression by forcing the student to enhance his/her vocabulary through copious readings, viewing videos and discussing cultural topics. Emphasis will also be placed on writing. <i>Prerequisite:</i> CFLS 202.		
<b>CFLS 307</b>	<b>Business Spanish I</b>	<b>3 Credits</b>
The course is designed to introduce students to basic business concepts while providing fundamental terminology and usage in Spanish. Students will acquire the rudiments of some functional areas of business, examine the protocol of business environments, read and analyze commercial texts. Sensitivity to and appreciation of cultural content and differences in the Hispanic business world are also integral parts of instruction. Classes are conducted entirely in Spanish. <i>Prerequisite:</i> CFLS 202.		
<b>CFLS 308</b>	<b>Business Spanish II</b>	<b>3 Credits</b>
The course is a continuation of CFLS 307, Business Spanish I. It emphasizes the practical application of concepts taught previously, practice in carrying out typical business transactions in Spanish, and writing business documents in Spanish. Translations and case analysis of the experiences of actual business entities in the Hispanic world are also integral parts of instruction. Classes are conducted entirely in Spanish. <i>Prerequisite:</i> CFLS 307.		
<b>CFLS 315</b>	<b>Latin American Civilization</b>	<b>3 Credits</b>
This course treats the geography, history, institutions, and cultural development of the Latin-American world. <i>Prerequisites:</i> CFLS 303 and CFLS 304.		
<b>CFLS 325</b>	<b>Survey of Peninsular Literature I</b>	<b>3 Credits</b>
The course includes a study of the outstanding works of major authors and the major literary movements from the Middle Ages to the Golden Age. <i>Prerequisite:</i> CFLS 315.		
<b>CFLS 326</b>	<b>Survey of Peninsular Literature II</b>	<b>3 Credits</b>
The course includes a study of the outstanding works of major authors and the major literary movements from the seventeenth century to the present. <i>Prerequisite:</i> CFLS 315.		
<b>CFLS 327</b>	<b>Survey of Latin American Literature I</b>	<b>3 Credits</b>
The course is a study of the representative works of Latin American literature, including Afro-Hispanic literature and covers the pre-Hispanic, colonial and independence eras. The second half covers the post-independence period to the present. <i>Prerequisite:</i> CFLS 304.		
<b>CFLS 328</b>	<b>Survey of Latin American Literature II</b>	<b>3 Credits</b>
Study of the representative works of Latin American literature, including Afro-Hispanic literature. The first half of this two-part series covers the pre-Hispanic, colonial and independence eras. The second half covers the post-independence period to the present. <i>Prerequisite:</i> CFLS 304.		
<b>CFLS 335</b>	<b>Intensive Readings in Spanish Literature I</b>	<b>3 Credits</b>
The course is a survey of grammar with emphasis on improving and reinforcing reading skills. <i>Prerequisite:</i> CFLS 304 or approval of the instructor.		
<b>CFLS 336</b>	<b>Intensive Readings in Spanish Literature II</b>	<b>3 Credits</b>
The course is a continuation of CFLS 335 including reading and analysis of increasingly rigorous texts from different fields. <i>Prerequisite:</i> CFLS 335 or approval of the instructor.		

<b>CFLS 351</b>	<b>Composition and Translation I</b>	<b>3 Credits</b>
The course discusses advanced problems in grammar and syntax, written exercises, and free composition. It features instruction in writing different genres and modifying writing style to accommodate specific audiences, techniques for promoting cultural and global awareness. The course includes instruction in stylistic features of writing that distinguish Spanish from English. Classes are conducted entirely in Spanish. <b>Prerequisite:</b> CFLS 304 or CFLS 335.		
<b>CFLS 352</b>	<b>Composition and Translation II</b>	<b>3 Credits</b>
The course discusses advanced problems in grammar and syntax, written exercises, and free composition. It features instruction in writing different genres and modifying writing style to accommodate specific audiences, techniques for promoting cultural and global awareness. The course includes instruction in stylistic features of writing that distinguish Spanish from English. Classes are conducted entirely in Spanish. <b>Prerequisite:</b> CFLS 304 or CFLS 335.		
<b>CFLS 353</b>	<b>Spanish Literature of the Middle Ages</b>	<b>3 Credits</b>
The course is an introduction to the Spanish people through their literature of the twelfth, thirteenth, and fourteenth centuries. The selections studied illustrate national traits, or major facets of the Spanish people. Through reading these works, students become better acquainted with the evolution of Spanish literature and the people. <b>Prerequisites:</b> CFLS 325 and CFLS 326.		
<b>CFLS 354</b>	<b>Literature of the Golden Age</b>	<b>3 Credits</b>
The course is an analysis of conditions, which produced the Golden Age, with emphasis on the life and thought of Cervantes. It includes readings from the Quixote and Novelas Ejemplares. <b>Prerequisite:</b> CFLS 353.		
<b>CFLS 391</b>	<b>Advanced Spanish Grammar and Composition I</b>	<b>3 Credits</b>
The course provides instruction in advanced grammatical problems and stylistics, emphasizing the mastery of the use of nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. It also includes instruction in the formation of simple and complex sentence structures. Classes are conducted entirely in Spanish. <b>Prerequisites:</b> CFLS 303 and CFLS 304.		
<b>CFLS 392</b>	<b>Advanced Spanish Grammar and Composition II</b>	<b>3 Credits</b>
The course provides instruction in advanced grammatical problems and stylistics, emphasizing the mastery of the use of nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. It also includes instruction in the formation of simple and complex sentence structures. Classes are conducted entirely in Spanish. <b>Prerequisite:</b> CFLS 391.		
<b>CFLS 411</b>	<b>Latin American Literature</b>	<b>3 Credits</b>
The course presents main trends of Spanish-American literature from the colonial to the contemporary period. It includes lectures, commentaries, and class discussion. <b>Prerequisite:</b> CFLS 315.		
<b>CFLS 415</b>	<b>Survey of Peninsular Civilization</b>	<b>3 Credits</b>
This course treats the history of Spain from its origin to the present. It will delve into the social and political institutions and explore their impact on contemporary Spanish society. It will also provide a cursory view of artistic - architectural, musical and literary - as well as philosophical movements throughout the Ages. Classes are conducted entirely in Spanish. <b>Prerequisite:</b> CFLS 391.		
<b>CFLS 416</b>	<b>Survey of Latin American Civilization</b>	<b>3 Credits</b>
The course is a study of the political, economic, and cultural history of Latin America from pre-Columbian times to the present. Special emphasis is on the role of black Latin America in the development of Latin American civilization. <b>Prerequisite:</b> CFLS 415.		
<b>CFLS 419</b>	<b>Spanish Linguistics</b>	<b>3 Credits</b>
This course is an introduction to the scientific study of language with focus on the analysis and description of language. Topics include language acquisition, writing systems, sound systems, meaning, and language change in society. <b>Prerequisites:</b> CFLS 391 and CFLS 392.		
<b>CFLS 422</b>	<b>Romanticism</b>	<b>3 Credits</b>
The course is a literary investigation of the Romantic Movements in Spain. Topics include the theories regarding foreign influences on the development of Spanish Romanticism, versus indigenous Spanish Romanticism. Important precursors and major authors are studied. <b>Prerequisite:</b> CFLS 416 or approval of instructor.		
<b>CFLS 425</b>	<b>Modernism</b>	<b>3 Credits</b>
The course is an intensive study of the major modernist writers of Latin America and selected modernist authors of Spain. There is a special focus on a comparative study of the parallel and divergent developments of modernism in Spain and Latin America, paying special attention to the contributions of Rubén Darío. <b>Prerequisite:</b> CFLS 422.		
<b>CFLS 440</b>	<b>Directed Study</b>	<b>3 Credits</b>
This course is designed to allow majors to do more in-depth study and investigation of special areas of interest or to improve their language proficiency. The student works under the close supervision of a professor who will prescribe a plan of action (which must be approved by the department chair in advance) to be followed. Student must be able to work independently on the Internet. <b>Prerequisites:</b> Successful completion of all required 300 level courses.		
<b>CFLS 447</b>	<b>Afro-Hispanic Literature I</b>	<b>3 Credits</b>
This course is an historical and cultural overview of the African Diaspora in Latin America, with special emphasis on the development of the Afro-Hispanic literary canon. A variety of literary forms will be treated and will include poetry, the novel, short stories, critical essays and other narrative materials. There will also be an articulation around three components: slavery, negrista and neo-negrista movements, and will allow students to discuss the question of the Black Diaspora and the literary treatment of race and identity and other key concepts. <b>Prerequisite:</b> CFLS 416 or approval of instructor. (Recommended for students interested in studying abroad in Latin America).		

<b>CFLS 448</b>	<b>Afro-Hispanic Literature II</b>	<b>3 Credits</b>
This course is an historical and cultural overview of the African Diaspora in Latin America, with special emphasis on the development of the Afro-Hispanic literary canon. A variety of literary forms will be treated and will include poetry, the novel, short stories, critical essays and other narrative materials. There will also be an articulation around three components: slavery, negrista and neo-negrista movements, and will allow students to discuss the question of the Black Diaspora and the literary treatment of race and identity and other key concepts. <i>Prerequisite:</i> CFLS 416 or approval of instructor. (Recommended for students interested in studying abroad in Latin America).		
<b>CFLS 461</b>	<b>Explicación de Textos</b>	<b>3 Credits</b>
This is an in-depth course in literary analysis that aims to prepare students for close textual reading and writing. It treats detailed critical analysis of selected passages with references to biographical elements, sources of origins, literary meaning, authenticity, and aesthetic qualities. Students produce oral and written reports in Spanish. Class is conducted entirely in Spanish. <i>Prerequisites:</i> CFLS 351 or CFLS 391.		
<b>CFLS 480</b>	<b>Senior Conference in Spanish</b>	<b>3 Credits</b>
This is a final-year directed independent study designed to explore and remedy specific areas of weakness of prospective graduates. Different assessment tools will be used to enhance the students' content knowledge and productive skills in the target language to meet both the University and ACTFL standards. <i>Prerequisite:</i> Successful completion of all required courses for the major.		
<b>CFLS 484</b>	<b>Travel Study Seminar</b>	<b>3 Credits</b>
Travel and independent study in a foreign country under the guidance of responsible faculty members. Strongly recommended for majors and minors. <i>Prerequisite:</i> Approval by the department chair.		
<b>CHIS 201</b>	<b>U. S., Africa and the World History I</b>	<b>3 Credits</b>
These courses investigate the interactions between various continental peoples of Africa, Asia, Europe, and the Americas. The first semester examines events, perspectives, experiences and ideologies up to 1500. This course critically analyzes the social, economic, political, and geographical theories that have shaped global society.		
<b>CHIS 201H/202H</b>	<b>U. S., Africa, and the World History I and II</b>	<b>3 Credits ea.</b>
A one-year thematic course which provides an opportunity to analyze historical methodology and theories from a global perspective in relationship to social, economic, political and geographic factors. The past is examined in regard to understanding the present and predicting future events. Focus is on interaction between the continental peoples of Africa, North and South America, Asia and Europe. Satisfies General Education Core requirement in history.		
<b>CHIS 202</b>	<b>U. S., Africa and the World History II</b>	<b>3 Credits</b>
These courses investigate the interactions between various continental peoples of Africa, Asia, Europe, and the Americas. The second semester continues the investigation to the present. This course critically analyzes the social, economic, political, and geographical theories that have shaped global society.		
<b>CHIS 211</b>	<b>U.S. History to 1865</b>	<b>3 Credits</b>
This course covers the social, political, and economic development of American life with special emphasis on the development of American nationality. The first semester covers the period from 1492 to 1865.		
<b>CHIS 212</b>	<b>U.S. History since 1865</b>	<b>3 Credits</b>
This course covers the social, political, and economic development of American life with special emphasis on the development of American nationality. The second semester covers the period from 1865 to the present.		
<b>CHIS 317</b>	<b>Civil War and Reconstruction</b>	<b>3 Credits</b>
This course critically examines the economic, social, and political causes of the Civil War. It also relates the social changes growing out of the war and the Reconstruction period to present issues.		
<b>CHIS 319</b>	<b>African-American History to 1877</b>	<b>3 Credits</b>
Critical analysis of the experiences of African-Americans from their African societies, enslavement and transportation to America, up to 1877. The course includes the development of North American racism, the experiences of slavery, sectionalism, the Civil War, and Reconstruction.		
<b>CHIS 320</b>	<b>African-American History since 1877</b>	<b>3 Credits</b>
Critical analysis of the experiences of African Americans from the Post-Reconstruction period to the present. Major topics include segregation, urban life, the Civil Rights Movement, and black contributions to American culture and society.		
<b>CHIS 350</b>	<b>History of Africa to 1800</b>	<b>3 Credits</b>
An historical survey of pre-colonial African societies, from earliest times to 1800, emphasizing geography, sociocultural institutions, and politics.		
<b>CHIS 351</b>	<b>History of Africa since 1800</b>	<b>3 Credits</b>
An historical survey of Africa from the 19th century to the present with special emphasis on colonialism, growth of African nationalism, neo-colonialism, and contemporary issues of African nations amid globalization.		
<b>CHIS 355</b>	<b>United States in the Twentieth Century-Women</b>	<b>3 Credits</b>
An historical analysis of the growth of the United States as a world power in the twentieth century. It emphasizes economic, political, and social aspects of the American experience.		

<b>CHIS 360</b>	<b>American Social and Intellectual History</b>	<b>3 Credits</b>
A study of the effect that ideas and intellectual currents have on social life in modern America. Evaluation of thinkers of America's recent past and their impact on the daily life of the country.		
<b>CHIS 403</b>	<b>Historical Methods</b>	<b>3 Credits</b>
A study of the sources utilized by historians in their attempts to re-create the past. Research papers are required.		
<b>CHIS 404</b>	<b>Early Modern Europe</b>	<b>3 Credits</b>
Analysis of factors that produced modern European civilization. Topics include the Renaissance, the Reformation, the scientific revolution, the Enlightenment, and the rise of nationalism.		
<b>CHIS 405</b>	<b>Modern Europe since 1815</b>	<b>3 Credits</b>
A study of the social and political upheavals of the nineteenth century in Europe. Covers industrialization, nationalism, democracy, and the mass movements represented by socialism and fascism.		
<b>CHIS 422</b>	<b>History of Georgia</b>	<b>3 Credits</b>
A survey of the history of Georgia from colonial times to the present of particular significance to prospective teachers in elementary and secondary education.		
<b>CHIS 433</b>	<b>History of Urban America</b>	<b>3 Credits</b>
Examines the development of modern urban institutions, focusing on community growth and organization, delivery of goods and services, governmental structure, and public policy.		
<b>CHIS 450</b>	<b>The Jim Crow South</b>	<b>3 Credits</b>
An examination of racial segregation as practiced in the southern region of the United States from Reconstruction through the 1960s. Students will analyze historical readings and document oral accounts of African-Americans who experienced segregation.		
<b>CHIS 480/483</b>	<b>Independent Study</b>	<b>3 Credits ea.</b>
A program of reading, research, and writing in which students engage in a critical examination of one or more selected topics under the guidance of the instructor.		
<b>CHIS 490</b>	<b>Senior Seminar</b>	<b>3 Credits</b>
A required research and writing course for seniors in which students utilize primary sources and complete a major paper integrating the various historical themes and interpretations introduced in earlier courses.		
<b>CHIS 491</b>	<b>Special Topics in Contemporary History</b>	<b>3 Credits</b>
A study of the major forces and ideas as well as social, political and economic developments in contemporary history. Special thematic emphasis may vary from one semester to the next.		
<b>CHON 100H/102H</b>	<b>Freshman Honors Seminar</b>	<b>1 Credit ea.</b>
Exploration of topics regarding adjustment to the demands of University life. Special attention is devoted to problems peculiar to Honors Program students. Satisfies requirement for First-Year Student Seminar.		
<b>CHON 399H</b>	<b>Independent Study</b>	<b>1-6 Credits</b>
Students identify a problem, issue or topic, outside the major, to be explored in depth under the supervision of a teacher with expertise in the selected area. Credit hours may not exceed three (3) hours per semester, and cannot exceed six (6) hours during undergraduate tenure.		
<b>CHON 499H</b>	<b>Senior Thesis</b>	<b>2 Credits</b>
Application of research methods to students' major area of concentration. They identify a research topic from their major courses, develop a research design, and complete the senior thesis under the guidance of an instructor.		
<b>CHPE 404</b>	<b>Methods of Teaching early Childhood Health and Physical Education</b>	<b>3 Credits</b>
This course is designed for candidates who will be teaching physical education at the elementary school level. The course provides a source of information about the most recent trends and developments in physical education, addressing the inclusion of students with special needs, temporary and permanent adaptive strategies, program evaluation, safety procedures, equipment selection, program planning motor exploration, physical fitness, and as a resource for new games, stunts, dances, and fitness development. Pedagogical strategies, Multicultural approaches, technology integration and curriculum design will be emphasized. <b>Prerequisite:</b> Admission to Teacher Education or Educational Studies.		
<b>CHPE 413</b>	<b>Health Education Curriculum and Methods</b>	<b>3 Credits</b>
This course provides the background information and skills teachers need to implement comprehensive school health at grade levels in which they are certified. The course includes information on the six categories of risk behavior identified by the Centers for Disease Control and Prevention: (1) communicable diseases, (2) sexually transmitted diseases, (3) non-communicable diseases, and (4) chronic degenerative disease. It examines educational reforms that focus on improving the health of today's youth. <b>Prerequisite:</b> Admission to Teacher Education or Educational Studies.		
<b>CHUM 209H</b>	<b>Cross-Cultural Humanities</b>	<b>3 Credits</b>
Study of social, religious, and literary movements and the individuals who have contributed to the cultural development of modern day society. Satisfies General Education Core requirement for humanities.		

<b>CHUM 228</b>	<b>Interdisciplinary Humanities I: Early Period – to 1914</b>	<b>3 Credits</b>
This course introduces students to the rich diversity of cultural forms that flourished prior to World War I, covering the period from approximately 1500 to 1914. The course emphasizes three core areas of study: (1) basic similarities between cultures with little or no interactions; (2) non-European cultures, generally; and (3) the influence of earlier cultures on Western civilization.		
<b>CHUM 230</b>	<b>Interdisciplinary Humanities II: Modern Period – World War I to Present</b>	<b>3 Credits</b>
This course examines the modern developments during the twentieth century. The course focuses on major changes in aspects of human evolution in political systems; new directions in fine art and drama; novel philosophical themes; new technological inventions; new discoveries in science; and new forms of literary expression. The course will give particular attention to the emergence of cultural pride among people of the developing nations and the unlimited possibilities in an expanding world for cultural creativity or ultimate destruction.		
<b>CMAT 103</b>	<b>Algebra I</b>	<b>3 Credits</b>
Basic concepts of arithmetic and algebra, the real numbers, first degree equations of one variable, inequalities, exponents, polynomials, factoring, algebraic fractions, coordinate geometry and linear systems, rational exponents and radicals, quadratic equations.		
<b>CMAT 104</b>	<b>Algebra II</b>	<b>3 Credits</b>
Linear models, polynomial and rational models, mathematics of finance, systems of linear equations and matrices, linear programming, probability and statistics.		
<b>CMAT 105</b>	<b>Pre-Calculus I</b>	<b>3 Credits</b>
Fundamentals of algebra for study in analytic geometry and calculus. Concepts include the real numbers system, basic algebra, equations and inequalities of first and second degree, and functions and their graphs. <i>Prerequisites:</i> CMAT 103 or Institutional placement.		
<b>CMAT 106</b>	<b>Pre-Calculus II</b>	<b>3 Credits</b>
Fundamentals of trigonometry for study in analytic geometry and calculus. Concepts include trigonometry, systems of equations and inequalities, conic sections, and sequences and series. <i>Prerequisite:</i> CMAT 105 or Institutional placement.		
<b>CMAT 108</b>	<b>Combined Pre-Calculus</b>	<b>6 Credits</b>
This course emphasizes problem solving in mathematics. It will focus on concepts necessary to solve a variety of problems in algebra and trigonometry and enable the student to undertake a successful study of calculus, statistics or other intermediate level courses in mathematics. <i>Prerequisite:</i> Departmental approval required.		
<b>CMAT 111</b>	<b>Calculus I</b>	<b>4 Credits</b>
Real numbers, functions, limits, derivatives, definite integrals and the applications of these topics. <i>Prerequisite:</i> CMAT 106 or CMAT 108 or Institutional placement.		
<b>CMAT 111H / 112H</b>	<b>Calculus I and II</b>	<b>4 Credits ea.</b>
CMAT 111H incorporates mathematical research in calculus principles. CMAT 112H extends the mathematical research component and introduces the concept of continuity of a function of one variable, differentiation and integration of an algebraic function, and applications of the calculus to elementary problems in natural sciences and engineering.		
<b>CMAT 112</b>	<b>Calculus II</b>	<b>4 Credits</b>
Topics covered include techniques of integration with applications to volume and surface area of solids of revolution and centers of mass, parametric equations, polar coordinates, improper integrals, and infinite series. <i>Prerequisite:</i> CMAT 111.		
<b>CMAT 209</b>	<b>Calculus and Analytical Geometry I</b>	<b>3 Credits</b>
A course in applied calculus designed for students majoring in business. Topics covered include mathematics of finance, limits, functions, differentiation, and applications. <i>Prerequisite:</i> CMAT 105 or Institutional placement. This course is for business majors.		
<b>CMAT 210</b>	<b>Calculus and Analytical Geometry II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 209. Topics include differentiation and integration of transcendental functions, indefinite integral, definite integral, area under curves, area between two curves, differentiation of multivariable functions and applications. <i>Prerequisite:</i> CMAT 209. This course is for business majors.		
<b>CMAT 211</b>	<b>Calculus III</b>	<b>4 Credits</b>
Topics include multidimensional calculus, namely partial geometry, multiple integrals, vector calculus and their applications. <i>Prerequisite:</i> CMAT 112.		
<b>CMAT 211H</b>	<b>Calculus III</b>	<b>4 Credits</b>
Continuation of CMAT112 and includes three-dimensional analytic geometry, partial derivatives, multiple integral, vector calculus and their applications. <i>Prerequisite:</i> CMAT 112.		
<b>CMAT 212</b>	<b>Differential Equations</b>	<b>3 Credits</b>
This course focuses on the definition and classification of differential equations. Techniques for first order nonlinear equations, linear equations with constant and variable coefficients, methods of undetermined coefficients, variation of parameters, Cauchy-Euler equations, and other methods for solving nonlinear equations, series solutions. <i>Prerequisite:</i> CMAT 112.		
<b>CMAT 212H</b>	<b>Differential Equations</b>	<b>3 Credits</b>
Definition and classification of differential equations. Techniques for first-order nonlinear equation, linear equations with constant and variable coefficients, methods of undetermined coefficients, variation of parameters, Cauchy-Euler equations, and other methods for solving nonlinear equations, series solutions. <i>Prerequisites:</i> CMAT 112 or CMAT 210.		

<b>CMAT 214</b>	<b>Linear Algebra</b>	<b>3 Credits</b>
This course is an introduction to linear algebra. Topics include vectors, matrices, linear equations, determinants, vector spaces, linear transformations, and vector spaces with an inner product. <i>Prerequisite:</i> CMAT 106 or equivalent.		
<b>CMAT 214H</b>	<b>Linear Algebra</b>	<b>3 Credits</b>
Introduction to linear algebra. Topics include vectors, matrices, linear equations, determinants, vector spaces with an inner product. <i>Prerequisites:</i> CMAT 105 and CMAT 106, or equivalent.		
<b>CMAT 307</b>	<b>Structure of Elementary Mathematics I</b>	<b>3 Credits</b>
This course is an introduction to problem solving, whole number computation, elementary set theory, numeration systems, algebraic thinking and functions, proof techniques, and number theory. <i>Prerequisite:</i> CMAT 105.		
<b>CMAT 308</b>	<b>Geometry for Pre-Secondary Teachers</b>	<b>3 Credits</b>
This course focuses on the cultural aspects of geometry, basic Euclidean Theorems, congruence and similarity, constructions, mensuration, symmetry, tiling, graph theory, proof techniques, and elements of Cartesian Geometry. <i>Prerequisite:</i> CMAT 105 or CMAT 307.		
<b>CMAT 309</b>	<b>Structure of Elementary Mathematics II</b>	<b>3 Credits</b>
This course is a study of the real number system and its basic properties, elementary probability and statistics; emphasis will be placed on application, analysis, and evaluative aspects of teaching mathematics to elementary and middle grade students. <i>Prerequisites:</i> CMAT 105 and CMAT 106 or CMAT 111 or CMAT 307.		
<b>CMAT 310</b>	<b>Geometry for Secondary School Teachers</b>	<b>3 Credits</b>
This course is a study the field of secondary school mathematics from both quantitative and qualitative viewpoints. Students learn mathematical concepts and teaching strategies. <i>Prerequisites:</i> CMAT 105 and CMAT 106 or CMAT 111 and CMAT 112.		
<b>CMAT 311</b>	<b>Mathematical Logic</b>	<b>3 Credits</b>
This course is a study of sets and equivalence classes, Boolean algebra, the role of axiomatic in the structure of mathematics, basic principles of logic involving rules of modus ponens, reduction absurdum, propositional calculus, first order logic, and the nature of mathematical proof. <i>Prerequisite:</i> CMAT 111 or departmental approval.		
<b>CMAT 321</b>	<b>Mathematical Probability and Statistics I</b>	<b>3 Credits</b>
This course is an introduction to probability; distribution functions and moment generating functions; correlation and regression; development and applications of the binomial, normal, Student's t, chi square, and F distributions; Poisson's and Cauchy's distributions. <i>Prerequisite:</i> CMAT 112 or departmental approval.		
<b>CMAT 322</b>	<b>Mathematical Probability and Statistics II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 321; distribution functions and moment generating functions; correlation and regression; development and applications of the binomial, normal, Student's t, chi square, and F distributions; Poisson's and Cauchy's distributions. <i>Prerequisite:</i> CMAT 321		
<b>CMAT 325</b>	<b>Modern Algebra I</b>	<b>3 Credits</b>
This course includes a study of the number system, groups, rings, fields, matrices and linear transformations, linear algebra, and other algebraic systems, vector spaces, systems of equations, reducible polynomials, and algebraic and transcendental numbers. <i>Prerequisite:</i> CMAT 311 or departmental approval.		
<b>CMAT 326</b>	<b>Modern Algebra II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 325. This course includes a study of the number system, groups, rings, fields, matrices and linear transformations, linear algebra, and other algebraic systems, vector spaces, systems of equations, reducible polynomials, and algebraic and transcendental numbers. <i>Prerequisite:</i> CMAT 325.		
<b>CMAT 421</b>	<b>Advanced Calculus I</b>	<b>3 Credits</b>
This course includes a study of sets, relations and functions, mathematical induction, equivalent and countable sets, real numbers, order and completeness, sequences, series, limits of functions, and continuity, the Riemann integral, improper integral. Metric spaces, completeness, compactness, sequences and series of functions, uniform continuity and convergence, integral of sequences and series of functions. <i>Prerequisites:</i> CMAT 211 and CMAT 311.		
<b>CMAT 422</b>	<b>Advanced Calculus II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 421. An expanded discussion of sets, functions, real numbers, order and completeness, the Riemann integral, improper integral, Metric spaces, completeness, compactness, sequences and series of functions, uniform continuity and convergence, integral of sequences and series of functions. <i>Prerequisite:</i> CMAT 421.		
<b>CMAT 423</b>	<b>Introduction to Complex Variables I</b>	<b>3 Credits</b>
This is an introductory course in complex variables, including the complex numbers, analytic functions, elementary functions, complex integrals, series, residues, poles, and mapping by elementary functions. <i>Prerequisite:</i> CMAT 211.		
<b>CMAT 424</b>	<b>Introduction to Complex Variables II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 423. Expanded discussion of complex numbers, analytic functions, elementary functions, complex integrals, series, residues, poles, and mapping by elementary functions is covered. <i>Prerequisite:</i> CMAT 423.		
<b>CMAT 427</b>	<b>Introduction to Topology I</b>	<b>3 Credits</b>
This course includes the study of limits and metric spaces, continuous functions on metric spaces and general topological spaces, completeness, product spaces. <i>Prerequisites:</i> CMAT 211 and CMAT 311 or departmental approval.		

<b>CMAT 428</b>	<b>Introduction to Topology II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 427. This course includes the study of limits and metric spaces, continuous functions on metric spaces and general topological spaces, completeness, product spaces. <i>Prerequisite:</i> CMAT 427.		
<b>CMAT 440</b>	<b>Numerical Analysis</b>	<b>3 Credits</b>
This course is an introductory study of numerical algorithms for the solution of algebraic, differential and partial differential equations, error analysis. <i>Prerequisites:</i> CMAT 212 and CMAT 214.		
<b>CMAT 443</b>	<b>Introduction to Operation Research</b>	<b>3 Credits</b>
This course includes linear programming, duality, sensitivity analysis, integer programming and applications to various decision and management problems. <i>Prerequisites:</i> CMAT 211 and CMAT 214.		
<b>CMAT 461</b>	<b>Introduction to the Theory of Numbers</b>	<b>3 Credits</b>
This course includes the study of Diophantine equations, congruencies, theory of residues and indices, polynomials and partitions. The course also includes study of some classical problems in number theory. <i>Prerequisite:</i> CMAT 325 or departmental approval.		
<b>CMAT 471</b>	<b>Discrete Mathematical Structures</b>	<b>3 Credits</b>
This course is an introduction to finite mathematical structures and their application to computational and computer sciences. <i>Prerequisite:</i> CMAT 111 or departmental approval.		
<b>CMAT 475</b>	<b>Seminar I</b>	<b>3 Credits</b>
This course includes selected topics, papers, projects, and research in mathematics. <i>Prerequisite:</i> Departmental approval.		
<b>CMAT 476</b>	<b>Seminar II</b>	<b>3 Credits</b>
This course includes selected topics, papers, projects, and research in mathematics. <i>Prerequisite:</i> Departmental approval.		
<b>CMAT 480</b>	<b>Independent Study</b>	<b>1 – 3 Credits</b>
This course includes selected topics, papers and projects. <i>Prerequisite:</i> Departmental approval.		
<b>CMAT 483</b>	<b>Mathematics in Community Service</b>	<b>3 Credits</b>
This course is an expansion of the departmental tutorial program. This expansion is a community course in service to local school students. <i>Prerequisite:</i> Departmental approval.		
<b>CMAT 497</b>	<b>Internship</b>	<b>3 Credits</b>
This course offers students career-related work experiences. Although the internship does not carry credit toward the degree, mathematics majors are encouraged to participate. <i>Prerequisite:</i> Departmental approval.		
<b>CMAT 501</b>	<b>Calculus and Linear Algebra</b>	<b>3 Credits</b>
This is a course for non-mathematics majors who are deficient in the tools of calculus and linear algebra.		
<b>CMAT 521</b>	<b>Real Analysis I</b>	<b>3 Credits</b>
The course discusses limits of functions, sequences, continuity, differentiation, The Riemann Integral, sequences and series of functions, Theory of Lebesgue measure and integration.		
<b>CMAT 522</b>	<b>Real Analysis II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 521. An expanded discussion of the Theory of Lebesgue measure and integration, Banach and Hilbert spaces, product measure and product integration.		
<b>CMAT 523</b>	<b>Complex Variables I</b>	<b>3 Credits</b>
The course focuses on the theory and applications of functions of a complex variable; topics include analytic functions, contour integration, harmonic functions, conformal mapping and analytic continuation.		
<b>CMAT 524</b>	<b>Complex Variables II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 523. An expanded discussion of the theory and applications of functions of a complex variable is covered.		
<b>CMAT 525</b>	<b>Algebra I</b>	<b>3 Credits</b>
Using abstract algebra, the course covers the basic theory of groups, Sylow theorems, rings, integral domains, fields and modules; advanced topics include Galois theory and category theory.		
<b>CMAT 526</b>	<b>Algebra II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 525. An expanded discussion of groups, rings, integral domains, fields and modules, Galois theory and category theory is covered.		
<b>CMAT 527</b>	<b>Topology I</b>	<b>3 Credits</b>
The course includes the study of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces.		

<b>CMAT 528</b>	<b>Topology II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 527. An expanded discussion of topological concepts including metric and topological spaces, continuity, connectedness, completeness, compactness and product spaces are covered.		
<b>CMAT 541</b>	<b>Principles of Applied Mathematics I</b>	<b>3 Credits</b>
The course includes the study of various techniques of applied mathematics including Green's functions, string vibration, integral and differential operators in Hilbert spaces, spectral analysis and Laplace transform.		
<b>CMAT 542</b>	<b>Principles of Applied Mathematics II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 541. An expanded discussion of various techniques of applied mathematics including Green's functions, string vibration, integral and differential operators in Hilbert spaces, spectral analysis and Laplace transform is covered.		
<b>CMAT 601</b>	<b>Probability Theory and Stochastic Processes I</b>	<b>3 Credits</b>
The course focuses on probability theory including central limit theorem and ergodic theory. Also included is study of stationary processes, independent increment processes and Gaussian processes.		
<b>CMAT 602</b>	<b>Probability Theory and Stochastic Processes II</b>	<b>3 Credits</b>
This course is continuation of CMAT 601. An expanded discussion of probability theory, ergodic theory, stationary processes, independent increment processes and Gaussian processes is covered.		
<b>CMAT 605</b>	<b>Partial Differential Equations</b>	<b>3 Credits</b>
The course is a study of techniques for solving partial differential equations, including distributions, Sobolev spaces and Hilbert space methods.		
<b>CMAT 607</b>	<b>Introduction to Numerical Methods</b>	<b>3 Credits</b>
The course includes a study of numerical algorithms for the solution of algebraic, differential and integral equations including error analysis.		
<b>CMAT 608</b>	<b>Advanced Numerical Methods</b>	<b>3 Credits</b>
The course includes a study of advanced techniques of numerical analysis including finite difference and finite element approximations for elliptic and parabolic equations. Also included are various functional analytic techniques.		
<b>CMAT 609</b>	<b>Introduction to Control Theory</b>	<b>3 Credits</b>
The course focuses on control theory including the calculus of variations, Hamilton-Jacobi theory and Pontryagin's maximum principle; topics include stochastic control depending on interest.		
<b>CMAT 610</b>	<b>Foundations of Mathematics</b>	<b>3 Credits</b>
Students study basic concepts and ideas in the philosophy and foundations of mathematical sciences, topics varying with the needs of students.		
<b>CMAT 611</b>	<b>Mathematical Logic</b>	<b>3 Credits</b>
Study of Boolean algebraic and logic concepts with applications to circuit design and theorem proving.		
<b>CMAT 612</b>	<b>Theory of Sets</b>	<b>3 Credits</b>
The course topics include the descriptive theory of sets and functions, the cartesian product, relations, counting, transfinite arithmetic, well ordered sets and cardinal numbers, and the equivalence of the axiom of choice, the well-ordering theorem and Zorn's Lemma.		
<b>CMAT 615</b>	<b>Nonlinear Optimization I</b>	<b>3 Credits</b>
Analytical and numerical treatment of finite dimensional nonlinear programming; Computational aspects of constrained extremum problems; current developments.		
<b>CMAT 616</b>	<b>Nonlinear Optimization II</b>	<b>3 Credits</b>
This is a continuation of CMAT 615. An expanded discussion of analytical and numerical treatment of finite dimensional nonlinear programming and computational aspects of constrained extremum problems is covered.		
<b>CMAT 628</b>	<b>Functional Analysis</b>	<b>3 Credits</b>
Linear Spaces, Normed Spaces, Banach Spaces, Hahn-Banach theorem, open-mapping theorem, closed-graph theorem, strong and weak convergence.		
<b>CMAT 639</b>	<b>Differential Equations</b>	<b>3 Credits</b>
Advanced coverage of Ordinary differential equations; topics varying with interest of the instructor.		
<b>CMAT 643</b>	<b>Operations Research I</b>	<b>3 Credits</b>
Techniques for analytical formulation of decision problems, including linear programming, convex programming, dynamic programming, queuing models, replacement models, and stochastic processes.		



<b>CMAT 644</b>	<b>Operations Research II</b>	<b>3 Credits</b>
This course is a continuation of CMAT 643. An expanded discussion of techniques for analytical formulation of decision problems is covered.		
<b>CMAT 651</b>	<b>Topics in Mathematics</b>	<b>3 Credits</b>
Study of topics of current interest in the Department of Mathematical Sciences. Students will complete and present a research-based project on a selected issue in the field of mathematics.		
<b>CMAT 675</b>	<b>Thesis Seminar I</b>	<b>3 Credits</b>
Students develop a research topic leading to the completion of a graduate thesis.		
<b>CMAT 676</b>	<b>Thesis Seminar II</b>	<b>3 Credits</b>
Students develop a research topic leading to the completion of a graduate thesis.		
<b>CMMA 200</b>	<b>Basic News Writing and Reporting</b>	<b>3 Credits</b>
A lecture and laboratory course which emphasizes writing various types of news stories for print and broadcast media. <i>Prerequisites:</i> CENG 105, English Composition I and CENG 106, English Composition II with a final grade of "C" or better.		
<b>CMMA 201</b>	<b>Survey of Media and Society</b>	<b>3 Credits</b>
A comprehensive examination of the historic foundations and current status of the mass media. Emphasis will be placed on social and economic controls as well as the impact and influence of the mass media in today's society. <i>Prerequisites:</i> CENG 105, English Composition I and CENG 106, English Composition II with a final grade of "C" or better.		
<b>CMMA 203</b>	<b>Multimedia Writing, Reporting and Storytelling</b>	<b>3 Credits</b>
This course introduces students to the basic characteristics of writing for print, radio, television, the Internet and film. Students examine requirements for various kinds of formats and scripts including commercials, short and long form narratives, talk shows, news stories, features, documentaries, and interactive media. <i>Prerequisites:</i> CMMA 200, Basic News Writing and Reporting and CMMA 201, Survey of Media and Society.		
<b>CMMA 301</b>	<b>News Editing I</b>	<b>3 Credits</b>
A practical course that uses simulated news copy and wire service stories to give students training in theory and practice of copy editing, headline writing, page design, and picture sizing and cropping. This class is designed to develop students' critical-thinking, and professional skills that are basic to an editor's job: grammar, spelling, punctuation, and style; content, editing, ethics; libel; inflammatory language; editing with speed and accuracy, etc. <i>Prerequisite:</i> CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 302</b>	<b>News Editing II</b>	<b>3 Credits</b>
This laboratory course combines theory with hands-on production activities. Students are required to produce a prototype of a newspaper or magazine. Students will follow through with skills refined in CMMA 301, News Editing I, but acquiring a solid grounding and learning layout and design and digital photography. <i>Prerequisite:</i> CMMA 301, News Editing I.		
<b>CMMA 305</b>	<b>African-American Images in the Media</b>	<b>3 Credits</b>
This course will explore the characterization and interpretation of the image of African-Americans in film and television and attempts to qualify their value as a catalyst for social, political, and cultural change. This course will also assess the dynamics of basic thought propagated through negative imagery in films, television, and other media. <i>Prerequisites:</i> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 306</b>	<b>History and Criticism of Film</b>	<b>3 Credits</b>
Historic and aesthetic contributions of famous films, filmmakers and film critics examined. Particular subjects include the psychological effects of editing techniques and Russian and French cinema. There is a special emphasis on African- American and Third-World films. <i>Prerequisites:</i> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 307</b>	<b>Public Relations Principles, Practices and Theory</b>	<b>3 Credits</b>
An introductory concept course that surveys the principles, theories, strategies, techniques and practices of the public relations profession. <i>Prerequisites:</i> CMMA 203, Multimedia Writing, Reporting and Storytelling and CMMA 201, Survey of Media and Society; Permission of Instructor.		
<b>CMMA 308</b>	<b>Introduction to Radio-Television-Film</b>	<b>3 Credits</b>
This course will familiarize students with the organizations, equipment and terminologies typically utilized in radio, television, and film. Operational procedures, FCC regulations, and styles of writing applicable to broadcasting and film are introduced. <i>Prerequisites:</i> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 310</b>	<b>Public Opinion and Propaganda</b>	<b>3 Credits</b>
This course is an introduction to the nature of public opinion and propaganda from an historical perspective that spans cultures and contemporary world societies. Emphasis is placed on the use and abuse of persuasive communication techniques and the economic, political, social, and cultural interrelationships which determine the role of mass media in human affairs. <i>Prerequisites:</i> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 313</b>	<b>Photojournalism</b>	<b>3 Credits</b>
This course emphasizes communicative effects of pictures and proper selection and display of photographs. Students must supply their own 35mm cameras. <i>Prerequisites:</i> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		

<b>CMMA 315</b>	<b>Mass Communications Research Methods</b>	<b>3 Credits</b>
An introduction to quantitative and qualitative research methods and procedures used to study issues and problems in mass communications. This course covers sampling, research design, observation and measurement, statistics, data analysis, documentation/reporting formats, and execution strategies/tools. <b>Prerequisites:</b> CMMA 200, Basic News Writing and Reporting; CMMA 201, Survey of Media and Society; Permission of Instructor.		
<b>CMMA 318</b>	<b>Public Relations Media Development and Copy Editing</b>	<b>3 Credits</b>
Covers public relations techniques for the dissemination of messages to multiple groups across internal and external organizational print, electronic, and audiovisual media. This course focuses on practical skills for editing copy and implementing media strategies. <b>Prerequisite:</b> CMMA 203, Multimedia Writing, Reporting and Storytelling and CMMA 307, Public Relations Principles, Practices and Theory.		
<b>CMMA 320</b>	<b>History of Journalism</b>	<b>3 Credits</b>
A concentrated lecture-discussion course in an historical context. The growth of American journalism is traced, including the contributions of African-Americans, Hispanics, Native Americans and Asians. Students identify major personalities and examine socioeconomic factors affecting journalism in the United States. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 325</b>	<b>Editorial and Critical Writing</b>	<b>3 Credits</b>
A lecture-discussion and writing course which concentrates on the writing of editorials, book and film reviews, and columns. The critical and analytical approaches of selected major national and international newspapers are examined. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society; CMMA 301, News Editing I.		
<b>CMMA 327</b>	<b>History and Development of Radio and Television</b>	<b>3 Credits</b>
This course traces the growth and early development of radio and television from the earliest technological innovations to modern day. Lectures and discussions review how programming, social trends, and technology interplay to impact society. <b>Prerequisite:</b> CMMA 308, Introduction to Radio-Television-Film.		
<b>CMMA 331</b>	<b>International Journalism</b>	<b>3 Credits</b>
This course studies the foreign media and provides instruction in techniques and skills needed to write for foreign and/or international organizations. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 334</b>	<b>Broadcast Journalism and Editing</b>	<b>3 Credits</b>
This lecture-laboratory course is oriented to radio and television broadcasting. Emphasis is on gathering, analyzing, writing, editing and presenting news. Studio and on-location tapings are required. <b>Prerequisite:</b> CMMA 308, Introduction to Radio-Television-Film.		
<b>CMMA 338</b>	<b>Media Advertising and Sales</b>	<b>3 Credits</b>
This introductory course surveys the basic processes, strategies, and techniques for producing, selling, and evaluating advertising. Emphasis is placed on consumer and marketing research, media advertising, campaigns, marketing plans, media ratings, audience analysis, and media buying plans. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling; Permission of Instructor.		
<b>CMMA 348-R/TV/F</b>	<b>Fundamentals of Video/Radio/Film Production</b>	<b>3 Credits</b>
Designed to introduce students to basic principles of effective studio and location production. The student will be taught operation of selected production equipment and how to make creative and aesthetic decisions regarding programming. <b>Prerequisite:</b> CMMA 308, Introduction to Radio-Television-Film.		
<b>CMMA 350</b>	<b>Interpretative Reporting</b>	<b>3 Credits</b>
An advanced writing course which focuses on developing the student's analytical skills and news writing skills for coverage of such governmental bodies as the schools, courts, and city, county, and state agencies. Students will be assigned to cover actual news events and be given instruction in how to analyze the cause of news events through interviewing and the persistent searching of records. Students will be required to publish articles in an approved periodical. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society; CMMA 301, News Editing I.		
<b>CMMA 352</b>	<b>Feature Writing</b>	<b>3 Credits</b>
A lecture and laboratory course which focuses on developing skills in researching, organizing, and writing all types of feature stories for newspapers and magazines. Students are required to publish articles in an approved periodical. <b>Prerequisites:</b> CMMA 301, News Editing I; CMMA 201, Survey of Media and Society.		
<b>CMMA 361</b>	<b>Newspaper Production</b>	<b>3 Credits</b>
This course offers a thorough understanding of principles and skills involved in producing a newspaper or magazine. It combines theory with production activities. Students will be taught the organization of a newspaper and its functions as well as headline writing, copy editing, and layout and design. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society; CMMA 301, News Editing I.		
<b>CMMA 418PR</b>	<b>Research and Evaluation</b>	<b>3 Credits</b>
This course is designed to help students develop the essential research and analytical skills for the planning, execution and evaluation of action programs that address communication problems and issues faced by organizations and institutions. <b>Prerequisites:</b> CMMA 203, Multimedia Writing, Reporting and Storytelling; CMMA 307, Public Relations Principles, Practices and Theory; CMMA 315, Mass Communication Research Methods.		

<b>CMMA 422</b>	<b>Philosophy and Ethics of Mass Communications</b>	<b>3 Credits</b>
This course is based on the philosophical assumptions embodied in mass communications systems around the world. A lecture-discussion method is used. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 425</b>	<b>Communication Law</b>	<b>3 Credits</b>
Study of various laws affecting American media. Concepts of freedom of speech and press, specific laws and alternative interpretations of those laws, federal regulatory agencies' rights in news and advertising, libel, slander, copyrights, and invasion of privacy. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society and CMMA 203, Multimedia Writing, Reporting and Storytelling.		
<b>CMMA 462</b>	<b>Media Arts and Design</b>	<b>3 Credits</b>
This course offers students an opportunity to develop basic desktop publishing skills in page design, layout, and other graphic elements necessary for public relations and advertising campaigns. <b>Prerequisite:</b> CMMA 318, Public Relations Media Development and Copy Editing.		
<b>CMMA 475</b>	<b>Radio Programming and Production I</b>	<b>3 Credits</b>
Organization and operation of commercial and noncommercial radio stations inclusive of staffing, formats, promotion, and programming. The student receives training as a producer, performer and writer. <b>Prerequisites:</b> CMMA 334, Broadcast Journalism and Editing and CMMA 348-R/TV/F, Fundamentals of Video/Radio/Film Production.		
<b>CMMA 476</b>	<b>Radio Programming and Production II</b>	<b>3 Credits</b>
Organization and operation of commercial and noncommercial radio stations inclusive of staffing, formats, promotion, and programming. The student receives training as a producer, performer and writer. <b>Prerequisite:</b> CMMA 475, Radio Programming and Production I.		
<b>CMMA 477</b>	<b>Video Producing and Directing I</b>	<b>3 Credits</b>
This course is designed to prepare students for broadcast editing using linear and non-linear systems. Students will be introduced to standard editing procedures: transition and editing strategies; audio editing, narration, music and sound effects in producing effective TV programs and news. <b>Prerequisites:</b> CMMA 201, Survey of Media and Society and CMMA 348-R/TV/F, Fundamentals of Video Production.		
<b>CMMA 478</b>	<b>Video Producing and Directing II</b>	<b>3 Credits</b>
This course provides hands-on experience in producing, directing, and editing. Students are required to utilize production skills by producing special projects and cable television productions. <b>Prerequisites:</b> CMMA 477, Video Producing and Directing I.		
<b>CMMA 479/480</b>	<b>Cinematography I and II</b>	<b>3 Credits ea.</b>
Beginning filmmaking courses with emphasis on use of basic motion picture cameras, editing techniques and script preparation. Cinematography II students utilize knowledge gained in Cinematography I. Special emphasis is placed on 16mm-film production with the completion of a short film as a course requirement. <b>Prerequisites:</b> CMMA 306, History and Criticism of Film, and CMMA 348-R/TV/F, Fundamentals of Video/Radio/Film Production.		
<b>CMMA 485</b>	<b>Public Relations Campaigns</b>	<b>3 Credits</b>
In this seminar, students analyze contemporary issues and problems faced by public relations professionals. Students develop special public relations campaigns for social "cause" organizations, and acquire entry-level professional skills in public relations through practical experience. <b>Prerequisites:</b> CMMA 318, Public Relations Media Development and Copy Editing; CMMA 418PR, Public Relations Research and Evaluation.		
<b>CMMA 486</b>	<b>Mass Media Arts Co-Operative Education</b>	<b>3 Credits</b>
Juniors and seniors are allowed to work full time off-campus (with University supervision) in journalism, public relations, radio, television, or film for credit. <b>Prerequisite:</b> Permission of the department chair.		
<b>CMMA 487J</b>	<b>Media Arts Studies</b>	<b>3 Credits</b>
Special course which allows students to focus and study current media themes, applications, trends, etc. Course content varies. <b>Prerequisite:</b> Permission of the Instructor.		
<b>CMMA 487PR</b>	<b>Media Arts Studies: Screenwriting I</b>	<b>3 Credits</b>
Screenwriting I will provide a basic understanding of story structure and dramatic paradigms essential in the production of film and television formats. Students will examine the elements of screenwriting for both film and television with an emphasis on character development, plot construction, scene development, narrative structure and dialogue. <b>Prerequisite:</b> CMMA 203 or Permission of Instructor.		
<b>CMMA 487-R/TV/F</b>	<b>Media Arts Studies</b>	<b>3 Credits</b>
Special course, which allows students to focus and study current media themes, applications, trends, etc. Course content varies. <b>Prerequisite:</b> Permission of department chair.		
<b>CMMA 488</b>	<b>Directed Study</b>	<b>3 Credits</b>
The advanced screenwriting course is a seminar in which each student presents work, no matter what stage. Some will be starting a new screenplay based on an existing treatment, while others will be continuing or rewriting a first draft screenplay. This course emphasizes tightening plot and structure, deepening characterization, and writing dialogue. Ultimately, this course will support the student's refining and polishing of a 90-120 page feature-length screenplay. <b>Prerequisites:</b> CMMA 487, Media Arts Studies: Screenwriting I, Principles of Dramatic Writing or Permission of the Instructor.		

<b>CMMA 488J</b>	<b>Directed Study</b>	<b>3 Credits</b>
A project designed by the student and a journalism faculty member who works with the student to meet specific and individual needs. Directed study requires extensive reading and written work from the student. <i>Prerequisites:</i> Junior or senior status and permission of the department chair.		
<b>CMMA 488PR</b>	<b>Directed Study</b>	<b>3 Credits</b>
A project designed by the student and a public relations faculty member who agrees to work with the student to meet specific and individual needs. Directed study requires extensive reading and written work from the student. <i>Prerequisites:</i> Senior status and permission of the department chair.		
<b>CMMA 488-R/TV/F</b>	<b>Directed Study</b>	<b>3 Credits</b>
A project designed by the student and a radio-television-film faculty member who agrees to work with the student to meet specific and individual needs. Directed study requires extensive reading and written work from the student. <i>Prerequisites:</i> Senior status and permission of the department chair.		
<b>CMMA 489J</b>	<b>Internship</b>	<b>3 Credits</b>
Part-time placement in professional media facilities in Atlanta and other cities. Emphasis on learning overall business structure and developing skills for entry-level decision-making positions. <i>Prerequisites:</i> Senior status in major and permission of the Instructor.		
<b>CMMA 489PR</b>	<b>Internship</b>	<b>3 Credits</b>
Part-time placement in professional media facilities in Atlanta and other cities. Emphasis is on learning overall business structure and developing skills for entry-level decision-making positions. <i>Prerequisites:</i> Senior status and permission of the department chair.		
<b>CMMA 489-R/TV/F</b>	<b>R/TV/F Internship</b>	<b>1, 2, or 3 Credits</b>
Part-time placement in professional media facilities in Atlanta and other cities. Emphasis is on learning overall business structure and developing skills for entry-level decision-making positions. <i>Prerequisites:</i> Senior status and permission of the Instructor.		
<b>CMMA 490</b>	<b>Media Seminar</b>	<b>3 Credits</b>
This course for graduating seniors provides students with an opportunity to apply theories and techniques to practical experiences in their areas of concentration. It is a research seminar. Seniors must successfully complete an approved final project that will be presented both orally and in writing to be evaluated by a panel of faculty and industry professionals. In consultation with their advisors, students may select a topic for their research during the first semester. Research projects should reflect the career or academic interests of the students. <i>Prerequisite:</i> Graduating senior.		
<b>CMUS 100 – 400</b>	<b>First – Fourth Level Ensemble</b>	<b>1 Credit</b>
Faculty supervised performances designed to help students develop their own musical styles in small group settings.		
<b>CMUS 101</b>	<b>Fundamentals of Music</b>	<b>2 Credits</b>
This is a preparatory course in the rudiments of music theory required of music majors and minors who do not place the diagnostic examination in Theory. This course familiarizes students with scales, key signatures, notation symbols, rhythm, meter, intervals and music terminology. This course does not count toward music degree credit nor does it satisfy the General Education Core requirement in Humanities.		
<b>CMUS 105</b>	<b>Sight Singing and Ear Training I</b>	<b>3 Credits</b>
Practical study in sight-reading and in melodic, harmonic, and rhythmic dictation. <i>Prerequisite:</i> Passing score on the Music Theory diagnostic exam or CMUS 101 with a minimum final grade of "C".		
<b>CMUS 106</b>	<b>Sight Singing and Ear Training II</b>	<b>3 Credits</b>
Practical study in sight-reading and in melodic, harmonic, and rhythmic dictation. <i>Prerequisite:</i> Passing score on the Music Theory diagnostic exam or CMUS 101 with a minimum final grade of "C".		
<b>CMUS 107/108 - 407/408</b>	<b>Applied Music</b>	<b>1 Credit ea.</b>
Weekly private instruction for music majors and minors in the following areas of study: voice; piano; wood wind instruments; brass instruments; string instruments; percussive instruments; and organ. Voice majors or minors with limited previous voice study may be required to begin with CMUS 107C, Voice. Non-music majors must obtain permission from the applied instructor and will be considered on the basis of specific University ensemble needs and/or space availability.		
<b>CMUS 107C</b>	<b>Voice Class I</b>	<b>1 Credit</b>
Basic principles and methods of vocal performance focusing on tone production, diction, breathing and vocal repertoire. May be required in the first semester of entry into the music program for voice performance majors or minors who have limited vocal study and/or vocal skills. Open to non-majors by approval of the instructor.		
<b>CMUS 108C</b>	<b>Voice Class II</b>	<b>1 Credit</b>
Basic principles and methods of vocal studies for voice majors or minors who have limited vocal experience and/or vocal skills. Open to non-majors by approval of the instructor.		
<b>CMUS 109</b>	<b>Instrumental Class</b>	<b>1 Credit ea.</b>
Classes that teach music instrument methodologies for students to perform functionally on string, woodwind, brass and percussion instruments. Section 1: String Class. The study of basic pedagogical principles and repertoire for teaching string instruments to students. Section 2: Woodwind Class. The study of basic pedagogical principles and repertoire for teaching wood wind instruments to woodwind students. Section 3: Brass Class. The study of basic pedagogical principles and repertoire for teaching trumpet, trombone, French horn and tuba to brass students. Section 4: Percussion Class. The study of basic pedagogical principles for teaching rhythm drills, rhythmic dictation and technical proficiency and repertoire in the use of percussive instruments.		

<b>CMUS 110 – 410</b>	<b>Atlanta University Symphony Orchestra</b>	<b>1 Credit</b>
A consortium orchestra of students from the Atlanta University Center. Major orchestral works performed several times during the school year. Open to all CAU students by audition and permission of the director. Required for string majors.		
<b>CMUS 111 – 411</b>	<b>University Choir/Philharmonic Society</b>	<b>1 Credit</b>
Choral ensembles that perform a wide range of various musical styles and major choral works. Open to all CAU students by audition and permission of the director. Performs music throughout the school year: seasonal concerts, convocations, baccalaureate, commencement and other on- and off-campus functions. Required for voice majors.		
<b>CMUS 112 – 412</b>	<b>University Bands</b>	<b>1 Credit</b>
Marching and concert bands that perform wind ensemble music from a broad range of standard band repertoire. Open to all CAU students by audition and permission of the director. The bands provide music throughout the school year at football games, basketball games, seasonal concerts, convocations, approved parades, commencement and other on- and off campus functions.		
<b>CMUS 113 – 413</b>	<b>Jazz Orchestra</b>	<b>1 Credit ea.</b>
Performing jazz ensemble that performs a wide range of jazz repertoire from the 1920's to the present. Emphasizes instruction and performance in improvisational style. Open to all CAU students by audition and permission of the director.		
<b>CMUS 114A/114B – 414A/ 414B</b>	<b>Performance Seminar</b>	<b>1 Credit ea.</b>
Focuses on the development of complete musicianship for the performer. Topics include but are not limited to public performance – both solo and chamber – technique and musicianship, performers and discographies, and career development. Required 8 semesters for majors. Section 1: Voice Section; 2: Piano Section; 3: Brass; Section 4: Woodwind; Section 5: Strings Section; 6: Percussion		
<b>CMUS 115A/115B – 415A/ 415B</b>	<b>Music Seminar</b>	<b>0 Credit ea.</b>
Provides opportunities for formal and informal discussions on topics and problems in theory, musicology, music literature, music careers. Faculty, guest artists/consultants, and students make presentations. Enrollment and attendance required 8 semesters for music majors, 2 semesters for music minors.		
<b>CMUS 116-416</b>	<b>Hand Bell Ensemble</b>	<b>1 Credit</b>
A small ensemble that performs a broad repertoire of hand bell literature. Open by audition to students (music majors/minors or non-music majors). Reading treble or bass clef required. Opportunities for concert performance throughout the year.		
<b>CMUS 117A/117B, 217A/ 217B</b>	<b>Piano Class</b>	<b>1 Credit ea.</b>
A four-semester course sequence that provides functional keyboard skills for the Non-piano music major/minor for satisfying the Piano Proficiency Exam. The examination may be taken in any semester during which the student feels prepared to pass the proficiency requirements. Open to non-majors by approval of the instructor. <i>Prerequisite:</i> Passing score on Music Theory Diagnostic Exam or CMUS 101 with a minimum final grade of “C”.		
<b>CMUS 119</b>	<b>World Music</b>	<b>3 Credits</b>
The study of representative music of world cultures. Course exams musical style, aesthetic viewpoints, and the function that music fulfills in diverse societies. Students will encounter new musical expressions, and the philosophies and world views that accompany the music. Satisfies the Humanities Core requirement.		
<b>CMUS 120</b>	<b>Music Appreciation</b>	<b>3 Credits</b>
Provides experiences in critical listening skills and introduces musical elements, forms, and Western historical periods from a multicultural perspective, music of the African Diaspora and ethnic world cultures. Introduces the major musical eras and composers with an emphasis on aural perception of works.		
<b>CMUS 201</b>	<b>Music Theory I</b>	<b>3 Credits</b>
The first of a four-course sequence that involves theoretical study in the harmonic, melodic and rhythmic materials of the common practice period. Music technology is infused throughout the course. <i>Prerequisite:</i> Passing score on the Music Theory Diagnostic Exam or completion of CMUS 101 with a minimum final grade of “C”.		
<b>CMUS 202</b>	<b>Music Theory II</b>	<b>3 Credits</b>
The second of a four-course sequence that involves theoretical study in the harmonic, melodic and rhythmic materials of the common practice period. Music technology is infused throughout the course. <i>Prerequisite:</i> Passing score on the Music Theory Diagnostic Exam or CMUS 201 with a minimum final grade of “C”.		
<b>CMUS 204</b>	<b>Basic Conducting</b>	<b>2 Credits</b>
Fundamentals of conducting, baton techniques, musical interpretation, and score preparation for instrumental and choral ensembles. Techniques are studied in a practical laboratory setting. Required for all music majors.		
<b>CMUS 216</b>	<b>Introduction to Music Literature</b>	<b>3 Credits</b>
Introduction to composers and their works from the Baroque era to the present. Features significant musical compositions and their influences on Western civilization.		
<b>CMUS 218A</b>	<b>Music Technology I</b>	<b>1 Credit</b>
An introduction to computers, electronic keyboards and their uses. Basic categories of music software and their uses will be explored in a hands-on approach.		
<b>CMUS 218B</b>	<b>Music Technology II</b>	<b>1 Credit</b>
More advanced concepts related to electronic keyboards, music software, and their uses in the music industry. Designed for the Composition Concentration major. <i>Prerequisite:</i> CMUS 218A with a minimum grade of “C”.		

<b>CMUS 221</b>	<b>Elementary Music Methods and Practicum</b>	<b>3 Credits</b>
Elementary methods and teaching techniques for music education majors. This course focuses on classroom management, appropriate literature for elementary students, current research in teaching/learning, national and state standards for music education, the use of technology in the classroom, and multicultural materials for all learners. Weekly field experience represents an integral part of the course.		
<b>CMUS 232</b>	<b>Survey of the Music Industry</b>	<b>3 Credits</b>
An overview of the business and technical side of the music entertainment industry. Features guest lecturers from the music industry world. Open to non-music majors as an elective.		
<b>CMUS 301</b>	<b>Music Theory III</b>	<b>3 Credits</b>
The third course of a four-course Music Theory sequence. Focuses on advanced theoretical concepts, continuing developments of the common practice era, chromatic harmony, 20th century practices, and style analysis. Music technology is infused throughout the course. <i>Prerequisite:</i> CMUS 202, Music Theory II or permission of the instructor based on previous cognate studies.		
<b>CMUS 302</b>	<b>Music Theory IV</b>	<b>3 Credits</b>
The fourth course of a four-course Music Theory sequence. Focuses on advanced theoretical concepts, continuing developments of the common practice era, chromatic harmony, 20th century practices, and style analysis. Music technology is infused throughout the course. <i>Prerequisite:</i> CMUS 301, Music Theory III or permission of the instructor based on previous cognate studies.		
<b>CMUS 303</b>	<b>Counterpoint</b>	<b>3 Credits</b>
Study of contrapuntal works from the 17th and 18th centuries, primarily in the style of J.S. Bach. Contrapuntal devices after Bach's era are also included. <i>Prerequisite:</i> CMUS 301 and CMUS 302 with minimum final grades of "C". Not required for music education majors.		
<b>CMUS 304</b>	<b>Form and Analysis</b>	<b>3 Credits</b>
Analysis of small and large musical forms of the Baroque, Classical, Romantic and Twentieth-century periods. <i>Prerequisite:</i> CMUS 301 and CMUS 302 with minimum final grades of "C".		
<b>CMUS 305A</b>	<b>Jazz Theory and Improvisation I</b>	<b>3 Credits</b>
Theoretical aspects of jazz – including harmonic and formal characteristics – and their application in the art of improvisation. Focusing on analysis, aural recognition, transposition, chord substitution, altered chords, scales, and modes. <i>Prerequisite:</i> CMUS 301.		
<b>CMUS 305B</b>	<b>Jazz Theory and Improvisation II</b>	<b>3 Credits</b>
A continuation of CMUS 305A, featuring more advanced chord, scale, mode, form, composition and improvisational study and techniques. <i>Prerequisite:</i> CMUS 305A with a minimum final grade of 'C'.		
<b>CMUS 307R or 308R</b>	<b>Junior Recital</b>	<b>1 Credit</b>
Junior Recitals are presented by music majors who must satisfy curriculum requirements for a performance concentration. Appropriate repertoire for the instrument or voice is required; recital must be no less than 30 minutes in length; and must be approved by the department faculty in a pre-recital hearing. Minors and other applied students may present junior recitals upon the approval of their instructors.		
<b>CMUS 316</b>	<b>Music History and Literature I</b>	<b>3 Credits</b>
Survey of Western art music from the Middle Ages to the present. Emphasis on major style periods, composers, significant music literature, and multiple listening experiences with analytical approaches. <i>Prerequisites:</i> CMUS 203, CMUS 204, CMUS 205, and CMUS 206.		
<b>CMUS 317</b>	<b>Music History and Literature II</b>	<b>3 Credits</b>
Survey of Western art music from the Middle Ages to the present. Emphasis on major style periods, composers, significant music literature, and multiple listening experiences with analytical approaches. <i>Prerequisites:</i> CMUS 203, CMUS 204, CMUS 205, and CMUS 206.		
<b>CMUS 318</b>	<b>Jazz History</b>	<b>3 Credits</b>
Exploration of jazz idioms from African antecedents through African-American contributions, past and present. Stylistic contributions of many jazz musicians are studied. Open to non-majors with the consent of the instructor.		
<b>CMUS 320</b>	<b>African American Music</b>	<b>3 Credits</b>
Survey of the musical contributions of African-Americans from their African roots to modern day America. Includes the sociological and historical factors that impact the music and the musicians. Open to non-music majors as an elective.		
<b>CMUS 321</b>	<b>Secondary Music Methods and Practicum</b>	<b>3 Credits</b>
Principles, philosophies, national and state standards of music education for the middle and high school learner, including special needs and exceptional students. Emphasis on classroom management, effective teaching techniques, current methodologies, and appropriate literature and materials for secondary general music. Includes the use of technology in the classroom and multicultural materials.		
<b>CMUS 322</b>	<b>Methods and Materials of Teaching Music</b>	<b>3 Credits</b>
Designed to develop musicianship skills and teaching techniques needed by classroom teachers to direct music activities effectively in the elementary classroom. Music fundamentals, classroom instruments, and teaching materials are introduced through active participation in music activities. Open to music majors as an elective.		
<b>CMUS 323</b>	<b>Band Organization, Methods</b>	<b>3 Credits</b>
Practical approaches for the prospective band director to develop, organize and manage the total school instrumental program at all levels. Emphasis on rehearsal methods, marching and concert band techniques, classroom management, appropriate band literature for all levels, and festival preparation and repertoire.		

<b>CMUS 324</b>	<b>Choral Organization, Methods</b>	<b>3 Credits</b>
Techniques for developing, organizing and managing the school choral program at all levels. Emphasis on choral pedagogy and style, small and large ensembles, tone production, appropriate choral repertoire for all levels, classroom management, rehearsal methods and choral festival preparation.		
<b>CMUS 325</b>	<b>Jazz Orchestra Organization and Methods</b>	<b>2 Credits</b>
Practical approaches for developing and managing a school jazz orchestra program. Includes rehearsal techniques, jazz styles, appropriate repertoire, and programming.		
<b>CMUS 326</b>	<b>Organ Improvisation and Service Playing</b>	<b>3 Credits</b>
Techniques for improvisation, transposition, and accompanying in the church service setting. Includes hymn introductions, modulatory interludes, free hymn accompaniments, the organ voluntary, and the organ combined with other instruments. Designed for those interested in church music as a career.		
<b>CMUS 327</b>	<b>Music Business Seminar</b>	<b>1 Credit</b>
Includes discussions on the legal, practical and procedural problems encountered in the music business. Includes discussions on copyright; performance and mechanical licenses; and performing rights organizations. Guest speakers and field excursions are included.		
<b>CMUS 328</b>	<b>Jazz Ensemble Workshop</b>	<b>1 Credit</b>
Faculty supervised "jam sessions" designed to help performers find their own style in an improvisatory small group jazz setting.		
<b>CMUS 330</b>	<b>Piano Repertoire</b>	<b>3 Credits</b>
This course is a survey of the standard repertoire for the piano from the Baroque period to the present. Scheduled during fall semesters during odd years only (e.g., 2013, 2015, etc.).		
<b>CMUS 331</b>	<b>Piano Music from the African Diaspora</b>	<b>3 Credits</b>
This course is a survey of piano repertoire by composers from the African Diaspora from the late 19th century to the present. Scheduled during spring semesters during even years only (e.g., 2012, 2014, etc.).		
<b>CMUS 340</b>	<b>Vocal Diction I</b>	<b>1 Credit</b>
This course is intended for those students with a concentration in vocal studies. Areas of study include English and Italian lyric diction and literature via the International Phonetic Alphabet (IPA) System. Must be taken concurrently with applied voice instruction.		
<b>CMUS 342</b>	<b>Vocal Diction II</b>	<b>2 Credits</b>
This course is intended for those students with a concentration in vocal studies. Areas of study include German and French lyric diction and literature via the International Phonetic Alphabet (IPA) System. Must be taken concurrently with applied voice instruction. <i>Prerequisite:</i> CMUS 341 with a minimum final grade of "C".		
<b>CMUS 344</b>	<b>Opera Workshop I</b>	<b>2 Credits</b>
This course presents an overview of opera performance from the various historical periods. Areas of study include solo and ensemble singing from operatic and musical theater literature, stage management, set design, movement, prop building, and lighting.		
<b>CMUS 345</b>	<b>Opera Workshop II</b>	<b>2 Credits</b>
This course is a continuation of Opera Workshop I with more advanced repertoire and dramatic interpretation added to the sequence. <i>Prerequisite:</i> CMUS 344.		
<b>CMUS 351</b>	<b>Songwriting, Arranging and Recording</b>	<b>3 Credits</b>
Course designed for students with commercial composition concentration. It combines songwriting in an analytical workshop atmosphere with the rudiments of multi-track, hard-drive recording using ProTools (laboratory). Students will be required to produce several projects during the course of the semester. <i>Prerequisite:</i> CMUS 301 with a minimum final grade of "C".		
<b>CMUS 370</b>	<b>Introduction to Church Music</b>	<b>1 Credit</b>
This course provides an overview of church music from biblical era to contemporary era. Music traditions of psalmody, hymnody, anthems, spirituals, gospel music, contemporary Christian and praise are studied. Scheduled during fall semesters, even years only (e.g., 2012, 2014, etc.).		
<b>CMUS 372</b>	<b>Hymnody</b>	<b>3 Credits</b>
A study of the history of hymnody, composers, tunes and textual settings. The course also includes a detailed study of common hymnals and how the hymnal is used in worship. Scheduled during spring semesters, odd years only (e.g., 2013, 2015, etc.).		
<b>CMUS 402</b>	<b>Introduction to Composition</b>	<b>1 Credit</b>
Study of basic scoring, notation, and intermediate compositional techniques. Students are required to set up and copy selected manuscripts from various genres as a pre-requisite to creating lead sheets and writing compositions for voice and piano, choral, solo piano, chamber groupings and orchestra.		
<b>CMUS 403</b>	<b>Orchestration and Arranging</b>	<b>3 Credits</b>
Focuses on the unique performance capabilities of the instruments of the orchestra including instrument ranges, transpositions and timbres. Study of practical scoring and arranging techniques for the orchestra, band, and choral ensembles. <i>Prerequisite:</i> CMUS 301.		
<b>CMUS 404/01</b>	<b>Choral Conducting and Literature</b>	<b>2 Credits</b>
Rehearsal, interpretative, conducting techniques, methods and literature for choral organizations at all levels: Elementary through high school.		

<b>CMUS 404/02</b>	<b>Instrumental Conducting and Literature</b>	<b>2 Credits</b>
Rehearsal, interpretative, conducting techniques, methods and literature for instrumental organizations at all levels: elementary through high school.		
<b>CMUS 405</b>	<b>Jazz Composition and Arranging</b>	<b>3 Credits</b>
Methods of composing and arranging in a jazz medium with attention to the differing styles in instrumental and vocal combinations. <i>Prerequisite:</i> CMUS 301		
<b>CMUS 406</b>	<b>Composition</b>	<b>3 Credits</b>
An analytical approach to the music of major composers. Class projects will include original compositions and improvisations by students utilizing techniques discovered in the compositional techniques of past and contemporary composers. Music technology is infused throughout the course.		
<b>CMUS 407R</b>	<b>Senior Recital</b>	<b>1 Credit</b>
The capstone public recital for the senior music major is required in partial fulfillment for the music degree. Recital will consist of diverse repertoire, representing the breadth of literature for the instrument or voice, and will be at least 50 minutes in length. Recital must be approved by the department faculty in a pre-recital hearing.		
<b>CMUS 408R</b>	<b>Senior Recital</b>	<b>1 Credit</b>
The capstone public recital for the senior music major is required in partial fulfillment for the music degree. Recital will consist of diverse repertoire, representing the breadth of literature for the instrument or voice, and will be at least 50 minutes in length. Recital must be approved by the department faculty in a pre-recital hearing.		
<b>CMUS 417</b>	<b>Senior Project</b>	<b>1 Credit</b>
A specialized project or research paper required in lieu of a Senior Recital. <i>Prerequisite:</i> Recommendation by the applied teacher with approval by the department chair.		
<b>CMUS 430</b>	<b>Piano Pedagogy I</b>	<b>3 Credits</b>
This course is an introduction to the strategies and procedures for successful piano teaching, with emphases on teaching philosophy, pedagogical resources, basic technique and musicianship, lesson plans, and observation of piano teaching. Scheduled during fall semesters, odd years only (e.g., 2012, 2014, etc.).		
<b>CMUS 431</b>	<b>Piano Pedagogy II</b>	<b>3 Credits</b>
This course is a continuation of strategies and pedagogical procedures for successful piano teaching, with emphases on methods and materials, curriculum design, the intermediate student, observation of piano teaching, and business procedures for running a studio. Scheduled during spring semesters, odd years only (e.g., 2013, 2015, etc.).		
<b>CMUS 440</b>	<b>Vocal Pedagogy</b>	<b>3 Credits</b>
This course is intended for vocal music majors and minors who wish to enhance their understanding of the science of vocal technique. Students will learn how the vocal mechanism works. Attention will be given to the following techniques: formants, breath management, resonance, registration, vowel formation, acoustics, the aesthetics of vocal timbre, and healthy singing.		
<b>CMUS 442</b>	<b>Vocal Literature</b>	<b>3 Credits</b>
This course presents an overview of music for solo voice. Areas of study include English, French, Italian, and German literature from the major musical eras, including art songs, French Melodie, and German Lieder.		
<b>CMUS 448</b>	<b>Pre-Service Teaching</b>	<b>12 Credits</b>
Supervised student teaching at an approved site. Music majors pursue in-depth ten to twelve weeks of working with students under the supervision of a state certified music teacher and a college supervisor with music education experience. Prior to the in-depth practicum, the student spends two-four weeks in observing and working with children at various grade levels in general music and band/choral/hand bell ensemble classes. Student teachers are required to attend campus-based seminars once per week and other teaching-related workshops and activities. <i>Prerequisite:</i> completion of all required major and professional education courses and successful pass on the PRAXIS examinations (general and music).		
<b>CMUS 450</b>	<b>Recording Studio Internship</b>	<b>3 Credits</b>
An internship for commercial composition students in an active recording studio, submitting regular, brief written reflections to the supervising instructor about recording equipment, techniques, and procedures used. <i>Prerequisite:</i> CMUS 351 with a minimum final grade of "C".		
<b>CMUS 451</b>	<b>Senior Composition Project</b>	<b>3 Credits</b>
This "capstone" course will culminate in a senior composition project, both a CD recording and a live performance that showcases music in a variety of media in different styles composed by the student. <i>Prerequisite:</i> CMUS 403 with a minimum final grade of "C".		
<b>CMUS 470</b>	<b>Music in the African American Church</b>	<b>3 Credits</b>
The study of literature and performance practices found in the worship experience of African American Churches.		
<b>CMUS 472</b>	<b>Church Music Methods</b>	<b>2 Credits</b>
A study of church music organization and planning, program development, performance techniques and rehearsal management skills required of church musicians.		
<b>CMUS 472C</b>	<b>Church Music Methods Internship</b>	<b>3 Credits</b>
Internship for music majors with a concentration in Church Music. Internship opportunity is provided for student to function in a supervised music ministry environment. <i>Co-requisite:</i> CMUS 472.		



<b>CMUS 480</b>	<b>Independent Study</b>	<b>0-6 Credits</b>
Directed study in specific subject area, a research project or a combination of the two. Designed to meet the specific and individual course needs of students in the senior year. Must be implemented in conjunction with a faculty member who oversees the agreed upon study. <i>Prerequisite:</i> Approval of department chair.		
<b>CPED 101or CPED 102</b>	<b>Physical Education</b>	<b>1 Credit ea.</b>
These courses develop recreational skills and abilities for current and future participation in leisure time activities and provide a rationale for a physically fit lifestyle and wellbeing.		
<b>CPHI 105</b>	<b>Critical Thinking</b>	<b>3 Credits</b>
Focuses on the development of intellectual skills for all areas of study, the organization of ideas, identification of common errors in reasoning, and critical analysis of editorials, speeches and articles.		
<b>CPHI 105H</b>	<b>Critical Thinking</b>	<b>3 Credits</b>
Development of intellectual skills for all areas of study. Focuses on organization of ideas, identification of common errors in reasoning, and critical analysis of editorials, speeches and articles.		
<b>CPHI 221</b>	<b>Introduction to Philosophy</b>	<b>3 Credits</b>
Includes the basic issues studied by philosophers. Topics for discussion include the nature of freedom, the rational foundations for atheism, human existence and meaning, the nature of knowledge, and issues in aesthetics.		
<b>CPHI 231</b>	<b>Ethics and Human Values</b>	<b>3 Credits</b>
Detailed analyses of selected moral philosophers and various approaches to value theory in conjunction with specific contemporary ethical issues are examined.		
<b>CPHI 241</b>	<b>Philosophy of Religion</b>	<b>3 Credits</b>
A critical examination of selected contemporary and classical issues of religion. Topics include proofs for the existence of God, the problem of evil, the nature of religious experience, and the reliability of religious truth claims.		
<b>CPHI 251</b>	<b>Business Ethics</b>	<b>3 Credits</b>
Consideration of ethical questions in business practices including corporate responsibility, conflict of interest, employee rights, colonialism and imperialism, truth in advertising, environmental protection, preferential hiring, affirmative action, and Marxist versus capitalist views on economic justice.		
<b>CPHI 254</b>	<b>Media Ethics</b>	<b>3 Credits</b>
Value questions arising in conjunction with mass media. Discussions of the pervasive influence of the media, together with the aims and restrictions that are, or ought to be, imposed on the media. Topics include the nature of various media, value assumptions in news selection and programming, minorities and the media, the influence of television on children, the rights and responsibilities of journalists, and violence and the media.		
<b>CPHI 262</b>	<b>Science, Technology, and Human Values</b>	<b>3 Credits</b>
Exploration of fundamental value questions and dilemmas associated with training and research in the sciences. Includes applications of science to technology and industry.		
<b>CPHI 262H</b>	<b>Science, Technology, and Human Values</b>	<b>3 Credits</b>
Exploration of fundamental value questions and dilemmas associated with training and research in the sciences. Covers applications of science to technology and industry. Satisfies General Education Core requirement for religion or philosophy.		
<b>CPHI 331</b>	<b>History of Western Philosophy</b>	<b>3 Credits</b>
The first of a two-semester survey of the major figures in western philosophy, beginning with the antecedents to Greek philosophy in Africa. CPHI 331 covers the period of origin through Greek and Medieval thought. Students may take either CPHI 331 or CPHI 332 independently or both in sequence.		
<b>CPHI 332</b>	<b>History of Western Philosophy</b>	<b>3 Credits</b>
The second of a two-semester survey of the major figures in western philosophy, beginning with the antecedents to Greek philosophy in Africa. CPHI 332 includes modern and contemporary philosophers. Students may take either CPHI 331 or CPHI 332 independently or both in sequence.		
<b>CPHI 353</b>	<b>Representative Problems of Philosophy</b>	<b>3 Credits</b>
Classic philosophical problems explored in more depth than that at the introductory level. Students are encouraged to engage in out-of-class research and independent thought.		
<b>CPHI 362</b>	<b>Social and Political Philosophy</b>	<b>3 Credits</b>
Examination of philosophical assumptions underlying different political systems. Topics include the nature of social existence, freedom, rights, and the individual and society.		
<b>CPHI 362H</b>	<b>Social and Political Philosophy</b>	<b>3 Credits</b>
Examination of philosophical assumptions underlying different political systems. Satisfies General Education Core requirement for religion or philosophy.		
<b>CPHI 375</b>	<b>Existentialism and Phenomenology</b>	<b>3 Credits</b>

<b>CPHI 401/402</b>	<b>Off-Campus Study</b>	<b>3 Credits ea.</b>
For students who wish to take courses at institutions other than those offered at the Atlanta University Center or to study abroad as part of their major program.		
<b>CPHI 411</b>	<b>Islamic Philosophy</b>	<b>3 Credits</b>
Chief ideas, arguments, and general philosophical concerns of selected thinkers and schools of thought in the Islamic philosophical tradition. Discussions center on specific historical figures and philosophic and religious traditions, including Islamic mysticism.		
<b>CPHI 421</b>	<b>Philosophies of the African Continent</b>	<b>3 Credits</b>
An examination of the diversity of African philosophical thought. Intellectual traditions from both north and Sub-Saharan Africa are studied.		
<b>CPHI 431</b>	<b>African-American Philosophy</b>	<b>3 Credits</b>
Introduction of personalities representative of the African-American philosophical tradition. Insight into the general character of this tradition and its distinctive style of philosophizing. Also emphasizes issues in social philosophy, ethics, and religion.		
<b>CPHI 451 - 454</b>	<b>Special Topics in Philosophy</b>	<b>3 Credits ea.</b>
Upper-division students explore issues with present-day philosophical significance. Open to both majors and non-majors.		
<b>CPHI 482/483</b>	<b>Independent Study</b>	<b>3 Credits ea.</b>
Development of analytical and interpretive skills. In consultation with an instructor, upper-division students may select an appropriate subject to explore. Independent study requires extensive reading and written work.		
<b>CPHI 484 - 487</b>	<b>Para-Curricular Study in Philosophy</b>	<b>3 Credits ea.</b>
Students with approval of their advisors may select internships that prepare them for their prospective career choices.		
<b>CPHY 102/102L</b>	<b>Physical Science and Laboratory</b>	<b>3 Credits</b>
Basic course in physical science which satisfies the core science requirement for all non-science majors. Topics include concepts of motion, space sciences, chemical processes, conservation of energy, and properties of heat, electricity and light. The laboratory is part of the course, and students are required to attend one (1) two-hour laboratory each week.		
<b>CPHY 104/104L</b>	<b>Introduction to Earth System Science and Laboratory</b>	<b>4 Credits</b>
This course provides a scientific understanding of the physical earth system - lithosphere, hydrosphere, atmosphere, and solar system. Topics include common landforms, identification of mineral and rock specimens, major types of earth movements, dating of rock strata, fundamentals of the hydrologic cycle, introduction to oceanography, properties and processes in the earth's atmosphere, and elementary concepts of astronomy. Students are also required to attend one (1) two-hour laboratory each week. This course can be used to satisfy the core science requirements for all non-science majors.		
<b>CPHY 105</b>	<b>Orientation to Earth System Science</b>	<b>1 Credit</b>
An introduction to the opportunities, career choices, problems and curricula in the Earth System Science Program.		
<b>CPHY 106/106L</b>	<b>Introduction to Earth System Science II and Laboratory</b>	<b>4 Credits</b>
A more quantitative discussion of topics covered in CPHY 104. Topics include isostasy, origin of magma, plate tectonics, aerial photographs, map projections, geologic maps, water balance, and observational astronomy. Environmental hazards will be studied: volcanic, flood, dry land, coastal, earthquake, and groundwater risks. This course fulfills the requirement for middle school education majors who have a concentration in science. <b>Prerequisite:</b> CPHY 104.		
<b>CPHY 111/111L</b>	<b>General and Modern Physics I and Laboratory</b>	<b>4 Credits</b>
Lecture and laboratory course for students who desire a basic background in physics. This course is required for biology and chemistry majors. Topics include introduction to basic physics concepts of mechanics, heat, and sound with emphasis on applications in broad areas such as chemistry and biology. Three (3) lecture hours and one (1) three-hour laboratory per week. <b>Prerequisites:</b> Three (3) units of high school mathematics, including algebra and trigonometry.		
<b>CPHY 112/112L</b>	<b>General and Modern Physics II and Laboratory</b>	<b>4 Credits</b>
Continuation of CPHY 111. Introduces students to basic principles in the physics of electricity, magnetism, optics, and atomic physics. Three (3) lecture hours and one (1) three-hour laboratory per week. <b>Prerequisite:</b> CPHY 111.		
<b>CPHY 121/121L</b>	<b>Physics I: Mechanics and Laboratory</b>	<b>4 Credits</b>
An introductory physics course for students with a background in basic calculus. Topics include resolution of forces, static equilibrium, laws of conservation of momentum and energy, rectilinear motion at constant acceleration, rotational motion, and oscillatory motion. CPHY 121 and CPHY 121L are separate courses. Three (3) lecture hours and one (1) three-hour laboratory per week. Pre- or <b>Co-requisite:</b> CMAT 111.		
<b>CPHY 122/122L</b>	<b>Physics II: Electricity and Magnetism and Laboratory</b>	<b>4 Credits</b>
Continuation of CPHY 121. Students explore electromagnetic forces, induction, static and time-dependent electromagnetic fields, electric circuits, fields and potentials, and electromagnetic waves. CPHY 122 and CPHY 122L are separate courses. Three (3) lecture hours and one (1) three-hour laboratory per. <b>Prerequisite:</b> CPHY 121. Pre- or <b>Co-requisite:</b> CMAT 112.		

<b>CPHY 123/123L</b>	<b>Physics III: Optics and Modern Physics and Laboratory</b>	<b>4 Credits</b>
A continuation of CPHY 121 and CPHY 122. Topics include wave propagation, sound, heat, and principles of thermodynamics, geometric optics, physical optics, atomic physics and nuclear physics. CPHY 123 and CPHY 123L are separate courses. Three (3) lecture hours per week for the CPHY 123 course, and one (1) three-hour laboratory per week for the CPHY 123L laboratory course. <i>Prerequisite:</i> CPHY 122.		
<b>CPHY 211</b>	<b>Modern Physics</b>	<b>3 Credits</b>
Basic study of atomic and nuclear physics, with emphasis on the experimental foundation of these subjects. Topics include introduction to the theory of relativity, atomic theory of matter, Rutherford scattering, photoelectric effect, production and characteristics of x-rays, lasers, introductory quantum physics, atomic spectra, radio activity, elementary particles, and particle accelerators. <i>Prerequisites:</i> CPHY 123.		
<b>CPHY 301</b>	<b>Co-Operative Education Program</b>	<b>3 Credits</b>
Academic credit for physics majors working during the academic year in approved industry positions. To receive credit for cooperative experiences, students must secure approval from the department chair, who will arrange internships with project monitors at specific work sites. Students who do not follow this procedure will not receive cooperative academic credit.		
<b>CPHY 312</b>	<b>Optics</b>	<b>4 Credits</b>
Study of the electromagnetic theory of light and the interactions of light and matter. Topics include geometrical optics and optical instrumentation, physical optics (diffraction and interference effects), spectroscopy and interferometry. Certain topics in modern optics, such as holography and lasers, also are discussed. Three (3) one-hour lectures and one (1) three-hour laboratory per week. <i>Prerequisite:</i> CPHY 123.		
<b>CPHY 321</b>	<b>Mathematical Physics I</b>	<b>3 Credits</b>
Application of mathematical techniques to physical systems. Course surveys basic concepts of differential and integral calculus. Topics include infinite sequences and series, systems of linear determinants and matrices, and special functions. The course emphasizes numerical methods and application to physics and chemistry. Three (3) one-hour discussion and problem sessions per week. <i>Prerequisite:</i> CPHY 123.		
<b>CPHY 322</b>	<b>Mathematical Physics II</b>	<b>3 Credits</b>
Continuation of CPHY 321. Topics include partial differentiation, multiple integral, first- and second-order ordinary differential equations, and numerical methods of solving differential equations, vector algebra, vector analysis, probability, and statistics. <i>Prerequisite:</i> CPHY 321.		
<b>CPHY 331</b>	<b>Classical Mechanics</b>	<b>3 Credits</b>
A rigorous development of the concepts of classical physics and the mathematical techniques used therein. Students study the common mathematical formalism in vector analysis, hydrodynamics, and electromagnetism. Other topics include Galilean relativity, kinematics and dynamics of particle systems, rigid bodies, oscillations, wave motion, and Lagrangian mechanics. <i>Prerequisite:</i> CPHY 123.		
<b>CPHY 332</b>	<b>Electromagnetic Theory</b>	<b>3 Credits</b>
Physical and mathematical foundations of electromagnetism. Students explore electrostatic fields and potentials, electric fields around conductors, electric current, fields of moving charges, magnetic fields, and electromagnetic induction. Maxwell's equations, alternating current circuits, electric fields in matter, free oscillations in systems with many degrees of freedom, forced oscillations, traveling waves, modulations, pulse and wave packets, reflection, polarization, and interference and diffraction. <i>Prerequisite:</i> CPHY 123.		
<b>CPHY 341L</b>	<b>Advanced Physics Laboratory</b>	<b>3 Credits</b>
Consists of introduction to classical experiments of physics such as the measurement of the charge to mass ratio of the electron, Planck's constant, Milliken oil drop experiment, and others. Advanced laboratory techniques and data analysis are also covered. <i>Prerequisite:</i> CPHY 123.		
<b>CPHY 350</b>	<b>Physics of Earth Systems</b>	<b>3 Credits</b>
Fundamental principles of radiation, absorption and emission of radiation, solar and terrestrial radiation, radiative transfer and heating rates, surface and global energy balances, role of greenhouse gases, aerosols and clouds in climate change.		
<b>CPHY 353</b>	<b>Weather Analysis and Prediction</b>	<b>4 Credits</b>
Provides an introduction to atmospheric structure and synoptic meteorology. Laboratory exercises include weather analysis and forecasting.		
<b>CPHY 355</b>	<b>Atmospheric Thermodynamics</b>	<b>3 Credits</b>
Atmospheric composition, equation of state, first and second laws of thermodynamics, thermodynamics of dry and moist atmospheres, thermodynamic diagrams, static and dynamic atmospheric stability. <i>Prerequisites:</i> CMAT 211 and CPHY 121.		
<b>CPHY 357</b>	<b>Atmospheric Aerosols</b>	<b>4 Credits</b>
Physical and chemical properties of aerosol particles, natural and anthropogenic sources, techniques for detecting and measuring aerosols, spatial distribution of aerosol particles, the role of particles in atmospheric chemistry, air pollution and cloud formation, as well as optical properties and their effects on atmospheric visibility. Topics also include radiative effects and implications for the earth's climate. <i>Prerequisites:</i> CMAT 211 and CPHY 121.		
<b>CPHY 360</b>	<b>Numerical Methods in Earth System Science</b>	<b>3 Credits</b>
Most of today's geoscience problems can be represented in form as ordinary and partial differential equations. Course provides an opportunity for students to understand the physical aspects of geoscientific phenomena using mathematical methods as tools. <i>Prerequisites:</i> CMAT 212, CMAT 214, and CPHY 121.		

<b>CPHY 365</b>	<b>Dynamics of the Earth System</b>	<b>3 Credits</b>
Description and theory of atmospheric and oceanic motion: analysis of forces; accelerated reference frames; conservation equations of mass, momentum and energy; scaling; pressures coordinates; geostrophic and gradient flow; thermal wind; trajectories; circulation and vorticity. <i>Prerequisite:</i> CPHY 355.		
<b>CPHY 370</b>	<b>Earth System Measurements</b>	<b>3 Credits</b>
Physical principles of seismic, hydrological and atmospheric instruments, static and dynamic performance characteristics, use of data loggers in instrumentation and in measurement systems. <i>Prerequisites:</i> CCIS 103, CMAT 211, and CPHY 121.		
<b>CPHY 375</b>	<b>Instrumentation Electronics</b>	<b>4 Credits</b>
Physical concepts of electronics, basic test instruments, electronics mathematics, DC and AC circuit analysis, measurement errors, linear circuits, digital electronics, systems, solid state electronics, components and transducers. <i>Prerequisites:</i> CPHY 112 and CPHY 123.		
<b>CPHY 411</b>	<b>Thermodynamics and Statistical Mechanics</b>	<b>3 Credits</b>
The concepts and methods of classical thermodynamics and its relation to statistical mechanics. Topics include thermodynamic laws, kinetic theory, and thermodynamic functions and their application to simple systems. <i>Prerequisite:</i> CPHY 321.		
<b>CPHY 412</b>	<b>Introduction to Quantum Mechanics</b>	<b>3 Credits</b>
Concepts of wave particle duality, Heisenberg's Uncertainty Principle, and Schrodinger's Wave Equation, with applications to potential problems of the hydrogen atom and atomic spectra, first-order perturbation theory, spin orbit interaction, and particle theory. <i>Prerequisite:</i> CPHY 332.		
<b>CPHY 421</b>	<b>Undergraduate Research I</b>	<b>3 Credits</b>
Individual exposure to the methodology of experimental and theoretical research in physics. Experiments emphasize modern physical techniques and require considerable independent reading and investigation. Individual schedules are arranged at the beginning of the term, depending on the student's interest and experience. <i>Prerequisite:</i> Permission of department chair required.		
<b>CPHY 422</b>	<b>Undergraduate Research II</b>	<b>3 Credits</b>
Individual exposure to the methodology of experimental and theoretical research in physics. Experiments emphasize modern physical techniques and require considerable independent reading and investigation. Individual schedules are arranged at the beginning of the term, depending on the student's interest and experience. <i>Prerequisite:</i> Permission of department chair required.		
<b>CPHY 441</b>	<b>Internship I</b>	<b>3 Credits</b>
Professional work experience for students during the summer months. Interns may work in Atlanta or in other locations. To receive academic credit for internship, students must secure approval from the department chair, who will arrange internships with project monitors at specific work sites. Students who do not follow this procedure will not receive internship academic credit.		
<b>CPHY 442</b>	<b>Internship II</b>	<b>3 Credits</b>
Professional work experience for students during the summer months. Interns may work in Atlanta or in other locations. To receive academic credit for internship, students must secure approval from the department chair, who will arrange internships with project monitors at specific work sites. Students who do not follow this procedure will not receive internship academic credit.		
<b>CPHY 445</b>	<b>Introduction to Micrometeorology</b>	<b>4 Credits</b>
Energy budget and radiation balance near the surface; air temperature, humidity and wind distribution in the atmospheric boundary layer; viscous flows and turbulence; neutral boundary layers, momentum and heat exchanges with homogeneous surfaces; nonhomogeneous boundary layers, agricultural and forest meteorology. <i>Prerequisite:</i> CPHY 375.		
<b>CPHY 450</b>	<b>Radiative Transfer and Passive Remote Sensing</b>	<b>4 Credits</b>
Fundamentals of electromagnetic radiation. Emphasis on solar radiation at the top of the atmosphere, scattering and absorption of solar radiation in the atmosphere, infrared transfer in the atmosphere. Measurement of scattered sunlight or radiation emitted by the atmosphere using ultraviolet, visible, infrared or microwave sensors. <i>Prerequisite:</i> CPHY 123.		
<b>CPHY 452</b>	<b>Active Remote Sensing</b>	<b>4 Credits</b>
Principles of meteorology sensors; radar principles; radar equation; radar application; radar accuracy; sodar and lidar equations, applications and accuracy; interpretation of data from active and passive remote sensing systems. <i>Prerequisite:</i> CPHY 375.		
<b>CPHY 460</b>	<b>Atmospheric Chemistry</b>	<b>4 Credits</b>
Basic structure of the planet; detailed structure of the atmosphere; how the present atmosphere evolved from the primordial atmosphere; what happens to solar radiation as it passes through the atmosphere; the presence of oxygen and its relation to ozone and living systems; chemical equilibrium and rates of reactions; differences between reactions with rates that depend primarily upon temperature versus sunlight; Chapman's theory of ozone formation in the stratosphere; improvements to the simple model; the role of aerosols on chemical change; the role of chlorofluorocarbons on the "ozone hole"; chemical cycles in the lower atmosphere; urban photochemical smog and acid-rain; chemistry on other planets. <i>Prerequisites:</i> CMAT 111 and CCHE 112.		
<b>CPHY 470</b>	<b>Earth System Modeling</b>	<b>4 Credits</b>
Application of numerical modeling techniques to the earth system; use of computer modules representative of earth system components presented as hands-on laboratory exercises, including impact of basic energy exchanges processes on temperature and evolution of horizontal motions in the atmosphere; satellite data. <i>Prerequisite:</i> CPHY 360.		
<b>CPHY 501</b>	<b>Classical Mechanics</b>	<b>3 Credits</b>
Dynamics of particles and rigid bodies; the Lagrangian and Hamiltonian formulation; Poisson brackets, Hamilton-Jacobi Theory, classical scattering theory, theory of small oscillation.		

<b>CPHY 503</b>	<b>Electrodynamics</b>	<b>3 Credits</b>
Maxwell's equations and applications; electrostatics, dielectrics, magnetostatics, scalar and vector potentials; conservation laws; multiple moments and multiple radiation; dispersion; special relativity.		
<b>CPHY 504</b>	<b>Modern Optics</b>	<b>3 Credits</b>
Concepts of Modern Optics starting with Maxwell's equations including topics such as reflection and refraction, wave propagation in anisotropic media diffraction, interference, lasers, holography, and the theory of optical wave-guides. <i>Prerequisite:</i> CPHY 322, Electromagnetic Theory.		
<b>CPHY 515</b>	<b>Quantum Mechanics I</b>	<b>3 Credits</b>
Non-relativistic quantum mechanics; representation of dynamical variables as operators or matrices; theory of angular momentum; motion in a centrally symmetric field; perturbation theory; identical particles and spin; theory of classic collisions; semi-classical treatment of radiation.		
<b>CPHY 516</b>	<b>Quantum Mechanics II</b>	<b>3 Credits</b>
Non-relativistic quantum mechanics; representation of dynamical variables as operators or matrices; theory of angular momentum; motion in a centrally symmetric field; perturbation theory; identical particles and spin; theory of classic collisions; semi-classical treatment of radiation.		
<b>CPHY 520</b>	<b>Thermodynamics and Statistical Mechanics</b>	<b>3 Credits</b>
Review of first, second, and third laws; irreversible processes; microcanonical, canonical and grand canonical ensembles; the density matrix; Bose and Fermi systems. Kinetic theory and the Boltzmann transport equation.		
<b>CPHY 531</b>	<b>Mathematical Methods I</b>	<b>3 Credits ea.</b>
Vector analysis, orthogonal curvilinear coordinates; the calculus of variations; functions of a complex variable; ordinary and partial differential equations, hypergeometric functions; orthogonal functions; integral transform methods; Green's functions and integral equations.		
<b>CPHY 532</b>	<b>Mathematical Methods II</b>	<b>3 Credits</b>
Vector analysis, orthogonal curvilinear coordinates; the calculus of variations; functions of a complex variable; ordinary and partial differential equations, hypergeometric functions; orthogonal functions; integral transform methods; Green's functions and integral equations.		
<b>CPHY 540</b>	<b>Solid State Physics</b>	<b>3 Credits</b>
Brillouin zone treatment of metals, semiconductors and insulators; approximation methods of determining properties of real solids; comparison between theory and experiment for selected solid state phenomena.		
<b>CPHY 545</b>	<b>Atomic and Nuclear Physics</b>	<b>3 Credits</b>
Quantum theory of atomic and nuclear processes. Hartee-Fock approximation, fine and hyperfine structure, atomic collision; nucleon-nucleon potentials and scattering, shell and collective models, correlation in nuclear matter.		
<b>CPHY 550</b>	<b>Physics of Fluids</b>	<b>3 Credits</b>
Basic processes in liquids, gases, magneto-fluids and plasmas; Navier-Stokes equation, non-Newtonian fluids, compressible and incompressible flow, shock structure, kinetic theory, classical transport, turbulence.		
<b>CPHY 565</b>	<b>Physics of Surfaces</b>	<b>3 Credits</b>
Fundamentals of physical methods for studying the structures, compos vibrational and electronic properties of solid surfaces, including the verification of principles in laboratory experiments.		
<b>CPHY 570</b>	<b>Radiation Physics</b>	<b>3 Credits</b>
Radioactivity, interaction of electromagnetic radiation with matter, radiation quantities and units; x-rays, gamma rays, neutron activation, interaction of charged particles with matter, stopping power, range-energy relations, counting statistics shielding, dosimetry, waste disposal, critical prevention, radiation biology and ecology.		
<b>CPHY 585</b>	<b>Applied Quantum Mechanics I</b>	<b>3 Credits</b>
Application of quantum mechanical principles to the solution of selected problems in atomic, molecular, nuclear and solid-state physics.		
<b>CPHY 586</b>	<b>Applied Quantum Mechanics II</b>	<b>3 Credits</b>
Application of quantum mechanical principles to the solution of selected problems in atomic, molecular, nuclear and solid-state physics.		
<b>CPHY 601</b>	<b>Departmental Seminar I</b>	<b>0 Credit</b>
Required of all graduate students in the Department.		
<b>CPHY 602</b>	<b>Departmental Seminar II</b>	<b>0 Credit</b>
Required of all graduate students in the Department.		
<b>CPHY 603</b>	<b>Thesis Research</b>	<b>6 Credits</b>
Designed to assist students in the development and writing of the thesis research project.		

<b>CPHY 604</b>	<b>Non-Thesis Research</b>	<b>6 Credits</b>
Designed for students who are in the final stage of non-thesis research project writing, which requires minimal supervision and assistance.		
<b>CPHY 605</b>	<b>Optical Fiber Measurements I</b>	<b>3 Credits</b>
Introduction to the hands-on experience needed to master the basic concepts and laboratory techniques of optical fiber technology; includes a wide range of applications in both optical communications and sensors, using both multimode and single-mode fibers.		
<b>CPHY 606</b>	<b>Modern Optical Measurements II</b>	<b>3 Credits</b>
Continuation of Optical Fiber Measurements I with emphasis on more complex measurements and calibration on topics such as polarization-maintaining fibers, communication sources and detectors and communication systems.		
<b>CPHY 607</b>	<b>Advanced Optics</b>	<b>3 Credits</b>
Surveys topics in advanced optics such as electromagnetic wave scattering and propagation in unperturbed, perturbed and nonlinear dielectric media. <i>Prerequisite:</i> CPHY 504 (Modern Optics).		
<b>CPHY 610</b>	<b>Philosophy of Science</b>	<b>3 Credits</b>
Treatment of ontological, epistemological, and methodological presuppositions underlying physical theory and experiment; problems of demarcation, verification and evolution of scientific knowledge; social implications of scientific research.		
<b>CPHY 615</b>	<b>Special Topics in Physics</b>	<b>3 Credits</b>
Special topics of current interest such as general relativity, quantum field theory, scattering theory, elementary particle theory, astrophysics, etc.		
<b>CPHY 620</b>	<b>Introduction to Atmospheric Sciences</b>	<b>3 Credits</b>
Dynamics of atmospheric processes; spectroscopy of atomic and molecular species; photodynamics and photokinetics of photochemical processes; instrumental techniques, including infrared, atomic emissions, and atomic absorption.		
<b>CPSC 106</b>	<b>Politics and Global Issues</b>	<b>3 Credits</b>
This course is offered as part of the General Education Core. The course introduces students to the discipline of Political Science and surveys the various fields of Political Science and comparative politics, political theory, and international relations. The course emphasizes training students to use technology and the learning skills of critical thinking, writing, and speaking.		
<b>CPSC 219</b>	<b>American Government and Politics</b>	<b>3 Credits</b>
This is an introductory course providing understanding of the institutions and ideas basic to the American political experience and the process that shapes public participation and governmental decision.		
<b>CPSC 220</b>	<b>Introduction to Public Policy</b>	<b>3 Credits</b>
This course offers an exploration of three major policy areas: health, income inequality (poverty), and human resource development. It emphasizes effects of policy programs on a variety of groups and the overall costs and benefits of policies. Students explore topics through computer-game simulation, graphs, aggregate data, and conventional case-study readings.		
<b>CPSC 221</b>	<b>State and Local Government</b>	<b>3 Credits</b>
This course provides an examination of state and local governmental institutions, the tools of political participation as practiced by various groups, state and local public policies, and the role state and local governments play in the federal system.		
<b>CPSC 309</b>	<b>Introduction to Urban Planning</b>	<b>3 Credits</b>
This course presents an introduction to the history, theories, and activities of urban planning. Students discuss trends in urbanism and influences of technical and social change, particularly as these relate to planning for human resource development.		
<b>CPSC 313</b>	<b>Urban Politics and Policy</b>	<b>3 Credits</b>
The politics of the American metropolis is the focus of this course with primary focus on the use of power and influence. Students devote attention to the formulation and impact of public policies and to the conditions and politics of minorities in urban areas.		
<b>CPSC 315</b>	<b>Comparative Politics</b>	<b>3 Credits</b>
Students are introduced to the subfield of comparative politics and the use of key analytic concepts to generalize about political systems, the way they function, and the uniformities and variations in political systems.		
<b>CPSC 319</b>	<b>Electoral Politics</b>	<b>3 Credits</b>
This course presents the history of elections, political parties, electoral methods, and the practical aspects of campaigning, and voting behavior. Students consider the use of political questionnaires and polling and examine the platforms of political candidates in current races.		
<b>CPSC 322</b>	<b>International Relations</b>	<b>3 Credits</b>
This course introduces students to the basic concepts of international relations, including foreign policy decision-making, conflict, deterrence, interdependence, coercive diplomacy, and international systems. Special attention is given to major regional and global wars, the dynamics of interwar years, the Cold War era, the politics of international economics, and the influence of major nongovernmental actors in world affairs.		
<b>CPSC 336</b>	<b>Current World Problems</b>	<b>3 Credits</b>
Students are presented lectures on contemporary world issues, particularly as they affect the United States. Focusing on their individual areas of interest, students conduct extensive research on policies, problems, and solutions and lead class discussions on their findings. <i>Prerequisite:</i> CPSC 219.		

<b>CPSC 337</b>	<b>Statistics I</b>	<b>3 Credits</b>
Introduction to descriptive statistics, including associational measures and probability. <i>Prerequisite:</i> General Education mathematics requirements.		
<b>CPSC 338</b>	<b>Statistics II</b>	<b>3 Credits</b>
This course is an introduction to inferential statistics, hypothesis testing, simple use of analysis of variance, and correlation coefficients. <i>Prerequisite:</i> CPSC 337.		
<b>CPSC 352</b>	<b>American Foreign Policy</b>	<b>3 Credits</b>
Students engage in an analysis of the formulation and execution of American foreign policy and its purposes and trends. The topics covered include historical evolution of U.S. foreign policy, economic and political factors, national and international determinants, instruments of policy execution, and major problems faced by recent presidential administrations.		
<b>CPSC 361</b>	<b>Political Theory I</b>	<b>3 Credits</b>
Major political ideas, from Machiavelli to pre-Marxian socialism, are covered throughout this course, with a special focus on the concepts of power, legitimacy, authority, liberty, and equality.		
<b>CPSC 362</b>	<b>Political Theory II</b>	<b>3 Credits</b>
Major political ideas of the nineteenth and twentieth centuries are examined, including modern notions of democracy, socialism, communism, liberalism, and nationalism.		
<b>CPSC 371</b>	<b>Science and Public Policy</b>	<b>3 Credits</b>
This course offers a survey of the use of science and the scientific method as applied to public policy. Government institutions involved in scientific studies are examined, and the role of expertise in policy making and the possible social effects of scientific discoveries are considered.		
<b>CPSC 372</b>	<b>Comparative Public Policy</b>	<b>3 Credits</b>
The difference in the scope and substance of major public policies affecting the United States and other countries, principally Western European, are examined in this course. Students explore the "how, why, and what" of government action in policy areas such as health, education, taxation, housing, transportation, and income maintenance.		
<b>CPSC 374</b>	<b>Constitutional Law</b>	<b>3 Credits</b>
This course focuses on an analysis of the U.S. Constitution using the case study method. Among topics covered are the Supreme Court, federal jurisdiction, commerce power, taxation, and spending powers. This course is highly recommended for students planning to attend law school.		
<b>CPSC 375</b>	<b>Political and Civil Rights</b>	<b>3 Credits</b>
Political and personal freedoms under the Bill of Rights and the Fourteenth Amendment to the U.S. Constitution are examined. Sound analysis of the principles underlying civil and human rights is stressed. This course is especially recommended for students planning to attend law school. <i>Prerequisite:</i> CPSC 374 or permission of the instructor.		
<b>CPSC 387</b>	<b>Scope and Methods of Research</b>	<b>3 Credits</b>
This course provides a formal introduction to concepts, theories and major subfields of political science, and essential social science research method and skills students will need to conduct qualitative and normative research on political and social issues. Students learn how to select and apply appropriate social science research techniques methods to a particular problem. Course limited to first-semester juniors and seniors.		
<b>CPSC 394</b>	<b>Politics in Contemporary Thought</b>	<b>3 Credits</b>
Review of current trends in modern political science. Students research the most recent research in the fields of public policy, historical and behavioral methods, political theory, international affairs, and American politics.		
<b>CPSC 420</b>	<b>Politics of Africa</b>	<b>3 Credits</b>
This course provides an overview of government and politics of modern Africa. It examines the ongoing dynamic relationship between modern and traditional political beliefs and institutions and identifies major issues, problems, and proposed solutions.		
<b>CPSC 479</b>	<b>Senior Thesis</b>	<b>3 Credits</b>
The senior, in consultation with her/his advisor, selects a thesis topic, and devotes a full semester to research design, and implementation, the results of which are submitted to the advisor and the Department in the form of a Senior Thesis written report and oral presentation. <i>Prerequisites:</i> CPSC 361, CPSC 362, and CPSC 387.		
<b>CPSC 480</b>	<b>Independent Study</b>	<b>3 Credits</b>
Students pursue a program of selected reading, research, and writing and engage in a critical examination of one or more selected topics under the guidance of an instructor. <i>Prerequisite:</i> Permission of the department chair required.		
<b>CPSC 483</b>	<b>Independent Study</b>	<b>3 Credits</b>
Students pursue a program of selected reading, research, and writing and engage in a critical examination of one or more selected topics under the guidance of an instructor. <i>Prerequisite:</i> Permission of the department chair required.		
<b>CPSC 484</b>	<b>Internship</b>	<b>3 Credits</b>
Varied internship placement programs are made available to juniors and seniors majoring in Political Science at all levels of government and in public interest organizations. Activities include attending seminars and completing research papers. <i>Prerequisite:</i> Approval by the department chair required.		

<b>CPSC 486</b>	<b>Internship</b>	<b>3 Credits</b>
Varied internship placement programs are made available to juniors and seniors majoring in Political Science at all levels of government and in public interest organizations. Activities include attending seminars and completing research papers. <b>Prerequisite:</b> Approval by the department chair required.		
<b>CPSC 487</b>	<b>Internship</b>	<b>3 Credits</b>
Varied internship placement programs are made available to juniors and seniors majoring in Political Science at all levels of government and in public interest organizations. Activities include attending seminars and completing research papers. <b>Prerequisite:</b> Approval by the department chair required.		
<b>CPSC 490</b>	<b>Washington Internship in Public Policy</b>	<b>3 Credits</b>
This is an opportunity for a one-semester internship placement in a Washington, D.C.-based agency or organization. Students attend seminars, work in a Congressional office, and produce a significant research paper documenting experiences and new learning. The internship is open to students in all majors who have outstanding academic records and are interested in careers in the public sector or current issues confronting the disadvantaged.		
<b>CPSY 211</b>	<b>General Psychology</b>	<b>3 Credits</b>
Psychology is defined as the scientific study of mental processes and behavior. This course is designed to give the student an overview of the field in terms of its evolution, theories and theorists (e.g., psychoanalytic, behavioral, humanistic, cognitive, etc.) specialties in the field (e.g., Clinical, Experimental, Engineering, Forensics, Industrial/Organizational, Physiological, School, Social, etc.), and research methods (e.g., data collection, data analysis, research design). General Psychology provides the foundation for more advanced study in psychology for its majors and introduces non-majors to human behavior from a psychological perspective.		
<b>CPSY 211H</b>	<b>General Psychology</b>	<b>3 Credits</b>
Survey of the history, basic principles, and major areas of research in psychology, including contributions made by African Americans. Satisfies General Education Core requirement.		
<b>CPSY 218</b>	<b>Human Growth and Development</b>	<b>3 Credits</b>
This course discusses issues, theories, and research on the cognitive, social, personality, and physical development of humans throughout the lifespan from a behavioral analytic perspective with emphasis on the influences of gender and culture.		
<b>CPSY 301</b>	<b>Educational Psychology</b>	<b>3 Credits</b>
Educational Psychology is described as the scientific study of human learning in educational settings. Topics discussed in this class include: Classroom management, curriculum development, educational intervention strategies, educational technology, gifted students, instructional design, learning styles, organizational learning, school culture, special education students, teaching styles, testing, etc. The course is taught from two perspectives, namely teachers and students. For example, for prospective teachers it provides an overview of the basic principles, theories, and techniques from a psychological perspective as related to learning; and for students the course is designed to help students identify common problems teachers confront in the classroom and to then apply course material to develop a plan to resolve typical problems in classroom situations.		
<b>CPSY 313</b>	<b>Statistics I</b>	<b>3 Credits</b>
This course introduces students to descriptive statistics and the basic components of experimental design. Students are introduced to measures of central tendency and variation, making and interpreting graphs, and organizing data. It also covers probability and introduces students to one sample T-Test and Chi-Square. <b>Prerequisites:</b> CMAT 105 and CPSY 211.		
<b>CPSY 314</b>	<b>Statistics II</b>	<b>3 Credits</b>
Students are introduced to inferential statistics, non-parametric statistics, and hypothesis testing in this course. Students learn how to use a variety of statistical tests, both parametric and nonparametric, for example, regression analysis, T-Tests, complex Chi-Square, independent and repeated analysis of variance tests, and Mann-Whitney U and Wilcoxon signed-ranks tests. <b>Prerequisites:</b> CPSY 211, CPSY 313, and CMAT 105.		
<b>CPSY 315</b>	<b>Social Psychology</b>	<b>3 Credits</b>
Social Psychology is described as the scientific study of the effects of both the individual on society (e.g., cognitions, perceptions, attitudes, social and personality characteristics, etc.) and society on the individual (e.g., social norms, stereotypes, prejudice, discrimination, social influences—compliance, obedience, conformity, etc.). The course will: (1) give students the opportunity to acquire a basic awareness of this subfield in psychology, that is, theories and research, (2) allow students to gain experience in the application of the principles of Social Psychology, and (3) enable students to develop an empirically sound research proposal under the guidance of the instructor. <b>Prerequisite:</b> CPSY 211 and CPSY 313.		
<b>CPSY 316</b>	<b>Introduction to Psychological Testing</b>	<b>3 Credits</b>
This course is designed to help foster an appreciation of theory and practical applications regarding psychological tests. In addition, students will learn about the basic types of tests used in schools, forensics, as well as medical and clinical settings. The construction, standardization, reliability and validity, scoring, administration, use, and interpretation of group and individual psychological tests are topics discussed in the class. <b>Prerequisites:</b> CPSY 211 and CPSY 313.		
<b>CPSY 318</b>	<b>Industrial/Organizational Psychology</b>	<b>3 Credits</b>
Industrial/Organizational Psychology is also referred to as Applied Psychology. It is the subfield of psychology that focuses on behavior in the workplace. For example, topics discussed in the class include: Employee behavior, motivation, performance, compensation, leadership, management systems, job satisfaction, personnel recruitment and selection, organizational effectiveness, organizational culture, professional development and training, how to manage change, etc. <b>Prerequisites:</b> CPSY 211 and CPSY 313.		



<b>CPSY 320</b>	<b>Social and Personality Development</b>	<b>3 Credits</b>
The Social and Personality course is a subfield of Social Psychology and is designed to cover theories of social and personality development from conception through adolescence. Classic theories and research as well as modern theories in the field will be examined. Different aspects or influences on a person's social and personality development will be discussed (e.g., emotions, attachments, achievement, sex differences and gender roles, altruism, aggression, cognitive and moral development, individuality, culture, environment, family, peers, school, television, etc.). <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 330</b>	<b>African-Centered Psychology</b>	<b>3 Credits</b>
This course provides a thorough overview of topics that go beyond western-oriented approaches to psychology. It will provide students with information about the major approaches to the psychology of African people with particular emphasis on the experiences of African Americans. The Afrocentric and Eurocentric approaches to the understanding of African people will be examined extensively. Theoretical papers, research, and philosophical discussions about what Black/African Psychology is, how it should be studied, and how it can be utilized as a tool for empowerment and psychological liberation are also considered. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 358</b>	<b>Human Sexuality</b>	<b>3 Credits</b>
Human Sexuality examines the theoretical aspects, current practices and future research directions of sexuality. It also serves as an exposure agent in deciphering commonly held beliefs about sexuality. Through an empirical lens, this course provides a forum for discussing issues relevant to interpersonal and intimate relationships. Historical and different cultural views of sexuality, along with biological, social, religious, ethical, legal and personal issues on sexual expressions, perceptions, cognitions and attitudes are also explored. Students are also given an opportunity to engage in an assigned research project.		
<b>CPSY 371</b>	<b>Experimental Psychology</b>	<b>3 Credits</b>
Experimental Psychology is used to help students acquire skills in the use of the scientific method, investigative methods, data collection and data analysis. Students learn about experimental, correlational, and quasi-experimental research designs. In addition, they will learn how to: (1) differentiate between scientific and non-scientific research methods, (2) identify different types of research designs, and (2) implement different research designs in the laboratory. Students must enroll in the Experimental Psychology Lab at the same time that they enroll in this course. <b>Prerequisites:</b> CPSY 211 and CPSY 313.		
<b>CPSY 371L</b>	<b>Experimental Psychology Laboratory</b>	<b>1 Credit</b>
The Experimental Psychology Lab is used to enable students to apply the knowledge they obtained in the Experimental Psychology course. It provides a structured research setting in which students are guided through the research process by the instructor. Students will be able to collect and analyze data in a variety of ways in a series of assigned experiments.		
<b>CPSY 377</b>	<b>History and Systems of Psychology</b>	<b>3 Credits</b>
This course is essentially the history of psychology. It presents information on the philosophical, scientific, social, and religious antecedents that led to the development of Psychology as an independent, scientific field of study. The evolution of the different paradigms in the field at different times (e.g., structuralism, functionalism, gestalt, psychoanalytic, behavioral, cognitive, humanistic, etc.) are examined in detail. That is, classic and modern theories and theorists will be explored. Individuals who made significant contributions to the field will be examined as well. Students are also introduced to the contributions of individuals from different cultures and women to the field of psychology. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 385</b>	<b>Abnormal Psychology</b>	<b>3 Credits</b>
This course introduces the student to the scientific study of psychopathology, including history, demography, etiology, diagnosis, symptoms, and treatment. It is essentially an undergraduate's overview of Clinical Psychology. Students are introduced to research and factual knowledge in the area of abnormal psychology, especially diagnosis (e.g., DSM) and treatment (e.g., psychoanalytic, behavioral, cognitive, humanistic, etc.). In addition, students will be able to: (1) identify common flaws in psychological research and practice, (2) understand ethical and legal considerations in the practice of psychology, and (3) assess the validity and reliability of psychological sources. This class also looks at relatively new content areas in the field such as the impact of culture, gender, and race on abnormal behavior. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 410</b>	<b>Organizational Behavior</b>	<b>3 Credits</b>
Organizational Behavior is a subfield in the area of Industrial/Organizational Psychology and also has its roots in the area of Social Psychology (e.g., group dynamics). This course is designed to introduce the student to the many different ways that individuals, groups and structures in the organization impact the behavior in the work place as well as the effectiveness of the organization and the employees. Different theories are presented to help the student understand organizational development, management, and performance. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 413</b>	<b>Learning</b>	<b>3 Credits</b>
The Learning course presents information about the classic and current theories and research on the processes of learning and memory. Topics examined include: Instinctive (i.e., emitted) and learned (i.e., elicited) behaviors, classical and operant conditioning, reinforcement and punishment, discrimination and generalization, as well as social, observational, and insight learning, and the various stages of the human memory system. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 415</b>	<b>Physiological Psychology</b>	<b>3 Credits</b>
This course is designed to introduce the student to the scientific study of the physiological aspects of human behavior, with emphasis on neurological structure and function. Major topics include the basic structure and function of neurons and the nervous system as well as the physiological basis of eating and drinking, sexual behavior, sleep and dreaming, and drug abuse. <b>Prerequisites:</b> CPSY 211 and CBIO 111.		

<b>CPSY 417</b>	<b>Independent Research</b>	<b>3 Credits</b>
Independent Research is the course that is used to provide the student with guidance through the implementation of the scientific method (i.e., conducting research) under the tutelage of the instructor; that is, application of knowledge learned. Students work on individual or group projects as specified and agreed upon by both the student and instructor. A student could also be given an opportunity to work on research that the professor is already engaged. Normally the culmination of the research will result in an oral or poster presentation at a local, state, regional, national or international conference, and/or a publication. Independent Research can be taken twice for a total of six (6) credit hours. Time and place for the course will be provided from the instructor. <b>Prerequisites:</b> CPSY 211, CPSY 313, CPSY 314, CPSY 371, and permission of the instructor.		
<b>CPSY 418</b>	<b>Senior Seminar</b>	<b>3 Credits</b>
This course provides the students with opportunities to integrate their knowledge of psychology with current and professional issues in the field. Diverse topics in psychology, such as job opportunities, test preparation, graduate school opportunities, and current events with psychological implications are also explored. Students will be guided through the process for graduation, preparations for careers in the field of psychology or related fields, job placement, and/or professional schools. <b>Prerequisites:</b> CPSY 211 and senior standing (at least 88 credits completed).		
<b>CPSY 419</b>	<b>Behavior Genetics</b>	<b>3 Credits</b>
Behavior Genetics is an interdisciplinary science involving psychology, statistics, genetics, biology, etc. In this course students will learn about the influence of genetics on behavior. They will study genetic (and therefore non-genetic) influences and contributions to individual and group differences relating to psychological phenomenon including personality, psychopathology, intelligence, addiction, language, learning, sexuality, and related medical conditions. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 420</b>	<b>Special Topics in Psychology</b>	<b>3 Credits</b>
Special Topics is the course used by faculty members in the Department to explore their interests or the interests of their students in the classroom. Faculty may also decide to present a course based on his/her area of expertise (e.g., Forensics, Social and Personality Development, African Centered Psychology, Psychopharmacology, etc.) or a specific need of the students (e.g., APA writing style). This course could serve as a psychology elective for majors and as a general elective for all other majors. As long as the content of the course differs, there is no limit on the number of times a student can take the course for credit since majors are required to have five psychology electives. <b>Prerequisite:</b> CPSY 211.		
<b>CPSY 421</b>	<b>Psychochemistry</b>	<b>3 Credits</b>
Psychochemistry is a science that examines the relationship between chemicals, behavior and psychological processes. It is the study of the influence of chemistry on behavior. In this course students will study and learn neurochemical, pharmacological, and endocrinological changes affecting or accompanying emotional, motivational, and learned behaviors. <b>Prerequisite:</b> CPSY 415.		
<b>CPSY 480</b>	<b>Independent Study</b>	<b>3 Credits</b>
This course is developed to provide students with an opportunity to individualize their plan of study. Independent Study is done in consultation with a supervising faculty member, and the student is required to follow detailed plans of self-directed study on topics of the students' choice. <b>Prerequisite:</b> Permission of the instructor.		
<b>CPSY 483</b>	<b>Independent Study</b>	<b>3 Credits</b>
This course can be taken after the student has successfully completed CPSY 480. It is developed to provide students with an opportunity to individualize their plan of study. Independent Study is done in consultation with a supervising faculty member, and the student is required to follow detailed plans of self-directed study on topics of the students' choice. <b>Prerequisites:</b> CPSY 480 and permission of the instructor.		
<b>CPSY 488</b>	<b>Internship</b>	<b>3 Credits</b>
This is an experiential learning course. It provides the student with a semester of firsthand experience working in a psychological setting that would provide them with practical experience in the subfield of psychology in which they are interested. Interns work at least three (3) hours each week under the direct supervision of a professional within a designated agency (e.g., school, mental health facility, research center, private practice, hospital, business, etc.) and a faculty member of the Department of Psychology; students must complete at least sixty (60) hours in the field. Students are placed in the Internship by the faculty member and are expected to obtain the evaluation from the supervisor as well as return their evaluations of the site to the faculty member. Both forms are provided by the instructor of the course. Students are also exposed to ethical practices in the field and required to make a formal presentation of their work to their peers and instructor which will be evaluated by the instructor. This course is required for its majors and also satisfies the University-wide service requirement. <b>Prerequisites:</b> CPSY 211 and junior or senior standing.		
<b>CPSY 491</b>	<b>Internship</b>	<b>3 Credits</b>
This course can be taken after the student has successfully completed CPSY 488. This is an experiential learning course. It provides the student with a semester of firsthand experience working in a psychological setting that would provide them with practical experience in the subfield of psychology in which they are interested. Interns work at least three (3) hours each week under the direct supervision of a professional within a designated agency (e.g., school, mental health facility, research center, private practice, hospital, business, etc.) and a faculty member of the department of Psychology; students must complete at least sixty (60) hours in the field. Students are placed in the Internship by the faculty member and are expected to obtain the evaluation from the supervisor as well as return their evaluations of the site to the faculty member. Both forms are provided by the instructor of the course. Students are also exposed to ethical practices in the field and required to make a formal presentation of their work to their peers and instructor which will be evaluated by the instructor. This course is required for its majors and also satisfies the University-wide service requirement. <b>Prerequisites:</b> CPSY 211, CPSY 488, and junior or senior standing.		

<b>CPSY 492</b>	<b>Cooperative Education Experience</b>	<b>3 Credits</b>
This course presents an opportunity for students to work in a psychological agency in order to acquire practical experience in psychological work and a better understanding of human relations. Students design their cooperative experience in collaboration with a sponsoring agency and University Cooperative Education personnel, ensuring that the proposed experience parallels and enhances their academic studies. <b>Prerequisites:</b> CPSY 211 and approval by the department chair.		
<b>CPSY 495</b>	<b>Cooperative Education Experience</b>	<b>3 Credits</b>
This course can be taken after the student has successfully completed CPSY 492. This course provides an opportunity for students to work in a psychological agency in order to acquire practical experience in psychological work and a better understanding of human relations. Students design their cooperative experience in collaboration with a sponsoring agency and University Cooperative Education personnel, ensuring that the proposed experience parallels and enhances their academic studies. <b>Prerequisites:</b> CPSY 211, CPSY 492, and approval by the department chair.		
<b>CREL 101</b>	<b>The Biblical Heritage</b>	<b>3 Credits</b>
The study of the literature of the Bible and its influence on the shaping of Western culture. Modern biblical scholarship examines selected readings from the Old and New Testaments noting their contributions to the understanding of human existence.		
<b>CREL 103</b>	<b>African-American Religious Experiences I</b>	<b>3 Credits</b>
Provides analysis of the origin, development and social significance of African-American religious beliefs and practices from a historical perspective.		
<b>CREL 104</b>	<b>African-American Religious Experiences II</b>	<b>3 Credits</b>
Emphasizes the contemporary period, including the latest developments in black liberation theologies.		
<b>CREL 211</b>	<b>Introduction to Religious Studies</b>	<b>3 Credits</b>
An introduction to the study of religion in a variety of contexts: historical, social, psychological, scientific, philosophical, artistic, and literary. Readings include representative works from the past and present.		
<b>CREL 241</b>	<b>American Religious Tradition I</b>	<b>3 Credits</b>
<b>CREL 242</b>	<b>American Religious Tradition II</b>	<b>3 Credits</b>
<b>CREL 250</b>	<b>Comparative Religion</b>	<b>3 Credits</b>
Course offers a comparative survey of selected religious traditions from the East and West, including traditional African religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam.		
<b>CREL 251</b>	<b>Religious Ethics</b>	<b>3 Credits</b>
Examines major ethical issues confronting contemporary society and considers appropriate ethical responses to issues from a religious perspective. Topics include sexual ethics, abortion, racism, sexism, the ethics of war (especially nuclear war), capital punishment, genetic engineering, euthanasia, and professional ethics.		
<b>CREL 351</b>	<b>History of Christian Thought I</b>	<b>3 Credits</b>
Development of Christian thought from the early church to the present. CREL 351 covers early and medieval thinkers in Africa and Europe, including late medieval male and female mystics, and concludes with the Protestant Reformers.		
<b>CREL 352</b>	<b>History of Christian Thought II</b>	<b>3 Credits</b>
Examines major Christian thinkers of the modern period, including the latest developments in black and feminist theology. Students may take either 351 or 352 course independently or both in sequence.		
<b>CREL 361</b>	<b>Culture and Religion</b>	<b>3 Credits</b>
A study of structure, function, and influence of religion from a cultural perspective. Drawing from recent sociological and anthropological literature. Explores the origin, significance, and relation of religion to culture.		
<b>CREL 362</b>	<b>Psychology of Religion</b>	<b>3 Credits</b>
An examination of the major aspects of religious experience by means of psychological study. Entails critical discussions and analyses of traditional and contemporary psychological theories as these apply to evaluating the impact of religious experiences.		
<b>CREL 375</b>	<b>Religion and the Media I</b>	<b>3 Credits</b>
The first of a two-semester survey of historical and philosophical interpretations of religion in the media, including religious drama, evangelism, and other art forms. CREL 375 focuses on theory. Students may take either CREL 375 or CREL 376 independently or both in sequence.		
<b>CREL 376</b>	<b>Religion and the Media II</b>	<b>3 Credits</b>
The second of a two-semester survey of Historical and philosophical interpretations of religion in the media, including religious drama, evangelism, and other art forms. CREL 376 focuses on media techniques. Students may take either CREL 375 or CREL 376 independently or both in sequence.		
<b>CREL 383</b>	<b>Religions of Africa</b>	<b>3 Credits</b>
Examines representative religious traditions of Africa, including African tribal religions and adaptations of non-indigenous ones.		

<b>CREL 401/402</b>	<b>Off-Campus Study</b>	<b>3 Credits ea.</b>
For students who wish to take courses at institutions outside of the Atlanta University Center or to study abroad as part of their major program.		
<b>CREL 435</b>	<b>Contemporary Religious Thought</b>	<b>3 Credits</b>
New developments in Western religious thought, with emphasis on critical examination of representative religious thinkers and movements of the present century. Topics include rethinking of the concept of God; the rise of ethical relativism, pluralism, and secularism; and new forms of theology, such as process, black theology, feminist, and metaphorical theologies.		
<b>CREL 451 - 454</b>	<b>Special Topics in Religion</b>	<b>3 Credits ea.</b>
Upper-division students explore current issues and thinkers in religion and ethics in the context of professional concerns and life situations. Topics such as religion and sexuality, world missions, religious motifs in the arts, liberation theology, and religion and politics are treated. Students may be repeated for credit under a different topic. Open to Religion and Philosophy majors and non-majors.		
<b>CREL 482/483</b>	<b>Independent Study</b>	<b>3 Credits ea.</b>
In order to further develop their analytical and interpretive skills, students in consultation with their instructor may select an appropriate subject for study. Independent Study requires extensive reading and written work.		
<b>CREL 484 - 487</b>	<b>Internship</b>	<b>3 Credits ea.</b>
In consultation with their advisors, students may select an internship that articulates with their prospective career choices.		
<b>CSB 5606</b>	<b>Advanced Auditing and Analytical Procedures</b>	<b>3 Credits</b>
Utilization of analytical procedures to understand a client's business; identify unusual trends, relationships, and variations in financial statements; evaluate the reasonableness of the numbers in financial statements; identify potential risks associated with the audit; and plan the nature, timing, and extent of audit procedures. Students utilize available research materials, databases, personal auditing experience, and practitioner sources to address relevant issues. Emphasis is on analysis, teamwork, writing, and presentation skills.		
<b>CSB 5690</b>	<b>Governmental and Nonprofit Accounting</b>	<b>3 Credits</b>
Provides a working knowledge of govern and nonprofit accounting and financial reporting, and prepares students for professional certification in these areas. Governmental accounting is studied using the textbook and incorporating real-world examples. Nonprofit accounting instruction gives students the knowledge needed to work with nonprofits as auditors, board members, or volunteers.		
<b>CSB 6618</b>	<b>International Accounting</b>	<b>3 Credits</b>
Identifies the primary issues in the area of global financial reporting with a focus on multinational business risks and accounting implications, regulation of accounting and attestation in different countries, and reporting financial performance in a global context. The class considers how international reporting requirements help or hinder access to capital markets and examines the current state of convergence toward global reporting standards.		
<b>CSB 6620</b>	<b>Cost Management Systems</b>	<b>3 Credits</b>
Focuses on the analysis and reporting of resources costs and resource consumption explicitly directed at strategic management. The key elements to be study are cost structure, value chain analysis, strategic cost management, and cost driver analysis in support of strategic and operational decisions.		
<b>CSB 6621</b>	<b>Current Accounting Theory and Practice</b>	<b>3 Credits</b>
Examines the financial reporting problems that arise from mergers and acquisitions and from complex, multinational entities. The focus includes fair value accounting for business acquisitions, consolidation of financial statements, and cross-currency translation of financial statement. Class time will include lecture, discussion, and problem-solving.		
<b>CSB 6623</b>	<b>Advanced Accounting Information Systems</b>	<b>3 Credits</b>
Study of accounting system data security, fiduciary and reliability risks and mitigating internal controls. Emphasis is on the revenue and expense cycles and computer assisted audit techniques.		
<b>CSB 6628</b>	<b>Forensic Accounting</b>	<b>3 Credits</b>
Overview of fraud prevention and detection techniques, and an in-depth discussion of how to assist an audit committee and legal counsel with fraud investigations. Topics examined include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports.		
<b>CSB 6630</b>	<b>Professional Accounting Internship</b>	<b>3 Credits</b>
Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for their remaining graduate coursework. <i>Prerequisite:</i> Approval by the department chair.		
<b>CSCJ 105</b>	<b>Culture and Society</b>	<b>3 Credits</b>
This course explores social forces that affect behavior and values. Students consider among others, issues such as male/female relationships within institutions and society, racial and sexual inequality and the interaction between culture and institutions.		
<b>CSCJ 201</b>	<b>Introduction to Criminal Justice</b>	<b>3 Credits</b>
A study of the historical development and progress of criminal justice systems in the United States, including an overview of the functions and responsibilities of various agencies of the Criminal Justice Systems.		
<b>CSCJ 205</b>	<b>Law Enforcement</b>	<b>3 Credits</b>
A comprehensive survey of the history and functions of the law enforcement agency, including discussions of selected topic dealing with contemporary problems affecting law enforcement.		

<b>CSCJ 215</b>	<b>Introduction to Sociology</b>	<b>3 Credits</b>
Basic concepts and principles of human society. Students examine the social structure, group interaction, and processes of social arrangements.		
<b>CSCJ 215H</b>	<b>Introduction to Sociology</b>	<b>3 Credits</b>
Basic concepts and principles of human society. Students examine the social structure, group interaction, and processes of social arrangements. Satisfies General Education Core requirement for social science.		
<b>CSCJ 216</b>	<b>Introduction to Anthropology</b>	<b>3 Credits</b>
Basic concepts of anthropological studies. This course presents an overview of social and cultural anthropology.		
<b>CSCJ 218</b>	<b>Social Problems</b>	<b>3 Credits</b>
An examination of current social problems and issues in the United States. Topics include drug addition, child abuse, battered women, abortion, poverty, and inequality. Students consider alternative proposals for resolving social problems.		
<b>CSCJ 301</b>	<b>Criminology</b>	<b>3 Credits</b>
A study of the nature and causation of crime, crime typologies and the extent of criminality. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		
<b>CSCJ 305</b>	<b>Criminal Investigation</b>	<b>3 Credits</b>
A coverage of the fundamentals of investigation; duties and responsibilities of the investigator; interrogation techniques of protecting the crime scene; collections and preservation of evidence, scientific aids and other sources of information; court perpetration and case follow-up. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		
<b>CSCJ 308</b>	<b>Medical Sociology</b>	<b>3 Credits</b>
Introduction to health and illness issues and indicators. Examines disease and other health conditions in the context of ethnicity, gender and age.		
<b>CSCJ 314</b>	<b>Victimology</b>	<b>3 Credits</b>
Victim role, criminal-victim relationships, and societal reaction to victimization, including crisis-intervention centers, court-related victim/witness services, restitution and compensation. <i>Prerequisite:</i> CSCJ 201 or permission of the Instructor.		
<b>CSCJ 315</b>	<b>Social Psychology</b>	<b>3 Credits</b>
This course focuses on individuals' interaction within the social environments. There is also an emphasis on cognition, attitude formation and change, and group behavior.		
<b>CSCJ 320</b>	<b>Criminal Justice Management</b>	<b>3 Credits</b>
A study of roles and responsibilities of staff and managers functioning within the various agencies of the criminal justice system. Emphasis on administrative and managerial principles and techniques as they apply to the criminal justice system. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		
<b>CSCJ 337</b>	<b>Statistics I</b>	<b>3 Credits</b>
Introduction to descriptive statistics, including associational measures and probability. <i>Prerequisite:</i> General Education mathematics requirements.		
<b>CSCJ 338</b>	<b>Statistics II</b>	<b>3 Credits</b>
Introduction to inferential statistics, hypotheses testing, simple use of analysis of variance, and correlations coefficients. <i>Prerequisite:</i> CSCJ 337 or an introductory statistics course.		
<b>CSCJ 352</b>	<b>Marriage and Family</b>	<b>3 Credits</b>
An analysis of the American family past and present. Students consider the heritage, contemporary forms, functions, and future trends of American family life.		
<b>CSCJ 387</b>	<b>Social Research Methods I</b>	<b>3 Credits</b>
An introduction to basic research techniques and skills. Students learn how to select and apply appropriate methods to theoretical problems. <i>Prerequisite:</i> CSCJ 337 or simultaneous enrollment in CSCJ 337.		
<b>CSCJ 388</b>	<b>Sociological Theory</b>	<b>3 Credits</b>
Historical and analytical discussions of major theoretical and methodological orientations in the development of sociology from Comte to the present constitute this course.		
<b>CSCJ 389</b>	<b>Social Research Methods II</b>	<b>3 Credits</b>
Students learn to analyze, interpret, and present data. This is a course that stresses project design, sampling, measurement and the application of findings from social research. <i>Prerequisite:</i> CSCJ 387 or an introductory research course.		
<b>CSCJ 400</b>	<b>Comparative Systems in Social and Criminal Justice</b>	<b>3 Credits</b>
An analysis of issues in social and criminal justice and their characteristics as they relate to the operation of larger social structures viewed in global perspective. <i>Prerequisite:</i> junior or senior standing.		
<b>CSCJ 401</b>	<b>Corrections</b>	<b>3 Credits</b>
The systematic study of the official ways in which society reacts to persons who have been convicted of committing criminal acts, including persons handled by the juvenile courts. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		

<b>CSCJ 403</b>	<b>Judicial Process</b>	<b>3 Credits</b>
An overview of courts, their legal basis, structure, jurisdiction and operation. An analysis of the legal processes including their historical development; an examination of theories, policies and practices regarding the offender. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		
<b>CSCJ 404</b>	<b>Juvenile Delinquency</b>	<b>3 Credits</b>
A study of the nature, extent, and causes of delinquency. Methods of prevention, treatment and correction will also be examined. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		
<b>CSCJ 405</b>	<b>Criminal Law</b>	<b>3 Credits</b>
A survey of the nature and definition of criminal acts; a general study of laws relating to crimes and the punishment for their violation. <i>Prerequisite:</i> CSCJ 201 or permission of Instructor.		
<b>CSCJ 410</b>	<b>Seminar on Organized Crime</b>	<b>3 Credits</b>
A study of organized crime including drug and vice offenders within the structures of a Constitutional Democracy. <i>Prerequisite:</i> Junior standing or permission of Instructor.		
<b>CSCJ 420</b>	<b>Special Topics I</b>	<b>3 Credits</b>
Topics vary but may include an examination of the origin, change, and functions of neighborhoods and communities. May also cover community organizations and community development, environmental issues, poverty, crime, and inequality, among other topics.		
<b>CSCJ 421</b>	<b>Special Topics II</b>	<b>3 Credits</b>
A focus on different topics in sociology and criminal justice to vary by semester. Topics include deviance, environmental racism, HIV/AIDS and homophobia, organizational behavior, addictive disorders, sexism, ageism and inequality among others.		
<b>CSCJ 425</b>	<b>Internship I</b>	<b>3 Credits</b>
Provides upper level students the opportunity to perform as participants in established criminal justice agencies at the local, state and federal levels. <i>Prerequisites:</i> Consent of the Instructor and completion of 90 or more credit hours toward the degree.		
<b>CSCJ 426</b>	<b>Internship II</b>	<b>3 Credits</b>
Provides upper-level students the opportunity to work with any social or criminal justice agency. Those who have taken CSCJ 425 may use it as a continuing course for 3 additional credit hours. <i>Prerequisite:</i> Consent of the Instructor.		
<b>CSCJ 430</b>	<b>Cultural and Ethnic Relations</b>	<b>3 Credits</b>
Analysis of cultural groups both nationally and abroad. Students examine the nature of prejudice and discrimination in a context of similarities and differences of various peoples, especially those of African descent.		
<b>CSCJ 431</b>	<b>Social Stratification</b>	<b>3 Credits</b>
An examination of global inequality relative to race/ethnicity, class, gender, age and other factors		
<b>CSCJ 432</b>	<b>Gender Roles</b>	<b>3 Credits</b>
An examination of cultural expectations and patterns of behavior of men and women in selected societies; focuses on the distribution of resources, prestige, and power in America in comparison to other developed and developing countries.		
<b>CSCJ 480</b>	<b>Student Project</b>	<b>3 Credits</b>
Students pursue a program of reading, research, and writing as well as engage in a critical examination of one or more selected topics under the guidance of the instructor.		
<b>CSCJ 490</b>	<b>Independent Study</b>	<b>3 Credits</b>
Individualized program of research and/or other scholarly effort. <i>Prerequisite:</i> Approval of the department chair.		
<b>CSTA 101</b>	<b>Fundamentals of Speech</b>	<b>3 Credits</b>
Introduces students to fundamental principles of effective oral communication as it relates to the professional world, focusing on audience analysis, interpersonal skills, and effective listening techniques, and the preparation and delivery of oral presentations.		
<b>CSTA 103</b>	<b>Fundamentals of Theatre and Dance Movement</b>	<b>1 Credit</b>
Study of the basic principles and forms of movement for dance and theatre.		
<b>CSTA 200</b>	<b>Oral and Written Presentation Skills</b>	<b>3 Credits</b>
Designed to integrate oral and written communication skills. Emphasis is on principles of logic, organization of data, establishment of personal style, principles of research and investigation of purposes of various techniques of expression. <i>Prerequisites:</i> CSTA 101, CENG 105 and CENG 106.		
<b>CSTA 201</b>	<b>Voice and Diction</b>	<b>3 Credits</b>
Emphasis is on speech and vocal analysis by using the International Phonetic Alphabet (IPA). Introduces the student to techniques for speech improvement.		
<b>CSTA 211</b>	<b>Communication Theory and Rhetoric</b>	<b>3 Credits</b>
Establishes theoretical frameworks to examine communication in interpersonal, small group, mass communication, and organizational communication contexts. Students will apply knowledge of theoretical concepts to facilitate understanding of the communication process and communication phenomenon. <i>Prerequisite:</i> CSTA 201.		

<b>CSTA 213</b>	<b>Public Address</b>	<b>3 Credits</b>
Advanced course; offers experience in the composition, delivery, and criticism of public speeches. <i>Prerequisite:</i> CSTA 101 and permission of the instructor.		
<b>CSTA 218</b>	<b>Concepts in Human Communication</b>	<b>3 Credits</b>
Explores communication theory and the group learning process. Incorporates theories from nonverbal communication, small group communication, persuasion, attitude study, and public speaking. Satisfies General Education Core requirement for speech for Honors Program.		
<b>CSTA 251</b>	<b>Oral Interpretation</b>	<b>3 Credits</b>
Study and presentation of poetry, prose, drama and various literary forms with emphasis on voice and diction, imagery, phrasing, and characterization necessary to interpret text. <i>Prerequisite:</i> CSTA 201.		
<b>CSTA 252</b>	<b>Theatre Appreciation</b>	<b>3 Credits</b>
Course examines how theatre functions as an art form through the exploration of the interrelationships of the audience, performer and space. Designed to study the nature of the theatre experience by analyzing principles and practices that govern contemporary theatre. Attendance at several professional theatrical performances is required.		
<b>CSTA 254</b>	<b>Acting I</b>	<b>3 Credits</b>
Provides fundamentals of techniques of acting, character analysis, creative pantomime, mime, voice and diction. Students participate in lecture/laboratory sessions and rehearsals when in performance. <i>Prerequisite:</i> CSTA 201.		
<b>CSTA 255</b>	<b>Stagecraft</b>	<b>3 Credits</b>
Survey of the working knowledge of the basic materials, processes, and equipment for the fabrication, assembly, painting, rigging, and installation of contemporary stage scenery and properties.		
<b>CSTA 301</b>	<b>The Rhetoric of Persuasion</b>	<b>3 Credits</b>
Concentrates on analysis and understanding of the art of persuasion with applications of various theories of persuasion to the interpersonal communication process.		
<b>CSTA 302</b>	<b>Speech for the Classroom Teacher</b>	<b>3 Credits</b>
Advanced course in the principles of oral communication with emphasis on the development of skills for effective organization and oral presentation of instructional materials.		
<b>CSTA 303</b>	<b>Argumentation and Debate</b>	<b>3 Credits</b>
Introduction to theories and practices of formal public debate. <i>Prerequisites:</i> CSTA 213, CSTA 200 and CSTA 201.		
<b>CSTA 304</b>	<b>Business and Professional Speech</b>	<b>3 Credits</b>
Examination of theories and techniques of effective speaking and listening, interviewing, group discussions, reporting in conferences and meetings; and business speeches to inform and persuade. <i>Prerequisites:</i> CSTA 101, CSTA 200, CSTA 201 and CSTA 213 for majors in speech communication; CSTA 101 and permission of the instructor for other concentration areas.		
<b>CSTA 305</b>	<b>Interpersonal Communication</b>	<b>3 Credits</b>
Study of the psychology of the communication process. Students become familiar with ways of intentionally communicating ideas to others; processes for interpreting motives of speakers; environmental or cultural conditions influencing communication; and ways of functioning in a group, as either group leader or member.		
<b>CSTA 306</b>	<b>Speech for Radio/Stage/TV/Film</b>	<b>3 Credits</b>
Study of speaking techniques for the broadcast media and the performing arts, with emphasis on voice quality, flexibility, projection, articulation, and standards of good diction. <i>Prerequisites:</i> CSTA 101, CSTA 200 and CSTA 201.		
<b>CSTA 307</b>	<b>Special Topics</b>	<b>3 Credits</b>
Designed to investigate issues and topics in speech communication and theater arts, and or related fields. May be repeated up to six (6) credits. <i>Prerequisite:</i> Junior or senior status and permission of the instructor.		
<b>CSTA 311</b>	<b>African-American Communication</b>	<b>3 Credits</b>
Interdisciplinary approach to the study of communication systems used by African-Americans. Course examines the relationships that exist among language, culture, politics and economics. <i>Prerequisites:</i> CSTA 101, CSTA 200 and CSTA 201.		
<b>CSTA 316</b>	<b>Dramaturgy and Criticism</b>	<b>3 Credits</b>
Designed to offer students an in-depth study of selected works and performances around which analytical approaches to dramatic literature and performances evolve.		
<b>CSTA 321</b>	<b>Lighting and Design</b>	<b>3 Credits</b>
Introduction to theories, techniques and art of the stage electrician and lighting designer. <i>Prerequisite:</i> CSTA 255.		
<b>CSTA 351</b>	<b>Development of Drama I</b>	<b>3 Credits</b>
Study of the origins and development of drama through the survey of principal plays, playwrights, and theatre arts through the ages. Encourages and aids students in developing appreciation for drama and theatre as art forms and as factors in the changing civilizations of the world. <i>Prerequisite:</i> CSTA 251.		

<b>CSTA 352</b>	<b>Development of Drama II</b>	<b>3 Credits</b>
A continuation of CSTA 351. <i>Prerequisite:</i> CSTA 351.		
<b>CSTA 353</b>	<b>Play Production Methods</b>	<b>3 Credits</b>
Approach to understanding the fundamental principles of preparing a play for public presentation.		
<b>CSTA 354</b>	<b>Acting II</b>	<b>3 Credits</b>
Advanced study of acting techniques required to perform plays written in verse, traditional and nontraditional prose. Students will examine acting as a craft, through selected materials and a critical study of styles and techniques. <i>Prerequisite:</i> CSTA 254.		
<b>CSTA 402</b>	<b>Intercultural Communication</b>	<b>3 Credits</b>
Designed to examine the role of communication in the creation and transmission of cultural consciousness, knowledge, tradition, and practice.		
<b>CSTA 404</b>	<b>Organizational Communication</b>	<b>3 Credits</b>
Introduces students to the field of organizational communication and theories that have influenced its development as an approach to studying communication concepts. The course explores topics such as organizational culture and climate, superior-subordinate communication, leadership, conflict management, and group decision-making processes.		
<b>CSTA 410</b>	<b>Costume Design</b>	<b>3 Credits</b>
Study of the costume designer's role in the design process that is involved in creating effective costumes for the contemporary stage. <i>Prerequisite:</i> Junior or senior status.		
<b>CSTA 452</b>	<b>Theatre Arts Management</b>	<b>3 Credits</b>
Study of the theatrical producing and managing in contemporary American theatre. Providing historical background and current practice, methods used in professional managerial systems. <i>Prerequisite:</i> Senior standing and permission of instructor.		
<b>CSTA 453</b>	<b>Directing</b>	<b>3 Credits</b>
Advanced analysis and directing of plays and scripts, including various directing techniques and theories. Students must select an approved, one-act play or short script, prepare a prompt book, and direct for public performance. <i>Prerequisites:</i> CSTA 352, CSTA 353, and CSTA 354.		
<b>CSTA 454</b>	<b>Children's Theatre</b>	<b>3 Credits</b>
History of the development and function of children's theatre. Also explores the approaches to and mounting of a performance for youth. This course meets the General Education Core and community service requirement.		
<b>CSTA 455</b>	<b>Entertainment Law</b>	<b>3 Credits</b>
Course assists students in recognizing and examining issues and pitfalls, which affect the client. Explores business management issues and legal principles of agencies, partnerships, contract law, labor law, and libel. <i>Prerequisite:</i> Senior status.		
<b>CSTA 456</b>	<b>African-American Theatre</b>	<b>3 Credits</b>
Study of plays, playwrights and contributions of African-Americans to the theatre.		
<b>CSTA 482</b>	<b>Directed Study</b>	<b>3 Credits</b>
Speech communication theatre arts majors, in consultation with an instructor, develop specialized research projects on topics of interest to critically examine theatre or communication issues. <i>Prerequisite:</i> Junior or senior status and permission of the instructor.		
<b>CSTA 489</b>	<b>Internship</b>	<b>3 Credits</b>
Offers students an opportunity to work part-time in professional facilities. Emphasis is on learning overall business structure and development toward entry-level, decision-making positions. <i>Prerequisite:</i> Junior or senior status and permission of the instructor.		
<b>CSTA 490</b>	<b>Speech Communication and Theatre Arts Seminar</b>	<b>3 Credits</b>
Provides speech communication and theater arts majors with opportunities to apply theories and techniques to practical experiences in their areas of study. It is a skill seminar for graduating seniors. Research projects should reflect the academic and career interests of the students. <i>Prerequisite:</i> Senior status.		
<b>CUSW 200</b>	<b>Introduction to Social Work</b>	<b>3 Credits</b>
This course is the first prerequisite course for students interested in social work. The course traces the development of social work from early volunteer efforts to the present organizations in social welfare and includes various fields of social work practice and career opportunities.		
<b>CUSW 202</b>	<b>Introduction to Professional Helping</b>	<b>3 Credits</b>
This course is a study in self-assessment, personal values clarification, problem solving and interviewing skills for career choices in social services. A directed field observation experience of at least 50 clock hours is required. (CUSW 200 must be completed prior to or <i>co-requisite</i> with CUSW 200.)		
<b>CUSW 300</b>	<b>Social Welfare Policies and Services</b>	<b>3 Credits</b>
This course is designed to familiarize students with social welfare policy formation and how corresponding organizational structures that impact programs, services and clients. The course also explores and analyzes select historical and current perspectives in developing policy to address societal issues. <i>Co-requisites:</i> CUSW 302, CUSW 412, and CUSW 413.		



<b>CUSW 301</b>	<b>Social Research Methods for Social Work Practice I</b>	<b>3 Credits</b>
This course introduces students to methods for social work research. The course takes students through research problem formulation, methods for answering research questions (qualitative and quantitative methods and interviews, surveys, case studies, practice effectiveness, etc.), and the major components of research design (sample, measurement, design, and procedures). <b>Prerequisites: Co-Requisites:</b> CUSW 350, CUSW 360 and CUSW 411.		
<b>CUSW 302</b>	<b>Statistics for Social Work Practice II</b>	<b>3 Credits</b>
This course introduces students to descriptive and inferential statistics. In addition to learning about the use of statistics, students will learn to analyze, present, and interpret data based on the methodologies learned in the prerequisite course using the Statistical Package for Social Sciences (SPSS) computer application for data analysis. <b>Co-requisites:</b> CUSW 300, CUSW 412 and CUSW 413.		
<b>CUSW 350</b>	<b>Issues of Health Disparities among Minority Populations</b>	<b>3 Credits</b>
This course introduces students to select issues regarding health disparities that are dominant among minority populations. The course is divided into three modules: (1) current major health disparities (2) community-based health programs; and (3) a review of research methodologies and best-practice approaches to address the issues of health disparities in the United States. <b>Co-requisites:</b> CUSW 301, CUSW 360 and CUSW 411.		
<b>CUSW 360</b>	<b>Interpersonal Skills Laboratory</b>	<b>3 Credits</b>
This course is designed to enhance basic social work skills such as interviewing, problem solving, time management, technical writing, group processing, and empathic understanding. This course is also designed to assist students in developing effective communication and problem solving skills applicable to micro and mezzo systems. <b>Co-requisites:</b> CUSW 301, CUSW 350 and CUSW 411.		
<b>CUSW 401</b>	<b>Human Behavior and the Social Environment I</b>	<b>3 Credits</b>
This course focuses on the life stages from conception through adolescence and introduces students to multiple factors that influence the reciprocal relationship between the person and their environment. Students explore theoretical frameworks and, analyze and synthesize a range of behavioral constructs and contemporary social problems. <b>Prerequisite:</b> All required junior level courses. <b>Co-requisites:</b> CUSW 403, CUSW 405 and CUSW 415.		
<b>CUSW 402</b>	<b>Human Behavior and the Social Environment II</b>	<b>3 Credits</b>
This course focuses on the life stages of young adulthood through late adulthood and introduces students to multiple factors that influence reciprocal relationships between the person and their environment. Students explore theoretical frameworks and, analyze and synthesize a range of behavioral constructs and contemporary social problems. <b>Co-requisites:</b> CUSW 404, CUSW 406 and CUSW 416.		
<b>CUSW 403</b>	<b>Practice Competencies I</b>	<b>3 Credits</b>
This course is designed to provide students with a synthesis of generalist social work knowledge, values, skills, and roles for integration into appropriate and effective helping strategies for professional practice with individuals, families, groups, communities, and organizations. <b>Prerequisite:</b> All required junior level courses. <b>Co-requisites:</b> CUSW 401, CUSW 405 and CUSW 415.		
<b>CUSW 404</b>	<b>Practice Competencies II</b>	<b>3 Credits</b>
This course is designed to provide students with knowledge and skills to apply supervision, consultation, into generalist social work practice. Emphasis is placed on teamwork in agencies and organizations, and techniques for interpreting and applying organizational policies and mandates, resource identification, and select methods for conducting community assessments. <b>Co-requisites:</b> CUSW 402, CUSW 406, and CUSW 416.		
<b>CUSW 405</b>	<b>Field Instruction I</b>	<b>6 Credits</b>
This course is an educationally directed practicum offered in a social service setting, emphasizing assessment and planning, and their relationships to improve social services delivery. Students complete 196 clock hours and participate in bi-monthly seminars designed to provide students opportunities to discuss their experiences, bridging theories and real-life practice. <b>Prerequisite:</b> All required junior level courses. <b>Co-requisites:</b> CUSW 401, CUSW 403 and CUSW 415. Students are in the field for two (2) days a week for Field Instruction I. Only Declared Social Work Seniors may enroll in this Course.		
<b>CUSW 406</b>	<b>Field Instruction II</b>	<b>6 Credits</b>
This course is an educationally directed practicum offered in a social service setting, emphasizing evaluation and research, and their relationships to improve social services delivery. Students complete a minimum of 204 clock hours and participate in bi-monthly seminars. Seminars are designed to integrate and synthesize theories of social service administration with practice. <b>Prerequisite:</b> Satisfactory Completion of USW 405. <b>Co-requisites:</b> CUSW 402, CUSW 404, and CUSW 416. Only Declared Social Work Seniors may enroll in this Course.		
<b>CUSW 411</b>	<b>Social Work Theory and Practice</b>	<b>3 Credits</b>
This course introduces the relationship of theory and practice skills needed to practice with all systems. Primary focus is placed on structural rather than personal explanations of social problems with concern for inequality and oppression. The course integrates social work values and ethics, diversity, promotion of social and economic justice, and empowerment of human beings. <b>Prerequisites:</b> CUSW 200, CUSW 202. <b>Co-requisites:</b> CUSW 301, CUSW 350 and CUSW 360.		
<b>CUSW 412</b>	<b>Mental Health of Diverse Groups</b>	<b>3 Credits</b>
This course provides students with knowledge of mental health services and its application for diverse groups: i.e. African Americans, Hispanics, Native Americans, physically handicapped, migrant workers, women, and the elderly. Life situations impacting the behavior of these populations are examined from an ecosystems perspective in an effort to understand the mental health problems that may emerge. <b>Co-requisites:</b> CUSW 300, CUSW 302, and CUSW 413.		

<b>CUSW 413</b>	<b>Child Welfare Programs and Services</b>	<b>3 Credits</b>
This course covers knowledge, concepts and tools associated with contemporary child welfare practice focusing on micro, mezzo, and macro considerations in providing child welfare services. Emphasis will be placed on the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective. <i>Co-requisites:</i> CUSW 300, CUSW 302, and CUSW 412.		
<b>CUSW 415</b>	<b>Issues in Child Welfare</b>	<b>3 Credits</b>
This course provides students with knowledge and information regarding how to assess and identify cases of child abuse and neglect. Students will gain general knowledge and understanding of the types of abuse and neglect, methods of investigations, interviewing techniques, as well as, knowledge of available community resources to both prevent and treat child abuse. <i>Co-requisites:</i> CUSW 402, CUSW 404, and CUSW 416.		
<b>CUSW 416</b>	<b>Social Work Practice with the Aged</b>	<b>3 Credits</b>
This course is designed to assist students with the development of competence in the delivery of services to older adults and their families. Students will explore social work practice with the elderly in various service settings. Students will acquire the skills required for interdisciplinary collaboration and intervention and the application of the problem solving process with all systems. <i>Co-requisites:</i> CUSW 402, CUSW 404, and CUSW 406.		
<b>HBIO 240*</b>	<b>Introduction to Public Health</b>	<b>3 Credits</b>
This course is 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. The course includes a lecture series; field trips to local, state, and federal agencies and services; and a research project.		
<b>HBIO 330*</b>	<b>Introduction to Epidemiology</b>	<b>3 Credits</b>
This course is a study of the distributions and determinants of health related states and events in populations with a view toward identifying the etiology (the study of the causes and origin of diseases) of diseases. It 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 of the evaluation and control of chance, bias, and confounding in assessing the presence of a valid statistical association.		
<b>HBIO 340*</b>	<b>Biostatistics</b>	<b>3 Credits</b>
This course is designed for applications of statistics in the biomedical and health sciences. It introduces parametric and non-parametric statistical methodology, including descriptive measures, elementary probability, estimation and hypothesis testing, correlation, regression and single factor analysis of variance. Underlying theory is empirically demonstrated utilizing biomedical applications. Computer-based statistical analysis is used throughout the course. (Electives from any of the AUC schools that have a similar course description may substitute for this course)		
<b>HBIO 450*</b>	<b>Public Health Sciences Seminar and Practicum</b>	<b>3 Credits</b>
This course is designed to provide students with a forum for discussion and critical analysis of contemporary health care issues while providing practical experience in a health service agency. * Courses for Public Health Minor offered at Morehouse College.		
<b>SART 141**</b>	<b>History of Art I</b>	<b>3 Credits</b>
This course will explore the art and architecture of Egypt, the Near East, the classical Greek and Roman world and Medieval Europe from about 2000BC to 1400AD. It will examine a wide range of art, architecture and objects, designed for various functions, from the standpoints of style, content and how they express political and religious ideas of the societies that created them. Open to non-art majors as an elective or fine arts credit.		
<b>SART 142**</b>	<b>History of Art II</b>	<b>3 Credits</b>
This course will explore major artistic traditions from the Renaissance to the Modern era in Western Europe and America. Focusing primarily on painting, sculpture and selected examples of architecture, it will examine art style and content with reference to historical background, patronage, nationality, personality, gender influence and artistic production. Open to non-art majors as an elective or fine arts credit.		

\* Offered on Morehouse College Campus

\*\* Offered on Spelman College Campus

---

**CLARK ATLANTA UNIVERSITY  
BOARD OF TRUSTEES**

**CHAIR**

Mr. Alexander B. Cummings, Jr.

**SECRETARY**

Dr. Delores P. Aldridge

**VICE-CHAIR**

Mr. Gregory B. Morrison

**TRUSTEES**

Mr. Charles S. Ackerman

Mrs. Pamela L. Carter

Mr. Salvador Diaz-Verson, Jr.

Mr. Ernest G. Green

Mr. R. William Ide, III

Ms. Ingrid Saunders Jones

Mrs. Wendy Lewis

Mr. Rick Robinson

Bobbie K. Sanford

Mr. Gregory J. Sims

Dr. Alvin Trotter

Mr. Leonard Walker

Bishop B. Michael Watson

Mr. Derrick M. Williams

Mrs. Juanita Powell Baranco

Mr. James H. Colon

Mr. Thomas W. Dortch, Jr.

Mr. Richard L. Holmes

Mr. Tharon Johnson

Mr. Joe W. Laymon

Mr. Michael E. Melton

Mrs. Stephanie Russell

Mr. William E. Shack, Jr.

Mr. Isaac J. Snype, Jr.

Ms. Brenda Walker

Mr. Carl Ware

Mr. Devin P. White

Mrs. Carolyn Young

**TRUSTEES EMERITUS**

Mrs. Lisa Borders

Elridge W. McMillan

Dr. Harold E. Doley, Jr.

Mr. Sidney Topol

**DELEGATES TO THE BOARD OF TRUSTEES**

Joey Acarver

Keith Edmonds

**EX-OFFICIO**

**Dr. Carlton E. Brown**

President

---

**CLARK ATLANTA UNIVERSITY  
ADMINISTRATIVE OFFICERS**

**EXECUTIVE CABINET**

President	Dr. Carlton E. Brown
Provost/Vice President for Academic Affairs	Dr. James A. Hefner
Executive Vice President for Operations and Chief Financial Officer	Lucille Maugé
Vice President for Student Affairs	Dr. Carl E. Jones
Vice President for Institutional Advancement and University Relations	Trisa Paschal
Vice President for Research, Sponsored Programs and Community Outreach	Dr. James Perkins
General Counsel	Lance Dunnings, Esq.
Chief Compliance Officer	Robert Clark
Chief of Staff and Special Assistant to the President	Cynthia M. Buskey
Assistant Vice President, Planning, Assessment and Institutional Research	Narendra H. Patel

**ACADEMIC SCHOOL DEANS**

School of Arts and Sciences	Dr. Danielle Gray-Singh, <i>Interim</i>
School of Business Administration	Dr. Charles Moses, <i>Interim</i>
School of Education	Dr. Moses Norman, <i>Interim</i>
Whitney M. Young, Jr. School of Social Work	Dr. Vimala Pillari

**ACADEMIC ADMINISTRATORS**

Dean, Office of Graduate Studies	Dr. Shirley Williams-Kirksey, <i>Interim</i>
Executive Director, Center for Academic and Student Success (CASS)	Dr. Cynthia Clem

---

**CLARK ATLANTA UNIVERSITY  
FACULTY ROSTER  
2014-2015**

**Fisseha Abebe**

Associate Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., University of Toronto

**J. Robert Adams**

Associate Professor, Music  
School of Arts and Sciences  
D.M.A., University of Illinois

**Geetika Agarwal**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Missouri

**Mustapha Alhassan**

Assistant Professor, Social Work  
Whitney M. Young, Jr.  
School of Social Work  
M.S.W., Washington University

**Kasim Alli**

Professor, Finance  
School of Business Administration  
Ph.D., Georgia State University

**Godwin Ananaba**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Atlanta University

**Tom Apaiwongse**

Associate Professor, Marketing  
School of Business Administration  
Ph.D., University of Texas, Austin

**Billi Arnett**

Lecturer, Art  
School of Arts and Sciences  
M.S., Kaplan University

**Rosalind Arthur-Andoh**

Assistant Professor, Foreign Languages  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Mary Ashong**

Assistant Professor, Social Work  
Whitney M. Young, Jr. School of Social Work  
M.S.W., New York University

**Timothy Askew**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., Emory University

**Dorothy Batey**

Associate Professor, Art  
School of Arts and Sciences  
M.S., Auburn University

**Kanika Bell- Howard**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., Auburn University

**Mesfin Bezuneh**

Professor, Economics  
School of Business Administration  
Ph.D., Virginia Polytechnic Institute

**Daniel Black**

Associate Professor, Africana Women's Studies  
School of Arts and Sciences  
Ph.D., Temple University

**William Boone**

Associate Professor, Political Science  
School of Arts and Sciences  
Ph.D., Atlanta University

**Mark Boozer**

Associate Professor, Music  
School of Arts and Sciences  
M.M., Northwestern University

**Nathan Bowen**

Assistant Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Georgia

---

**Raphael Boyd**

Associate Professor, Management  
School of Business Administration  
J.D., North Carolina Central University

**Lori Boyer**

Assistant Professor, Marketing  
School of Business Administration  
Ph.D., University of Florida

**Josephine Bradley**

Assistant Professor, Africana Women's Studies  
School of Arts and Sciences  
Ph.D., Emory University

**Paul D. Brown**

Assistant Professor, Supply Chain Management  
School of Business Administration  
Ph.D., Georgia State University

**Paul M. Brown**

Associate Professor, Foreign Languages  
School of Arts and Sciences  
Ph.D., Emory University

**Xiu Bu**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Nanjing University

**Shawn Bulloch**

Assistant Professor, Mass Media Arts  
School of Arts and Sciences  
Ed.D., Fielding Graduate University

**Nsenga Burton**

Instructor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., University of Southern California

**Charlie Carter**

Associate Professor, Economics  
School of Business Administration  
Ph.D., University of Illinois

**Jaideep Chaudhary**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Agra University

**Hsin-Chu Chen**

Associate Professor, Computer Sciences  
School of Arts and Sciences  
Ph.D., University of Illinois

**Gary Chung**

Associate Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., Purdue University

**Obie Clayton**

Professor, Sociology & Criminal Justice  
Administration  
School of Arts and Sciences  
Ph.D., Emory University

**Joseph Coble**

Professor, Psychology  
School of Arts and Sciences  
Ph.D., Florida State University

**Latangela Coleman-Crossfield**

Lecturer, History  
School of Arts and Sciences  
D.A.H., Clark Atlanta University

**Margaret Counts-Spriggs**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., Atlanta University

**Marcia Daley**

Assistant Professor, Supply Chain Management  
School of Business Administration  
M.S., Georgia State University

**Rebecca Dashiell-Mitchell**

Assistant Professor, Curriculum  
School of Education  
Ed.D., Clark Atlanta University

**Edward Davis**

Professor, Management  
School of Business Administration  
Ph.D., North Carolina State University

**Jimmy Davis**

Assistant Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Georgia

---

**Robert DeJanes, Jr.**  
Professor, Political Science  
School of Arts and Sciences  
Ph.D., University of Virginia

**Kelly B. DeLong**  
Assistant Professor, English  
School of Arts and Sciences  
Ph.D., Georgia State University

**Eric Dogini**  
Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Texas Southern University

**Charles Duncan, Jr.**  
Professor, English  
School of Arts and Sciences  
Ph.D., Emory University

**Philip Dunston**  
Assistant Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Felton Eaddy**  
Instructor, English  
School of Arts and Sciences  
M.A., Johns Hopkins University

**Herbert Eichelberger**  
Associate Professor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., Emory University

**Ndirika Ekuma-Nkama**  
Lecturer, Art  
School of Arts and Sciences  
M.A., Savannah College of Art and Design

**Ralph Ellis**  
Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Duquesne University

**Henry Elonge**  
Associate Professor, Public Administration  
School of Arts and Sciences  
Ph.D., University at Albany,  
State University of New York

**Stephanie Evans**  
Associate Professor, History  
School of Arts and Sciences  
Ph.D., University of Massachusetts

**Jaime Ferran**  
Assistant Professor, Foreign Language  
School of Arts and Sciences  
Ph.D., University of North Carolina Chapel Hill

**Norman Fischer**  
Associate Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Emory University

**Rhonda Franklin**  
Assistant Professor, Public Administration  
School of Arts and Sciences  
Ed.D., Nova Southeastern University

**David Gable**  
Assistant Professor, Music  
School of Arts and Sciences  
Ph.D., University of Chicago

**Su Gao**  
Assistant Professor, Supply Chain Management  
School of Business Administration  
M.E., LeHigh University

**Roy George**  
Professor, Computer Sciences  
School of Arts and Sciences  
Ph.D., Tulane University

**Roumena Georgieva**  
Instructor, Music  
School of Arts and Sciences  
M.M., Georgia State University

**Hashim Gibrill**  
Associate Professor, Political Science  
School of Arts and Sciences  
Ph.D., Atlanta University

**Crystal Giddings-Jackson**  
Assistant Professor, Counseling and  
Psychological Studies  
School of Education  
Ph.D., Clark Atlanta University

---

**Rajul Gokarn**

Associate Professor, Accounting  
School of Business Administration  
Ph.D., Georgia State University

**Joyce Goosby**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., University of Alabama

**Sheila Gregory**

Professor, Educational Leadership  
School of Education  
Ph.D., University of Pennsylvania

**Roslyn Harper**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., Clark Atlanta University

**Kandace Harris**

Associate Professor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., Howard University

**Issifu Harruna**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Atlanta University

**Siriyama (Kanthi) Herath**

Associate Professor, Accounting  
School of Business Administration  
Ph.D., Wollongong University

**Christopher Hickey**

Professor, Art  
School of Arts and Sciences  
M.F.A., University of Nebraska

**Barbara Hill**

Assistant Professor, Educational Leadership  
School of Education  
Ed.D., Clark Atlanta University

**Cimona Hinton**

Assistant Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Meharry Medical College

**Crystal Hudson**

Assistant Professor, Marketing  
School of Business Administration  
Ph.D., University of Georgia

**Conrad Ingram**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of the West Indies

**Veda Jairrels**

Professor, Curriculum  
School of Education  
Ph.D., University of Alabama

**Isabella Jenkins**

Professor, Curriculum  
School of Education  
Ph.D., Georgia State University

**Nathan Jideama**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Atlanta University

**Seok-Won Jin**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., University of Minnesota Minneapolis

**Leonissa Johnson**

Assistant Professor, Counseling and  
Psychological Studies  
School of Education  
Ph.D., University of Georgia

**Kellye Jones**

Associate Professor, Management  
School of Business Administration  
Ph.D., Ohio University

**Kenya Jones**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
M.S.W., Howard University

**Tiffanie-Victoria Jones**

Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., Howard University



---

**Temesgen Kebede**

Assistant Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., University of California at Irvine

**Kenneth Kelso**

Assistant Professor, Sociology & Criminal Justice  
Administration  
School of Arts and Sciences  
Ph.D., Wayne State University

**Shafiq A. Khan**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Karolinska Institute

**Ishrat Khan**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Florida

**Young Kim**

Professor, Supply Chain Management  
School of Business Administration  
Ph.D., Georgia State University

**Youseung Kim**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., University of Chicago

**Fragano Ledgister**

Associate Professor, Political Science  
School of Arts and Sciences  
Ph.D., University of California

**Torina Lewis**

Associate Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., University of Mississippi

**Eric Little**

Assistant Professor, Speech Communication  
School of Arts and Sciences  
M.F.A., Louisiana State University

**David Logan**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Tennessee

**April Lundy**

Assistant Professor, Mass Media Arts  
School of Arts and Sciences  
M.F.A., Georgia State University

**Richard Lyle**

Associate Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., Brandeis University

**Randal Mandock**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Valerie Marah**

Assistant Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Iowa

**Jesse Mason**

Associate Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Minnesota Minneapolis

**Renee McCoy**

Lecturer, Accounting  
School of Business Administration  
M.A., Clark Atlanta University

**James McJunkins**

Assistant Professor, Mass Media Arts  
School of Arts and Sciences  
M.S., Columbia University

**Ronald Mickens**

Professor, Physics  
School of Arts and Sciences  
Ph.D., Vanderbilt University

**Eric Mintz**

Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Massachusetts

**Ivor Mitchell**

Professor, Marketing  
School of Business Administration  
Ph.D., University of Georgia

---

**Hattie Mitchell**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
M.S.W., Wayne State University

**Bansari Mitra**

Assistant Professor, English  
School of Arts and Sciences  
Ph.D., University at Buffalo

**Peter Molnar**

Associate Professor, Computer Sciences  
School of Arts and Sciences  
Ph.D., University of Stuttgart

**Georgene Montgomery**

Assistant Professor, English  
School of Arts and Sciences  
Ph.D., University of Maryland College Park

**Laurent Monye**

Professor, Foreign Languages  
School of Arts and Sciences  
Ph.D., Université de Nancy II

**Mia Moore**

Instructor, Computer Sciences  
School of Arts and Sciences  
M.S., Clark Atlanta University

**Gwendolyn Morgan**

Assistant Professor, English  
School of Arts and Sciences  
M.A., Atlanta University

**Richard Morton**

Associate Professor, History  
School of Arts and Sciences  
Ph.D., University of Illinois

**Charles Moses**

Associate Professor, Management  
School of Business Administration  
E.D.M., Case Western Reserve University

**Alfred Msezane**

Professor, Physics  
School of Arts and Sciences  
Ph.D., University of Western Ontario

**Paul Musey**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., McGill University

**Sharon Nuruddin**

Instructor, Foreign Languages  
School of Arts and Sciences  
M.A., University of Puerto Rico

**Michael Oby**

Lecturer, Speech Communication & Theater Arts  
School of Arts and Sciences  
M.A., Georgia State University

**Olugbemiga Olatidoye**

Professor, Computer Science  
School of Arts and Sciences  
Ph.D., Georgia Institute of Technology

**Viktor Osinubi**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of Lancaster

**Wanda Owens**

Assistant Professor, Finance  
School of Business Administration  
Ph.D., University of Georgia

**Oyebade Oyerinde**

Assistant Professor, Public Administration  
School of Arts and Sciences  
Ph.D., Indiana University Bloomington

**Cass Parker**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., University of Pittsburgh

**Lynne Patten**

Associate Professor, Management  
School of Business Administration  
Ph.D., Arizona State University

**Charmayne Patterson**

Assistant Professor, History  
School of Arts and Sciences  
Ph.D., Georgia State University

---

**James Patterson**

Associate Professor, Music  
School of Arts and Sciences  
M.M., University of Michigan

**Marlissa Phillips**

Associate Professor, Accounting  
School of Business Administration  
M.B.A., DePaul University

**Charles Pierre**

Associate Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., American University

**Jamie Pleasant**

Assistant Professor, Marketing  
School of Business Administration  
Ph.D., Georgia Institute of Technology

**Diane Plummer**

Associate Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Georgia

**Curtis Powell**

Assistant Professor, Music  
School of Arts and Sciences  
M.A., University of Mississippi

**Joann Powell**

Assistant Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Meharry Medical College

**James Reed**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Northwestern University

**Charles Richardson, Jr.**

Assistant Professor, Marketing  
School of Business Administration  
M.B.A., New York University

**Semaj Robinson**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Southern University

**Sandra Rucker**

Associate Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., Georgia State University

**Kenard Sanders**

Associate Professor, Counseling and  
Psychological Studies  
School of Education  
Ph.D., Auburn University

**Mohammad Ali Sazegarnejad**

Assistant Professor, Computer Science  
School of Arts and Sciences  
M.S., Clark Atlanta University

**Thomas Scott**

Associate Professor, Religion and Philosophy  
School of Arts and Sciences  
Ph.D., Harvard University Divinity School

**Elbert Shell**

Assistant Professor, Counseling and  
Psychological Studies  
School of Education  
Ph.D., University of Georgia

**Khalil Shujaee**

Professor, Computer Science  
School of Arts and Sciences  
Ph.D., Mississippi State University

**Alicia Simon**

Instructor, Sociology & Criminal Justice  
Administration  
School of Arts and Sciences  
Ph.D., Clark Atlanta University

**Marjorie Spencer Campbell**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., University of Florida

**Alice Stephens**

Associate Professor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., Florida State University

---

**Cynthanie Sumpter**

Lecturer, Art  
School of Arts and Sciences  
M.A. Savannah College of Art and Design

**Lin Sun**

Assistant Professor, Art  
School of Arts and Sciences  
Ph.D., New York University

**Medha Talpade**

Associate Professor, Psychology  
School of Arts and Sciences  
Ph.D., University of Alabama

**Niranjan K. Talukder**

Professor, Physics  
School of Arts and Sciences  
Ph.D., Technical University of Aachen

**Dinadayalane Tandabany**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Pondicherry University

**Swaraj Tayal**

Professor, Physics  
School of Arts and Sciences  
Ph.D., University of Roorkee

**Sandra Taylor**

Professor, Sociology & Criminal Justice  
Administration  
School of Arts and Sciences  
Ph.D., Washington State University

**Doris Terrell**

Associate Professor, Curriculum  
School of Education  
Ph.D., North Dakota State University

**Ruby Thompson**

Professor, Curriculum  
School of Education  
Ph.D., Pennsylvania State University

**Sheila Toppin**

Assistant Professor, Public Administration  
School of Arts and Sciences  
Ph.D., Valdosta State University

**Trevor Turner**

Associate Professor, Educational Leadership  
School of Education  
Ph.D., University of Toronto

**Aubrey Underwood**

Assistant Professor, History  
School of Arts and Sciences  
Ph.D., Georgia State University

**Donald Vest**

Associate Professor, Marketing  
School of Business Administration  
Ph.D., Clark Atlanta University

**Tia Villeral**

Instructor, Biological Sciences  
School of Arts and Sciences  
M.S., Clark Atlanta University

**Alma Vinyard**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of Tennessee

**Alice Walker**

Instructor, Biological Sciences  
School of Arts and Sciences  
M.S., Howard University

**Xiao-Qian Wang**

Associate Professor, Physics  
School of Arts and Sciences  
Ph.D., International School for Advanced Studies

**Zhengxin Wang**

Associate Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Peking University

**Sean Warner**

Professor, Curriculum  
School of Education  
Ed.D., University of Massachusetts Amherst

**Corinne Warrenner**

Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
M.A., Rutgers University

---

**Forrest Watkins**

Instructor, Music  
School of Arts and Sciences  
D.M.A., Boston University

**Robert Waymer**

Instructor, Social Work  
Whitney M. Young, Jr., School of Social Work  
Ph.D., Clark Atlanta University

**Melvin Webb**

Professor, Biological Sciences  
School of Arts and Sciences  
Ph.D., Ohio State University

**Fang-Yi Wei**

Associate Professor, Mass Media Arts  
School of Arts and Sciences  
Ph.D., University of Memphis

**Yolanda West**

Assistant Professor, Speech Communication  
and Theater Arts  
School of Arts and Sciences  
M.A., Lasalle University

**Celeste White**

Instructor, Sociology  
School of Arts and Sciences  
Ph.D, Clark Atlanta University

**Andrew Will**

Instructor, Mass Media Arts  
School of Arts and Sciences  
M.A., Southern University

**Michael Williams**

Professor, Physics  
School of Arts and Sciences  
Ph.D., Stanford University

**Myron Williams**

Associate Professor, Chemistry  
School of Arts and Sciences  
Ph.D., Massachusetts Institute of Technology

**Sharon Willis**

Associate Professor, Music  
School of Arts and Sciences  
D.M.A., University of Georgia

**Evelyn Winston-Dadzie**

Professor, Management  
School of Business Administration  
Ph.D., Duke University

**Brenda Wright**

Assistant Professor, Mass Media Arts  
School of Arts and Sciences  
M.A., Governors State University

**Darrin Wright**

Assistant Professor, Social Work  
Whitney M. Young, Jr., School of Social Work  
M.A., Columbia University Columbia College

**Susan Wright**

Associate Professor, English  
School of Arts and Sciences  
Ph.D., University of New Mexico Albuquerque

**Hui Wu**

Assistant Professor, Mathematical Sciences  
School of Arts and Sciences  
Ph.D., New Jersey Institute of Technology

**Gary Yates**

Assistant Professor, Speech Communication  
School of Arts and Sciences  
M.A., Indiana University-Bloomington

**Zealelem Yiheyis**

Associate Professor, Economics  
School of Business Administration  
Ph.D., University of Manitoba

**Jae-Koo Yoo**

Instructor, Supply Chain Management  
School of Business Administration  
M.B.A, Clark Atlanta University

**James Young**

Professor, Curriculum  
School of Education  
Ph.D., University of Massachusetts

**John Young**

Professor, Finance  
School of Business Administration  
D.B.A., Nova Southeastern University

---

**Kurt Young**

Associate Professor, Political Science  
School of Arts and Sciences  
Ph.D., Clark Atlanta University





*223 James P. Brawley Drive, S.W.  
Atlanta, GA 30314  
[www.cau.edu](http://www.cau.edu)*