



**THE
TALLADEGAN**

TALLADEGA COLLEGE is an independent, coeducational, four year, liberal arts college. It was founded in 1867 by Freedmen and later assisted by the American Missionary Association and was chartered as a college by the State of Alabama in 1869.

Talladega College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Talladega College is a member of the Service Members Opportunity Colleges Registry.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

By the commitment of its charter Talladega College admits students of any race, sex, color and national or ethnic origin.

No qualified handicapped person shall be excluded from the educational programs of Talladega College.

Talladega College reserves the right to change or revise all fees, charges, tuition, expenses, and costs of any kind and further reserves the right to add or delete without notice any academic requirements or information printed in this catalog. These changes are to be effective as determined by the appropriate college officials.

The Talladegan

POSTMASTER: The Talladegan Catalog Issue, published by Talladega College yearly, in March.

Entered as second class matter at Talladega, Alabama 35160.
Return 3579s to Talladega College, Talladega, Alabama 35160.

**1983-1985
THE Talladegan
(USPS 533-100)
Talladega College
Talladega, Alabama 35160**

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GENERAL INFORMATION

General Information

HISTORY

The history of Talladega College began on November 20, 1865, when two former slaves, William Savery and Thomas Tarrant, both of Talladega, met in convention with a group of newly freedmen in Mobile, Alabama. From this meeting came the commitment, "... We regard the education of our children and youth as vital to the preservation of our liberties, and true religion as the foundation of all real virtue, and shall use our utmost endeavors to promote these blessings in our common country."

With this as their pledge Savery and Tarrant, aided by General Wager Swayne of Freedmen's Bureau, began in earnest to provide a school for the children of former slaves of the community. Their leadership resulted in the construction of a one-room school house using lumber salvaged from an abandoned carpenter's shop. The school overflowed with pupils from its opening and soon it was necessary to move into larger quarters.

Meanwhile, the nearby Baptist Academy was about to be sold under mortgage default. This building had been built in 1852-53 with the help of slaves—including Savery and Tarrant. A speedy plea was sent to General Swayne for its purchase. General Swayne in turn persuaded the American Missionary Association to buy the building and some 20 acres of land for \$23,000. The grateful parents renamed the building Swayne School and it opened in November of 1867 with about 140 pupils. Thus a building constructed with slave labor for white students became the home of the state's first college dedicated to servicing the educational needs of blacks.

In 1869 Swayne School was issued a charter as Talladega College by the Judge of Probate of Talladega County. Twenty years later, in 1889, the Alabama State Legislature exempted properties of the college from taxation.

Swayne Hall has remained in service as the symbol and spirit of the beginning of the college. Foster Hall, erected for girls and teachers in 1880, was the first building added after the college was chartered. Stone Hall, for boys and teachers, was built the next year. Other buildings were added over the school's first hundred years and at the conclusion of its centennial observance Talladega counted 21 major buildings, more than a dozen residence buildings for faculty and staff and some 350 acres.

The training of leaders in education was the first, and has been a continuing interest of the institution. The first courses offered above elementary grades were normal courses for teachers. The College continues the important work of preparing teachers, using the public schools of the city and of other localities to give its students the opportunity for laboratory experience.

An outline of a course of collegiate grade first appeared in the catalog for the year 1890; and in 1895 the first class was graduated with the bachelor's degree.

The academic quality of the college is evidenced by the performance of its graduates. Through 1969, 80 percent of the some 2,300 graduates have studied toward graduate degrees. For each 1,000 graduates 8.2 acquired doctorates in science, the best performance among graduates of black colleges and the 18th best performance of all American colleges and universities in this category. Subsequent studies, including the ones by Herman H. Long (1970, 78) and William F. Brazziel (1983), continue to show that Talladega College leads in the production of doctorates among its graduates in all fields.

The following is a listing of the presidents who have served Talladega College.

Reverend Henry E. Brown, 1867-1869 (Principal)
 Reverend Henry S. DeForest, 1879-1896
 Reverend George W. Andrews, 1896-1904 (Acting)
 Reverend Benjamin M. Nyce, 1904-1908
 Reverend John M. P. Metcalf, 1908-1916
 Reverend Frederick A. Sumner, 1916-1933
 Dr. Buell G. Gallagher, 1934-1943
 Dr. James T. Cater, 1943-1945 (Acting)
 Dr. Adam D. Beittel, 1945-1952
 Dr. Arthur D. Gray, 1952-1964
 Dr. Herman H. Long, 1964-1976
 Dr. Aaron Brown, 1976-1977 (Interim)
 Dr. Joseph N. Gayles, 1977-1983
 Dr. Randolph W. Bromery, June 1983- (Interim)

AIMS OF THE COLLEGE

Talladega College is dedicated to the growing realization of the basic humanity of all persons and the development of their highest potential under the fatherhood of God and brotherhood of man. It believes that the training of literate humane persons—willing and capable of assuming enlightened personal responsibility in citizenship—is the chief task of the liberal arts college. Special attention is given to identifying and meeting the needs for the highest levels of professional training.

The mission is carried out through the performance of four tasks:

1. Maximizing the College's contributions to education by improving and maintaining the highest level of academic excellence.
2. Providing students with an enriched liberal arts curriculum which educates young men and women to assume leadership positions in society.
3. Providing educational experiences which will assist students toward an increased understanding of themselves, the world and the need for life-long learning.
4. Using the College's programs, resources and services to meet the needs of individuals and groups regardless of age, sex, handicap, or ethnic and economic background.

THE CAMPUS

Talladega College is located in the city of Talladega which is about fifty miles southeast of Birmingham, Alabama. The city is on a plateau, about 700 feet above sea level, in the heart of a fertile valley in the foothills of the Blue Ridge Mountains.

The College grounds comprise 130 acres, of which fifty are used for the main campus, and eighty are woodland.

The Silsby Athletic Field, about fifteen acres in size, is an enclosed field used for touch football, baseball, softball, and track.

Four all-weather tennis courts, surrounded by a ten-foot fence enclosure, provide easily accessible facilities for this popular form of recreation.

BUILDINGS

The College is housed in 17 main buildings. All are substantial brick structures with modern equipment, and heated by steam from a central plant.

Andrews Hall, built in 1909-10, is the home of the Music Department. Some of its rooms are also used for housing purposes. It is named after the Rev. George Whitfield Andrews, D.D., Dean of the Theological Department from 1875 to 1908.

Arthur D. Shores Hall, constructed 1973-74, named for Arthur D. Shores, Class of 1927, who served for many years as a member and chairman of the College Board of Trustees.

Callanan College Union Building is the center of recreational activities of the College Family. It was constructed in 1924 from a legacy left by Dr. James Callanan of Des Moines, Iowa, and a new building was added to the original unit in 1955 with funds received from the United Negro College Fund. The building contains a swimming pool, gymnasium, canteen, lounges, locker and shower rooms, classrooms, offices, and game rooms.

Crawford Hall, constructed in 1968, houses men students. It is named for George W. Crawford, Class of 1900, an attorney in New Haven, Connecticut.

Drewry Hall, named after Mr. Leonard Drewry, who was a professor of Education at Talladega College and organizer of the present Little Theater, was built in 1932 and remodeled in 1948. It houses offices and facilities for academic support and includes guest rooms on the upper floor.

DeForest Chapel was built in 1903 in commemoration of the life and service of Rev. Henry Swift DeForest, D.D., President of the College from 1879 to 1896. This building is used for religious services of the College as well as a general auditorium.

Fanning Hall, the College refectory, was built in 1927-28 from a legacy of Dr. David H. Fanning of Worcester, Massachusetts. In this building are found the dining rooms for all members of the College who live in the residence halls.

Foster Hall was erected in 1869, enlarged in 1902, and again in 1929. It serves as a dormitory for women. The Rev. Lemuel Foster of Blue Island, Illinois, was the principal donor to the original building.

Foy Cottage, built in 1901, is a residence for faculty and staff members. The principal donors were Mr. and Mrs. J.H. Foy of New Haven, Connecticut.

Goodnow Infirmary was built in 1909-10, in part from a legacy of Mrs. E.A. Goodnow. Here are found wards, private rooms, and clinics for the use of the whole college group. The building was renovated in 1983 and is now known as Goodnow Fine Arts Center.

Ish Hall, constructed in 1963, was named in honor of an alumnus, Jefferson Ish, Class of 1907, who at the time of his death was a member of the Board of Trustees. It is a dormitory for women.

Juliette Derricotte House, built in 1940-41, is the gift of the Harkness Foundation. It is a faculty-staff residence and guest house. Named after Juliette Derricotte, Class of 1918, who at the time of her death in 1932 was a member of the Board of Trustees.

Savery Library, completed in 1939, is named in honor of William Savery, a carpenter who helped to build Swayne Hall and who became an original trustee and incorporator of the College. Savery is a gift of the General Education Board, the Harkness Foundation, and other friends of the College.

Silsby Science Hall contains the laboratories for the natural sciences and classrooms for sciences and mathematics. It is named after Dr. E.C. Silsby, who was for thirty-seven years a member of the College faculty. The building is, in part, the gift of the General Education Board and, in part, of friends and alumni of the College. It was completed in 1926.

Seymour Hall was built in 1923, in part from a legacy of Mr. Lyman Kay Seymour of Payson, Illinois. It has now been renovated to contain faculty and staff offices.

Sumner Hall was constructed in 1965 and contains the Administrative Offices. The building is named for Dr. Frederick A. Sumner, who served as President of the College from 1916 to 1933.

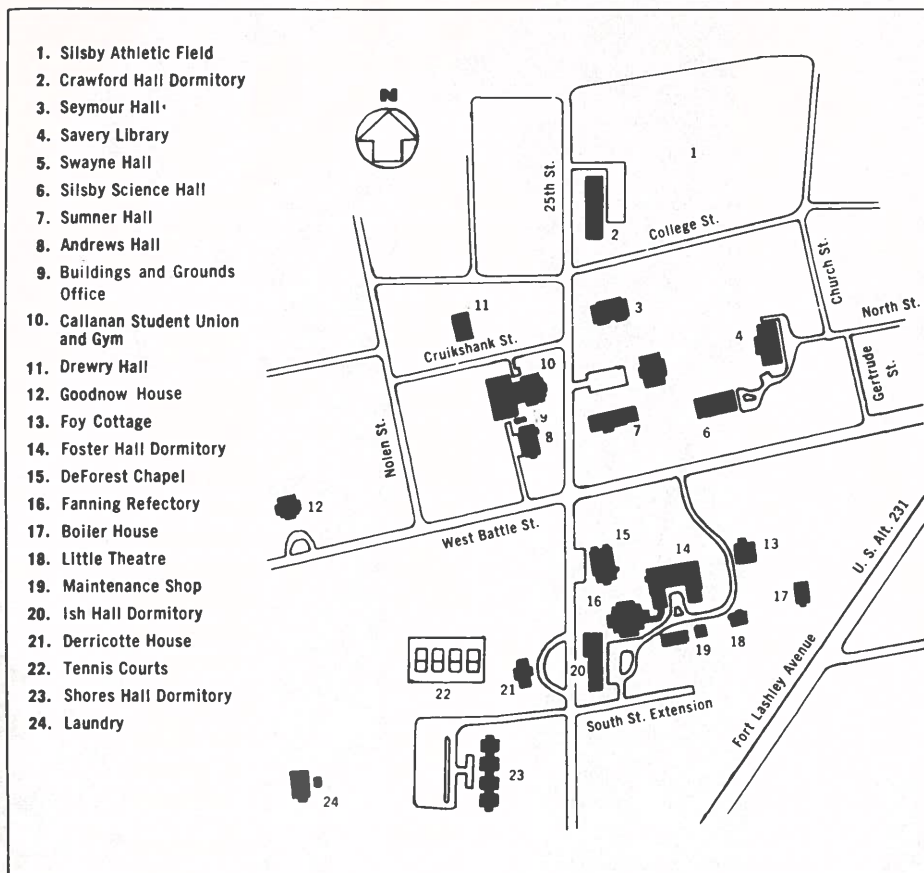
Swayne Hall contains classrooms, offices and a language laboratory. It was purchased in 1867 and named after General Wager B. Swayne, then of the Freedmen's Bureau, who interested himself in its purchase. This was the first building of the College.

SAVERY LIBRARY

Savery Library contains a collection of books and related library materials selected and maintained for the purpose of supporting the curriculum of the College and providing the student with a well-balanced undergraduate liberal arts library.

Constructed in 1939, the building provides space for two reading rooms, a browsing room, student lounge, one seminar room, twenty-four individual study carrels, plus necessary offices and workrooms. Additionally, the building houses the college archives and the Specific Curriculum Learning Laboratory.

The book collection contains 70,000 volumes, exclusive of bound periodicals. This collection is supplemented by 423 current periodicals, 27 newspapers, slides, filmstrips, tapes, cassettes, microfilm, film and recordings, along with the necessary equipment for using these materials. The library has a collection of framed pictures for circulation to students and faculty.



THE ACADEMIC PROGRAM

Talladega College confers the Bachelor of Arts degree. The work of the College is divided into two phases—the General Division and the Major Division. The purpose of the General Division is to complete as far as possible the general education of the student, acquainting him/her with the various fields of human knowledge and endeavor and providing the command of tools needed for further work. In the General Division, a student may take a limited number of courses leading to a field of concentration to be pursued in the Major Division. The purpose of the Major Division is to permit the student to concentrate attention and work upon some limited field closely connected with professional plans and interests.

COURSES OF STUDY

General Education, which includes studies in communications skills, general humanities, social science, natural science, mathematics and physical education normally takes most of the freshman year and part of the sophomore year.

Programs are also provided for students with career interests in:

- Languages and Literature
- Music and Music Performance
- Cultural Heritage and History
- Biological and Physical Sciences
- Computational Sciences
- Prelegal, Precivil-Professional Studies
- Social and Economic Studies
- Education
- Pre-engineering and Pre-allied Health

Plans to achieve goals reflected in these interests are provided in the following majors offered by the College:

EDUCATION

- Early Education for the Handicapped
- Physical Education-Recreation
- Rehabilitation Education
- Music Education

HUMANITIES

- English
- Modern Languages
- Music Performance (voice and piano)

NATURAL SCIENCES AND MATHEMATICS

- Biology
- Chemistry
- Mathematics
- Physics

SOCIAL SCIENCES

- Business Administration
- Economics
- History
- Psychology
- Sociology
- Social Work
- Public Administration



THE ACADEMIC PROGRAM

WORK AT OTHER INSTITUTIONS

A student enrolled in a degree program at Talladega College may be permitted to do a limited part of his work at another institution. To qualify for this work, the student must be in good academic standing and must have the consent of the academic advisor and the written permission from the Office of Academic Affairs. Grades earned at other institutions do not affect the cumulative grade-point average at Talladega College. However, the College does accept approved course credit (transfer) in which a "C" or higher grade is earned.

SPECIAL PROGRAMS

Several programs expanding career opportunities and allowing students to enhance basic major programs through specialized and professional courses at cooperating institutions are available. These are described in the appropriate sections of the catalog to which they relate. Students interested in such programs should examine the course sequences and requirements carefully. Planning special programs requires coordination of schedules, often between two separate institutions, and attention to specific requirements of the special programs. One special program that is not limited to a field or area is the Cooperative Education Program.

COOPERATIVE EDUCATION

Cooperative Education is a program that provides students the opportunity to alternate periods of classroom instruction with periods of paid employment. Work assignments are made in accordance with the students major area of study and/or expressed career interest. These assignments are planned, supervised and designed to assist the student in enhancing through practical application theories learning in the classroom, broadening work experiences, developing skills and making wise career choices.

Upon completion of 30 semester hours of classroom instruction any student enrolled at the College with a 2.0 grade point average is eligible to participate in the program. A student may earn up to 15 academic or non-academic credit hours through the co-op work assignment. Generally, students are paired for each work assignment and are placed on a rotating basis; thereby alternating one semester of classroom instruction with one semester of work. Work periods begin with each academic semester at the College (fall, spring and summer).

SPECIAL SERVICES PROGRAM

Special Service is a program which was nationally initiated in 1970 by the United States Department of Education/Division of Student Services, and instituted at Talladega College in 1980. As a new and innovative program, the Special Services Program located in Drewry Hall is designed to provide eligible students with supportive services to enhance their academic success and ultimately obtain a degree at Talladega College. The program offers students one or more of these services: skills development; individualized tutoring in academic areas; academic, personal, financial aid, and career counseling; and an array of seminar experiences. These and other activities are designed to make the college experience personally rewarding and profitable. Supportive services are prescribed for each student using diagnostic test information, past academic performance, anticipated difficulty with

college course work, and students own view of their needs. Special Services, a federally funded program, selects students based upon an established criteria and upon their admissions encourages them to take an active role in the educational development as part of their program participation.

ALABAMA CENTER FOR HIGHER EDUCATION

Talladega College is a charter member of the Alabama Center for Higher Education (ACHE), a consortium of eight four-year degree-granting institutions of higher education in the State. The consortium has instituted cooperative programs in Engineering, Physics, and Veterinary Medicine. These programs allow advanced students to transfer without penalty from their home college to the institution that offers a degree in one of the three areas.

Students enrolled in these programs are able to transfer at little or no additional expense above what they are paying at their original institutions. Students may also apply for an ACHE scholarship grant to help defray tuition and living expenses during the initial year of transfer.

WORK LEADING TO STUDY IN A FIELD OF CONCENTRATION (Normally the first two years)

Incoming students are examined carefully—not primarily for admission but for placement. Students showing exceptional skills in mathematics or communications may be exempted from one or both semesters of the regular first-year courses.

During the first two years students carry the normal load of seventeen or eighteen hours of class work per week.

FIRST YEAR GENERAL REQUIREMENTS

1. **Communications 101, 102** 6 SH
Communications 100 may be required prior to Communications 101, 102 depending on previous preparation. Placement will be determined by examination at time of first registration.
2. **Humanities 101, 102** 6 SH
3. **Mathematics 101, 102** 6 SH
Mathematics requirements for freshmen: one year of mathematics or one semester of calculus or one semester of Honors Freshman mathematics passed with a grade of "C" or better.
4. **Natural Sciences 101, 102** 8 SH
Basic requirement: NS 101-102 which includes a semester of Biological Science and a semester of Physical Science. For students with adequate preparation or special interests:
Biology 101, 102
Chemistry 101, 102
Physics 101, 102
5. **Social Science 101, 102** 6 SH
For some courses of study, it may be advisable to substitute a course in French, German or Spanish.
6. **Physical Education 101, 102** 2 SH

Persons who have valid medical excuses or who enroll initially after their 24th birthday may substitute PE 206, First Aid, PE 334, Swimming and Life Saving, PE 344, Rhythmic Techniques, PE 313, Organization and Administration of Recreation, for the physical education requirement.

In addition, freshmen will be required to participate in the orientation program.

At the beginning of the 1979-80 school year the faculty studied the indicators of academic success of individual students such as the performance on the inventories in mathematics and English, high school grades, SAT scores, and ACT scores, in order to advise incoming students on appropriate schedules for their first year of college. The result is that some students are now given special schedules consisting of four academic courses plus physical education instead of the usual five academic courses plus physical education. In such cases, students are placed in communications and mathematics sections which meet five days a week instead of the usual three, and these five-day-a-week sections earn four semester hours of credit instead of the usual three. The modified course schedules are designed to allow students the opportunity to obtain a solid foundation in the first year of college and to spend time on two very basic skills—communications (English) and mathematics.

Obviously, all freshmen students with four course schedules have one freshman academic course requirement which is not being met. A comparison with page 13 will reveal this. Advisors can explain how students who have been devoting time to basic skills in the specially adjusted schedules can work the missing freshman course into their schedules and how the total hours for graduation are increased to a small degree. A special document providing details is available in the Office of the Vice President for Academic Affairs.

Students apply to one of the four divisions under which the major departments are organized (see list of majors on page 11) during the sophomore year. General program advisors and heads of major departments will assist students in making wise decisions.

SECOND YEAR REQUIREMENTS FOR NATURAL SCIENCE AND MATHEMATICS

1. One each semester:
Communications 201, 202, 203, 204, 205 2 or 3 SH
Elective in Social Science or Humanities 3 SH
2. **Mathematics** 6 SH
3. **Biology, Chemistry or Physics** 8 SH
4. **German or French*** 6 SH
5. **Elective in Social Science or Humanities** 6 SH
 (Must be Social Science 101, 102 if not taken in freshman year)

*Computer Science may be substituted for one of the two years of the science language requirement.

SECOND YEAR REQUIREMENTS FOR EDUCATION, HUMANITIES AND SOCIAL SCIENCES

1. One each semester:
Communication 201, 202, 203, 204, 205 2 or 3 SH
 (Must be 201 if grade in COM 102 is less than B)
Elective 3 SH
2. **Humanities requirement:** One course each semester selected from general offerings in Art, Literature (English and Foreign), Music, Philosophy and Religion. A list of courses meeting this requirement will be available at pre-registration and registration 6 SH
 ART 211, ENG 205, MUS 200, PHL 240, and REL 102 are especially planned to fill this requirement. Several other courses in the same areas as well as advanced language courses (second level or higher) may be substituted after consultation between the student and his faculty advisor. In some cases approval of the teacher of the desired course is required. Information about humanities options available to sophomores is published with the class schedule of each semester.
3. **Language if required in prospective major or elective** ... 6 SH
4. **Elective each semester in prospective major field** 6 SH
5. **Elective in Social Science each semester** 6 SH
 (Must be Social Science 101, 102 if not taken freshman year)

THIRD AND FOURTH YEAR REQUIREMENTS

Sixty (60) SH of studies under the supervision of a major department. Special requirements of the Music Department are shown on page 18.

GRADUATION

The College confers the Bachelor of Arts degree. The requirements for the Bachelor of Arts degree in fields other than music are the completion of the general requirements and the requirements in a field of concentration as stated in the following paragraphs:

GENERAL REQUIREMENTS PRECEDING CONCENTRATION

For admission to a course of study in a selected field of concentration the student must fulfill the following requirements:

(1) The student must give evidence through examination of a grasp of such knowledge as can be secured in first-year college courses in the three fields of Social Sciences, Natural Sciences and Mathematics, and Humanities.

(2) The student must give evidence through examination of a grasp of such knowledge as can be secured in second-year college courses to be selected from the fields of Humanities, Physical Sciences, Biological Sciences, and Social Sciences.

(3) The student must give evidence of his ability to use the English language in a satisfactory manner. The training for this may be secured through the elementary courses in communications.

(4) The student must show evidence of having such a grasp of mathematics

as can be secured by the successful completion of a thorough course in elementary college Mathematics.

(5) The student must pursue successfully the courses designated as preparatory for his/her field of concentration.

(6) The student must complete such work in Physical Education as can be secured in the courses numbered 101 and 102 in that department.

(7) The quality of the work done by the student must be such that the faculty will feel that he can pursue profitably work in a field of concentration.

REQUIREMENTS IN FIELD OF CONCENTRATION

The student must meet the following requirements in his field of concentration:

(1) The student must qualify for admission to a course of study in some selected field, to be known as the field of concentration, consisting either of a single department or a group of related departments. (For requirements to meet this condition see section on General Requirements.)

(2) The student must pursue successfully a program of work arranged in consultation with his/her advisor and approved by the Vice President for Academic Affairs. The program of study will consist ordinarily of a minimum of sixty semester hours of work, although upon recommendation of his advisor and approval of the Vice President for Academic Affairs, a student may be allowed to pursue work not directly connected with any formal course as a substitute for a part of his course requirements.

TIME

The progress of the student is measured in terms of accomplishments rather than in terms of time. Ordinarily, two years will be required to qualify for admission into the student's field of concentration and two years for completion of this latter work. However, the length of either period may vary according to the preparation, ability, and application of the student.

It should be noted that, due to special conditions in some departments, and special freshman courses, the requirements for graduation may exceed the approximately 123-126 hours normally required and that every student must maintain a C average in his major department and a C over-all average to graduate.

Curriculum Patterns for every field of concentration offered at Talladega College are distributed to all freshmen students at the time of their initial enrollment. The Curriculum Patterns show the requirements for graduation which must be met within a maximum time limit of seven years. When the general requirements of the College and the requirements of a major program are met, the student graduates.

General I (Freshman)	34*
General II (Sophomore)	29*
Under Supervision of Major	60
	123*

These totals are to be regarded as a minimum. Normally, faculty advisors will work out programs with students which exceed the minimum requirements in order to insure adequate preparation for graduate study, professional competence and satisfactory academic accomplishment.

*For other possibilities see pages 13 and 14.

If a student cannot fulfill graduation requirements within seven years, due to unavoidable interruption of his education, he/she may choose one of the following alternatives for completion of the course of study in the field of concentration:

- (1) requirements for the class to which assigned upon enrollment;
- (2) the most recent requirements applying to freshmen of the year of enrollment.

For guidance in the selection of courses, the student is expected to refer to the Curriculum Patterns. Transfer students must also confer with the Vice President for Academic Affairs for a determination of their course requirements to qualify for graduation according to the Curriculum Patterns of Talladega College.

Whenever a required course is discontinued from the College curriculum and therefore no longer a part of any of the Curriculum Patterns, the faculty in that department must indicate the course(s) which may be substituted for the eliminated course.

Every student is primarily responsible for his/her own schedule each semester. He may consult with the faculty advisor in deciding upon appropriate courses, but without committing the advisor to any responsibility for choices, even though the advisor's signature must appear on the Registrar's copy of the schedule.

LANGUAGE REQUIREMENTS

Talladega College does not have a general requirement for any foreign languages for graduation. Some departments do, however. In planning a schedule a student should consult the table below to ascertain whether or not to include a language.

EDUCATION

Department	Language Requirements
Physical Education	None
Rehabilitation Education	None

HUMANITIES

English	None
Languages	Departmental Requirements
Music	French 2 years, German 1 year or vice versa, Spanish also possible.

NATURAL SCIENCES

Biology	French or German (2 years of either)*
Chemistry	French or German (German preferred)* (2 years of either)
Mathematics	French or German (2 years of either)*
Math-Physics	French or German (2 years of either)*

*A year of computer science may be substituted for one year of language.

SOCIAL SCIENCES

Business Administration	None
Economics	None
History	French, German or Spanish (2 years of one)
Psychology	None—but recommended for those planning graduate study
Sociology	None
Social Work	None
Public Administration	None

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN MUSIC

All prospective students are examined for determining their program of emphasis in the Music Department (Performance Emphasis or Music Education). Persons pursuing the Performance Emphasis must make satisfactory progress during their matriculation according to the Performance Standards set by the music faculty. The progress is evaluated each semester along with the overall performance of the student. In the senior year a public recital is offered in lieu of private examinations. The candidate must present his/her program before the faculty for approval at least four weeks in advance of the public recital.

GRADING

As students in the general courses devote the major portion of their time to reading, checks are made by short quizzes throughout the semester and semester grades are handed in. The work is graded A, B, C, D, F, I. Grade A indicates work of exceptional merit; Grade B of above average; Grade C of average; Grade D poor but passing and Grade F unsatisfactory. For work that has not been completed a grade of I may be given. A student must make up I work by the end of the next semester except in cases where equipment and materials are involved, in which case the grade must be made up by the close of the semester in which the course is repeated.

The same procedure as above is used in the courses in the student's field of concentration.

Students who earn "F" grades in any course and "D" grades in the major may have the grades deleted from the grade point average once the applicable courses have been repeated and passed or, in the case of the major course, a "C" or better grade is earned. "D" and "F" grades would continue to count in the student's cumulative grade point average until better grades were earned. At that time, only, the grade point average would be updated to reflect the better grade(s). Both grades would be reflected on the transcript, however. This policy is designed so that an "F" grade in any course and a "D" grade in a major course only may be repeated and does not affect students who have graduated.

CLASSIFICATION

A student is a general student until he qualified for admission to a field of concentration. After acceptance into a field the student is called a major student.

WITHDRAWAL

A student may be dropped by vote of the Academic Review Committee of the

faculty when it is found that the student does not possess sufficient ability for the work or that it is impossible for the College to develop in the student any interest for the work. All freshmen and transfer students will be kept for the first two semesters, regardless of academic standing unless admitted on probation for one semester. However, new students may be placed on probation after one semester. The following guidelines will be used to determine the academic status of the students.

1. Students with a cumulative grade point average of 1.5 or below may be asked to withdraw.

2. A student with a cumulative grade point average of between 1.5 and 2.0 will be judged by the committee as to whether he or she will be placed on probation or asked to withdraw.

3. Any student with a grade point average of 2.0 will be allowed to remain as a general rule, but if the 2.0 grade point average is composed of one or two very high grades and two or three grades of D or below, the student may be asked to withdraw or may be placed on probation.

4. Any student whose cumulative grade point average is less than 2.0, but whose semester average is 2.0 or better may be given consideration by the committee and placed on probation.

5. Any student who fails a required general course twice may be asked to withdraw.

A student on probation is expected to bring his/her grade point average up to 2.0 within one semester. If this is not done, an additional semester may be allowed. If the grade point average is not up to 2.0 in two semesters the committee will seriously consider asking the student to withdraw. Normally, students will be asked to withdraw only at the end of the spring semester. However, the Academic Review Committee reserves the right to impose a one semester probation period coinciding with the first semester and the concomitant right to ask a student to withdraw at the end of the first semester.

Any student who has been asked to withdraw for *academic reasons* by the Academic Review Committee is to consider himself/herself suspended from Talladega College for one or more semesters (Summer School Terms are considered in addition to the semesters). At the end of one or more semesters, if the student can show evidence which was not available to the Committee at the time of the suspension and which will likely show that he/she has a greater promise of academic success as a college student here, the student will be considered for re-admission to Talladega College. This evidence may include one of the following items and must be sent directly to the Vice President for Academic Affairs.

1. Credit from another accredited college or university, showing a high degree of achievement (at least twelve hours of courses with grades of "C" or higher). This transcript should be sent directly from the institution to the Admissions Office, which will forward it to the Vice President for Academic Affairs.
2. Service in the Armed Forces.
3. Full time work experience (at least six months on the job), with an exceptionally good work record. A letter should be addressed to the Vice President for Academic Affairs verifying this good work record and should be mailed directly from the supervisor.
4. Certification by a professional that the student has overcome or adjusted to a physical, mental or emotional disturbance which may have contributed to his/her unsatisfactory past academic performance.

Students who have been asked to withdraw from the College for academic reasons and who wish to re-apply for re-admission, must submit re-admission

forms to the Admissions Office *at least one month* prior to the semester they wish to enroll. The Admissions Office considers an application for re-admission after the student has been evaluated by the Academic Review Committee and/or the Office of the Vice President for Academic Affairs. The re-admission forms can be obtained from the College Admissions Office. The Admissions Office and/or the Vice President for Academic Affairs will notify the student regarding the re-admission decision.

RESIDENCE

At least two full years of matriculation are required before the College will award the baccalaureate degree. This pertains especially in the case of transfer and special students.

HONORS AT GRADUATION

A student wishing to graduate WITH HONORS must have a general grade point average of 3.5, and must complete a senior project. This project must be approved by the faculty of the Division in the student's field of concentration. He/she must receive three semester hours of credit for the project and it must be graded B or better by faculty of the Department in which the work is done.

Students who do not have the grade point average for honors may graduate WITH DISTINCTION in the area if they complete a special project approved by the Division with a grade of B or better, as outlined above.

REGULATIONS

The program of the College is administered with the purpose of securing the fullest realization possible of the aims of the College stated on Page 6. Students participate with faculty members in practically all of the College procedures. When a student finds it impossible to adjust himself satisfactorily to the life of the College, he loses his membership in the College family.

The number of activities and organizations in which a single student may participate is necessarily limited, both to prevent the scattering of the energies of a given individual, and to insure widest participation.

Regular class attendance is required of all general students.

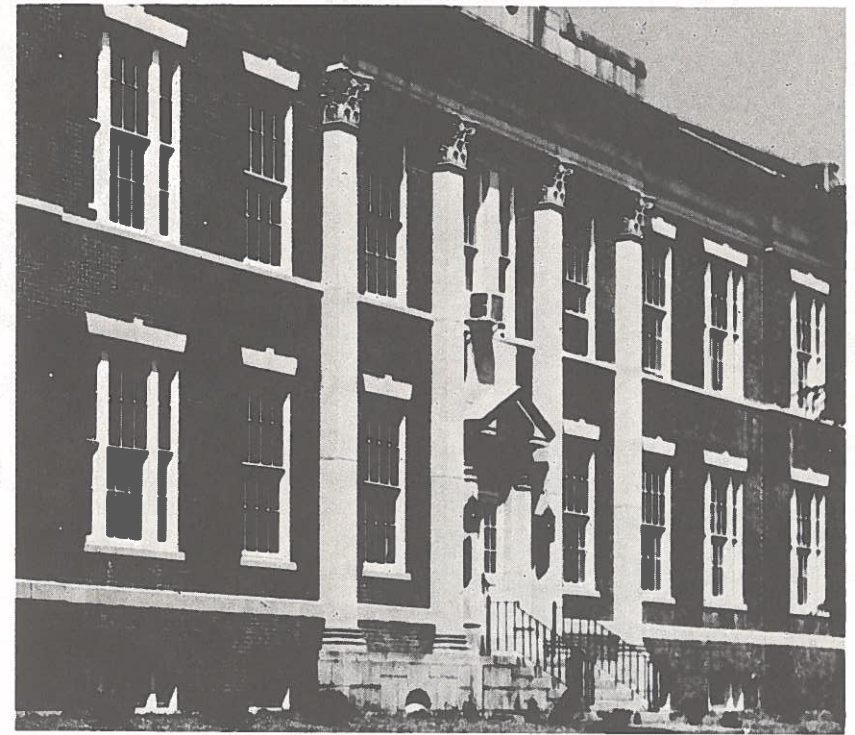
If advancing food prices compel an advance in the rate of board, the College reserves the right to make such adjustment at any time during the school year.

Upperclassmen without official duties during freshman orientation will be charged for meals.

Any student having a car on campus must register the vehicle with the campus security.

Students are not permitted to have weapons of any kind (guns, knives, etc.) on campus and violent conduct by any person on campus is forbidden by College regulation.

Advance room deposit fee of \$50.00 is necessary to insure a dormitory reservation for current students and must be paid by July 1st if room assignments are to be assured.



ADMISSIONS, EXPENSES, FINANCIAL AID

Talladega College welcomes students of all races, creeds, and national origins.

Application for admission should be made as soon as possible before the beginning of the school year. No student should come without having first corresponded with the Office of Admissions. Applications are obtainable from the Admissions Office of the College, to which all applications and inquiries should be addressed. Talladega College uses the "rolling" admission plan and therefore can accept students up to registration for the semester.

REQUIREMENTS FOR ADMISSIONS

New Students

1. An application for admission should be filed with the Office of Admissions not later than the end of the first semester of the applicant's senior year in high school. An application can be filed at the end of the junior year in high school.
 2. An application fee of \$10.00 (non-refundable) must accompany the application. **CHECK or MONEY ORDER MUST BE MADE PAYABLE TO TALLADEGA COLLEGE.**
 3. A candidate for admission must have been graduated from an accredited high school and a transcript with at least fifteen units of work must be submitted to the Office of Admissions. The units must show sufficient breadth of training in English, Mathematics, Science and Social Science.
 4. In special cases admission may be secured through examination. Successful completion of the General Education Development (GED) test will be considered for admissions.
 5. A medical record, provided by the Office of Admissions, must be completed by the applicant and physician. The form must be returned to the Office of Admissions as a final condition to register for classes. No student is considered admitted without a physical examination and all applicants are accepted subject to the results of this examination.
 6. Applicants should submit recommendations from the high school guidance counselor, teacher and/or principal.
 7. Each applicant must arrange to take the ACT or SAT and have the scores sent to the Office of Admission. Applicants may contact their high school guidance counselor for further details about the ACT or SAT examinations.
- * Applicants within the State of Alabama, who identify Talladega College as their first choice when writing the ACT will not have to complete an application form. The student's SPR, provided by ACT, will serve as the admissions application. Students must indicate Talladega as 1st choice on the October and December ACT test dates.

TRANSFER AND SPECIAL STUDENTS

Students applying for admission from accredited colleges and universities must have at least a C average for all college work attempted and be in good disciplinary standing.

Talladega College subscribes in principle to the Joint Statement on Transfer and Award of Academic Credit approved by the Council on Postsecondary Accreditation Board, the Commission on Education Credit and Credentials of the American Council on Education and the Executive Committee, American Association of College Registrars and Admissions Officers. This statement recognized that "transfer of credit from one institution to another involves at least three considerations: (1) the educational quality of the institution from which the student transfers; (2) the comparability of the nature, content, and level of credit to that offered by receiving institution; and (3) the appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student's educational goals." Specific responses to transcripts of transferring students or Talladega College students pursuing credit at other institutions will be made by an appropriate officer of the Registrar's Office or Office of the Vice President for Academic Affairs, as the case may warrant at the time of the submission of the transcript. Before a classification is assigned, the transfer student may be required to take placement examinations in the core courses.

Students working toward a degree in another college or university may enroll as special students at Talladega College. Application for admission can be made through the Office of Admissions and the applicant must submit written permission from his/her dean to take courses at Talladega.

CREDIT AND ADVANCED PLACEMENT BY EXAMINATION

Students may apply for advanced standing in several academic sequences or exemption from several courses with the award of appropriate credit in the case of several entry level general courses and several beginning and intermediate level departmental courses. Credit or advanced standing is awarded according to standards set by the faculty. Generally speaking, recommendations similar to those of such recognized bodies as the Commission on Education Credit and Credentials of the American Council on Education for the CLEP (College Level Examination Program of the College Entrance Examination Board) examinations and the New York State Regents External Degree for the ACT-PEP (American College Testing—Proficiency Examination Program) examinations are followed. Students making inquiries concerning credit by examination or advanced placement will be provided more detailed information concerning acceptable examinations, acceptable scores and opportunities to take such examinations by the Office of Academic Affairs, Office of the Registrar or Office of Admissions.

SPECIAL STUDENTS

Special students are those degree-seeking students whose qualifications (academic or otherwise) do not justify regular admission and who have thus been admitted to the College on a provisional basis. They may be admitted with an acceptable GED score and other special criteria fitted to the individual circumstance.

READMISSION

Students who have withdrawn or those who have been absent for more than one semester from the College, must reapply for admission and submit

readmissions forms to the Admissions Office at least one month before they are to enroll for a particular semester. Students suspended or asked to withdraw due to academic or disciplinary reasons may apply for possible readmission. The Admissions Office considers an application for readmission after the candidate has been evaluated by the Academic Review Committee and/or the Office of Academic Affairs. Readmission forms are obtained by writing the Office of Admissions.

FOREIGN STUDENT ADMISSIONS

All procedures pertaining to admission of new students will apply to foreign students. Additionally, foreign students must provide TOEFL (Test of English as a Foreign Language) examination scores, and copies of educational records certifying courses completed at all secondary schools, colleges or universities attended. Foreign students applying for admission are required to provide an affidavit or official statement indicating the source(s) of financial resources, and the amount to be remitted for educational expenses if admitted to the College. Students providing the required material and found to be eligible for admission must remit payment for one academic year. An I-20 form will be forwarded after receipt of payment.

The committee governing admissions policy reserves the right to accept, reject, or cancel any applicant's admission to Talladega College.

APPLICATION FEES

An advance registration deposit of \$10.00 and room reservation deposit of \$15.00 are necessary to complete application for admission.

The advance deposit will be credited to the account of the student.

DEPOSITS ARE NOT RETURNABLE OR REFUNDABLE, EXCEPT IN THE CASE OF APPLICANTS WHO ARE NOT ACCEPTED.

EXPENSES

The College spends approximately \$10,000.00 per year on each student, but the annual standard cost for the resident student is only \$4,997. Contributions from the Alumni, United Church Board for Homeland Ministries, the American Missionary Association, and the United Negro College Fund, together with endowment income and gifts from generous donors, make this possible.

STUDENT EXPENSES

1983-84

OFF CAMPUS

	1st Sem.	2nd Sem.	Total
Tuition	\$1,356.00	\$1,356.00	\$2,712.00
Fees (Health Activity, Others)	98.50	98.50	197.00
Insurance	29.00	29.00	58.00
	<hr/>	<hr/>	<hr/>
	\$1,483.50	\$1,483.50	\$2,967.00

ON CAMPUS

	1st Sem.	2nd Sem.	Total
Tuition	\$1,356.00	\$1,356.00	\$2,712.00
Fees	98.50	98.50	197.00
Room	495.00	495.00	990.00
Board	520.00	520.00	1,040.00
Insurance	29.00	29.00	58.00
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	\$2,498.50	\$2,498.50	\$4,997.00

PAYMENTS BY TALLADEGA COLLEGE INSTALLMENT PLAN

First Semester

	ON CAMPUS	OFF CAMPUS
Registration payment, August 1983	\$1,298.50	\$771.42
October 1, 1983	400.00	237.36
November 1, 1983	400.00	237.36
December 1, 1983	400.00	237.36
	<hr/>	<hr/>
Total First Semester	\$2,498.50	\$1,483.50

Second Semester

	ON CAMPUS	OFF CAMPUS
Registration payment, January 1983	\$1,298.50	\$771.42
March 1, 1984	400.00	237.36
April 1, 1984	400.00	237.36
May 1, 1984	400.00	237.36
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Total Second Semester	\$2,498.50	\$1,483.50

Insurance fee is included in the initial payment for August 1983. Full tuition cost covers students carrying 12 to 18 hours.

Scholarship and Financial Aid Awards should be subtracted from semester and yearly figures to determine the actual amount the student pays from family or personal resources.

Students taking less than 12 hours or those taking more than 18 hours will be charged \$113.00 per semester hour credit.

Music and other applicable fees must be added to the given tuition cost. Books and supplies cost around \$250.00 per year.

Students desiring to live in single rooms must pay an additional \$123.75 per semester.

Students living in Shores Hall pay an additional \$42.50 per semester.

*Students living in Shores Hall, or single rooms in other dormitories (when available) are charged \$85.00 per year additional, or \$42.50 per semester.

DEPOSITS AND SPECIAL FEES

DEPOSITS

Advance registration fee (new students only, see Application Fees above)	\$10.00
Room reservation deposit	\$15.00
Key deposit	5.00
Music library deposit	2.50
Mail Box Rental (required of all students)	\$ 5.00
Fee for Diploma (required when a student qualifies for a degree)	\$10.00
Late Registration Fee (see Academic Calendar for the penalty dates each semester)	\$10.00 first day; \$1.00 each additional day.
Room Damage Fee	\$50.00

The advance registration and room deposits are credited toward tuition; the room damage and key deposits are refundable at the end of the year, or when a student withdraws and returns his room in good condition and his music and key to the proper person.

LABORATORY FEES

No charges will be made to a student taking art or science laboratory courses. However, if a student is furnished more than \$5.00 in art supplies or breaks more than \$5.00 worth of laboratory equipment, he will be required to pay the difference.

MUSIC INSTRUCTION FEES

For special courses in music, the following fees are charged (payable in advance):

(1) Individual instruction in piano, organ, or voice for students not majoring in music	
Two lessons per week	\$30.00 per semester
One lesson per week	24.00 per semester
(2) Use of practice piano or organ	
One hour per day	\$10.00 per semester
More than one hour per day	20.00 per semester
(3) Group instruction in piano or voice	
per student	\$12.00 per semester

COOPERATIVE EDUCATION FEE

Payable upon registration for first cooperative education work semester	\$20.00
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MEDICAL CARE

In extended illness a charge is made for hospital service. Students must pay for all prescribed medicines. The college provides a mandatory Student

Accident and Sickness Insurance plan serviced by Interstate Insurance Agency.

Premium per student \$29 per semester

\$15 per summer session

REGULATIONS ON FINANCIAL MATTERS

TUITION REFUND POLICY

When a student officially withdraws from any course or courses in either the fall or spring semester, refund of tuition will be made upon filing of a withdrawal notice with the Registrar's Office according to the following schedule:

Before the beginning of the semester	Complete refund
During 1st week of class	90% refund
During 2nd week of class	80% refund
Withdrawal after end of 2nd week of class	No refund

It is important to note that all charges and refunds are based upon tuition commitments for the full semester. The effective date of withdrawal and refund, if any, will be the date when formal application is filed in the Registrar's Office, or in case of withdrawal by mail, the official postmark date of the correspondence. Application, registration, and installment fees are not refundable.

Students who have elected to pay on the installment plan are responsible for completing all payments if they withdraw after the second week of class.

No refund will be made for relinquishing a dormitory room during a semester.

GENERAL INFORMATION

Registration includes the assignment of courses and the payment of fees.

Student fees must be paid in full, or satisfactory terms of payment must be approved by the Vice President for Administrative Services before a student can take semester examinations or register for a new semester.

Students whose accounts are delinquent for the first semester will not be permitted to register for the second semester.

Students who are not registered will not be permitted to remain in the dormitories, eat in the refectory, or attend classes.

A fee of \$7.50 will be charged for replacing a lost ID card.

If payment becomes delinquent by 30 days, students will be asked to withdraw from the College.

A fee of \$5.00 will be charged to the student's account for each check RETURNED FOR INSUFFICIENT FUNDS.

No academic record will be released until all fees are paid in full.

The catalog statement is considered sufficient notice of the time and terms of payments. Checks, drafts, and money orders should be made payable to Talladega College.

The College retains the right to change its fees depending upon economic circumstances without notice.

FINANCIAL AID

SCHOLARSHIP SERVICE

Talladega College participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Financial Aid Form (FAF) to the College Scholarship Service by June 1, designating Talladega College as one of the recipients. The FAF may be obtained from a secondary school or the College Scholarship Service, P.O. Box 2700, Princeton, New Jersey 08540 or P.O. Box 380, Berkeley, California 94704.

STUDENT AID AND SELF-HELP

Talladega College has a comprehensive plan of student aid which may provide financial assistance from the freshman year through the senior year of college. Each recipient must be a full-time student during the regular school term.

Awards are based upon consideration of academic merit and financial need. In general, academic merit determines whether the assistance is given and need determines the amount of assistance.

Scholarships, Grants and Employment—Four kinds of financial assistance are available: Scholarships & Grants, Loans, Supplemental Educational Opportunity Grants (SEOG) and Part-time Employment. Applications for Scholarships & Grants, Loans, and Educational Opportunity Grants are made to the Director of Financial Aid at a designated time during the spring term. All financial help is available in two equal installments during the college year.

Special scholarships are offered to freshmen who stand very high scholastically in their high school graduation classes. The amounts vary from full tuition to part tuition.

Headen, Savery, White and Tarrant Scholarships—Each year the incoming freshman who makes the highest score on the SAT or ACT test, and who has this score sent to us before April 15, is chosen for either the Headen, Savery, White, or Tarrant Scholarship, depending on which is vacant. The holder of one of these scholarships receives a grant covering tuition, room, and board. Each one of these scholarships may be renewed each year for the four-year college period, provided the quality of the work and the development of the holder justify it. For full information concerning the SAT test, prospective students are asked to consult the counselor or the principal of their high school, or write to the Director of Financial Aid at Talladega College.

Alumni Scholarships—The next ten highest ranking freshmen in the SAT examinations will be awarded Alumni Scholarships up to \$900. The recipients will be designated as Alumni Scholars.

Catherine Waddell Award—The College also gives a Catherine Waddell Award each year, covering tuition, room, and board, to a student of the College who has achieved excellence in scholarship and the expression of the ideals of Christian living, and who shows evidence of developing into an

effective adult citizen. This scholarship was created in memory of Catherine Hughes Waddell, who for many years faithfully served the United Negro College Fund. (Not available to Headen, Savery, White or Tarrant Scholars.)

Presidential Scholarships—A limited number of scholarships can be obtained by well qualified students who meet the criteria listed below.

Tuition, incidental fees, room and board for residential students up to \$4,997 for the academic year are available for students in one of the following categories based upon need:

- High school valedictorian
- High school salutatorian
- 4.0 grade point average (on 4.0 scale)
- 3.9 grade point average (on 4.0 scale)
- ACT Composite minimum 26
- SAT minimum 1100

Tuition and incidental fees totalling \$2,342 for the 1983-84 academic year are available for students in two of the following categories:

- 3.5 to 3.8 grade point average (on 4.0 scale)
- 22 to 25 ACT Composite
- 950-1045 SAT
- Top 5% to 8% of graduating class.

A \$500 scholarship is available to students in one of the following categories:

- 3.0 to 3.4 grade point average (on 4.0 scale)
- 18-21 ACT Composite
- 780-949 SAT

AVAILABLE ASSISTANCE PROGRAMS

Scholarships—Awards made to students with financial need who have demonstrated high academic promise.

Supplemental Educational Opportunity Grants—These are limited funds granted only to students with exceptional financial need.

National Direct Student Loans—Long-term loan program for students who can demonstrate need.

United Student Aid Fund—Long-term loan program whereby students may borrow from lending institutions (banks, credit unions, etc.)

Federal-State Student Guaranteed Loans—Long-term loan program whereby students may borrow from lending institutions (banks, credit unions, etc.).

College Work-Study Program—Program of employment for students who need to work to remain in college.

Campus Employment—Program of part-time employment for a number of students in the dining hall and various other campus positions.

Social Security—Consult the local or county Social Security Office.

Vocational Rehabilitation—Consult the State Rehabilitation Office, State Office Building, Montgomery, Alabama 36104.

A brochure describing financial aid programs and procedure for making application may be obtained by writing to the Office of Financial Aid, Talladega College.

All Student Aid programs are operated without regard to race, sex, color, handicap, national or ethnic origin for all qualified persons.

All scholarship programs are subject to fluctuations in economic conditions. The College reserves the right to adjust its scholarship programs at any time to meet changing circumstances.

SCHOLARSHIP FUNDS

The William Belden Scholarship Fund of \$1,000, established in 1882, by William Belden, of New York.

The William C. Luke Memorial Scholarship Fund of \$434.26, established in 1882, by the friends of the late William C. Luke, of Canada.

The E. A. Brown Scholarship Fund of \$709.25, established in 1886, by E. A. Brown, of North Bloomfield, Ohio.

The C. B. Rice Memorial Scholarship Fund of \$440, established by friends of the late C. B. Rice, of the Piedmont Congregational Church, Worcester, Massachusetts.

The Brazillai Swift Scholarship Fund of \$3,000, established in 1893, by devise of Mrs. Martha G. Swift, of Hansfield Center, Connecticut.

The Eunice M. Swift Trumbull Scholarship Fund of \$500, established in 1895 by devise of Mrs. Trumbull, of Mansfield, Connecticut.

The Walter S. Hogg Scholarship Fund of \$3,000, established in 1921, by Mrs. Hogg, of Providence, Rhode Island, as a memorial to her husband.

The Mary E. Wilcox Memorial Scholarship Fund of \$1,000, established in 1915 by J. S. Wilcox, of Madison, Ohio.

The Charles B. Baxter Scholarship Fund of \$1,000, established in 1914, by devise of Charles M. Baxter, of Redlands, California.

The Eunice Hatch Baxter Scholarship Fund of \$1,000, established in 1914, by devise of Charles M. Baxter, of Redlands, California.

The Esther A. Barnes Scholarship Fund, begun by the Class of 1896 and at present amounting to \$100.

The Mrs. R. M. Tenny Scholarship Fund of \$1,000, established in 1917 by Mrs. R. M. Tenny of Montour, Iowa.

The Dr. and Mrs. S. W. Howland Scholarship Fund of \$1,000, established in 1901, by friends of Dr. and Mrs. Howland.

The Stone Scholarship Fund of \$1,000, established in 1882, by Mrs. Nancy Stone and Miss Abbie Stone, of Jefferson, Ohio.

The John and Lydia Hawes Wood Scholarship Fund of \$1,000, established in 1886, by the Rev. John and Mrs. Lydia Wood, of Fitchburg, Massachusetts.

The H. W. Lincoln Scholarship Fund of \$1,000, established in 1886, by H. B. Lincoln, of Worcester, Massachusetts.

The William E. Dodge Scholarship Fund of \$5,000, established in 1902, by the trustees of the Education Fund, left by devise of William E. Dodge, of New York.

The Carroll Cutler Scholarship Fund of \$500, left by devise of Mrs. Carroll Cutler, in 1913.

The Lucius and Helen R. Thayer Scholarship Fund of \$2,000, given in 1934 as a part of the Endowment Funds of the College in memory of the two persons named, of Portsmouth, New Hampshire.

The James Thomas Morrow Scholarship Fund of \$1,500, given by Mrs. Elnora Maxwell Morrow of Lexington, Kentucky, in memory of her husband, for 60 years minister in the African Methodist Episcopal Church.

The Alyn Loeb Scholarship Fund of \$364, given by T. K. Lawless, M.D.

(Talladega, Class of 1914) and Mrs. Allen M. Loeb of Chicago, in honor of Mrs. Loeb's infant son, a patient of Dr. Lawless.

The Robert Gover Scholarship Fund of \$2,500, established by devise of Robert Gover (Talladega, Class of 1904), of Tuskegee, Alabama, in 1945.

The Howard K. Beale Scholarship Fund of \$5,400, established in 1946.

The Andrew McEldron Rubel and Dr. Peter Rubel Scholarship Fund of \$2,402, established in 1952.

The Joseph J. Fletcher (Class of 1901) Scholarship Fund of \$1,004, established in 1952 by his wife and his daughter Elizabeth Fletcher Allen (Class of 1926).

The Marietta Hardwick Ish (Graduate Normal Department 1876) Scholarship Fund of \$5,500, established in 1954 by her son, the late Jefferson G. Ish, Jr. (Class of 1907) of Chicago, Illinois.

The George W. Crawford Scholarship Fund of \$3,500, established in 1957 by his friends in New Haven, Connecticut.

The Mrs. Jane Jones Scholarship Fund of \$2,000, established in 1958 by her son, the late Elisha H. Jones (Class of 1904) of Talladega, Alabama.

The William F. Frazier Memorial Scholarship Fund in process of being established by friends of Mr. William F. Frazier, who served as Trustee of the College for twenty-one years. At present the fund amounts to \$1,405.00.

The Jefferson G. Ish, Jr. (Class of 1907) Memorial Scholarship Fund, at present amounting to \$1,473.50, established by friends of Mr. Jefferson G. Ish Jr., who served as Trustee of the College for five years.

The Alumni Centennial Endowment Fund, established by the alumni in 1962, present amount invested, \$50,000.00.

The Winifred S. Mathers Legacy Fund of \$500.00, established in 1963 in memory of H. Porter Smith.

The Carlton L. Ellison Scholarship Fund of \$18,855.12, established in 1963.

The Florence M. Graves Scholarship Fund, established by Mr. Charles F. Gregg. At present the fund amounts to \$2,500.00.

The Samuel Edwards Jackson Memorial Scholarship Fund, established by his brother, Lee R. Jackson '51, and friends. At present the fund amounts to \$1,142.00.

The Alice M. Holman Scholarship Fund of \$3,000, the interest from which is to be used as an award to a student in drama and a student in music, was established as a result of a 1966 bequest.

The Fred L. Brownlee Scholarship Fund of \$250.00 established in 1967 by a friend, Mr. John Scotford.

The Henry C. McDowell Scholarship Fund, established in November 1967, by members of the Miami, Florida, Alumni Association and friends, at present amounts to \$1,655.

The Reader's Digest Foundation Scholarship Fund established by the Foundation's Directors in 1967. At present the fund amounts to \$12,500.

The John J. Johnson Scholarship Fund established by the Saint Albans, New York, United Church of Christ, in honor of the father of Reverend Robert J. Johnson, Minister. The amount invested is at present \$1,505.

The Fannie Lewis Rodgers Scholarship Fund, established in 1971 by the college in memory of Mrs. Fannie Lewis Rodgers and her life-long interest and dedication to Talladega College, from a gift of \$2,000.00 left to the college by Mrs. Rodgers (Class of 1912).

The Trustees Scholarship Fund, established in 1968 by the Board of Trustees. Present amount invested is \$13,084.58, from which the interest is to be used for scholarship aid.

The David Aronow Scholarship Fund, established in May 1973, by Mr.

David Aronow, President of the David Aronow Foundation in New York City, amounts to \$5,000.

The Josephine Crawford—Wilfred Haddock Scholarship Fund of \$25,000, established in March, 1975, by the directors of the Whispering Willows Camp, through the good offices of Dr. Willis Pitts ('32) and Mrs. Frances Pitts, the income from the investment to be used for no fewer than two grants each year to worthy and needy students preferably from the Greater Boston, Massachusetts area.

The Ella Mae Gibson Foster Scholarship Fund of \$2,000, established in March 1975, by Mr. Lawrence Foster, Jr., in honor of his mother. The income from this fund is to be given annually to a dedicated student interested in entering the teaching field.

The Andrew J. Bess Scholarship Fund of \$7,000, established in April, 1975, by Mr. Bess, honoring his daughter, Mrs. Andre June Bess Bailey, who graduated from Talladega College in 1952, for assistance to worthy and academically promising students.

The Dorothy Lorane Howard Memorial Scholarship Fund established by Dr. Spencer Thomas in 1975 honoring the life and spirit of his niece, Dorothy Lorane Howard, the income from which is to be given as an award to a needy and worthy student who exemplifies sincere motivation and dedication to the pursuit of learning and is of at least average scholastic achievement.

The Harold M. Kingsley Memorial Scholarship Fund, \$8,250, established in April of 1978 by the Kingsley sisters and the members of the Church of the Good Shepherd of Chicago, Ill. Honoring their brother and former pastor respectively.

The Talladega College Alumni of Greater New York—The Thomas G. Weaver Scholarship Fund, \$2,683, established in January, 1976, by the Talladega College Alumni of Greater New York, honoring the memory of Judge Weaver.

The Minuard B. Miller Scholarship Fund of \$10,500, established in March 1976, by the Talladega Alumni Club of Tuskegee, honoring the memory of Mr. Miller, a long time member of the faculty and staff of Talladega College.

The Surdna Foundation Scholarship Fund of \$25,000, from a larger grant given to the college in March 1976, this amount to endow scholarships for academically promising students.

The Margaret L. Montgomery Memorial Scholarship Fund of \$4,200 established from a bequest from the estate of Miss Montgomery and the donations of friends and former students, honoring the memory of a long time member of the faculty of Talladega College.

The Frank G. Harrison Scholarship Fund of \$2,200 established by the Talladega College Alumni of Greater New York honoring a long time member of the faculty of Talladega College.

The Robert A. Brown, Jr. '52 Memorial Scholarship Fund, established in 1962 by members of the class of 1952 in memory of their classmate in the late Robert A. (Red) Brown, Jr., who at the time of his death in 1971 was head of the Department of Pulmonary Disease at Meharry Medical College, Nashville, Tennessee. At present the amount invested is \$2,300.

The Gallagher-Long Scholarship Fund, established in 1972 by the General Alumni Association in honor of the Sixth and Ninth Presidents of Talladega College. Amount invested \$7,569.36.

The Marilyn Joan Mackey '58 Memorial Scholarship Fund, established by the class of 1958. Amount invested at present \$265.00.

The Joseph Douglas Burney Memorial Scholarship Fund of \$5,000,

established in 1977 by his daughter, Geneva Burney Ruffin of the class of 1945, to aid needy junior and senior students.

The Mickle Scholarship Fund, established in 1980 honoring Mr. John Charles Mickle, Sr. (Class of 1904), and his wife, Mrs. Ethelyn Simmons Mickle (Normal Class of 1905), and the Reverend Dr. John Charles Mickle, Jr. (Class of 1936), and his wife, Mrs. Sadie B. Thomas Mickle (Class of 1938). Amount invested \$2,200.

Chapman-Jones Memorial Scholarship Fund, established in 1981 by Mrs. Bessie Chapman Jones and Mr. Herbert Jones, honoring the memory of the late Mr. Phillip L. Chapman and Mrs. Bettie M. Jones. Amount invested \$10,604.85.

The Proctor Gardner Scholarship of \$6,000, established in 1978 by Ms. Barbara Proctor ('54) of Chicago, Illinois.

The Brown and McGhee Scholarship Fund of \$2,000, established in 1981 by friends of Dr. Aaron Brown ('28) of Brooklyn, New York and Dr. Nelson McGhee, Jr. ('55) of Atlanta, Georgia.

The W. H. Harris Economics/Business Scholarship Fund of \$3,000 established in 1981 by Mr. Virgil Harris (FS) in memory of his father, Mr. W. H. Harris, for a junior or senior economics or business major who has achieved a high academic standard and exhibits leadership potential.

The DeMint Frazier Walker Scholarship Award—A scholarship in the amount of two hundred dollars to be awarded annually to a deserving student who has maintained a high academic average during his/her junior years in the area of history. The Scholarship, to be designated annually by the history department, is in honor of DeMint Frazier Walker ('29).

The Joseph N. Gayles, Jr. Endowed Scholarship Award for Academic Excellence and Distinctive Campus Citizenship. This scholarship was established by the Board of Trustees in February of 1983 in the honor of the Tenth President of Talladega College who served the college from 1977 to 1983. Dr. Gayles designated that the scholarship serve as a tribute to his parents and the parents of his wife, Dr. Gloria Wade-Gayles. The cash award will be shared equally by the highest ranking male student and the highest ranking female student in the junior class. Recipients must complete an essay of 350 words on the practice and significance of academic excellence and campus citizenship at Talladega College. A scholarship committee will evaluate the essays and the students' campus citizenship. Recipients must meet all three criteria: the highest cumulative average in their class, demonstrated campus citizenship of a high quality and superior writing skills.

The Walter Lewis Reed Scholarship, established April 1983 by Walter L. Lewis. Interest from invested fund will be given annually, alternately male and female, to any student maintaining a 2.0 grade point average.

The Rutledge-General Dynamics Scholarship Fund, income from invested funds established June 1983 by Mrs. Jewell E. Rutledge and General Dynamics in the amount of \$4000, to be used as an annual award to a freshman music major who has high academic standards and/or who shows promise in voice or piano. If there is no eligible student for the award, the interest will continue to accrue for an eligible freshman music major in the next year.

The Jefferson Kearney Cheek, Sr. Scholarship Fund, an award in the amount of \$2000 established in June 1983 by the children of Mr. Jefferson Kearney Cheek, Sr., class of 1930, on the occasion of his 80th birthday. Interest from invested fund will be awarded to a deserving student chosen at the discretion of the President/Faculty.

Blanche Monroe Richardson Scholarship Award. Established by her

niece, Dr. Anna Richardson Gayles, on May 14, 1983 during the alumni banquet in which Miss Richardson was honored during her 75th class reunion. This scholarship was created to pay honor to Miss Richardson and to maintain a permanent tribute to her forty years of dedicated and high quality professional services as a music teacher, an English teacher, and as principal in the schools of the American Missionary Association; and for her many years of loyal, efficient, and productive administrative leadership and service at the Lamson Richardson School in Marshallville, Georgia, a school founded by her mother in 1886, and financed for many years by the American Missionary Association. Since Miss Richardson was an active lover, student and teacher of music, the annual income from this \$2,000 scholarship is to be awarded to the rising senior piano major who meets the following requirements: highest overall grade point average; high moral integrity; initiative and cooperation in area endeavors; leadership potential and responsibility in meeting assignments; satisfactory scholarship achievement, and superior musical talent.

LOAN FUNDS

The Wilkie Carpenter Johnstone Student Loan Fund. A fund of \$20,000 established in 1959 as a memorial.

The Sally Welborn Senior Loan Fund of \$500.00 is available to a senior who needs funds to graduate. It must be repaid without interest during the year after graduation. If held over that year interest is to be charged.

Mrs. Van Dusen Kennedy Loan Fund. A fund of \$1,000.00 established in 1967 as a loan fund for needy students.

The Gilmer-Kennedy-Bush-Olatunji Scholarship Loan Fund, established by Mrs. Amy Bush Olatunji ('50) in May 1975, the interest from the principal amount of \$4,800 to be used as a student loan fund.

COMMUNITY LIBRARY FUND

The Margaret H. Scott Community Library Fund of \$1,565, established by the Trustees in 1965 in honor of Miss Scott, who served the college as librarian for many years. She was interested and successful in raising funds for the work of the College Community Library.

AWARDS

The Armstrong Award for Creative Ability—An award of twenty-five dollars to the student who during the academic year has given the most significant evidence of creative ability in any field; subject to division at discretion of the committee. Awarded annually at Commencement, on behalf of the Rev. Robert G. Armstrong of Concord, New Hampshire.

The Whiton Writing Awards—Two awards, one of twenty-five dollars and one of ten dollars, established in 1888 by the Rev. J. W. Whiton, Ph.D., of New York, to students showing general excellence in writing.

The Buell Gordon Gallagher Award—An annual award of fifty dollars each, made to the man and woman who during their first three years at Talladega College have maintained a scholastic standing above the average, and who, in their personal living and association with their fellows, both students and staff members, have best expressed the ideals of Christian living.

The Avery Speech Awards—Two awards, one of ten and one of five dollars, endowed by Mrs. John T. Avery, of Galesburg, Illinois, in memory of her husband, for the two students showing best general ability in speaking in the classroom and on the platform.

The Mary Elizabeth Weaver Scholarship Award—An award of fifty dollars given by Chi Chapter of Alpha Kappa Alpha Sorority in memory of Mary Elizabeth Weaver '53 to a graduating woman mathematics major with a high scholastic average and high ethical ideals. If there is no one eligible to receive the award at the end of any one year, the amount is to be increased by fifty dollars each year until the next award is made.

The Thomasinia Hamilton Jeter Award—An award of fifty dollars established by Mrs. Olyve Jeter Haynes in memory of her mother, Mrs. Thomasinia Hamilton Jeter, to the music major who in the judgment of the Music Department, after a period of four years, has maintained the highest scholastic average and possesses the highest promise in the field of music.

Catherine Waddell Award—An award covering tuition, room, and board to the student who has shown excellence in scholarship and the expression of the ideals of Christian living, and who shows evidence of developing into an effective citizen.

The Elva Constance Cross Award—An award established in 1968 by Mrs. Elva L. Foster, Class of 1968, in honor of her deceased daughter, Elva Constance Cross.

The Napoleon Rivers, Sr., Award in Romance Languages and Literature—Income from invested funds established in July, 1969, by Dr. Napoleon Rivers in memory of his father Napoleon Rivers, a 1922 graduate of Talladega College, to be used as an annual award in Romance Languages and Literature to the junior or senior who shows the best oral fluency and/or written accuracy in any one of the languages.

The Hamilton-Weaver Award—Income from invested funds established by the late Dr. Homer Hamilton, '30, and Dr. George Weaver, '30, to be used as an annual award to the freshman who achieves the highest grade point average.

The Harriet Salter Rice Award—Income from invested funds established by the late Mrs. Rice, her parents, daughters and friends, to be given each year to the sophomore who by some exhibition of creative talent and academic performance, shows outstanding potential for future development and contribution to the humanizing process around him.

The Theodore Presser Award—An award given annually by the Presser Foundation to Talladega College to be awarded to a rising senior music student, preferably to one interested in teaching and, all other qualifications being equal, to one needing financial assistance.





COLLEGE LIFE, ACTIVITIES, SERVICES

STUDENT LIFE

Talladega College strives to create an environment which focuses on the intellectual, social, spiritual and physical growth and development of each student. Students are encouraged to become active participants in their own development and to take advantage of the total educational experience offered by the College.

New Student Orientation

Orientation activities include a systematic scheduling of activities aimed toward improving the student's understanding of self, the Talladega College environment and the student's relationship within the Talladega College environment. New students arrive on campus one week before other students for special orientation activities.

Student Conduct

Talladega College, in its commitment to higher education, strives to provide an environment which is conducive to the personal, intellectual, moral and spiritual development of students. It seeks to achieve this goal through sound educational programs based on the premise that the growth and advancement of an academic community and the fulfillment of the principles depend upon the rights of its members to freedom of discussion, inquiry and expression without fear of reprisal.

The Code of Student Conduct, as established by the College and approved by the Board of Trustees, is developed to insure that the educational process is carried on in an orderly fashion, free of elements which may disrupt the regular and essential operations of the College.

Upon registration at Talladega College, each student receives a copy of the Student Handbook and accepts the responsibility to conform to the College's regulations and policies. All students are subject to disciplinary action by the College upon violation of any part of the Code of Student Conduct.

Student Housing

The opportunity to live in a community environment can offer an individual unique opportunities for personal growth and development. Interaction with peers, community involvement, and special programs and activities provide opportunities for unique learning experiences.

Residence hall assignments are made on the basis of available space and the receipt date of the room deposit payments. When a specific hall is requested, priority is given according to date of receipt of room deposit payment. Freshmen are assigned rooms in designated halls and areas. Roommates will be designated according to mutual student preference and college housing policy. Students who do not indicate a preference will be assigned roommates. Should an assigned roommate fail to enroll or request a change in her room assignment, the student has four options:

1. to secure a roommate for that room;
2. to move to another room in which there is a vacancy;
3. to accept a reassignment;
4. to pay the rate established for a single-double room.

The residence halls have laundry rooms, lounges, kitchenette facilities and recreational areas. Each student should bring linen and other personal items that would add to personal comfort.

Student Counseling Services

The goal of the counseling program is to serve as a helping agent dedicated to assisting students in the development of their highest potential.

Career decisions, personal relationships, financial hardships or academic difficulties can generate frustration. Through personal, social and academic counseling, the counseling center attempts to help students better understand themselves and resolve their problems.

The ACT (American College Test) is administered by this office to all entering students. This test also serves as a tool for career counseling.

Student Activities

The Office of Student Activities provides students with constructive outlets for their excessive energies and for relaxation from the rigors of classwork.

The Student Activities program provides activities designed to enhance students' educational, cultural, social and recreational development. The program is also designed to promote personal and spiritual growth.

Student Health Services

The Student Health Service provides health care to all students who are enrolled at Talladega College. The Voorhees Infirmary is staffed by two part-time physicians, a full-time registered nurse and a part-time nurse's assistant. College physicians are available during scheduled office hours and are available to the nurse on a 24-hour basis. Operating hours for the Voorhees Infirmary are 8:00 a.m.-4:00 p.m., Monday through Friday.

The College will provide transportation for students to the local medical facility, when necessary. Student health insurance is required of all enrolled students.

Career Planning and Placement Services:

The goal of the Career Planning and Placement Services office is to assist students, particularly graduating seniors and alumni to secure employment. The Placement Office schedules on-campus interviews with representatives of government agencies, businesses, corporations, and graduate and professional schools.

Announcements about jobs and graduate school programs are posted on the Placement Office's two lobby bulletin boards. A monthly Bulletin and supplemental fliers are also sent to all students containing information about upcoming interviews, permanent, part-time or summer job opportunities, dates of standardized tests, graduate school financial aid programs, and other job-related information. The Placement Office maintains a library containing reference materials pertaining to careers and graduate schools.

Students are urged to register with the Placement Office during their freshman year so that a file containing a background form, three references, resume and an authorization form remain with the College.

Student Government Association

The Student Government Association serves as ombudsman and the voice of the student body at Talladega College. The SGA also seeks to initiate, promote, implement and evaluate student activities on the campus.

Honor Societies

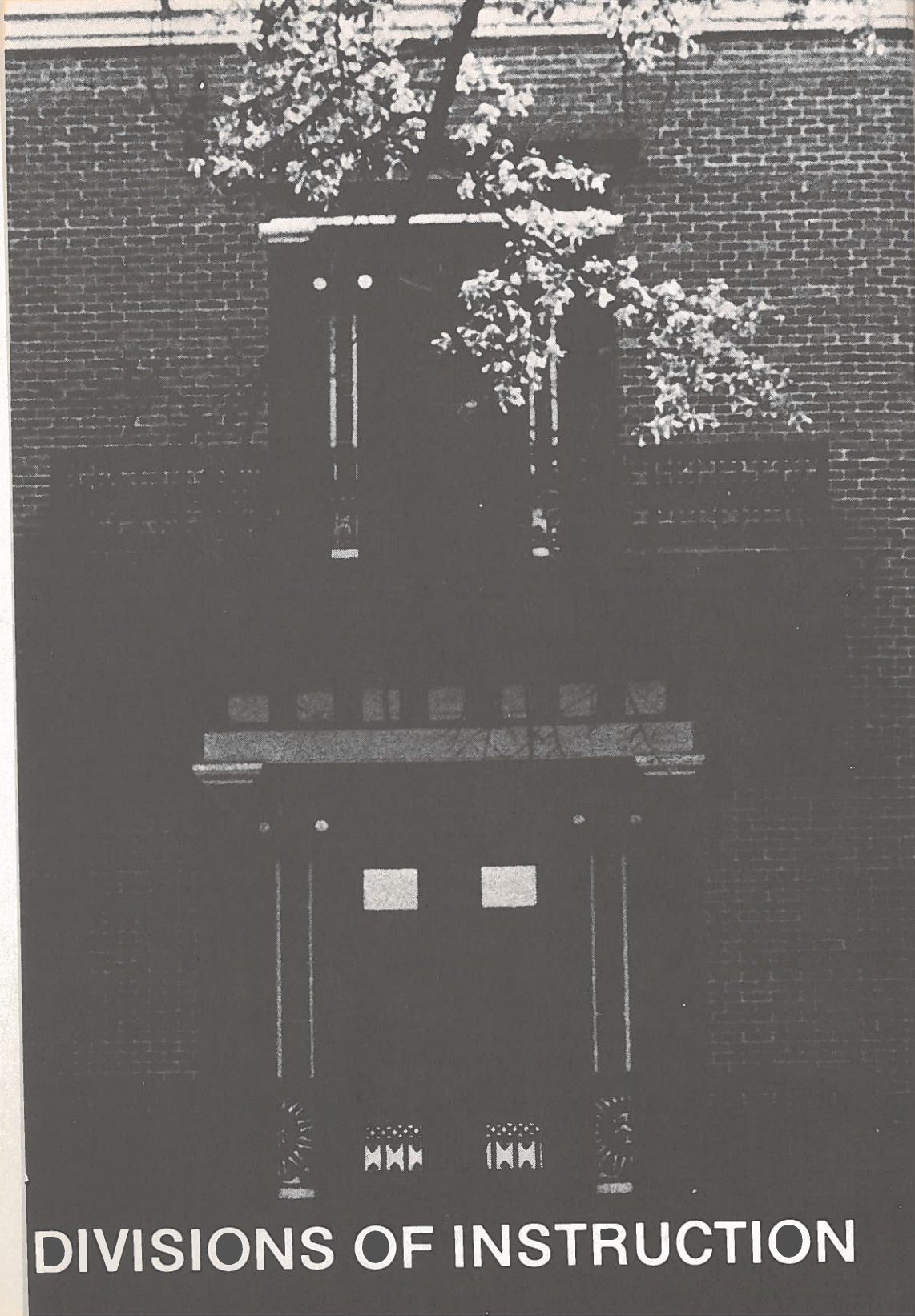
Alpha Chi
Beta Kappa Chi
Phi Alpha Theta

Fraternities and Sororities

Kappa Alpha Psi Fraternity, Inc.
Alpha Phi Alpha Fraternity, Inc.
Omega Psi Phi Fraternity, Inc.
Phi Beta Sigma Fraternity, Inc.
D-Phi-D Social Fraternity, Inc.
Zeta Phi Beta Sorority, Inc.
Delta Sigma Theta Sorority, Inc.
Alpha Kappa Alpha Sorority, Inc.
D-Phi-Dette Social Sorority

Other Organizations

Wilderness Club
Lady Tornados (basketball team)
Tornados (basketball team)
College Choir
Albert Schweitzer German Club
Social Work Club
Rehabilitation Club
Early Childhood Education Club
Business and Economics Club
Society of Physics Students
Pre-Law Society
Physical Education Club
Society of English Scholars
Health Careers Opportunity Program (HCOP)
Talladega College Dance Company
National Association of Negro Musicians
Residence Hall Councils
Chemistry Club



DIVISIONS OF INSTRUCTION

DIVISIONS OF INSTRUCTION

DIVISION OF EDUCATION

Professor John Leonard Parrish, *Chairperson*

The Division of Education offers programs leading to the Bachelor of Arts degree and teacher certification in both general and special education. The special education programs are: Early Education for the Handicapped (N-3), Deaf-Blind (N-12), and Visually Impaired (N-12). General Education programs are Biology (10-12), Chemistry (10-12), English (10-12), General Music (N-9), History (N-9), and Physical Education. A program of study leading to the Bachelor of Arts degree in Rehabilitation Education is also offered. This program offers specializations in Orientation and Mobility for the Blind, and Rehabilitation Teaching for the Deaf.

The purposes of teacher education at Talladega College are: (1) to prepare qualified persons for entry level positions in the public education delivery system, (2) to provide an avenue through which minority persons can gain access to the teaching profession, and (3) to provide a pool of qualified students for admission to graduate training programs in the various fields of teaching.

Admission to Teacher Education

Admission to Talladega College does not qualify a student for admission to the Division of Education. Eligibility for admission to programs offered by the Division is determined after the student has completed the sophomore year. The first two years in college provide the student an opportunity to qualify for entrance into a teacher education program. Students who have decided on careers in teaching should contact the Division Chairperson for appropriate information and counseling. The criteria for admission to teacher education are

1. A formal written application for admission to professional studies must be submitted to the Division of Education after the student has completed a minimum of 60 semester hours of study.
- *2. A score of at least 16 on the American College Test (ACT). The test may be taken at any time prior to admission to teacher education but the score submitted shall not be more than five years old.
3. A minimum grade point average of at least 2.2 on all college work attempted.
- *4. Satisfactory performance on the Alabama English Language Competency Examination.
5. A personal interview designed to provide information on the applicant's personality, interests, and aptitudes consistent with the requirements for successful teaching.
- *6. Satisfactory completion of EDU200 Introduction to Education, a course designed to assist the student in making a wise career choice.

A student who fails to meet the criteria described above upon initial application may, consistent with the policies of Talladega College, take further work and repeat required examinations in an effort to meet admission standards.

RETENTION AND COMPLETION

To remain in the program, each student shall make satisfactory progress as determined by continuous evaluation. The following minimum requirements must be met:

1. Satisfactory completion of all program requirements with at least a 2.2 grade point average on all work attempted and at least a 2.2 grade point average on all work attempted in the teaching field and in professional teacher education.
2. Demonstrated readiness to teach through satisfactory on-the-job performance as a teacher intern.
- *3. Completion of the Teacher Education Program not later than four years after admission to the program. A student who does not complete the program within a four-year period may be reinstated, consistent with college policy.

*Refers to requirements established by the Alabama Department of Education and which are applicable to all students beginning their collegiate career June 1, 1977 or thereafter.

STATE TEACHER CERTIFICATION

Teacher certificates are awarded by the Alabama Department of Education upon recommendation from the Division of Education and achievement of a passing score of the Alabama Initial Teacher Certification Test (ITCT). Candidates for Alabama Teacher Certification should register for the ITCT early in their final semester. Persons seeking teacher certification in States other than Alabama, should consult with the Division of Education's Certification Officer early in their program of study to insure compliance with requirements.

CURRICULUM IN EDUCATION

EARLY EDUCATION FOR THE HANDICAPPED

1st Semester		2nd Semester	
General I			
HUM101 Humanities	3	HUM102 Humanities	3
COM101 Communications ¹	3	COM102 Communications	3
SS101 Social Science ¹	3	SS102 Social Science	3
MTH101 Mathematics ¹	3	MTH102 Mathematics	3
NS101 Biological Science	4	NS102 Physical Science	4
PE101 Physical Education ¹	1	PE102 Physical Education	1
	17		17

¹See p. (13) under First Year Requirements.

²See p. (14) under Second Year Requirements.

General II

COM 201 Practice in Writing ²	2	COM 202 Speech	2
or		ENG 205 Critical Appr. to Lit.	3
COM 203 Advanced Writing	3	ECH 317 Prin. & Prac. of ECH	3
FED 200 Intro. to Education	3	ECH 200 Intro. to Early Ed.	3
PSY 200 General Psychology	3	FED 241 Human Dev. & Learn.	3
ART 211 Introduction to Art		RSE 209 Survey of Exceptionals	3
or			17
PHI 201 Intro. to Philosophy	3		
ECO 201 Intro. to Economics	3		17
HIS 213 U.S. History Survey I	3		
or			
HIS Afro-American History	3		
	17		

Major I

PE 304 School Health	3	ECH 271 Curriculum in ECH	3
ART 225 Art Educ. Workshop	3	RSE 313 Media	3
SOC 271 Sociology of the Family	3	RSE 212 Learning Disabilities	3
FED 300 Developmental Reading	3	RSE 318 Language Development	3
ECH 309 Laboratory Exp. I	1	FED 302 Parent Education	3
ECH 315 Mathematics in ECH	2	ECH 292 Science in ECH	2
Electives in Field	3	ECH 309 Laboratory Experience II	1
	18		18

Major II

RSE 331 Sensory Training	3	ECH 391 Internship	9
ECH 309 Laboratory Exp. III	1	ECH 393 Seminar	3
ECH 311 Soc. Sci. in ECH	3		12
RSE 314 Guidance for Handicapped	3		
Electives in field	5		
FED 305 Educational Measurement ³	3		
	18		

VISUALLY IMPAIRED

1st Semester

General I

HUM 101 Humanities	3
COM 101 Communications ¹	3
SS 101 Social Science ¹	3
MTH 101 Mathematics ¹	3
NS 101 Biological Science	4
PE 101 Physical Education ¹	1
	17

General II

COM 201 Practice in Writing ²	2
Humanities Elective	3
PSY 200 General Psychology	3
FED 200 Introduction to Edu.	3
PE 304 School Health	3
SOC 331 Human Behavior I	3
RSE 309 Laboratory Experience I	1
	18

2nd Semester

HUM 102 Humanities	3
COM 102 Communications	3
SS 102 Social Science	3
MTH 102 Mathematics	3
NS 102 Physical Science	4
PE 102 Physical Education	1
	17

COM 202 Speech	2
ENG 205 Critical Appr. to Lit.	3
FED 241 Human Dev. & Learn.	3
Elective in Field	3
RSE 209 Survey of Exceptionals	3
SOC 332 Human Behavior II	3
RSE 309 Laboratory Exp. II	1
	18

¹See p. (13) under First Year Requirements.

²See p. (14) under Second Year Requirements.

Major I

COM 203 Advanced Writing	3	RSE 301 Principles of O&M	3
ART 225 Art Education Workshop	3	RSE 304 Braille	3
RSE 303 Anat. of Sensory Mech.	3	RSE 313 Media	3
RSE 319 Curriculum Development	3	FED 302 Parent Education	3
RSE 335 Teaching Vis. Imp.	3	RSE 331 Sensory Training	3
RSE 309 Laboratory Exp. III	1	RSE 210 Dynamics of Blindness	3
	16		18

Major II

PE 312 Adaptive Phys. Ed.	3	RSE 391 Internship	9
RSE 314 Guidance for Handicapped	3	Elective in field	3
HIS 213 Or HIS 215	3		12
FED 305 Educational Measurement	3		
RSE 393 Seminar	3		
ECO 201 Principles of Econ.	3		
	18		

PHYSICAL EDUCATION**1st Semester****2nd Semester****General I**

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
BIO 101 Principles of Life	4	BIO 102 Organismic Biology	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17

General II

COM 201 Practice in Writing ²	2	COM 202 Speech	2
Humanities Elective	3	ENG 205 Critical Approaches	3
PSY 200 General Psychology	3	Social Sciences Elective	3
BIO 222 Comparative Anatomy	4	PE 301 Hist. & Prin. of P.E.	3
FED 200 Introduction to Education	3	FED 241 Human Development	3
ECO 201 Intro. to Economics	3	PE 334 Swimming and Life Saving	3
	18		17

Major I

PE 304 School Health	3	PE 306 First Aid	2
PE 311 Kinesiology	3	PE 312 Adaptive Phys. Ed.	3
PE 305 Gymnastics	2	RSE 13 Media	3
PE 344 Rhythmic Techniques	2	RSE 209 Survey of Exceptionals	3
CHE 101 General Chemistry	4	Free Electives	3
	14		14

Major II

PE 303 Coaching of Team Sports	3	PE 310 Org. & Adm. of Phys. Ed.	3
PE 314 Specific Methods	3	PE 391 Internship in Phys. Ed.	9
FED 251 Reading in Content Areas	3		12
FED 305 Educational Measurement	3		
Free Elective	3		
	15		

¹See p. (13) under First Year Requirements.²See p. (14) under Second Year Requirements.**DEAF REHABILITATION****1st Semester****2nd Semester****General I**

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 101 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Biological Science	4	NS 102 Physical Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17

General II

COM 201 Practice in Writing ²	2	COM 202 Speech	2
Humanities Elective	3	Humanities Elective	3
PSY 200 General Psychology	3	Soc. Sciences Elective	3
RSE 201 Intro. to Rehabilitation	3	FED 241 Human Devel. & Learn.	3
Free Elective	3	RSE 209 Survey of Exceptionals	3
Free Elective	3	Free Elective	3
	17		17

Major I

RSE 211 Psych. of Deafness	3	RSE 212 Learning Disabilities	3
RSE 303 Anatomy of Sens. Mech.	3	RSE 313 Media	3
RSE 312 Training in Speech	3	RSE 318 Language Development	3
RSE 331 Sensory Training	3	PSY 301 Abnormal Psychology	3
Sociology Elective	3	Sociology Elective	3
	15		15

Major II

RSE 314 Guidance for Handicapped	3	RSE 391 Internship	12
RSE 317 Basic Sign Language	3		
RSE 390 Practicum	3		12
Psychology Elective	3		
Free Elective	3		
	15		

BLIND REHABILITATION**1st Semester****2nd Semester****General I**

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Biological Science	4	NS 102 Physical Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17

¹See p. (13) under First Year Requirements.²See p. (14) under Second Year Requirements.

General II

COM 201 Practice in Writing ²	2	COM 202 Speech	2
Humanities Elective	3	Humanities Elective	3
PSY 200 General Psychology	3	FED 241 Human Dev. & Learning	3
RSE 201 Intro. to Rehabilitation	3	RSE 210 Dynamics of Blindness	3
Free Elective	3	RSE 209 Survey of Exceptionals	3
Free Elective	3	Free Elective	3
	17		17

Major I

Sociology Elective	3	Sociology Elective	3
Psychology Elective	3	PSY 304 Abnormal Psychology	3
PE 311 Kinesiology	3	RSE 301 Principles of O&M	3
RSE 303 Anatomy of Sensory Mech.	3	RSE 304 Braille	3
RSE 331 Sensory Training	3	Free Elective	3
	15		15

Major II

PE 312 Adaptive Phys. Ed.	3	RSE 391 Internship	12
RSE 302 Advanced O&M	3		
RSE 314 Guidance for Handicapped	3		12
Free Elective	3		
Free Elective	3		
	15		

FOUNDATIONS OF EDUCATION

200. Introduction to Education. Required first course in professional education designed to provide information, concepts, theories related to the broad field of teaching and to assist the student in making a wise career choice. Prerequisite: PSY 200. 3 credits.

241. Human Development and Learning. A problem centered course with emphasis on the psychological contributions to the problems of physical, emotional, social, mental, and educational growth. Attention is given to the application of this knowledge to dealing with learners in the school environment. Modes of learning, skill acquisition, transfer of training, individual differences, and other aspects of human development are stressed. Prerequisites: FED 200, PSY 200. 3 credits.

251. Reading in Content Areas. A course for teachers of basic school subjects such as Biology, Chemistry, English, and History. Its approach is prescriptive and enables the student to learn how to accomplish the teaching of learning skills along with subject matter. 3 credits.

302. Parent Education. A study of adult-child relationships which influence the child's personality and behavior; adult concept of his/her role in these relationships; the child's perception of his/her behavior; the child's behavior in a learning situation; and the influence of exceptionality on parent-child relationships. Prerequisite: FED 200. 3 credits.

¹See p. (13) under First Year Requirements.

²See p. (14) under Second Year Requirements.

305. Educational Measurement and Evaluation. A study of methods of construction and criteria for evaluation of tests used in elementary and secondary schools. The use of statistical methods in measuring test results and the application of such results to school purposes are stressed. Prerequisite: FED 241. Offered each semester. 3 credits.

306. Specific Methods for High School Subjects. Courses in specific methods and materials for teaching on the secondary level in Biology, Chemistry, English, and History. Prerequisite: FED 200. 3 credits.

308. Geography for Teachers. A course designed to introduce the student to the field with emphasis on the relationships, both historic and developing, between people and their environments; with special attention given to spatial consequences and the resulting structures that have emerged. Required for History majors seeking Alabama Teacher Certification. 3 credits.

309. Laboratory Experience. Basic principles and practices for teaching children are emphasized through observation and participation in public school classrooms. 1 credit per semester for a total of 3 credits. Prerequisite: FED 200.

391. Internship in Teaching. Student teaching in public schools under the direction of a college supervisor and cooperating teachers. Involves observation, participation, and directed teaching. Seminars are scheduled to enable students to share common experiences and to provide faculty the opportunity to review and reinforce methods and techniques. Prerequisite: Admission to teacher education and completion of a minimum of 15 semester hours of professional education courses as determined by the Division of Education. 9 credits.

EARLY EDUCATION FOR THE HANDICAPPED (EEH)

200. Introduction to Early Education. Provides information, concepts, theories related to the many aspects of the early childhood teaching profession of concern to prospective teachers. 3 credits.

271. Curriculum. A critical study of the organization, construction and administration of the preschool and early elementary curriculum in the light of modern educational principles and objectives. An overview is given of the subjects and the reasons for their inclusion in the curriculum. Offers opportunities for special projects related to individual and group interest. 3 credits.

285. Children's Literature. A study of children's literature with comprehensive survey of folklore, poetry, fiction and non-fiction of interest to children. Students may do research at the level in which they are most interested—preschool or primary elementary. 2 credits.

292. Science for Early Education Teachers. This course is designed for early education majors and is a general survey of biological and physical science. The local environment is used for observation and collecting. Emphasis is placed on content and methods related to an activity program for children of preschool and primary elementary grades. 2 credits.

311. Teaching of Social Studies in the Elementary School. Designed to introduce the student to the field of social studies. Attention is given to ways in which units of instruction and instructional media can be used to contri-

bute to insights into concepts and methods of inquiry drawn from the social sciences. 3 credits.

313. Rural Education. Study of the characteristics and needs of young children in rural areas. Provides significant experiences to understand their capabilities, their strengths, and provide for the future. Includes methods and procedures to improve the educational arrangements which serve rural children. 3 credits.

314. Teaching of Language Arts in Early Education. A consideration of modern trends in teaching the language arts using as tools of communication reading, spelling, literature, composition and writing. Deals with training in both the subject matter and methods of teaching language arts subjects. 2 credits.

315. Teaching of Mathematics in Early Education. This course is designed to give the teacher of mathematics knowledge of the history of numbers and the number process; as well as a thorough mastery of the facts themselves and of the learning process involved. 2 credits.

317. Principles of Teaching in Early Education. A course in methods and materials in the elementary school. Special attention is given to professional competencies and personal qualities which contribute to success in teaching. Students will be provided with opportunities for Early Classroom Experience in elementary schools. Prerequisite: EDU 271. 3 credits.

391. Internship in Early Education for the Handicapped. Student teaching in public schools under the direction of a college supervisor and critic teachers. Involves observation, participation, and directed teaching. Seminars are scheduled weekly to enable students to share common experiences and to provide faculty the opportunity to review and reinforce methods and techniques. Prerequisite: A minimum of 15 hours of professional education courses as determined by the Division. Offered each semester. 9 credits. Formerly EDU 317.

393. Seminar in Early Education for the Handicapped. For early education majors. A course dealing with topics of an educational nature. Students present papers on topics of interest and review literature in early education and related areas. 3 credits.

395 Senior Project. Students propose, research, and prepare a written project on a topic related to a specific subject area in early education for the handicapped. Prerequisites: Senior status and permission of instruction. Required for graduation with honors or distinction. 3 credits.

PHYSICAL EDUCATION

101-102. Physical Education. The activities consist of speedball, volleyball, badminton, stunts and tumbling, and tennis. Required of all first-year students. 1 credit each semester.

301. History and Principles of Physical Education. A course designed to provide for the student an historical approach to physical education and to acquaint him with the philosophies that have influenced educational practices from primitive days to the modern era. 3 credits.

302. Physical Education Methods for the Elementary Schools. See Edu 313. Prerequisites: PE 101-102, EDU 241. 2 credits.

303. Coaching of Team Sports. A study of techniques, philosophies, and psychology of coaching and officiating team sports. Prerequisite: PE 301. 3 credits.

304. School Health Education. Acquaints students with the broad general nature of health problems in schools. Its goal is to develop health consciousness among students to as great an extent as possible. Prerequisites: PE 301, BIO 102. 3 credits.

305. Gymnastics. Tumbling, simple stunts, pyramid building, calisthenics, stunts and routines on the parallel bars, side and long horses, and trampoline are taught. Emphasis is also placed on methods of organizing and conducting classes. Safety hints and procedures. Prerequisite: PE 301. 2 credits.

306. First Aid. Practical application of techniques of first aid. Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning and poisons with skill training in all procedures. Prerequisites: BIO 102, PE 304. 2 credits.

310. Organization and Administration of Physical Education. A study of the philosophy, policies, and methods of organizing and administering physical education, intramural, athletic and health programs from the standpoint of the teacher. The role of the physical education teacher in conduct of the school health program and school recreation program. Prerequisites: PE 301, 304. 3 credits.

311. Kinesiology. The application of facts and principles of anatomy, physiology, and mechanics to problems of teaching physical education skills and activities of daily living. Prerequisites: B10 222. 3 credits.

312. Adapted Physical Education. The study of conditions which require physical education programs to be adapted to special needs of individuals including analysis of normal and faulty postures. Principles and practices in application of exercises and activities for specific conditions. Prerequisites: PE 311, BIO 342. 3 credits.

314. Specific Methods of Teaching Physical Education. This course presents a wide variety of basic teaching techniques appropriate for use in the secondary schools. Prerequisite: EDU 304. 3 credits.

334. Swimming and Life Saving. A study of techniques in swimming instruction and life saving. 2 credits.

344. Rhythmic Techniques. A comprehensive study of techniques of dance education. Folk dancing, square dancing, modern dance and polyrhythmic activities are emphasized. Performance of teaching techniques, methods of class organization and safety procedures are stressed. Prerequisite: PE 301. 2 credits.

390. Seminar in Physical Education. A course for Physical Education majors to study physical education as a whole as well as its place in the elementary and secondary school. A comprehensive review of literature in physical education and related areas. 3 credits.

391. Internship in Physical Education. Student teaching in public schools under the direction of a college supervisor and critic teachers. In-

volves observation, participation, and directed teaching. Seminars are scheduled weekly to enable students to share common experiences and to provide faculty the opportunity to review and reinforce methods and techniques. Prerequisite: a minimum of 15 hours of professional education courses as determined by the Division. Offered each semester. 9 credits. Formerly EDU 307.

REHABILITATION AND SPECIAL EDUCATION

201. Introduction and Orientation to Rehabilitation. Provides an overview of the current status of the field. Review the traditional attitudes and beliefs about the handicapped, and identifies the philosophy behind the rehabilitation movement in America. Open to non-majors. 3 credits.

209. Survey of Exceptionals. An introductory course in exceptional individuals. Emphasis upon psychological, social and medical factors relative to handicapped persons. The effects of disability on emotional and physical functioning. Open to non-majors. 3 credits.

210. The Dynamics of Blindness. A study of psychological and sociological effects of blindness on the development of personality. Concept formation and research specifically related to visual impairment are stressed. Instructional implications and remedial techniques are emphasized. 3 credits.

211. Psychology and Education of the Deaf. A consideration of the effects of hearing impairment upon children and adults. Research studies of the social, motor, intellectual, and psychological development of hard of hearing and deaf individuals. 3 credits.

212. Learning Disabilities. A review of the characteristics of learning disabled students and present practices in identification of the learning disabled. Major approaches to teaching and the educational implications of each approach is discussed. Prerequisite: RSE 209. 3 credits.

301. Principles of Orientation and Mobility. An introductory course in orientation and mobility for those majoring in this area. Techniques of using the Long Cane for independent travel are presented. Concentrated experience under simulated blindness is given to develop an understanding of problems encountered in independent functioning and methods used to cope with these problems. 3 credits.

302. Advanced Orientation and Mobility. Students spend a minimum of six hours per week instructing blind clients enrolled in the rehabilitation program of the E.H. Gentry Special Technical Facility. Close supervision is provided by a certified mobility instructor who is a member of the College staff. An additional one hour per week is devoted to discussion of other forms and techniques of independent travel. Enrollment limited to 4 per semester. 3 credits.

303. Anatomy and Use of Sensory Mechanisms. A thorough study of the anatomy of the major senses (visual, auditory and tactical) and diseases affecting their function. Practical suggestions are given to dealing with sensory impaired persons of all ages. Vocational and educational implications are stressed. Open to non-majors. 3 credits.

304. Braille and Other Communications for the Blind. Includes programmed instruction in the reading and writing of braille. Use of the slate

and stylus, braille writer, and other tactual materials will be emphasized. Recorded and other electronic reproduction methods will be discussed. Open to non-majors. 3 credits.

312. Training in Speech. English speech sounds and their development in hearing impaired children. Various methods of teaching speech are studied. 3 credits.

313. Media for the Handicapped. Examination, evaluation, and development of materials and methods particularly used for exceptional individuals. Information retrieval systems will be studied. Open to non-majors. 3 credits.

314. Guidance for the Handicapped. Study and practice of guidance for sensory impaired persons. Varied experience offered outside the classroom in guidance and related settings. 3 credits.

315. Arts and Crafts for the Handicapped. See Art 225. 3 credits.

317. Basic Sign Language of the Deaf. A study of the American Manual Alphabet and Sign Language used by the deaf. 3 credits.

318. Language Development. A systematic, analytic approach to intervention programming for speech and language development with the young handicapped child.

319. Curriculum Development for the Handicapped. A basic curriculum development course for students whose interest is to teach deaf-blind or visually impaired secondary school children. The course is designed to develop student competencies needed for curriculum and program implementation with sensory handicapped children. 3 credits.

331. Sensory Learning. A study of the organization and development of sensory functioning in young children. Prerequisite: RSE 303. 3 credits.

334. Teaching Deaf-Blind Children and Youth. A core course for students specializing in deaf-blind education. Special educational techniques, methods, curricula and technology are stressed. 3 credits.

335. Teaching the Visually Impaired. An analysis of current provisions for visually impaired children with emphasis on educational procedures. Students will develop and evaluate plans and programs for educating visually limited children. Provides for observation and participation under supervision in educational programs for visually impaired children. 3 credits.

390. Practicum in Rehabilitation. Guided experience in the instruction of sensory impaired persons under the close supervision of Master instructors. The development of lesson plans and progress reporting are stressed. Prerequisites: RSE 201. 3 credits.

391. Internship in Rehabilitation. One semester of full-time on the job experience at a school or agency serving the sensory impaired. Prerequisite: Completion of a specialty core in rehabilitation. 12 credits.

395. Senior Project. A course in which students propose, research, and prepare a written project on a subject related to the specific area of rehabilitation in which they are majoring. Prerequisite: Completion of a specialty core in rehabilitation. 3 credits. Required for graduation with honors or distinction.

DIVISION OF THE HUMANITIES

Professor William Burre Garcia, *Chairperson*

The Division of Humanities includes: Humanities, Communications, Dance, English, Fine Arts, Modern Languages, Music, Philosophy, and Religion.

Communications. A workshop is available with appropriate resource materials and faculty assistance for those who wish to develop basic writing and reading skills.

Fine Arts. A workshop offering opportunities to students in handicrafts, painting, the plastic arts, and the graphic arts was opened in the fall of 1947. It is now located in Goodnow Hall. It contains a kiln and three potter's wheels for ceramics. There is an etching press for printing wood blocks, etchings, lithographs, and graphics. There are also easels, seats, and drawing boards for drawing, sketching and painting.

Modern Languages. The laboratory for modern languages is well equipped for taking care of the needs of the student who desires to obtain a speaking terminology of the language. Maps and wall charts illustrating useful terminology form bases for class work. There are also two recording machines and numerous speech records of French, Spanish, and German, as well as some records of typical folk music.

Music. The equipment for study in music consists of grand and upright pianos, portable phonographs, one two manual Moller organ, one three-manual Kilgen organ, a library of two thousand volumes of music, many scores, records, and books on musical subjects.

HUMANITIES

101-102. Introduction to the Humanities. This course presents basic characteristics of visual arts, literature, music, and the combined arts. By means of visual and auditory aids and reading, those characteristics are used to study developments and examples of the arts in Western Civilization from the classical Greek world to the present time, with frequent comparison of African and Afro-American materials. Attention is given to related social trends, with emphasis on current trends and cultural manifestations. 3 credits each semester.

COMMUNICATIONS

100. Communications. This developmental writing and reading course gives students basic instruction in grammar, vocabulary building, reading comprehension, and paragraph and essay writing. Required of students whose entrance tests scores show a need for more work in basic communications skills in preparation for Communications 101. 4 credits upon successful completion.

101-102. Communications. Designed to assist the student to express his ideas clearly and creatively on a variety of personal and public topics. The

study of reading and writing skills in concurrence with an introduction to literary forms. 3 credits each semester.¹

201. Practice in Writing. A course adapted to the needs of individuals. Open to all who have satisfied the requirements of COM 102. 2 credits.

202. Speech. The course offers training in the preparation and delivery of oral discourse. Sources of material, patterns of organization, and the extemporaneous and composite methods of presentation. 2 credits.

203. Advanced Writing. Development of skills in the use and writing of the argumentative paper and such expository forms as the report, critical review, abstract and research paper, with special emphasis falling on research procedures and the development of the research paper. Prerequisite: B or better in COM 102 or 201. 3 credits.

204. Creative Writing. Work with a variety of fictional forms based on a careful study of the theory and structure of different types of fiction, such as the short story, poem and play. Prerequisites: B or better in COM 102 or 201. 3 credits.

205. Beginning Journalism. The study and practice of news and interpretive writing for the daily newspaper. Prerequisite: B or better in COM 102 or 201. 3 credits.

206. Advanced Journalism. The study and practice of feature writing, specialized reporting, editorial writing, headline writing, newspaper photography, and layout of the modern newspaper. Prerequisite: COM 205. 3 credits.

DANCE

120. Dance Fundamentals I. This course is designed to introduce students to the basic techniques of ballet and modern dance. Emphasis is placed on locomotive movements, qualities of movement, introductory dance theory and introductory dance history. Two hours per week. 1 credit.

121. Dance Fundamentals II. This course is a continuation of Dance 120. However, more attention is given to choreography. Two hours per week. 1 credit.

291. Talladega Dance Company. Rehearsal for performances on campus and in the community. Audition required. May be taken with or without credit. 1 credit each semester. May be repeated.

¹Some sections of the communications courses earn 4 credits. See pages (13 and 14)

ENGLISH

CURRICULUM IN ENGLISH

1st Semester		2nd Semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
Language (or Social Science) ²	3	Language (or Social Science)	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17
General II			
COM Communications Requirement (Advanced Writing or Creative Writing recommended) ³	2 or 3	Elective	3
SS 101 Social Science ³	3	Humanities Requirement	3
ENG 207 Intro. to Lit. I	3	SS 102 Social Science	3
Elective (Language recommended)	3	ENG 208 Intro. to Lit. II	3
	14 or 15	Elective (Language recommended)	3
			15
Major I			
ENG Departmental Selection ⁴	3	ENG Departmental Selection	3
ENG Departmental Selection	3	ENG Departmental Selection	3
ENG Departmental Selection	3	ENG Departmental Selection	3
Elective (History recommended)	3	Elective (History or other Philosophy or other Humanities recommended)	3
Elective	3	Elective	3
	15		15
Major II			
ENG Departmental Selection	3	ENG 390 Seminar in Criticism	3
ENG Departmental Selection	3	ENG 395 Senior Project	3
ENG Departmental Selection	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

¹See p. (13) under First year Requirements.
²It is recommended that prospective English majors elect the option to take a modern language in place of Social Science 101, 102 in the freshman year. If this option is exercised, Social Science 101, 102 must be taken in the sophomore year. Also, a student selecting the language option in the freshman year should plan to take it at least six semester hours of a social science in the junior or senior year.
³See p. (14) under Second Year Requirements.
⁴The English Department requires that one three semester hour course must be taken from each of the following areas:

Before 1600	310, 311, 312
1600-1800	320, 321, 322
1800-1900	330, 331, 335, 336
After 1900	340, 341, 345, 346

and that thirty semester hours of credit be selected from English courses numbered 300 or above.

205. Critical Approaches to Literature. An introduction for nonmajors to the various perspectives that can be brought to bear on literature: historical, formalistic, psychological, mythological, etc. 3 credits.

207. Introduction to Literature I. An introduction to the study of prose fiction. Required of all beginning English majors. 3 credits.

208. Introduction to Literature II. An introduction to the study of poetry and the drama. Required of all beginning English majors. 3 credits.

307. Survey of English Literature. Beginning to 1800. Required of all English majors. 3 credits.

308. Survey of English Literature. 1800 to Present. Required of all English majors. 3 credits.

310. Medieval English Literature. An introduction to the literature of old and medieval England by a careful study of selected texts in translation. Special attention will be given to Beowulf, the Old English Elegiac tradition, and the Gawain poet. 3 credits.

311. Chaucer. A reading and discussion of the complete text of The Canterbury Tales in middle English, supplemented by critical readings. 3 credits.

312. Shakespeare. A careful study of the principal plays with special emphasis on Shakespeare's development as a dramatist. 3 credits.

320. Renaissance Poetry. Intensive study of the poetry of the English Renaissance, from Skelton to Milton, emphasizing the major Elizabethan and Metaphysical poets. 3 credits.

321. Restoration and Eighteenth Century Literature. A survey of the poetry and prose, generally excluding the novel, written in England from 1660 to 1800, with emphasis on the major Augustan writers such as Dryden, Pope and Swift. 3 credits.

322. The English Novel in the Eighteenth and Nineteenth Century. A survey of the novel from Richardson and Fielding to the end of the nineteenth century. 3 credits.

330. Romantic Movement. A study of the major romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. 3 credits.

331. Victorian Literature. A survey of English Literature from 1830 to 1890, chiefly of poetry and nonfictional prose. Writers surveyed include Tennyson, Browning, Arnold, Carlyle, and Newman. 3 credits.

335. American Literature, Beginning to Civil War. A survey of American Literature from the Puritans to Whitman, with special emphasis on major writers of the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, and Whitman. 3 credits.

336. Black American Literature, Beginning to 1920. A critical study of representative black American writers from the beginning to 1920, including slave narratives, autobiography, fiction and poetry. 3 credits.

340. Modern Literature. A sampling of some modern English and American writers, from 1890 to the present. Emphasis is placed on major poets and novelists of the 1920s and 1930s, including Eliot, Joyce, Yeats, Hemingway, and Faulkner. 3 credits.

341. Modern Drama. A study of nineteenth and twentieth century drama from Ibsen to the present, including continental, English, and American dramatists. 3 credits.

345. American Literature, Civil War to Present. A sampling of modern American Literature. Writers studied generally include Dickinson, Twain, Crane, James, Hemingway, Fitzgerald, Faulkner, Frost, and Stevens. 3 credits.

346. Black American Literature, 1920 to Present. A critical study of works by representative black American writers from 1920 to the present. Core authors: Langston Hughes, Arna Bontemps, Richard Wright, Ralph Ellison, James Baldwin, LeRoi Jones, and Don Lee. 3 credits.

350. Linguistics. Descriptive in nature, the course focuses on the basic principles of American English, with emphasis on historical, regional, literary/colloquial, and social (or class) variations. Careful study and close analysis will help the student understand and appreciate the forces that determine whether or not a particular linguistic pattern is accepted, tolerated, or rejected in a given cultural context. 3 credits.

390. Seminar in Criticism. Using the historical approach, the course focuses on the critical principles of representative critics from the Classical period to the present time: particular attention is given to practical application of some of the various theories advanced. Restricted to seniors. 3 credits.

395. Tutorials by Arrangement.

FINE ARTS

211. Introduction to Art. A course designed to combine certain aspects of studio work with the historical areas of art as they relate to cultural patterns of creative man in the universe. Emphasis on appreciation of the visual and minor arts with close examination of both through exhibition programs, lectures, discussions, demonstrations, field trips, and the use of various audiovisual aids. Critical evaluation of principles and practices in the art field emphasizing contemporary trends. 3 credits.

214. Color and Design. Theories of form, color, space, value, line, and texture will be studied. Emphasis will be placed upon study of the structure and the abstract design of nature forms. The prime purpose of this course will be to show that design is a discipline constituting a basic and integral part of all art form and organization. 3 credits. (May be repeated for credit)

216. Ceramics Workshop I. This course is designed to introduce the student to the use of clay as an art medium. Such methods as coil, pinch, drape, slab and template are introduced, and instruction is provided in the use of the potter's wheel. Basic glaze application and decoration will be included. The student will be encouraged toward originality and experimentation. 3 credits.

217. Ceramics Workshop II. A continuation of Ceramics Workshop I. Includes advanced wheel and hand building methods as well as basic glaze formulation. Opportunity to learn kiln stacking and firing. 3 credits.

219. Introduction to Drawing. This is a studio course which introduces the student to basic materials and their uses. Still life, the human figure, and landscapes are the subjects through which the student is encouraged to

develop his/her abilities to visually observe and express through drawing. 3 credits. (May be repeated for credit)

223. Creative Painting Workshop. The student will be introduced to various concepts of picture making and will explore some of these as well as his/her own. Oil will be the primary medium with some use of water color and acrylics. 3 credits. (May be repeated for credit)

225. Art Education Workshop. Exploration of various art media to develop creativity in handling materials applicable in the elementary school programs. 3 credits.

315. Graphic Arts Workshop. An introduction to the basic uses of line, texture and color, etc. in various print media. This course is intended to introduce fundamental technique and to encourage experimentation in the uses of tools and materials. Opportunity is provided for work in linoleum blocks, wood cut, lithography, serigraphy and etching. 3 credits.

326. Contemporary Black American Artists. An art historical survey course of contemporary black American artists in relation to the past and modern movements in art. There will also be studio work in the areas of painting, graphics, sculpture, and ceramics. 3 credits.

327. 19th and 20th Century American Art. A lecture/studio course designed to broaden the student's understanding and appreciation of American art. Through art historical research and studies, the student will be presented to major American artists and the methods for organizing art exhibitions. Studio work will be in the areas of painting, graphics, sculpture, and ceramics. 3 credits.

328. Sculpture. This is an introductory course to the major areas of sculpture: clay modeling, plaster casting, wood carving, and ceramic sculpture. 3 credits.

MODERN LANGUAGES

CURRICULUM IN MODERN LANGUAGES

1st Semester		2nd Semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
FRE 101 Elementary French ¹	3	FRE 102 Elementary French	3
COM 101 Communications ²	3	COM 102 Communications	3
MTH 101 Mathematics ²	3	MTH 102 Mathematics	3
NS 101 Natural Science ²	4	NS 102 Natural Science	4
PE 101 Physical Education	1	PE 102 Physical Education	1
	17		17

¹This sample sequence is based upon an example of a student who begins French at the elementary level. Many students interested in majoring in languages start the sequence at a more advanced level, however. The head of the Modern Language Department should be consulted for options available to those who are not required to take the elementary level course.

²See p. (13) under First Year Requirements.

General II

COM	Communications Requirement ³	2 or 3	FRE 215	French Civilization	3
	Humanities Requirement ³	3		Humanities Requirement	3
SS 101	Social Science	3	SS 102	Social Science	3
FRE 201	Intermediate French	3	FRE 202	Intermediate French	3
	Elective ⁴	3		Elective	3
		14 or 15			15

Major I

FRE 301	Advanced French		FRE 302	Advanced French	3
FRE 303	French Composition	3	FRE 311	19th Century French Lit.	3
FRE 308	17th Century French Lit.	3		Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
		15			15

Major II

FRE 312	20th Century French Lit.	3	FRE 313	20th Century French Lit.	3
FRE 314	Advanced Translation	3	FRE 315	Advanced Translation	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
		15			15

Suggested electives within the department and in related departments are listed below. Language majors may elect one of these sequences after consultation with the head of the language department and the head of the department within which the sequence is offered.

Recommended sequences in related departments:

History courses

HIS 201	Historiography	1 semester	3
HIS 211	European History Survey I	1 semester	3
HIS 212	European History Survey II	1 semester	3
HIS 302	Renaissance and Reformation	1 semester	3
HIS 303	Eighteenth Century Europe	1 semester	3
HIS 305	Twentieth Century Europe	1 semester	3
			18

English

ENG 207	Survey of English Literature, Beginning to 1800	3
ENG 208	Survey of English Literature, 1800 to Present	3
ENG 310	Old and Medieval Literature	3
ENG 331	Victorian Literature	3
ENG 340	Modern Literature	3
ENG 336	Black American Literature, Beginning to 1920	3
		18

Science fields

NS 101	Natural Science or General Biology	8	CHE 101-102	General Chemistry	8
BIO 220	Invertebrate Zoology	4	CHE 201-202	Organic Chemistry	8
BIO 226	Botany	4	BIO 343	Biochemistry	4
	Elective	4			20
		20			

³See p. (14) under Second Year Requirements.

⁴The Modern Language Department requires that a two year sequence in German or Spanish, 12 semester hours, be included in the elective plans.

Math-Physics

MTH 101	Natural Science	4	BIO 101	General Biology	8
PHY 102	Introductory Physics	8	CHE 101-102	General Chemistry	8
MTH 205	Calculus I	3		Calculus or Physics	3
MTH 206	Calculus II	3			19
		18			

Science

Social Work

SOC 230	Social Welfare as a Social Institution	3
SOC 331	Human Behavior and Social Environment	3
SOC 332	Human Behavior and Social Environment	3
SOC 355	Social Work Methods	3
SOC 333	Communities	3
SOC 341	Living-Learning I	3
		18

NOTES TO LANGUAGE STUDENTS: A student wishing to major in a foreign language should begin the study at the earliest possible semester, usually in the freshman year.

Freshmen with previous language experience will be assigned to the level for which they are best prepared on the basis of placement examination. Transfer students should consult with the language department before enrolling in a given course.

The language courses 101-102 and 201-202 in any language require a language lab class once a week.

A major in Modern Language and Literature must choose French or Spanish and must have 30 credit hours including and above the Advanced Course. He must also take 12 credit hours in a language other than the major.

French

101-102. Elementary French. A course designed to develop basic skills in pronunciation, aural comprehension, speaking and reading of the language, giving at the same time the basic grammatical structures of French. 3 credits each semester.

201-202. Intermediate French. Work begun in first year continued. More detailed knowledge of grammar and idioms stressed and conversational skill developed. Reading, writing and speaking knowledge extended to more difficult texts. Prerequisite: FRE 102 or examination. 3 credits each semester.

301-302. Advanced French. Continues work of second year. Designed to increase proficiency in spoken and written French. Readings in literature. Writing skill is developed through term papers, book reports, literary compositions. Course entirely conducted in French. Prerequisite: FRE 202 or examination. 3 credits each semester.

303. Advanced French Composition. A course in written composition in French. Open to students of French 302. Second semester. 3 credits.

304-305. Advanced Readings in French. Training for reading skills. 3 credits each semester.

306-307. French Civilization. The course consists of two parts: the first part deals with geography, government, educational system and other important aspects of present day French life. The second part will treat the music, the plastic arts, and history of France. 3 credits each semester.

308. Seventeenth Century French Literature. Study of the classical period: readings from Corneille, La Bruyere, Bossuet, La Fontaine, Fenelon, Racine, Boileau, Moliere. First semester. 3 credits.

309. Sixteenth Century French Literature. Study of the French literary Renaissance. Readings from Montaigne, Rabelais, Marot, DuBellay, Ronsard. Second semester. 3 credits.

310. Eighteenth Century French Literature. Study of the Enlightenment period and the main writers: Montesquieu, Voltaire, Diderot, Rousseau. This course requires readings of representative authors. Offered alternate years. 3 credits.

311. Nineteenth Century French Literature. This course includes the development of the doctrines of Romanticism as seen in the poetry, drama and novel of the period. The main literary currents of the time: realism, naturalism, symbolism and the Parnassian movement. Offered alternate years. 3 credits.

312-313. Twentieth Century French Literature. Study of twentieth century writers: Bernanos, Camus, Claudel, Anouilh, Peguy, Gide, Sartre, Jammes, Marcel, Proust, Colette. 3 credits each semester.

314-315. Advanced French Translation. French-English and English-French. A two semester course. 3 credits each semester.

316-317. Literary Appreciation. History of literary appreciation in France and readings therein. Individual projects in literary appreciation. 3 credits each semester.

German

101-102. Elementary German. A course organized to give students an elementary reading, writing and speaking skill in German and the foundations of German grammar. 3 credits each semester.

201-202. Intermediate German. Continues work begun in the first year with more detailed discussion of grammar and basic German conversation and development of a fair reading, writing and speaking knowledge of scientific German. Prerequisite: GER 102 or examination. 3 credits each semester.

Spanish

101-102. Elementary Spanish. A course designed to give students a reading, writing and speaking knowledge of easier Spanish texts and the elements of Spanish grammar and conversation. 3 credits each semester.

201-202. Intermediate Spanish. Review of grammar, composition and stress on conversation. Speaking, writing and reading knowledge of more difficult and idiomatic texts. Prerequisite: SPA 102 or examination. 3 credits each semester.

301-302. Advanced Spanish. Intensive practice in spoken and written Spanish. Selected reading with supplementary compositions on related themes of practical interest. Laboratory materials provide additional oral-aural practice. Prerequisite: SPA 202 or examination. 3 credits each semester.

303. Spanish Civilization. Readings in the historical, social, political and cultural background of Spain. 3 credits.

304-305. Spanish Literature of the Golden Age. Emphasis on Cervantes and the dramatists of the Seventeenth Century. 3 credits each semester.

306. Advanced Spanish Composition and Translation. Writing of reports, commercial correspondence and advertisements. Translations Spanish-English and English-Spanish. 3 credits.

340. Topics in Spanish. A topics course to fill the need as evident at the time for Spanish majors. Offered as needed. May be repeated. 3 credits.

MUSIC

CURRICULUM IN MUSIC PERFORMANCE with Piano Emphasis

1st Semester		2nd Semester		
General I				
HUM 101 Humanities	3	MUS 361B Brasses	1	
COM 101 Communications	3	MUS 291 Choir	1	
NS 101 Natural Science	4	HUM 102 Humanities	3	
MUS 100 Theory (Fundamentals)	1	COM 102 Communications	3	
MUS 131 Piano	2	NS 102 Natural Science	4	
PE 101 Physical Education	1	MUS 103 Theory (Sight-Singing)	1	
MUS 291 Choir	1	MUS 132 Piano	1	
SS 101 Social Science	3	PE 102 Physical Education	1	
	18	SS 102 Social Science	3	
			18	
General II				
	Humanities Requirement	3	Humanities Requirement	3
MTH 101 Math	3	MTH 102 Math	3	
	Language	3	Language	3
MUS 101 Theory	4	MUS 102 Theory	4	
MUS 133 Piano	2	MUS 134 Piano	2	
MUS 150 Organ	1	MUS 151 Organ	1	
MUS 291 Choir	1	MUS 291 Choir	1	
MUS 361W Woodwinds	1	MUS 361 Strings	1	
	18		18	
Major I				
MUS 305 History of Music	3		Language	3
	Language	3	MUS 306 History of Music	3
MUS 201 Theory	4	MUS 372 Conducting	1	
MUS 231 Piano	2	MUS 202 Theory	4	
MUS 251 Organ	1	MUS 232 Piano	2	
MUS 141 Voice	1	MUS 252 Organ	1	
MUS 291 Choir	1	MUS 142 Voice	1	
MUS361P Percussions	1	MUS 291 Choir	1	
MUS 371 Conducting	1		16	
	17			

Major II

MUS 291 Choir	1	COM 202 Speech	2
MUS 321 Piano Lit. and Pedagogy	2	MUS 291 Choir	1
MUS 331 Piano	2	MUS 322 Piano Lit. and Pedagogy	1
MUS 351 Organ	1	MUS 332 Piano	2
MUS 143 Voice	1	MUS 144 Voice	1
MUS 303 Counterpoint	2	MUS 308 Form and Analysis	3
MUS 307 Form and Analysis	3	MUS 301B Orchestration and Arranging	2
Electives	3	MUS 352 Organ	1
Music Ed.		MUS 333 Recital	1
Psychology		MUS 304 Counterpoint	2
Computer			
Art			
	15		17

TOTAL 137 hours

**With Voice Emphasis
General I**

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications	3	COM 102 Communications	3
NS 101 Natural Science	4	NS 102 Natural Science	4
PE 101 Physical Education	1	PE 102 Physical Education	1
MUS 100 Theory (Fundamentals)	1	MUS 103 Theory (Sight-Singing)	1
MUS 131 Piano	1	MUS 132 Piano	1
MUS 141 Voice	2	MUS 291 Choir	1
MUS 291 Choir	1	MUS 361B Brasses	1
MUS 361W Woodwinds	1		
	17		17

3rd Semester

SS 101 Social Science	3	SS 102 Social Science	3
Humanities Requirement	3	Humanities Requirement	3
GER 101 German		GER 102 German	3
MUS 101 Theory	4	MUS 102 Theory	4
MUS 143 Voice	2	MUS 134 Piano	1
MUS 133 Piano	1	MUS 144 Voice	2
MUS 291 Choir	1	MUS 291 Choir	1
MUS361S Strings	1	MUS 361P Percussions	1
	18		18

5th Semester

FRE 101 French	3	FRE 102 French	3
MTH 101 Math	3	MTH 102 Math	3
MUS 201 Theory	3	MUS 202 Theory	3
MUS 231 Piano	1	MUS 232 Piano	1
MUS 241 Voice	3	MUS 242 Voice	3
MUS 291 Choir	1	MUS 306 History of Music	3
MUS 305 History of Music	3	MUS 372 Conducting	1
MUS 317 Conducting	1	MUS 291 Choir	1
	18		18

6th Semester

7th Semester

MUS 331 Piano	1		
MUS 341 Voice	2	COM 202 Speech	2
MUS 291 Choir	1	MUS 291 Choir	1
MUS 323 Vocal & Choral Literature	2	MUS 342 Voice	2
MUS 303 Counterpoint	2	MUS 304 Counterpoint	2
MUS 307 Form & Analysis	2	MUS 324 Vocal & Choral Literature	2
Electives	3	MUS 332 Piano	1
Music Ed.		MUS 343 Recital	1
Psychology		MUS 301B Orchestration & Arranging	2
Computer			
Art			
	13		15

8th Semester

TOTAL 134 hours

**CURRICULUM IN MUSIC EDUCATION
(N-9: Preschool through Ninth Grade)
With a Performance Concentration in Piano or Voice**

1st Semester

General I

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications	3	COM 102 Communications	3
NS 101 Biological Science	4	NS 102 Physical Science	4
SS 101 Social Science	3	SS 102 Social Science	3
PE 101 Physical Education	1	PE 102 Physical Education	1
MUS 291 Choir	1	MUS 291 Choir	1
MUS 131 Piano	1	MUS 132 Piano	1
MUS 141 Voice	1	MUS 142 Voice	1
MUS 361W Woodwinds Class	1	MUS 361B Brasses	1
	18		18

3rd Semester

PSY 200 Intro. To Psychology	3		
HIST 215 Afro-Amer. History	3	FED 200 Intro. to Education	3
ECO 201 Economics	3	ART 211 Intro. to Art ²	3
MTH 101 Math	3	MTH 102 Math	3
MUS 101 Theory of Music	3	MUS 102 Theory of Music	3
MUS 220 Survey of Musical Styles	3	MUS 291 Choir	1
MUS 133 Piano ³	1	MUS 134 Piano ³	1
MUS 143 Voice ³	2	MUS 144 Voice ³	2
		MUS 316S Strings Class	1
MUS 133 Piano ³	2		
MUS 143 Voice ³	1	MUS 134 Piano ³	2
		MUS 144 Voice Class ³	1
		MUS 361S Strings Class	1
	21		21

¹See p. (13) under First Year General Requirements.

²Or elect Eng. 205 Critical Approaches, Phil. 201 Introduction to Philosophy or Rel. 201 Introduction to Religion.

³Students with voice as the major applied emphasis will take voice for 2 hours credit and piano for 1 hour credit. Students with piano as the major applied emphasis will take piano for 2 hours credit and voice for 1 hour credit.

5th Semester

MUS 371 Conducting	1
COM 202 Speech	3
FED 241 Human Devel.	3
MUS 201 Theory of Music	3
MUS 305 Music History	3
MUS 313 Music Method. N-5	3
MUS 291 Choir ³	1
MUS 231 Piano ³	2
MUS 241 Voice ³	1
or	
MUS 231 Piano ³	1
MUS 241 Voice ³	2
	20

7th Semester

FED 305 Edu. Measurements	3
FED 303 Reading in Content Areas	3
RSE 218 Language Development	3
RSE 313 Media	3
MUS 291 Choir	1
MUS 331 Piano ³	2
or	
MUS 341 Voice ³	2
	18

Satisfactory proficiency examinations in piano, guitar, voice, instruments, conducting, sight singing, keyboard harmony are required before the eighth semester.

100. Music Fundamentals. Written and aural work on accidentals, scales, clefs, intervals, melodies, primary and secondary triads along with inversions, elementary modulation, transposition. Introduction to music literature and form through discussion and hearing of works, keyboard application of techniques studied in written work. 1 credit.

103. Sightsinging. Aural skills development in the sight-reading and recognition of intervals, scales, melodies triads, and basic forms. The course connects to material presented in MUS 100. 1 credit.

101-102. Theory (Harmony, SightSinging, Harmonic Dictation, and Keyboard Harmony). Written work using diatonic triads, dominant seventh chords, non-harmonic tones and modulation for three and four voices. The Bach Chorale is used as a model for exercises in four-part harmonic counterpoint. Expansion of harmonic vocabulary. Introduction to the analysis of forms including the phrase period, ternary and binary forms, using late eighteenth and nineteenth century models. Keyboard exercises ranging from the easy to the more difficult harmonisation, modulation, improvisation on a given motif, and transposition. 3 or 5 credits each semester.

201-202. Harmony, Sight Singing, Harmonic Dictation, and Keyboard Harmony. Continuation of the study of chromatic harmony and expansion through old and new contemporary harmonic theories. Writing in more expanded forms using modulatory transitions. Analysis of representative works. Familiarization with the brass, woodwind, and percussion instruments. Keyboard practice including scorereading, transposition, and use of new chords and devices studied. 2 or 5 credits each semester.

6th Semester

MUS 361P Percussions Class	1
PE 304 School Health	3
MUS 372 Conducting	1
RSE 209 Survey in Special Ed.	3
MUS 202 Theory of Music	3
MUS 309 Music Method 6-9	3
MUS 291 Choir ³	1
MUS 232 Piano ³	2
MUS 242 Voice ³	1
or	
MUS 232 Piano ³	1
MUS 242 Voice ³	2
	18

8th Semester

MUS 308 Form and Analysis (six-weeks course)	2
MUS 301B Theory (Arranging) (six-weeks course)	2
MUS 391 Directed in Serv. and teaching (N-9)	9
MUS 332 Piano ³	1
or	
MUS 342 Voice ³	1
	14

220. Survey of Musical Styles. This course is designed to acquaint the student with representative composers and their works from the broader periods of music history; to relate the music activities within the periods to the social, artistic, and philosophical ideas and practices; and to point out the relevance of the modern idioms with the emphasis on jazz and African contributions. 3 credits.

303-304. Counterpoint. Introduction to sixteenth century vocal counterpoint. Continuation of harmonic counterpoint including invertible counterpoint canon, the invention, and fugue exposition. 2 credits each semester.

305-306. History of Music. First Semester: A short introduction to Ethnomusicology dealing with primitive and non-western musical cultures. The great periods of the Western World, Early Christian, Romanesque, Gothic, Renaissance and Baroque. Second Semester: Classic, Romantic, Impressionist and Modern Schools. 3 or 4 credits each semester.

307-308. Musical Form and Analysis. A study of the structure and aesthetic content of music; review of harmonic material with its fundamental and practical application; study of cadences and modulations in relation to form; two- and three-part form with analysis of compositions by Bach, Handel, Beethoven, Haydn, Mozart, Schubert, Schumann, Brahms; classic and romantic suites; the sonata form with analysis of its employment on sonatas, symphonies, and chamber music; variation and rondo forms. Prerequisite: MUS 305 or equivalent. 2 or 4 credits each semester.

309. Middle School Music Methods (6-9). This course is designed to acquaint students with the most recent and approved procedures for organizing, directing, and teaching content within the grades six through nine (middle school/junior high) in terms of the physical and emotional developmental characteristics, needs, and interests of the pupils to be served—the adolescent.

313. Elementary School Music Methods (N-5). A course designed to acquaint the student with the philosophies underlying the most recent approved methods of presenting music as a series of meaningful experiences in the life of the child from nursery through fifth grade; and to guide the student in developing effective techniques and procedures for their implementation through singing, intelligent listening, rhythms, reading and creative work. Emphasis placed in developing desirable personal attributes in the prospective teacher. 3 credits.

314. Secondary School Music Methods. A course designed: 1) to acquaint the students with the most recent and approved procedures for organizing and effectively directing the music curricula of the junior and senior high schools in terms of the needs and interests of the pupils they serve; 2) to develop and apply general philosophies of education to music education; 3) to expand concepts of the teaching process. Special attention is given to the foundation of the music program in the secondary schools through the general music class. Prerequisites: EDU 241, MUS 313. 3 credits.

315. Directed Observation and Student Teaching in the Elementary School. Criteria for good observation and recording of both group and individual child behavior established and related to the basic educational problem of interpreting and constructively using observations. Later student

teaching in the elementary school under the supervision of the critic teacher. Prerequisite: MUS 313. 5 or 6 credits.

316. Directed Observation and Teaching in the Middle/Secondary School. Provision for a variety of supervised experiences in recording adolescent behavior in school situations, designed to develop skill in observation, followed by teaching, under supervision of the critic teacher, on secondary school levels. Prerequisite: MUS 314. 3 or 5 credits.

321-322. Piano Literature and Pedagogy. A practical course designed to acquaint the student with: 1) the piano—its structure, its history, literature and composers; 2) a survey of the objectives, materials, and technical problems found in teaching piano students—the beginner, adolescent, and adult; and 3) an exploration of original four-hand compositions as a phase of ensemble playing. Prerequisite: MUS 220 or equivalent. 2 credits each semester.

361B. Brasses—Instruments Class.

361P. Percussions—Instruments Class.

361S. Strings—Instruments Class.

361W. Woodwinds—Instruments Class.

Courses designed for class instruction in the basic techniques. Open to all students. Requirement for Music Majors. 1 credit each course. May be repeated.

371-372. Choral Conducting. This course teaches fundamental techniques with or without the baton and emphasizes the use of conducting for school, amateur, and semi-professional purposes. Acquaintance is made with score-reading for choir and instruments. Prerequisites: MUS 302, 306, 313. 1 credit each semester.

APPLIED MUSIC COURSES

131, 132 First Year in Piano
133, 134 Second Year in Piano
231, 232 Third Year in Piano
331, 332 Fourth Year in Piano
333, 334 Fifth Year in Piano

A sequence beginning with emphasis on thumb, finger, wrist and arm technique, legato, staccato and portato touches, interpretation and style, all major and minor scales and arpeggios, eighteenth, nineteenth and twentieth century compositions of appropriate difficulty for individual students, and progressing in difficulty through additional forms of standard scales, exercises and compositions.

Students emphasizing piano will receive 2 credits per semester and will be expected to progress at a more rapid rate and devote more time than students emphasizing voice, who will receive 1 credit per semester. For students emphasizing piano, examination requirements for entrance into the Major Division will include all scales and arpeggios, two studies from Czerny Op. 740, an octave study (Doring or other), a Prelude and Fugue and Bach's Well-Tempered Clavier, a movement from an early Beethoven sonata, and a lyrical composition from the Romantic period.

A public recital exhibiting proficiency in interpreting the music of the important periods and styles is required of all students emphasizing piano in the final year. The program should be planned around significant compositions such as a work by Bach, a sonata of Beethoven, lyrical and dramatic

pieces from the Romantic period, and Impressionistic and/or contemporary compositions. 1 or 2 credits each semester.

141-142 First Year in Voice
143-144 Second Year in Voice
241-242 Third Year in Voice
341-324 Fourth Year in Voice
343-344 Fifth Year in Voice

During the first year emphasis will be placed on correct position and poise of the body; a proper and definite breath control; a knowledge of vowels and consonants in their relation to the singing and speaking voice; drill in tone production resulting in a sustained and resonant tone of satisfactory quality and quantity; a demonstrable knowledge of a system of vocalises involving all major and minor scales, simple arpeggios, and phrasing; songs of moderate difficulty sung with correct intonation, time, tone quality, and interpretation. Twice a week for major study; once a week for minor study.

During subsequent years continued drill in the technique of breathing, tone placing, and phrasing will be required. Art songs from the standard classics, selections from opera and oratorio, and vocal works of increasing difficulty and in commonly used languages will be studied. A recital including an aria, and a group of modern songs is required during the senior year of all students emphasizing voice. Appearances in class and student public recitals. 1 or 2 credits each semester.

151-152 First Year in Organ
251-252 Second Year in Organ
351-352 Third Year in Organ
353-354 Fourth Year in Organ

Required during the first year are preparatory manual and pedal exercises, acquiring an organ legato for hands and feet, developing greater accuracy for note values and rhythms and coordination between hands and feet through materials taken from "Methods of Organ Playing" by Gleason. Bach: Chorale Preludes for manuals; Chorale Preludes from the Little Organ Book; fugal compositions for moderate difficulty. Scales for Pedals in major and minor keys. Works by pre-Bach masters.

During subsequent years students will progress through chorale preludes of the Orgelbüchlein by Bach, sonatas of Mendelssohn and other Baroque, Romantic and modern works suitable to the individual's ability. Hymn tunes, accompanying and other practical service playing skills are studied. Appearances in class and student recitals. 1 or 2 credits each semester.

261-262. Group Piano. A course in the simple exploration of the fundamentals of music at the keyboard. 1 credit each semester.

291. College Choir. Rehearsal and performance for Sunday services at the College Chapel, preparation for local concerts and tours. Auditions required for admission. May be taken with or without credit. 1 credit. May be repeated.

292. College Band. Rehearsal for performances on campus and in the community. Audition required. May be taken with or without credit. 1 credit each semester. May be repeated.

PHILOSOPHY

201. Introduction to Philosophy. Basic questions philosophers ask, and their methods of inquiry. (Sophomores may fulfill the second-year Humanities requirement in this course; juniors and seniors may earn Major Division credit by writing a term paper.) 3 credits.

202. Introduction to Logic. An introduction to the basic elements of sound reasoning, with an emphasis on identifying and formulating logically correct arguments. 3 credits.

305. History of Philosophy I. Greek and Medieval readings. 3 credits.

306. History of Philosophy II. Modern and contemporary readings. 3 credits.

310. Ethics. See REL 310, Prerequisite: REL 102 or PHI 201. 3 credits.

320. Political Philosophy. See POL 320. 3 credits.

330. Seminar on Topics in Philosophy. Consideration of a selected problem in Philosophy as an introduction to research problems in Philosophy, with an emphasis on the relation of Philosophy to other disciplines. The topic selected will be intensively analyzed and an independent research project, based on primary sources, will be required. May be repeated with the consent of the Philosophy Department and the Chairman of the student's area of concentration. Prerequisite: 6 credits in Philosophy or the consent of the instructor. 3 credits.

RELIGION

201. Survey of Religion. An objective study of Christianity and other world religions. (Sophomores may fulfill the second-year Humanities requirement in this course; juniors and seniors may earn Major Division credit by writing a term paper.) 3 credits.

310 Ethics. A survey of the major schools of ethics, with special reference to Christian ethics. Prerequisite: REL 201 or PHI 201. 3 credits.

320. World Religions. A survey of some of the main living world religions, with emphasis on contemporary religious practices, and on the original genius of the founders. Prerequisite: REL 201. 3 credits.

380. Seminar on Religious Topics. Intensive study of some concentrated religious subject. Prerequisites: REL 201 and either REL 310 or REL 320. 3 credits.

DIVISION OF THE NATURAL SCIENCES AND MATHEMATICS

Professor Arthur Lorenza Bacon, Chairperson

The Division of Natural Sciences and Mathematics includes: Natural Sciences, Biology, Chemistry, Mathematics, Physics and Computer Science.

Biology. The regular laboratories for the biological sciences occupy the northern half of the first floor of Silsby Science Hall. They are equipped with various types of standard apparatus such as microscopes, microtomes, incubators, sterilizers, refrigerator, colorimeter, and aquaria. The lecture rooms which contain charts, models, and other teaching aids, are also located on the first floor of Silsby Hall. The research laboratory-animal room complex is located on the basement floor of Silsby Hall and contains a spectrophotometer, centrifuges, research microscope, etc., as well as an assortment of biomedical journals.

Chemistry. The laboratories for chemistry occupy the northern half of the second floor of Silsby Hall. They are equipped to serve adequately the laboratory instruction in the courses offered. The desks are equipped with water, gas, and electricity. The balance room is fitted with analytical balances of the required precision for routine analysis. Apparatus for conductometric and colorimetric work, constant temperature ovens, improved heating apparatus, and infrared spectroscopy are available for advanced experimentation.

Physics. The Department of Physics is located in the basement of Silsby Hall. The laboratories are equipped with apparatus adequate for the experimental work offered. For advanced laboratory work there is a powerful electromagnet, an analog computer, a laser with a holography apparatus, an interferometer, spectrometers, nuclear counting experiment, and various electronic accessories.

Computer Science Program. A six-course sequence which will benefit natural science, business administration and social science majors as well as those planning careers in computer science. It is designed to provide students with an understanding of computer programming and applications and a working knowledge of basic Fortran and Cobol. Numerical analysis and modeling theory are included. The College owns a Digital Equipment Corporation PDP 11/40 computer with twenty four terminals located in key places on the campus. This interactive system services both academic and administrative needs of faculty, staff and students.

PREPARATION FOR CAREERS IN HEALTH AND ALLIED HEALTH PROFESSIONS, PREMEDICAL, PREDENTISTRY, ETC.

Talladega College offers preparation that produces students well-qualified for the study of medicine. The total College liberal arts experience facilitates understanding and the acquisition of intellectual patterns that can be employed in a variety of fields, including medicine, dentistry and allied health professions. Specific medical college requirements may be met with a major in either Biology or Chemistry. A premedical program for students in

other majors is possible. The Talladega College Preprofessional Health Careers Advisory Committee provides guidance in course choices, supplies information about medical and other professional schools, arranges contacts with medical schools, and lends assistance with the medical school application procedure. Talladegans have met with success at such medical schools as Dartmouth, Harvard, Iowa, Meharry, University of Alabama and elsewhere.

ALLIED HEALTH DUAL DEGREE PROGRAMS

Currently dual degree programs in Medical Technology, Occupational Therapy, Physical Therapy and Radiologic Sciences are available in cooperation with Tuskegee Institute. Students in these programs will complete three years at Talladega College and two years or sufficient time to complete the professional program at Tuskegee. The courses of study at Talladega College are similar to those required of majors in Biology or Chemistry. However, special modifications to meet the needs of the prospective professional school are added. *Curriculum Patterns for Pre-Allied Health* are available from the Pre-allied Health advisors. Upon completion of both programs, the student will receive the A.B. in an appropriate major field from Talladega College and a Bachelor of Science degree from Tuskegee Institute.

Other similar arrangements are being developed with professional schools providing training in allied health areas. The possible sequences and the names of such schools will be announced when formal agreements have been reached.

Three-Two Cooperative Veterinary Medicine Curriculum

Students who enroll in this program should complete the first three academic years at Talladega, pursuing a course of study which includes the courses of the Pre-Veterinary Medicine curriculum.

Upon completion of this curriculum, students transfer to a School of Veterinary Medicine. Upon successful completion of the first two years of the Veterinary Medicine Curriculum, students receive the Bachelor's degree in Biology from Talladega. At the end of the four-year professional program in Veterinary Medicine, the student will receive the degree of Doctor of Veterinary Medicine from the cooperating institutions. Talladega College has formal veterinary medicine linkages with Tuskegee Institute and Samford University.

Dual Degree Programs in Pharmacy

Selected students interested in pharmacy may, at the end of their junior year at Talladega College, enroll in the school of Pharmacy at Florida A & M University. After successful completion of the FAMU Pharmacy Program (about two additional years), the student will receive degrees in biology or chemistry from Talladega College and pharmacy from FAMU. Other such allied health programs are in the process of development.

ENGINEERING AND COMPUTER SCIENCE PROGRAMS

COMPUTER SCIENCE. The computer science program consists of six courses of 18 credit hours. Any student who has the necessary prerequisites may take any of the courses. A student who takes the entire sequence will have a minor in computer science.

Dual Degree Programs in Engineering

Undergraduates in this program are scheduled to complete three years in a liberal arts curriculum with a strong emphasis in mathematics and physics and two years at Auburn University, Tuskegee, or Georgia Technological Institute in one of several tracks in the Schools of Engineering. After completing the academic requirements of the cooperating institutions, the student will be awarded a Bachelor of Arts degree in mathematics or physics from Talladega College and an engineering degree from the other institution.

RESEARCH AND RESEARCH TRAINING

MBRS Research and Training Program. The Talladega College MBRS (Minority Biomedical Research Support) Program* consists of faculty research and student research.

Students who are selected to engage in research as assistants of the Biology and Chemistry Departments' biomedical investigators receive stipends and course credit for their efforts.

The enrichment phase of the program includes a seminar series and spring symposium.

Brookhaven Semester Program. Talladega College has very close ties with Brookhaven National Laboratories. The Brookhaven semester program allows for students of proven ability to do research and study at Brookhaven National Laboratory. The student is allowed to take up to 8 semester hours and transfer these units back to the home institution.

The program provides travel, living allowances and a small stipend.

MARC Program. The MARC Honors Undergraduate Research Training Program is designed to foster research in basic medical, biological, preclinical and related natural and behavioral sciences. The program is open to fulltime juniors and seniors who have demonstrated a potential for biomedical research, who have grade point averages of 3.0 or better and who consent to participate in courses and activities beyond the regular requirements such as research under faculty supervision (including the possibility of one semester at a research facility outside of Talladega College), the presentation of a paper before a learned audience and the acquisition of skills associated with biomedical research. Full tuition, fees, and travel are provided to the students selected.

*The MBS and MARC Programs are supported by grants from the National Institutes of Health.

MARINE SCIENCES AND MESC

MARINE SCIENCES. Talladega College is a member of the Marine Environmental Science consortium (MESC). Students interested in Marine Sciences may enroll in such courses during the summer. The courses are taught at the Dauphin Island Sea Lab on Dauphin Island. A spring cruise aboard a research vessel is also available.

NATURAL SCIENCES CURRICULUM AND COURSES

Biological and Physical Sciences (survey).

These two courses are designed to meet the needs of prospective non-science and science majors. They constitute a year sequence in Natural Science and may be taken either semester.

101. Biological Science. A course devoted to the study of biology. Included are principles and laboratory experience on the cell, genetics, reproduction, metabolism, ecology and the variety of living things. Three hours of lecture and one 2-hour laboratory per week. 4 credits.

102. Physical Science. A course devoted to an introductory study of Physical Science through laboratory experiments on the nature of solid matter and matter in motion: the first principles of mechanics, energy, momentum; principles of heat; geometrical and physical optics in general, their applications; a survey of the structure of matter, atomic and molecular hypotheses; principles of chemistry, chemical reactions; principles of astronomy. Three hours of lecture and one 2 hour laboratory per week. 4 credits.

BIOLOGY

CURRICULUM IN BIOLOGY

1st Semester		2nd Semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ²	3	COM 102 Communications	3
SS 101 Social Science ²	3	SS 102 Social Science	3
MTH 101 Mathematics ²	3	MTH 102 Mathematics	3
BIO 101 Principles of Life	4	BIO 102 Organismic Biology	4
PE 101 Physical Education ²	1	PE 102 Physical Education	1
	17		17
General II			
CHE 101 Chemistry	4	CHE 102 Chemistry	4
BIO 220 Invertebrate Zoology	4	Elective In Humanities	3
PSY 200 Introduc. to Psychology	3	or	
German or French	3	Social Science	
MTH 205 Calculus I	3	COM Communications	2 or 3
	17	Requirement	
		German or French	3
		MTH 206 Calculus II	3
			15 or 16

¹Especially well prepared students anticipating majoring in one of the sciences may be allowed to modify the freshman plan to take two beginning level science courses. Consultation with the dean and chairman of the Natural Science Division is required of any student requesting permission to exercise such an option.

²See p. (13) under First Year Requirements.

Major I

CHE 201 Organic Chemistry	4	CHE 202 Organic Chemistry	4
PHY 101 Physics	4	PHY 102 Physics	4
BIO 222 Comparative Anatomy	4	BIO 226 Botany	4
CS 251 Computer Science I	3	CS 252 Computer Science	3
German or French ²	3	German or French ²	3
	18		18

Major II

BIO 342 Vertebrate Physiology	4	BIO 325 Histology and	4
BIO 342 Vertebrate Embryology	4	Micro-technique	
BIO 328 Bacteriology	4	BIO 223 Genetics	4
BIO 331 Cell Biology	4	BIO 343 Biochemistry	4
	16	BIO 390 Senior Seminar ⁴	2
		BIO220 Ecology	4
			18

101. Principles of Life. A human-oriented course which presents the basic unifying principles of living systems. Included are units on metabolism, genetics, reproduction and cellular structure and activity. Three 1-hour lecture periods and two 2-hour laboratory periods per week. 4 credits.

102. Organismic Biology. A course intended for the science major which presents an overview of living organisms and their ecology, evolution and behavior. Three 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 101 or NS 101. 4 credits.

200. General Ecology. A course devoted to the study of the composition, organization, and dynamics of communities, and the interrelations between populations, communities, and their environment. Two 1-hour lectures and two 2-hour labs. Prerequisite: BIO 102. 4 credits.

220. Invertebrate Zoology. A unit consisting of laboratory and field work supplemented by lectures dealing with the anatomy, development and phylogeny of the major invertebrate groups. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. 4 credits.

222. Comparative Anatomy of Vertebrates. A unit involving the structure, physiology, and relationships of vertebrate animals. In the laboratory a number of representative types are dissected as a premedical requisite. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. 4 credits.

223. Genetics. A lecture-discussion course which treats the important facts and principles of heredity as they relate to plants, animals and man. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. 3 credits.

226. Botany. A course dealing with the basic facts and concepts of plant life.

³A year of computer science may be substituted for the second year language requirements.

⁴MBS 391, 392, 393, 394, Research and Seminar may be substituted for Senior Project and Senior Seminar.

Plant morphology, physiology, ecology and evolution are some phases of the subject treated. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. 4 credits.

324. Comparative Vertebrate Embryology. A unit devoted to the study of the development stages of the fish, frog, and mammal. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 222. 4 credits.

325. Histology and Microtechnique. A study of the microscopic structure of vertebrate tissues and organs including laboratory practice in the preparation of histological slides. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 222. 4 credits.

328. General Bacteriology. A course devoted to the study of bacteria and to problems concerning the relation of bacteria to health, industry and everyday living. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO 102, CHE 201

331 Cell Biology. Molecular and supramolecular bases of cell structure and function. Emphasis is on eukaryotic cells. Two 1-hr lecture periods and two 2-hr laboratory periods each week. Prereq.: CHE 201-202. 4 credits.

342. Vertebrate Physiology. A study of the functions and functional inter-relationships of the organs and organ systems of animals, in particular vertebrates and man. Designed to present the principles and methods of physiology both to students of biology and to others who are interested in human physiology. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisite: BIO 102. BIO 222 recommended. 4 credits.

343. Biochemistry. A course which treats the chemical composition of living matter and the mechanism of biochemical reactions. Two 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO 102, CHE 201.

345. Human Anatomy and Physiology. A course designed for majors in premedicine, predentistry, pharmacy, nursing and the allied health fields. The course consists of a comprehensive survey of the human organ systems and their physiologic functions with emphasis on cellular physiology, primary tissues and selected topics in pathophysiology. Three 1-hour lecture periods and two 2-hour laboratory periods per week. Prerequisites: BIO 101-102 and CHE 101-102 or permission of the instructor. 5 credits.

390. Senior Seminar. A course in which the student is afforded additional opportunity to give oral and written reports on topics of a biological nature. Oral expression and use of visual aids are stressed. Required of, and restricted to, senior biology majors. Variable credit.

391-392. MBRS Seminar. An interdisciplinary (Biology and Chemistry) seminar course dealing with topics of a biomedical and biochemical nature. Reports are given by MBRS staff, trainees, and guest lecturers. May substitute for BIO 390. Open to senior MBRS students. 2 credits.

393-394. MBRS Research. A course designed to teach selected participants the latest skills and techniques. The student works on a research problem under the supervision of an MBRS investigator. This course carries a stipend and may substitute for BIO 395. Senior MBRS students. 3 credits.

395. Senior Project. Research conducted by seniors under the direction of

departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.

MARINE SCIENCES AND MESC

Marine Biology. 4 semester (6 quarter) hours undergraduate credit. A general survey of marine plants, invertebrates and vertebrates; the communities they form and the physical and chemical factors which influence their lives. Prerequisites: General biology and consent of instructor.

Marine Invertebrate Zoology I. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A comparative systems approach is taken in pursuit of the invertebrate phyla beginning with protozoa and culminating in the annelid and lophophorate phyla. Prerequisites: Introductory course in zoology.

Marine Botany. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A general survey of marine algae, vascular, and nonvascular plants associated with the marine and estuarine environment. Structure, reproduction, identification, distribution and ecology are considered. Prerequisites: General biology and consent of instructor.

Coastal Ornithology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Study of coastal and pelagic birds with emphasis on ecology, taxonomy and distribution. This course includes identification, population dynamics and behavior of coastal birds.

Marine Geology. 4 semester (6 quarter) hours undergraduate credit. A study of the geology of the ocean basins, with special emphasis on the continental shelves, their sediments and the sedimentary processes at work there. Prerequisites: Introductory geology or consent of instructor.

Marine Technical Methods I. 2 semester (3 quarter) hours advanced undergraduate and graduate credit. An introduction to the hardware of marine science, sampling procedures, processing, station location, field maintenance/operation. Prerequisites: Advanced undergraduate and graduate status; basic science major.

Coastal Climatology. 2 semester (3 quarter) hours undergraduate credit. An introduction to the physical factors which result in climatic conditions of coastal regions, with emphasis on the northern Gulf of Mexico. No prerequisites.

Commercial Marine Fisheries of Alabama. 2 semester (3 quarter) hours undergraduate credit. Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing, and economic values. Laboratory exercises include visits to local processing plants, and a trawling expedition aboard the R/V G.A. Rounsefell.

Seminar. 1 semester (1½ quarter) hour, undergraduate and graduate credit. Oral presentation given by each enrolled student on current research, scientific processes and problems in the marine environment, with supporting participation by faculty and visiting scientists. Students are not required to enroll in Seminar but must attend to qualify for credit in any other course.

Research on Special Topics. 1 to 6 semester (2 to 9 quarter) hours

advanced undergraduate and graduate credit. Students may enroll by special arrangement. Prerequisites: Discussion with and approval by a resident faculty member of a research topic to be undertaken. This must be arranged before arrival at the Sea Lab. Resident faculty will be available for special topics both terms. Other instructors will be available only in the time period listed for their respective courses.

Marine Ecology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Lecture and laboratory studies of bioenergetics, community structure, population dynamics, predation, competition, speciation in marine ecosystems. Prerequisites: General biology, general chemistry, general physics and consent of instructor.

Marine Invertebrate Zoology II. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A comparative systems approach will be taken in pursuit of the invertebrate phyla from arthropoda through chordata. Prerequisites: Introductory course in zoology. Marine Invertebrate Zoology I is NOT a prerequisite.

Marine Vertebrate Zoology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Biology of marine vertebrates, emphasizing systematics, behavior, physiology and ecology of local forms. Prerequisites: General biology and consent of instructor.

Introduction to Oceanography. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A general introduction to the physics, chemistry, geology and biology of the oceans. Prerequisites: General physics, trigonometry, quantitative analysis and consent of instructor.

Marsh Ecology. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. A study of the floral and faunal elements of various marine marsh communities. Interaction of physical and biological factors will be emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips will be scheduled to acquaint students with regional examples of marsh types. Prerequisites: Advanced standing in biology and consent of instructor.

Recent Marine Sedimentation. 4 semester (6 quarter) hours advanced undergraduate and graduate credit. Includes properties of marine sediments, coastal sedimentary environments, continental margin sediments, reef and associated sediments, deep sea sediments and marine geophysics. Emphasis in the field on the erosional and depositional effects of waves and currents. Prerequisites: Introductory marine geology, oceanography or consent of instructor.

Marine Technical Methods II: 2 semester (3 quarter) advanced undergraduate and graduate credit. Introduction to the laboratory analysis of water samples with emphasis on water quality parameters. Prerequisites: Advanced undergraduate and graduate status: basic science major. Marine Technical Methods I is NOT a prerequisite.

CHEMISTRY

CURRICULUM IN CHEMISTRY

1st Semester		2nd Semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics or or 205 Calculus ¹		MTH 102, Mathematics, Calculus I 205 or 206 or Calculus II	3
CHE 101 Chemistry	4	CHE 102 Chemistry	4
PE 101 Physical Education	1	PE 102 Physical Education	1
	17		17
General II			
COM Comm. Req.	2 or 3	MTH 251 Computer Science	3
CHE 201 Organic Chemistry	4	CHE 202 Organic Chemistry	4
BIO 101 Principles of Life Elective in Humanities or Social Science or Mathematics ²	4 3	BIO 102 Organismic Biology Elective in Humanities or Social Science	4 3
German or French	3	German or French	3
	16 or 17		17
Major I			
CHE 225 Quantitative Analysis	4	CHE 226 Instrumental Analysis	4
PHY 101 Physics	4	PHY 102 Physics	4
MTH 207 Linear Algebra	3	CHE 319 Advanced Inorganic	4
CS 251 Computer Science F Elective	3 3	CS 252 Computer Science II Elective	3 3
	17		18
Major II			
CHE 301 Physical Chemistry	4	CHE 302 Physical Chemistry	4
*Elective	4	BIO 343 Biochemistry	4
*Elective	3	*Elective	4
		*Electives	4
CHE 320 Qual. Organic Analysis	4 4	CHE 390 Senior Seminar	2
*Elective	3		18
	18		

*Electives depend on career option; i.e., graduate school, industry, medical school.

¹See footnote 1 on page 6, General Requirements.

²See p. (13) under First Year Requirements.

Student should take Math 205, 206 in the freshman year if at all possible. The chemistry major is expected to progress through MTH 206, Calculus II, by the end of the second year. If the student is not qualified to start calculus in the freshman year the pattern presented here will have to be modified to accommodate the necessary mathematics courses.

Students are referred to pages 13 and 14 where the student is directed to take an elective in Social Science or Humanities during the second year. The faculty advisor will assist the student in planning to include the mathematics and general requirements according to individual circumstances.

³French II or German II (Students enrolled prior to fall of 1979 only).

101-102. General Chemistry & Qualitative Analysis. A course dealing with the fundamental principles of chemistry. The course will primarily deal with inorganic chemistry, and the fundamentals of analytical chemistry. Three 1-hour lectures, two 2-hour laboratory periods per week. 4 credits each semester.

201-202. Organic Chemistry. A course dealing with the general principles of organic chemistry. The course will deal with the preparations and reactivity of organic compounds with emphasis on the mechanism of reactions. Two 1-hour lectures and two 2-hour laboratory periods per week. Prerequisite: CHE 101 or its equivalent. 4 credits each semester.

225. Quantitative Analysis. A course dealing with quantitative analysis by gravimetric, volumetric and colorimetric methods. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE 102 or consent of the instructor. 4 credits.

226. Instrumental Analysis. The theory and practice of principal instruments used in a modern laboratory. Instruction will include use of the latest equipment available. Two 1-hour lectures and two 2-hour laboratory periods per week. Prerequisite: CHE 225. 4 credits.

301-302. Physical Chemistry. An advanced study of states of matter, colligative properties of matters, thermodynamics, photochemistry and chemical kinetics. Two 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE 225, MTH 208, PHY 102. 4 credits each semester.

318. Theoretical Organic Chemistry. A thorough study of the structure and reactivity of organic compounds. Three 1-hour lectures. Prerequisite: CHE 202 or its equivalent. To be offered on demand. 3 credits.

319. Advanced Inorganic Chemistry. A study of the properties of inorganic compounds with emphasis on chemical bonding, complex formation and acid-base theory. Prerequisite: CHE 225 or its equivalent. To be offered on demand. 3 credits.

320. Qualitative Organic Analysis. A study of the structure determination of unknown organic compounds. One 1-hour lecture and two 2-hour laboratories. Offered on demand. Prerequisite: CHE 202 or its equivalent. 3 credits.

390. Senior Seminar. A reading course to be offered on demand. The subject content will vary depending upon the specific need of the individual and instructor. 4 credits.

391-392. MBRS Seminar. An interdisciplinary (Chemistry and Biology) seminar course dealing with topics of a biomedical and biochemical nature. Reports are given by MBRS staff, trainees, and guest lecturers. May substitute for CHE 390. Open only to MBRS seniors. 2 credits.

393-304. MBRS Research. A course designed to teach selected participants the latest laboratory skills and techniques. The student works on a research problem under the close supervision of the MBRS investigator. To be taken concurrently with CHE 391-392. This course carries a stipend. Open only to MBRS seniors. 3 credits.

395. Senior Project. A course in which the student engages in individual research under the direct supervision of a faculty member. Prerequisite: Senior status in Chemistry. 1-3 credits.

MATHEMATICS

CURRICULUM IN MATHEMATICS

1ST Semester

2nd Semester

General I

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics	3	MTH 205 Calculus I	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education	1	PE 102 Physical Education	1
	17		17

General II

COM Communica. Req. Language ²	2 or 3	MTH 208 Calculus III	3
MTH 206 Calculus II	3	Language	3
MTH 207 Linear Algebra	3	Elective in Humanities or Social Science	3
Elective in Humanities or Social Science	3	Dept. Selec. or Elective	3 or 4
	14 or 15	Dept. Selec. or Elective	3 or 4
			15 to 17

Major I

MTH 341 Analysis I	3	Language	3
Language	3	PHY 102 Introductory Physics	4
CS 251 Computer Science I	3	CS 252 Computer Science II	3
PHY 101 Introductory Physics	4	Dept. Selec. or Elective	3 or 4
Dept. Selec. or Elective	3	Dept. Selec. or Elective	3 or 4
	16		16 to 18

Major II

MTH 380 Senior Course	3	Dept. Selec. or Elective	3
Dept. Selec. or Elective	3	Dept. Selec. or Elective	3
Dept. Selec. or Elective	3	Dept. Selec. or Elective	3
Dept. Selec. or Elective	3	Dept. Selec. or Elective	3
Dept. Selec. or Elective	3	Dept. Selec. or Elective	3
	15		15

¹See p. (13) under First Year Requirements.

²Two years of French or German required. A year of computer science may be substituted for the second year of the foreign language.

101-102. Introduction to Mathematics. Topics selected according to the preferences of the instructor and the students. The aim is not so much to acquaint the student with a fixed body of knowledge as to interest him in mathematical reasoning. Section A is intended for students who intend to take calculus but have a poor background in algebra or trigonometry. The mathematics requirement of the College can be met by passing 102, by getting a grade of C or better in 103, or by passing 205. Students should decide whether to begin their mathematics with 101, 103, or 205 on the basis of their score on the placement test administered before classes begin. A student whose performance indicates that he was poorly placed may shift to a more

suitable course. Those considering majoring in mathematics and not qualified to start with 205 should try to take it in their second semester. 3 credits each semester.

103. Introduction to Mathematics. Content similar to that of 101 and 102, but designed for students scoring high on the placement test. See the description of MTH 101-102 above. 3 credits.

200. Elementary Statistics. A course designed for students not majoring in mathematics. Prerequisite: MTH 101 or 103 or permission. 3 credits.

205. Calculus I. Limits, the derivative, and the integral. Applications. Mathematics majors should take this course in their freshman year if at all possible. Prerequisite: MTH 101 or 103 or permission. 3 credits.

206. Calculus II. A continuation of the study of one-variable calculus. Prerequisite: MTH 205. 3 credits.

207. Linear Algebra. Real finite-dimensional vector spaces. Corequisite: MTH 205. All mathematics majors take this course in the first semester of their sophomore year. 3 credits.

208. Calculus III. Multivariable calculus, three-dimensional analytic geometry. Prerequisite: MTH 207, Corequisite: MTH 206. All Mathematics majors take this course in the second semester of their sophomore year. 3 credits.

311. Analysis I. "Advanced Calculus." Limits, sequences, and series of numbers and of functions; continuity, differentiation, and integration. Prerequisite: MTH 208. All mathematics majors take this course in the first semester of their junior year. 4 credits.

312. Analysis II. Topics in analysis. Prerequisite: MTH 311. 4 credits.

321. Differential Equations. Prerequisite: MTH 208. 3 credits.

341. Algebra I. A study of groups, rings, and fields. Prerequisite: MTH 205. This course is required of all mathematics majors. 3 credits.

342. Algebra II. Topics in algebra. Prerequisite: MTH 341. 3 credits.

361. Probability and Statistics. A first course intended for students of mathematics and the physical sciences. Prerequisite: MTH 205 or permission of the instructor. 3 credits.

380. Senior Course. The topic to be studied is chosen by the instructor with the advice of the students. This course is taken by all mathematics majors in the first semester of their senior year. Others admitted by permission. 3 credits.

390. Senior Seminar. Preparation and delivery of material by students. Originality encouraged. Prerequisite: MTH 380 or permission of the instructor. 3 credits.

395. Senior Project. A course in which the student engages in individual research and study under the direction of departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.

In filling slots labelled "Departmental Selections or Electives" the student must consider meeting the requirements of the department which are as follows:

MTH 205	Calculus I	3 (offered every semester)
MTH 206	Calculus II	3 (offered every semester)
MTH 207	Linear Algebra	3
MTH 208	Calculus III	3
MTH 311	Analysis I	4
MTH 341	Algebra I	3
MTH 251	Computer Science I	3
MTH 380	Senior Course	3

MTH 312	Analysis II	4 (offered alternate years)
	or	
MTH 342	Algebra II	3 (offered alternate years)

Two from:

MTH 321	Differential Equations	3 (offered alternate years)
MTH 361	Probability and Statistics	3 (offered alternate years)
MTH 390	Senior Seminar	3 (offered on demand)
MTH 342	Algebra II	3 (offered alternate years)
MTH 312	Analysis II	4 (offered alternate years)

PHY 101	Introductory Physics	4
PHY 102	Introductory Physics	4

Two years of French or German 12

Electives (total major division credits must be 60) varies

Many students eventually continue with graduate study in mathematical sciences (including statistics, applied mathematics and computer science). There are sufficient electives to provide for secondary concentrations in the humanities, political science, history, psychology, economics, sociology, chemistry, biology and physics.

COMPUTER SCIENCE

SUGGESTED COMPUTER SCIENCE SEQUENCES

General Background

CS 251.	Computer Science I	3
CS 252.	Computer Science II	3
		6

Natural Science Major

CS 251.	Computer Science I	3
CS 252.	Computer Science II	3
CS 253.	Fortran	3
CS 257.	Numerical Analysis	3
CS 259.	Modeling Theory	3
MTH 200.	Statistics	3
		18

Business Major

CS 251. Computer Science I	3
CS 252. Computer Science II	3
CS 255. Cobol	3
CS 259. Modeling Theory	3
MTH 200. Statistics	3
	15

Social Science Major

CS 251. Computer Science I	3
CS 252. Computer Science II	3
CS 253. Fortran	3
CS 259. Modeling Theory	3
MTH 200. Statistics	3
	15

Computer Careerist

CS 251. Computer Science I	3
CS 252. Computer Science II	3
CS 253. Fortran	3
CS 255. Cobol	3
CS 257. Numerical Analysis	3
CS 259. Modeling Theory	3
MTH 200. Statistics	3
PHY 325. Electronics	4
	25

251. Computer Science I. An introduction to digital computers, computer programming, and computer applications. Open to students of any major and required of mathematics majors. Two hours lecture, two hours laboratory per week.

252. Computer Science II. A course in numerical analysis or some other branch of mathematics which relies on the computer. Includes two hours lecture, two hours laboratory per week. Prerequisite: CS 251. 3 credits.

253. Fortran I. Provides a working knowledge of Fortran and Fortran programming techniques with applications in the natural sciences. Includes 2 hours lecture, 2 hour laboratory per week. Prerequisite: CS 251. 3 credits.

255. Cobol I. Provides a working knowledge of Cobol or other business oriented languages with applications in business, management, scheduling. Includes 2 hours lecture, 2 hours laboratory per week. Prerequisite: CS 252. 3 credits.

257. Numerical Analysis I. Basic concepts including numerical solutions of linear and non-linear equations and systems, numerical integration, approximation, interpolation. Prerequisite: CS 252 or CS 253 or CS 255. 3 credits.

259. Modeling Theory I. Study of computer simulation of physical systems, digital and visual representation of models. Prerequisite: CS 252 or MTH 200 or MTH 361. 3 credits.

PHYSICS**CURRICULUM IN PHYSICS****1st Semester****2nd Semester****General I**

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 205 Calculus I ²	3	MTH 206 Calculus II	3
PHY 101 Introductory Physics	4	PHY 102 Introductory Physics	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17

General II

COM Communica. Require. Language ²	2	MTH 207 Linear Algebra Language	3
MTH 208 Calculus III	3	Elective in Humanities or Social Science	3
MTH 301 Differential Equations Elective in Humanities or Social Science	3	PHY 341 Electricity and Magnetism I	4
PHY 350 Mechanics I	4	PHY 310 Thermodynamics	3
	18		16

Major I

MTH 311 Analysis I Language	3	Language	3
CS 251 Computer Science I	3	CS 252 Computer Science II	3
PHY 351 Mechanics II	4	MTH 312 Analysis II	3
PHY 341 Electricity and Magnetism II	4	PHY 325 Electronics	4
	17	PHY 320 Optics	4
			17

Major II

PHY 330 Modern Physics	4	PHY 370 Atomic Physics and Quantum Mechanics	3
PHY 360 Advanced Lab Math. for Scientists and Engineers	2	PHY 395 Senior Project	3
CHE 101 General Chemistry	4	CHE 102 General Chemistry	4
BIO 101 General Biology	4	BIO 102 General Biology	4
	17	Solid State Physics	3
			17

¹See p. (13) under First Year Requirements.

²Two years of French or German required. A year of computer science may be substituted for the second year of the foreign language.

101-102. Introductory Physics. An introduction to the fundamentals of mechanics, wave motion, thermodynamics, electricity and magnetism, light, and modern physics. Three 1-hour lecture periods and one 2-hour laboratory period per week. 4 credits each semester.

250. Special Topics. A course composed of material of special interest to the instructor and the student. May be taken more than once. Prerequisite: Consent of instructor. Variable credit.

310. Heat and Thermodynamics. A study of the fundamental ideas of temperature, work, internal energy, heat, reversibility, and entropy—as applied to ideal gases, chemical, electrical, mechanic, and other systems. A study of statistical mechanics and the kinetic theory of gases. Prerequisites: PHY 102, MTH 208. 3 credits.

320. Optics. A brief study of geometrical optics; a more detailed study of physical optics including wave motion, interference, polarization, quantum optics, diffraction, electromagnetic nature of light, spectra, and other topics. Prerequisites: PHY 102, MTH 205. 4 credits.

325. Electronics. A review of DC and AC circuits. A study of vacuum tube and transistor circuits, including power supplies, amplifiers, oscillators, and pulse and wave shaping circuits. Prerequisites: PHY 102, MTH 205. 4 credits.

330. Modern Physics. A study of the principles of quantum theories of matter, atomic structure, the solid state, particle and nuclear physics. Prerequisites: PHY 102, MTH 205. 4 credits.

341. Electricity and Magnetism I. A study of electrostatics, magnetostatics, fields, electric and magnetic properties of matter, and Maxwell's equations. Prerequisites: PHY 102, MTH 208. 4 credits.

342. Electricity and Magnetism II. A study of electromagnetic waves and matter, reflection and refraction, guided waves, radiation, field of a moving charge, and other topics. Prerequisites: PHY 341, MTH 311. 4 credits.

350. Mechanics. A review of basic concepts of mechanics; a study of the laws of mechanics and of gravitation, the conservation laws, rigid bodies and fluids, wave motion, and kinetic theory of gases. An introduction to Lagrange's and Hamilton's equations, Euler's angles, and the theory of vibrations. Prerequisites: PHY 102, MTH 208. 4 credits.

360. Advanced Laboratory. Laboratory work employing both classical experiments and tools currently in use in research. A student selects approximately ten experiments to be performed during the semester. May be taken more than once. Prerequisite: PHY 102. 2 credits.

370. Atomic and Quantum Physics. Further study of the topics of modern physics. An introduction to quantum mechanics, including the Schrodinger equation with one-dimensional problems and solution of the hydrogen atom, and the theory of operators and eigenfunctions. Prerequisites: PHY 330, MTH 311. 3 credits.

395. Senior Project. Research conducted by seniors under the direction of departmental faculty. Prerequisite: Senior status and/or consent of the Department. 1-3 credits.

DIVISION OF SOCIAL SCIENCES

Associate Professor Joseph Jones, Acting Chairperson

The Division of Social Sciences includes: Social Sciences, Business, Economics, History, Politics, Public Administration, Psychology, Sociology and Social Work.

Business. A major is offered in general business which includes core

courses in Accounting, Finance, Management, Marketing, Organization, and Decision Sciences. All students majoring in business must complete the general education requirements of Talladega College.

Economics. Field trips to commercial institutions augment many economics courses. The department has models to supplement classroom discussion with computer simulation. The Economics curriculum is related to the Business curriculum in that a minor in Business is available to the Economics major.

History. The Talladega College Historical Collections in the Savery Archives provide original resources, especially in Black Studies, including oral history tapes, manuscripts, and other archival materials. Students may utilize these resources in research projects, and participate in the collection of oral history.

Politics. The political and governmental resources of the Talladega area are used to develop a political laboratory. A collection of research instruments is developed and maintained for student use. Theory and method are integrated in all aspects of the Politics Program.

Pre-law curriculum. Students may elect to take a history major within an interdisciplinary pre-law curriculum. This curriculum includes courses in the social sciences, in addition to communications, philosophy and English. Students seeking admission to law school receive assistance in preparing for the L.S.A.T. and applications. Conferences with practicing lawyers, law students and professors, and visitation of area law schools, are arranged.

Public Administration The public administration program encourages carefully selected students to prepare for high-level governmental and political positions. Students are offered structured avenues for discovering and treating the significant problems in the world of government and politics. Through a non-credit seminar in public affairs, faculty and students explore the exercise of power inside government, discuss their perceptions of governmental and political problems, and examine the relevance of the various social sciences to these problems. In this seminar, the need for governmental workers to acquire basic skills in reading, writing, speaking, and thinking as well as special competencies is emphasized. All students majoring in public administration are required to participate in this seminar.

Psychology. Visual aids and internships augment the courses in psychology. Facilities are available to do experiments in animal learning, human cognitive functions, group communication processes and biofeedback. Computer-aided experiments are encouraged. A videotape laboratory is available.

Sociology and Social Work. Two majors are offered in this department: a major in sociology and a major in social work.

Sociology. By understanding the ways in which society operates sociologists try to plan changes for the better and provide policy alternatives for the future. Students and faculty assume the broad responsibility of reading and talking about almost every major aspect of man's social life. The department maintains active programs for student field experience, research, and community development.

Social Work. Concurrent with course offerings the student in Social Work is involved in a "living-learning" lab and seminar. Through the use

of the "living-learning" concept, students and instructors are creatively engaged in a continual process of exploration into the human condition. Issues and problems are assessed and means of solving some of the problems are defined and utilized. Students are placed in settings which will provide them learning experiences in working with individuals, families, groups, communities and larger systems. The program is accredited by the Council on Social Work Education and students graduating from such a program may spend only one instead of two years in some graduate schools.

Social Science Research Program. The program provides students with an opportunity to do research and to share their findings with other students and with faculty members. Topics are selected for their relevance to the community and the region.

Social Sciences in the Community Workshop. An interdisciplinary workshop of students and faculty designed to encourage involvement of the social sciences in the community, thereby giving students an opportunity for field research and other types of field learning experiences, and at the same time increasing knowledge of the region.

Second Major Social Work. Persons employed in Social Work who have already acquired a baccalaureate degree in a field other than social work, who have earned a minimum of eighteen semester hours of college credit in the social sciences and six semester hours in the humanities may apply to participate in a thirty-four semester hour sequence of courses leading to a bachelor's degree with a major in social work.

Applicants interested in this program may contact the Director, Social Work Program, Talladega College, Talladega, Alabama 35160.

University Year of Action. The UYA Program is a federally funded service-learning program which has as a goal the improvement of health services throughout Talladega County in the areas of sickle cell, hypertension and mental health problems. Volunteers must make special application to the Director of the UYA Program and, upon acceptance, become formally enrolled at Talladega College, although their activities must be confined to the UYA Program. Program students will receive five semester hours of credit upon successful completion of the twelve month program.

SOCIAL SCIENCES

101-102. Introduction to Social Sciences. An exploration of perspectives for better understanding of American society and day-to-day social realities. The courses are interdisciplinary, and they provide tools which students can use in analyzing contemporary society.

203. Formal Thinking in Social Science. Practice in using scientific and mathematical patterns of thinking. An introduction to topics from the philosophy of science, such as "form of explanation" and "roles for experience"; and some mathematically oriented ideas such as probability and statistics, game and decision theory, information control theory, and general system theory. 3 credits.

300. Social Science in the Community. An interdisciplinary course containing several components, including an internship in the community, a seminar and modules which might cover such areas as depth interviewing,

practical politics, community and library resources, data interpretation, organizations and ethics. Objectives include integrating classroom learning with community experiences and overcoming traditional discipline boundaries. Credit ranges from 2 to 6 credit hours, depending on what components of the course are elected. Students must have the permission of their major advisors to enroll.

311-312. Research Methods. Semester one: An introduction of scientific social science research techniques, including observation, interviewing, sampling, case analysis, social survey, and attitude measurement. Examines casual laws for predicting and explaining social phenomena. Semester two: a planned research experience designed to stimulate students to expand on and use concepts introduced in the first semester. 3 credits each semester.

395-396. Advanced Research in the Social Sciences. A coordinated interdisciplinary research seminar that includes discussions of concepts and methodology in the social sciences, and individual research and presentation of findings. The seminar is restricted to senior social science students eligible for graduation with honors or distinction, and is required of all such students who wish to graduate with honors or distinction. The course earns one hour (SS 395) in the fall, and three hours (SS 396) in the spring.

ECONOMICS AND BUSINESS ADMINISTRATION

CURRICULUM IN BUSINESS ADMINISTRATION

1st Semester		2nd Semester	
General I			
HUM 101 Humanities ¹	3	HUM 102 Humanities	3
COM 101 Communications	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17
General II			
ECO 201 Principles of Econom. I	3	ECO 202 Principles of Econom. II	3
ECO 211 Accounting I	3	ECO 212 Accounting II	3
BUS 233 Principles of Management	3	BUS 207 Introduc. to Marketing	3
PHI 201 Philosophy ²	3	COM 201 Communications ²	3
MTH 200 Elementary Statistics	3	Elective in Soc. Science	3
	15		14
Major I			
ECO 304 Macroeconomics	3	BUS 213 Managerial Accounting	3
BUS 314 Organizational Behavior	3	CS 252 Computer Science II	3
ENG 205 Literature ²	3	BUS 313 Business Law	3
CS 251 Computer Science I	3	BUS 312 Marketing Management	3
Elective In Econ. or Bus.	3	Free Elective ³	3
	15		15

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³It is recommended that free electives should be taken outside Economics-Business major field.

Major II

BUS 433	Human Resources Mgt.	3	CS 259	Modeling Theory (Computer)	3
BUS 462	Financial Management		BUS 399	Seminar (Business)	3
CS 255	Cobol (Computer)	3		Elective In Econ. or Bus.	3
	Free Elective ³	6		Free Elective ³	6
		15			15

BUSINESS

200. Introduction to Business. Introduction to the types of businesses, their formation, and their value to society. The roles of markets, prices, and competition in business will be discussed. 3 credits.

202. Small Business Management. Development of the steps necessary to start a small business, including an understanding of the role of the owner and manager in the small business, and the importance of small businesses in the American economy. 3 credits.

207. Marketing Principles. Wholesaling, retailing, direct sales, agents, advertising, theory of sales, various merchandising techniques, use of media, sales management problems, and market research, theory and application. 3 credits.

211. Principles of Accounting I. Application of the accounting equation, the use of the general journal, sales journal, cash receipts and purchase journals, special ledgers and controlling accounts, accounting reports, income statement, capital statement and the balance sheet statement; receivables and payables. 3 credits.

212. Principles of Accounting II. Inventory controls, deferrals, accruals, and long-lived assets, plant depreciation, partnership and corporation accounting, manufacturing and process, cost systems, and job order cost systems, budgetary control and standard cost systems. Prerequisite: BUS 211. 3 credits.

213. Managerial Accounting. This course is designed to introduce the use of accounting data by management to the decision-making, planning, and controlling processes. 3 credits.

233. Principles of Management. Deals with the purpose and responsibilities of business, legal forms and organizational structure, personnel functions, industrial production, marketing, record keeping, business' relationship to society. 3 credits.

300. Business Finance. Asset management, capital budgeting, short-term sources of funds, long-term sources of funds, capital structure, financing growth and development, liquidation or reorganization. 3 credits.

312. Marketing Management. Texts, readings, actual cases, and marketing plan development are used by students to approach problems of planning and competitive analysis, policies and strategies, decision-making, and social responsibility in marketing from the marketing manager perspective.

313. Business Law. Covers the areas of contract formation and enforcement, commercial paper, sales-secured transactions, and the various forms of business ownership. The course is clearly designed for those students who contemplate a career in the business world. 3 credits.

314. Organizational Behavior. Development of both conceptual knowl-

edge and practical skill in dealing with behavior in formal organizations. Through readings, case, and task groups students develop understanding of behavior; they also develop skill in perceiving, diagnosing, and responding to behavior at several levels, ranging from individual to the organization as a whole. (Same as POL 314). 3 credits.

317. Intermediate Accounting. Cash flows and income measurements related to product and period costs, recording costs and revenues of firms, financial statements, balance sheets, accounts receivable, inventory accounts, and adjustment accounts. 6 credits.

333. Human Resources. Understanding current theories and emerging practices in developing a sound personnel program in today's organizations. 3 credits.

350. Public Policy and Private Enterprise. Fundamental relationships of business to society, emphasizing the impact of public policy on business decisions and vice-versa. 3 credits.

362. Financial Management. Financial analysis, profit planning, budgeting, long term investment decisions, financial structure, cost of capital, long term external financing, working capital management, mergers, holding companies, multinational firms, failure, reorganization and liquidation. 3 credits.

299. Seminar in Business Administration. The development of skills for adapting to a highly technological labor market. 3 credits.

ECONOMICS

CURRICULUM IN ECONOMICS

1st Semester		2nd Semester				
General I						
HUM 101	Humanities	3	HUM 102	Humanities	3	
COM 101	Communications ¹	3	COM 102	Communications	3	
	SS 101	Social Science ¹	3	SS 102	Social Science	3
MTH 101	Mathematics ¹	3	MTH 102	Mathematics	3	
	NS 101	Natural Science ¹	4	NS 102	Natural Science	4
	PE 101	Physical Education	1	PE 102	Physical Education	1
		17			17	
General II						
	COM	Communications				
		Requirement	2 or 3	Human. Requirements	3	
		Human. Requirement ²	3	Mathematics ³	3	
		Mathematics ³	3	Social Science Elective	3	
		Social Science Elective	3	ECO 202	Principles of Economics II	3
ECO 201	Principles of Economics I	3	ECO 320	History of Economic Thought	3	
					15	
ECO 211	Principles of Acctg. I	3				
		14-18				

¹⁻³Required courses in mathematics
MTH 200 Elementary Statistics
MTH 205 Calculus I
CS 251 Computer Science

³It is recommended that free electives should be taken outside Economics-Business major field.

Major I

ECO 305	Macroeconomics	3	ECO 304	Microeconomics	3
ECO	Departmental Selection ⁴	3	CS 252	Computer Science II	3
	Social Science Elective	3		Social Science Elective	3
	Mathematics	3		Elective	3
	Elective	3		Elective	3
		15			15

Major II

ECO 355	Public Finance	3	ECO 325	Money and Banking	3
ECO 325	Senior Seminar	3	ECO 360	Intro. to Econometrics	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
		15			15

Electives in Economics

ECO 330	Economics of Development
ECO 315	International Trade
ECO 355	Mathematical Economics
ECO 212	Accounting II
ECO 207	Marketing
ECO 340	Business Cycle
ECO 350	Labor Economics
ECO 345	Comparative Economics I
ECO 346	Comparative Economics II

Prerequisite

ECO 304, ECO 305
ECO 301, ECO 304
MTH 205, ECO 305
ECO 211
None
ECO 304, ECO 305
ECO 304, ECO 305
ECO 201, ECO 202

201. Principles of Economics I. Introduction of economics to national income accounting, Keynesian theory of employment, income and output; growth and full employment, inflation, credit and the financial system; current economic problems. 3 credits.

202. Principles of Economics II. Consumption, production, exchange and distribution; theory of the firm cost analysis, structure of markets; determination of rent, interest, profits and wages. 3 credits.

304. Macroeconomic Theory. Analysis of national income accounting; Keynesian model of employment, income and output vs. classical model; analysis of consumption, saving and investment; static vs. dynamic analysis; growth models; fiscal and monetary policy, role of government. Prerequisites: ECO 201, 202. 3 credits.

305. Microeconomic Theory. Analysis of consumer behaviour, demand, indifference curves, and theory of value. Production, theory of the firm, analysis of costs, revenues, long run, and short run. Analysis of market structure distribution theory, general equilibrium analysis. Prerequisites: ECO 201, 202. 3 credits.

315. Labor Economics. Development of labor theories, collective bargaining, union aspects, management aspects, labor laws and their interpretation,

⁴A major in Economics requires 36 semester hours. The following courses should be considered in consultation with the academic advisor in planning the departmental selections and electives:

wage theories, productivity concepts, fringe benefits, frictions in wage determination, labor markets, race and related discrimination in the labor markets, working conditions. Prerequisites: ECO 201, 202. 3 credits.

320. History of Economic Thought. Medieval economic thought, mercantilism, physiocrats, classical economists, the historical school, Austrian school, Karl Marx and the Socialist, Neo-classical economists, the mathematical school, Keynes, the Institutionalists, modern economists. 3 credits.

325. Money and Banking. History of money and banking; structure and functions of a commercial bank; the Federal Reserve Bank, functions, and role; monetary policy; financial institutions; international monetary policy balance of payments; International Monetary Fund. Prerequisite: ECO 201, 202. 3 credits.

330. Economic Development. Measure of economic development; theories of development and growth; survey of models; resources and economic development; policy-planning, balance vs. unbalanced growth; international issues. Prerequisites: ECO 201, 202. 3 credits.

335. Mathematical Economics. Application of calculus to economics; finding maxima or minima of a curve, determining equilibrium and stability of the equilibrium, using differential and difference equations to determine dynamic properties of an economic model. Prerequisites: ECO 305, MTH 200, 205, 251. 3 credits.

340. Business Cycles and Forecasting. Types of variations in economic activity: seasonal, trend, irregulars and cyclical. Analysis of theories related to the business cycle; measurement of variations in economic activity; time series analysis; study of recent business cycles. Prerequisites: ECO 304, 305, 325. 3 credits.

345. Comparative Economic Systems I. Study of comparative trends in the development of modern industrial economics in Western Europe and the United States. Special emphasis on market forces, capital accumulation, technological change, public policy, and the institutional basis of modern capitalism. Prerequisites: ECO 201, 202. 3 credits.

346. Comparative Economic Systems II. Analysis of the fundamental differences between the market economy of capitalism, the mixed economy on the model of British socialism, and the central planning of the Marxist system of political economy based on the Soviet model. Survey of the economic and political consequences of adoption of these systems in selected countries of the third world. Prerequisites: ECO 201, 202, 345. 3 credits.

360. Introduction To Econometrics. A study of the construction, estimation and testing of economic models applicable to the current field of economic study. Prerequisites: ECO 304 Macroeconomics and ECO 305 Microeconomics. 3 credits.

399. Seminar. Preparation of reports on specific economic problems. Emphasis will be on the application of theory to practical problems. Prerequisites: ECO 304, 305. 3 credits.

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³It is recommended that free electives should be taken outside Economics-Business major field.

HISTORY, POLITICS AND PUBLIC ADMINISTRATION

CURRICULUM IN HISTORY

1st Semester		2nd Semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17
General II			
HIS 201 Historiography	3	COM Communications Requirement ²	2 or 3
HIS 211 European His. Survey I	3	Humanities ²	3
HIS 213 U.S. History Survey I	3	Language ³	3
	15	HIS 212 European His. Survey II	3
		HIS 214 U.S. History Survey II	3
			14 or 15
Major I			
HIS 210 Comp. Civilizations	3	HIS Departmental Selection in European History	3
HIS Departmental Selection in European History	3	HIS Departmental Selection in American History	3
HIS Departmental Selection in American History	3	HIS Departmental Selection in African History	3
HIS Departmental Selection in African History	3	Language	3
Language	3	Elective ⁴	3
	15		15
Major II			
HIS 390 Advanced Historiography	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³In some cases, the History Department will substitute MTH 205 (Calculus I) CS 251 (Computer Science I), CS 252 (Computer Science II), and MTH 200 (Elementary Statistics) for the language requirement.

⁴At least four (4) electives must be selected from one of the following areas: Politics, English (literature), Philosophy, Psychology, Economics or Sociology.

CURRICULUM IN HISTORY

With Pre-Law emphasis

1st semester		2nd semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17
General II			
HIS 201 Historiography	3	COM 203 Speech ²	2
Humanities Req. ²	3	ENG 205 Critical Approaches to Lit.	3
POL 201 Politics I	3	POL 202 Politics II	3
HIS 211 European His. Survey I	3	HIS 212 European His. Survey II	3
HIS 213 U.S. History Survey I	3	HIS 214 U.S. History Survey II	3
	15	ECO 211 Elementary Accounting	3
			17
Major I			
HIS 210 Comp. Ancient Civs.	3	HIS Departmental Selection in African History	3
HIS Departmental Selection in European History	3	HIS Departmental Selection in European History	3
HIS Departmental Selection in American History	3	HIS Departmental Selection in American History	3
ECO 201 Principles of Economics I	3	PHI 202 Logic ⁴	3
PHI 240 Introduc. to Philosophy ³	3	ECO 202 Principles of Econom. II	3
	15		15
Major II			
HIS 390 Advanced Historiography	3	COM 202 ² Advanced Writing	3
ECO 211 Elementary Accounting I	3	SOC 300 Criminology	3
SOC 210 Anthropology	3	POL Departmental Selection in Politics or Economics	3
POL Departmental Selection in Politics or Economics	3	Elective	3
HIS Departmental Selection in African History	3	Elective	3
	15		15

History—General

201. Historiography. An introduction to the historical process and the history of historical writing. Emphasis will be placed on methodology in historical research, promoting and understanding of the principal skills of research and writing. 3 credits.

390. Topics in History. An analysis of selected topics. A research project

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³When PHI 240 is not offered, a substitution may be negotiated with the Chairman.

⁴SS 220 (Formal Thinking) may be substituted for PHI 202.

may be required. May be repeated with the consent of the Chairman. 3 credits.

395. Advanced Historiography. An advanced consideration of issues in the study of history, involving discussion of historiographical questions, analysis of scholarly papers on varied topics, and individual research and seminar presentations. Refining skills in organizing research, data collection, scholarly apparatus and historical writing will be emphasized. Required of all senior history majors. 3 credits.

European History

211. European History Survey I. A chronological examination of major developments in European history (Medieval to 1815) which have shaped the contemporary world.

212. European History Survey II. A chronological investigation of major developments in European history from 1815 to the present.

301. Medieval Europe. Western Europe in the "High Middle Ages"—the 11th, 12th and 13th centuries; the reform of the church, empire and papacy; rise of towns and trade; the Crusades; the growth of national monarchies.

302. Renaissance and Reformation. An examination of some of the forces which created modern Europe, from 1300 to 1648, with particular emphasis upon cultural, political, social and religious developments. Prerequisite: HIS 211. 3 credits.

303. Eighteenth Century Europe. Social, political and economic history of Europe in transition (1713-1815), including expansion of overseas trade, philosophical and political thought, and the scientific, literary and artistic developments of the time.

304. Nineteenth Century Europe. An examination of significant developments in Europe from 1815 to 1914—nationalism, and the social problems of increasing industrialization. Prerequisites: HIS 211, 212. 3 credits.

305. Twentieth Century Europe. An examination of significant developments in Europe during a period of World War, depression and totalitarianism. Prerequisites: HIS 211, 212. 3 credits.

310. History of England. A survey of English history from pre-history to the present, with particular attention given to social, political and religious developments. Independent research projects, examining primary sources, are required. 3 credits.

American History

213. United States History Survey I. A survey of political, cultural, social and ethnic developments in America from the sixteenth century to the Reconstruction era. 3 credits.

214. United States History Survey II. A survey of political, cultural, social and ethnic development in America from the Reconstruction era to the present. 3 credits.

215. Afro-American History. A survey of Black American heritage, culture, contributions, problems and adjustments to the New World stemming from transplantation into a system of slavery and European capitalism. 3 credits.

330. The American Revolution and the National Period. A study of problems associated with the creation of a new nation from the Revolutionary War through the crises of the National Period. Prerequisite: HIS 213. 3 credits.

331. The Civil War and Reconstruction. An examination of the causes of the War, its impact and consequences. Prerequisites: HIS 213, 214, 3 credits.

332. The Progressive Era and the Gilded Age. A concentration on the problems, and reactions to the appearance of large-scale industrialization and the emergence of the United States as a world power. Prerequisite: HIS 214. 3 credits.

Non-Western History

210. Comparative Ancient Civilizations. The rise and fall of Egyptian, Mesopotamian, Hebrew, Greek and Roman civilizations; their enduring contributions to the modern world. 3 credits.

216. History of East, Central and Southern Africa. An introduction to East, Central and Southern African history, from prehistory through pre-colonial and colonial history to political independence. 3 credits.

217. History of West Africa. An introduction to West African history, from prehistory through precolonial and colonial history to political independence. 3 credits.

350. The Rise of African Nationalism. An examination of African resistance to the establishment of European rule in the late 19th century; of African adaptation and protest in the early 20th century; of the emergence of independence movements and liberation movements; and of issues of independent Africa. Prerequisites: HIS 216 or 217. 3 credits.

CURRICULUM IN POLITICS

1st semester

General I

COM 101 Communications	3
HUM 101 Humanities	3
MTH 101 Mathematics	3
NS 101 Natural Science	4
SS 101 Social Science	3
PE 101 Physical Education	1
	17

General II

Comm. Elective	2 or 3
Language	3
PHIL 201 Introd. to Philosophy	3
ECO 201 Principles of Econom. I	3
HIS 201 Historiography	3
	17 or 18

2nd semester

COM 102 Communications	3
HUM 102 Humanities	3
MTH 102 Mathematics	3
NS 102 Natural Science	4
SS 102 Social Science	3
PE 102 Physical Education	1
	17

Comm. Elective	2-3
Language	3
Humanities Elective	3
POL 202 Politics II	3
SS 203 Formal Thinking	3
PSY Social Psychology	3
	17-18

Major I

POL 310 Political Sociology	3	POL 320 Political Philosophy	3
POL 320 Constitutional Law	3		
MTH 300 Elementary Statistics	3	POL 360 The Rise of African Nationalism	3
SS 322 Research Methods Language	3	SS 312 Research Methods Electives Language	3
	15		15

Major II

POL 391 Political & Administration	3	POL 392 American Government Elective	3
POL 380 International Politics	3	Elective	3
POL 270 Comparative Politics (or POL 360 Rise of African Nationalism) Elective	3	Elective	3
Elective	3	Elective	3
	15		15

CURRICULUM IN PUBLIC ADMINISTRATION

1st Semester

2nd Semester

General I

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17

General II

PHIL 201 Intro. to Philosophy Communications Elective	3	Humanities Elective Communications Elective	3
POL 201 Politics I	2 or 3	POL 292 Politics II	3
ECO 201 Principles of Economics I	3	SS 203 Formal Thinking	3
HIS 201 Historiography	3	PSY 202 Social Psychology	3
	14 or 15		14 or 15

Major I

POL 310 Political Sociology	3	POL 320 Political Sociology	3
SS 311 Research Methods	3	SS 312 Research Methods	3
ECO 304 Intermediate Macroeconomic Theory	3	HIS 310 History of England	3
MTH 300 Elementary Statistics	3	BUS 314 Organ. Behavior	3
	15		15

Major II

POL 391 American Government	3	POL 393 American Government Elective	3
ECO 355 Public Finances	3	Elective	3
BUS 211 Principles of Acctg. I	3	Elective	3
SOC 350 Social Welfare Policies & Programs	3	CS 251 Computer Sciences	3
	15		15

All students majoring in public administration are required to enroll in the programs's non-credit seminar in public affairs.

POLITICS AND PUBLIC ADMINISTRATION

201. Politics I. An introduction to theory, method, and problems of the study of politics. 3 credits.

202. Politics II. An introduction to theory, method, and problems of the study of politics through a comprehensive investigation of U.S. politics with emphasis on Southern politics. 3 credits.

270. Comparative Politics I. An introductory comparative study of selected political regimes. 3 credits.

310. Political Sociology. A study of the relationships between power and social processes with emphasis on experimental and field studies. (Same as SOC. 310). 3 credits.

320. Political Philosophy. A study of political thought in which both classical and contemporary writers are read. (Same as PHI. 320). 3 credits.

330. Constitutional Law. A study of theories of jurisprudence, principles of U.S. Constitutional Law, and the processes of constitutional interpretation. 3 credits.

331. Administration of Justice. A study of law enforcement processes, court processes, and correctional processes in relation to constitutional law. Student research is an important element of this course. 3 credits.

340. Public Administration. A study of public organization, administrative techniques, ethical problems in government, research methods, evaluation methods, and fundamental problems in the public affairs area. 3 credits.

341. Organizational Behavior. Development of both conceptual knowledge and practical skill in dealing with behavior in formal organizations. Through readings, case, and task groups, students develop understanding of behavior; they also develop skill in perceiving, diagnosing, and responding to behavior at several levels, ranging from individual to the organization as a whole. (Same as BUS 314). 3 credits.

342. Human Resources. Understanding current theories and emerging practices in developing a sound personnel program in today's organizations. (Same as BUS. 333). 3 credits.

343. Public Finance. A study of revenues expenditure and debt; examination of theories of taxes and analysis of different taxes, theories of expenditure and borrowing; fiscal policy and role of the budget; problems of federal finance and intergovernmental relations. (Same as ECO. 355). 3 credits.

380. International Politics. A study of power and strategy in the international system. 3 credits.

390. Topics in the Study of Politics. An analysis of a selected topic. A research project is required. May be repeated with the consent of the politics program. 3 credits.

391. Politics and Administration. A seminar on the nature of politics,

governmental problems and their relation to public administration. Research and writing are required. 3 credits.

392. American Government. A seminar on basic problems in American government. Research and writing are required. 3 credits.

PSYCHOLOGY

CURRICULUM IN PSYCHOLOGY

1st Semester

General I

HUM 101 Humanities	3
COM 101 Communications ¹	3
SS 101 Social Science ¹	3
MTH 101 Mathematics ²	3
BIO 101 Principles of Life ³	3
PE 101 Physical Education ⁴	1
	16

General II

COM Commun. Req. ²	2 or 3
BIO 341 Physiology or elective ³	3
PSY 200 Intro. General Psychology	3
PHI 201 Intro. to Philosophy	3
SS 101 (if language elected in fresh. year) or elective or language	3
Elective	3
	17 or 18

Major I

PSY 300 Theories of Personality	3
PSY 330 Intro. Research Psy.	3
PSY 340 Physiological Psychology	3
MTH 200 Elementary Statistics	3
SOC 311 Research Methods and Design I	3
	15

Major II

PSY 383 Behavioral Analysis I	3
PSY 390 Senior Seminar	3
Elective	3
Elective	3
Elective	3
SS 395 Adv. Res. in Social Sci. ⁴	1
	16

2nd Semester

HUM 102 Humanities	3
COM 102 Communications	3
SS 102 Social Science	3
MTH 102 Mathematics	3
BIO 102 Organismic Biology	3
PE 102 Physical Education	1
	16

PSY 203 Formal Thinking or Phil 202 Intro. to Logic	3
BIO 223 or elective ³	3
PSY 201 Adv. General Psychology	3
SS 102 (if language elected in fresh. year) or elective or language	3
Humanities elective	3
	15

PSY 301 Abnormal Psychology	3
PSY 331 Adv. Research Psychology	3
PSY 202 Social Psychology	3
Elective	3
Elective	3
	15

PSY 384 Behavioral Analysis II or SS 395 Adv. Res. in SS ⁴	3
Elective	3
Elective	3
Elective	3
Elective	3
	15

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³Students must take either BIO 341 or BIO 223.

⁴Students who wish to do projects for departmental honors or distinction should take SS 395.

Suggested electives include:

CHE 101-102	General Chemistry
BIO 343	Biochemistry
CS 251	Computer Science I
PHI 202	Logic
SOC 200-201	General Sociology
SOC 312	Research Methods and Design II
SOC 310-311	Anthropology
SOC 331-332	Human Behavior and Social Environment
ECO 201-202	Principles of Economics
POL 201-202	Politics
EDU 241	Human Development and Learning
EDU 305	Educational Measurement and Evaluation
REH 201	Introduction and Orientation to Rehabilitation
REH 209	Education and Psychology of Exceptionals

200. Introduction to General Psychology. Introduction to basic concepts and methods involved in studying the biological roots of learning and human development. 3 credits.

201. Advanced General Psychology. Introduction to basic concepts and methods involved in studying social behavior, consciousness, behavioral problems, and therapies. Prerequisite: PSY 200. 3 credits.

202. Social Psychology. An examination of social behaviors and behavior of people in groups. Special attention will be given to methodology of social psychology research and how results are used to validate theories. 3 credits.

203. Formal Thinking in Social Science. Designed to give social science students practice in using scientific and mathematical patterns of thinking and to introduce some topics from philosophy of science, such as "forms of explanation" and "roles for experience," and some mathematically oriented ideas such as probability and statistics, game and decision theory, information and control theory, and general system theory. Same as SS 203. 3 credits.

300. Theories of Personality. Designed to facilitate knowledge, comprehension, and application of standard personality theories. Emphasis is placed on analysis of theories in relation to experimental data. 3 credits.

301. Abnormal Psychology. The study of maladaptive behavior. There is discussion of categories of behaviors, factors contributing to the behaviors, and treatment techniques. Role of stress in maladaptive behavior will be emphasized. 3 credits.

320. History of Psychology. A philosophical and historical investigation of the assumptions and practices of psychology with emphasis on behavioral science as a way humans try to understand their world. 3 credits.

330. Introduction to Research Psychology. Human processes, such as perceiving, remembering, and thinking, are systematically studied. Both theorizing (model building) and experimentation (model testing) will be emphasized. This course is a prerequisite for Advanced Research Psychology (PSY 331) Prerequisites: PSY 201 and PSY 203. 3 credits.

331. Advanced Research Psychology. Primarily intended to develop skill in the design, execution, and analysis of experiments, as well as developing critical skills for the reading of experimental work. Prerequisites: Psy 201, PSY 203, PSY 330. 3 credits.

340. Physiological Psychology. A study of the physiological and neurological correlates of human behavior, including a consideration of contemporary theories of neural and chemical processes and their relation to normal and abnormal behavior. Prerequisites: PSY 203 or permission of instructor. 3 credits.

383. Behavioral Analysis I. A study of behaviorally oriented techniques, especially operant, used in various settings, including schools, rehabilitation facilities, social welfare agencies, and clinics. Examines self control as well as intervention techniques. Emphasizes specificity and accountability. Students will do original experiments in behavioral control. 3 credits.

384. Behavioral Analysis II. Examines role of respondent conditioning, cognitions, and stress on behavior and the body. This course is concerned with development of the relation response and includes use of biofeedback and cognitive restructuring. Students will conduct experiments. Prerequisites: PSY 340, MATH 200, and 6-8 hours of Biology. 3 credits.

390. Seminar in Special Topics in Psychology. An in-depth examination of a topic of current interest in psychology. Presentation of senior projects. Prerequisites: Senior standing in Psychology or permission of instructor. 3 credits.

SOCIOLOGY AND SOCIAL WORK

CURRICULUM IN SOCIOLOGY

1st Semester		2nd Semester	
General I			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications ¹	3	COM 102 Communications	3
SS 101 Social Science ¹	3	SS 102 Social Science	3
MTH 101 Mathematics ¹	3	MTH 102 Mathematics	3
NS 101 Natural Science ¹	4	NS 102 Natural Science	4
PE 101 Physical Education ¹	1	PE 102 Physical Education	1
	17		17
General II			
COM	Communications Req. ² 2 or 3		Communications Elective ² 3
	Humanities Requirement ² 3		Humanities Requirement ² 3
SOC 200	Introduction to Sociology 3	HIS 215	Afro-American History ³ 3
PSY 200	General Psychology 3	SOC 201	Advanced Gen. Sociology 3
MTH 200	Statistics ³ 3		Elective 3
	14 or 15		15
Major I			
SOC	Departmental Selection ⁴ 3	SOC	Departmental Selec. 3
SOC	Departmental Selection 3	SOC	Departmental Selec. 3
	Elective ⁴ 3		Elective 3
	Elective 3		Elective 3
	Elective 3		Elective 3
	15		15

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³These courses are highly recommended but are not absolute requirements.

⁴In planning a sequence, students majoring in Sociology must adhere to the following requirements:

Major II

SOC 311	Research Methods	3	SOC 312	Research Methods	3
SOC 321	Sociological Theory	3		Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
		15			15

A. Departmental Requirements

SOC 200	Introduction to Sociology	3
SOC 201	Advanced General Sociology	3
SOC 311	Research Methods	3
SOC 312	Research Methods	3
SOC 321	Sociological Theory	3
	Four additional courses	12
		27

B. Requirements in Mathematics

MTH 200	Elementary Statistics	3
	Should be taken concurrently with SOC 200 if possible. See footnote 7, page 39.	

C. Electives

A total of 15 credit hours must be selected from the following to accord with Pattern A, B, or C.

Economics	Psychology	CS 251	Computer Science I-3
English	Philosophy	CS 252	Computer Science II-3
History	Social Work	BIO 223	Genetics
Political Science	Religion		

Pattern A - Select courses from several fields for general background of pre-professional curriculum.

Pattern B - Select courses from one academic field for a special parallel interest.

Pattern C - Select courses from several fields for an inter-disciplinary focus on one subject matter, such as Black Studies, Urban Studies or Social Welfare.

CURRICULUM IN SOCIAL WORK

1st Semester		2nd Semester	
General I			
HUM 101	Humanities 3	HUM 102	Humanities 3
COM 101	Communications ¹ 3	COM 102	Communications 3
	SS 101 Social Science ¹ 3		SS 102 Social Science 3
MTH 101	Mathematics ¹ 3	MTH 102	Mathematics 3
	NS 101 Natural Science ¹ 4		NS 102 Natural Science 4
	PE 101 Physical Education ¹ 1		PE 102 Physical Education 1
			17
General II			
COM	Commun. Req. ² 2 or 3		Humanities Req. ² 3
	Humanities Req. ² 3	SOC 230	Social Welfare as an Institution 3
PSY 200	Introduc. to Psychology ³ 3	PSY 203	Formal Thinking 3
SOC 200	Introduc. to Sociology 3		Elective 3
SOC 225	Intro. to Social Work 3		Elective 3
	14 or 15		15

¹See p. (13) under First Year General Requirements.

²See p. (14) under Second Year General Requirements.

³These courses are highly recommended but are not absolute requirements.

Major I

SOC 331 Human Behavior I	3	SOC 332 Human Behavior II	3
SOC 311 Research Methods	3	SOC 312 Research Methods	3
SOC 341 Living-Learning Lab I	3	SOC 342 Living-Learning Lab II	3
Elective ⁴	3	Elective	3
Elective	3	Elective ⁵	3
Elective	3	Elective ⁵	3
	18		18

Major II

SOC 355 Social Work Methods	3	SOC 350 Social Welfare Policies and Programs	3
SOC 343 Living Learning Lab III	6	SOC 344 Living Learning IV	6
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

SOC 220 Social Problems
 SOC 335 Family and Children's Services
 SOC 261 Ethnic Minorities
 SOC 201 Social Organization Structure and Change
 SOC 210 Anthropology
 ECO 201 Principles of Economics I

Child Welfare Concentration

A student may complete a concentration in child welfare which will be recognized on the transcript by taking the following five courses during the junior and senior year.

SOC 335 Family and Child Welfare
 SOC 351 Topics: Child Welfare Content
 PSY 283 Behavioral Analysis I
 ED 350 Parent Education
 ED 313 Rural Education in Early Childhood

ECO 202 Principles of Economics II
 ECO 315 Labor Economics
 ECO 310 Economics Status of Blacks
 ECO 320 History of Economic Thought
 PSY 300 Theories of Personality
 SOC 290 Gerontology
 PSY 203 Formal Thinking
 PSY 381 Counseling
 PSY 202 Social Psychology
 PSY 301 Introduction to Abnormal Psychology
 MTH 250 Introduction to Digital Computer Science
 REH 209 Education and Psychology of Exceptionals
 REH 201 Introduction and Orientation to Rehabilitation
 POL 201 Politics I
 POL 202 Politics II
 Criminal Justice
 POL 350 Urban Politics
 POL 330 Constitutional Law
 PHI 320 Political Philosophy
 PHI 310 Ethnicity
 BIO 223 Genetics

⁴It is recommended that Social Work students take a broad range of electives such as Sociology, Psychology, Economics, Political Science, Philosophy, Biology. The following are recommended electives:

⁵If SOC 231, Social Welfare as a Social Institution, was not taken in the sophomore year it should be taken here. If SOC 333, Community Problem Solving, was taken in the sophomore year, an elective can be substituted here.

200. Introduction to General Sociology. Elementary analysis interaction, social structure, and social stratification. 3 credits.

201. Advanced General Sociology. Principles of organization and in informal groups, formal organizations, and institutions. Examine issues in society. 3 credits. Prerequisite: SOC 200.

210. Cultural Anthropology. Introduces students to concepts and examples which help us understand humankind's many different ways of life in different areas of the world. A cross-cultural perspective is gained by examining and comparing non-western cultures. 3 credits.

211 Physical Anthropology and Archeology. Introduces students to the long view of humanity, ranging from the distant past to the present, and deals with both the physical and cultural evolution of human beings. 3 credits.

220. Social Problems in American Society. Analysis of problems, special emphasis on understanding problems in the context of character conflict. The student is encouraged to explore efforts being made to solve problems. 3 credits.

261. Minorities: Racial and Ethnic Relations. By examining relationships between and among racial and ethnic groups in our own and other societies, an attempt is made to analyze and understand patterns of inequality, causes and consequences of racism and ethnocentrism, power relationships, possibilities for change. 3 credits.

271. Sociology of the Family. Comparison of contemporary theories of family with particular emphasis on the adjustment of the traditional family to conditions of change within American society. 3 credits.

280. Global Society. Life on an interdependent planet. Intended to help students understand the increasing interdependence of nations and peoples of the world; the connection between our own community and the world. Emphasis is placed on the Third World developing nations of Africa, Asia and Latin America. 3 credits.

300. Criminology. The study of a total interacting system, including an introductory history and general orientation to theories of criminality, criminal behavior, causation and the law. 3 credits.

302. Religion in Culture. Examines the nature and importance of beliefs and values, the relationships of these to other aspects of society, and the role of religion in influencing behavior and integrating cultures. 3 credits.

310. Political Sociology. A study of the relationships between power and social processes with emphasis on experimental and field studies. 3 credits.

320. Topics in Sociology. Examination of selected topics on Sociology. Topic in a given semester determined by student and faculty interest and needs. May be repeated for credit if there is no duplication. 1-3 credits.

321. Sociological Theory. The study of major sociological theorists and theories including the pioneers, the classicists, and contemporaries as well as major approaches to theory. 3 credits.

325. Urban Sociology. Major trends in urbanization, local and cooperative, historical and contemporary. Topics include distinctive social patterns

of the city and the metropolis, problems of urbanization and urban areas, class and ethnicity in the city and urban planning. 3 credits.

225. Introduction to Social Work. An introduction to professional Social Work its fields of practice, values, professional roles, and modes of intervention. 3 credits.

230. Social Welfare as a Social Institution. The development of the social welfare system, its development and linkages between social values, social problems, and social changes is presented. The unique role of the social work profession within the social welfare system in the United States is also presented. 3 credits.

290. Gerontology. An investigation of social, individual, and biological aspects of aging in American society. Particular emphasis is placed on social problems faced by the elderly. 3 credits.

331. Human Behavior in the Social Environment I. Human behavior is examined from a social psychological perspective. Concepts such as self-concept, reference groups, social reality, and social role are applied to a descriptive analysis of the stages of human development. Human behavior in the context of larger social systems is examined. 3 credits.

332. Human Behavior and Social Environment II. Small groups and family are presented as important systems effecting human behavior. Particular issues of concern in the helping professions are discussed, e.g., stress, crisis, depression, suicide, deviance, chemical dependence, the "isms."

333. Communities. An examination of the community and relationships among organizations, institutions, and individuals. Origin and nature of various community problems are identified and methods and strategies available to solve problems at the community level are examined. 3 credits.

335. Family & Child Welfare. An exploration of current theory, practice, philosophy, issues and problems within the system of family and child welfare services in the United States. 3 credits.

341. Living Learning I. Basic concepts of professional social work practice, philosophy, issues and problems within the system of family and child welfare services in the United States. 3 credits.

342. Living Learning II. Basic social work skills of interviewing, recording and developing professional relationships are presented and applied. Volunteer work in a social service agency is also required. 3 credits.

343. Living Learning III. Advanced field practicum and seminar. Includes 16 hours per week of practice within a social service agency. Open only to Social Work majors. 6 credits.

344. Living Learning IV. Second semester field practicum and seminar. Includes 16 hours per week of practicum in a social service agency. Open only to Social Work majors. 6 credits.

350. Social Welfare Policies and Programs. The course examines the process of social policy development and the impact of social policies. A rationale for evaluating existing policies is developed and methods to influence and change policy are presented. 3 credits.

351. Topics in Social Work. An examination of selected topics of particular

interest to social work such as social work and the law, ethics, or administration/management. 3 credits.

355. Social Work Methods. Advanced seminar in social work practice methodology. Particular emphasis is placed on practice with small groups and communities. 3 credits.

360. Readings in Social Work. Students negotiate with instructor to investigate and discuss subject matter from an area of particular interest. Open to Juniors and Seniors. Written assignments may be required. 1-3 credits.

HISTORICAL NOTES 1980-83

HONOR ORGANIZATIONS 1981-82

Alphi Chi National Honor Society

Norma Beavers
Virginett Cannon
Suzette Cullins
Barbara Curry
Mary Draper
Belinda Matthews
Clair A. Miller
Martha L. Kirkland-Moon

Terry Perry
Curtis Powell
Albert R. Robinson
Helen W. Scales
Jessi P. Stevens
Celeste A. Woodson
Jeanette Zachero

Beta Kappa Chi Scientific Honor Society

Valda Bettis
Jeannetta Bowden
Delphia Bryant
Teri Burney
Virginetta Cannon
Suzanne Cullins
Suzette Cullins
Karen Davis
Carla Dawson

Nikita Harris
Angela Jackson
Claire Miller
Sandra Nelson
Theleria Robinson
Herimone Lestrita Terrell
Tannah Whitehead
Karen Yancy

1982-83

Alpha Chi National Honor Society

Jeanette Bisamunyu
Gwendolyn Boatman
Virginetta Cannon
Deborah Carter
Suzette Cullins
Juanita Darby
Tyrone Edwards
Joycelyn Favors
Karla Houston
Darnell Jackson
Gregory Lawrence
Marsetta Lee
Janis Lyles

Tanya Mack
Jerelyn Meaders
Florencia Patterson
Curtis Powell
Belle Prosser
Albert Robinson
Helen Scales
Robin Starr
Jessi Stevens
Cynthia Taylor
Brenda Tillman
Thomson Umoh
Celeste Woodson



HISTORICAL NOTES

Beta Kappa Chi Scientific Honor Society

Teri Y. Burney	Gregory Lawrence
Virginetta Cannon	Tanya Mack
Deborah Ann Carter	Florencia Patterson
Suzanne Cullins	Robin Starr
Suzette Cullins	Thomson Umoh
Fernus Ferede	

COLLEGE AWARD RECIPIENTS (MAY 1981)

The Catherine Waddell Award	Celeste Woodson
The Armstrong Award for Creative Ability	Fred Green
The Whiton Writing Award	Karen Davis
	Robin Jenkins
The Buell Gordon Gallagher Award	Samuel Harden
	Monica Moment
The Avery Speech Award	Charles Cannon
	Martin Rivers
The Mary Elizabeth Weaver Award	Barbetta Davis
The Elva Constance Cross Award	Feretha Armstead
The Evelyn A. Fennell Award	Timothy Langston
The Harriett Salter Rice Award	Virginetta Canon
The Hamilton-Weaver Award	Suzette Cullins
The Napoleon Rivers Award	Valda Bettis
	Kathy Burns
	Karen Davis
	Curtis Powell
	Raymond Robinson
	Robin Starr
	Wylene Walton
	Charisse Willis
	Karen Yancy
	Johnny Carr
	Alphonso Dial
	Melvin Files
	Myrna Hall
	Cynthia Robinson
	Shirley Wesley
	Cheryl Sanders
	Agnes Maull
	Lorain Cook
	Deborah Carter
	Belinda Matthews
	Roderick James
	Suzette Cullins

DEPARTMENTAL AWARD RECIPIENTS

Biology Department Award

The Henry Cornelius and Thelma Bacon Award	Linda Crawford
Chapman-Jones Scholarship	Cynthia Ellis

Chemistry Department Award

The Freshman Chemistry Award	Suzette Cullins
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Music Department Award

The Theodore Presser Award	Derrick Smith
The Thomasinia Hamilton Jeter Award	Derrick Smith
The Alice M. Holman Award	Kenneth Pack

MARC Honor Students

Linda Crawford	Samuel Harden
Karen Davis	Angela Jackson
Carla Dawson	Kathy Keith
Bernice Gales	Karen Yancey

HCOP Scholarship Award

Linda Crawford
Cynthia Ellis
Samuel Harden

HCOP Recognition Award

Valda Bettis

Thomas Tarrant Scholarship

Donald McFee

The Trustees Scholarship

Edward Tinker

The David Aronow Scholarship

Crystal Todd

The Andrew J. Bess Scholarship

Kurt Johnson

The Joseph Douglas Burney Memorial Scholarship

Carrie Paulding

The Talladeaga College Alumni of Greater New York

The Thomas G. Weaver Scholarship

Phyllis Dickinson

The Margaret L. Montgomery Memorial Scholarship

Paulette King

The Frank G. Harrison Scholarship

Karen Elston

The Gallagher-Long Scholarship

Timothy Langston

The Harold M. Kingsley Memorial Scholarship

Millicent Baylor

The Robert A. Brown, Jr.

Belinda Carmichael

The Mickle Scholarship

Twallace Fletcher

The Josephine Crawford-Wilfred Haddock Scholarship

Duane Reddick

COLLEGE AWARD RECIPIENTS (MAY 1982)

The Catherine Waddell Award
The Armstrong Award for Creative Ability
The Whiton Writing Award

The Buell Gordon Gallagher Award

The Avery Speech Award

The Mary Elizabeth Weaver Award
The Elva Constance Cross Award
The Harriett Salter Rice Award
The Hamilton-Weaver Award

Marsetta Lee
William-Kwamena Poh
Rhonad Freeman
Jerelyn Meaders
Deborah A. Evans
Edward W. Chisolm
Geoffrey Bradley
Rodney Franklin
Cheri F. Gilmore
Norma C. Beavers
Darnell L. Jackson
Kenith L. Hogue
Cathy L. Hammond

The Napoleon Rivers Award

The Tornado Booster Club Scholastic Award

The Community Service Award
The Dorothy Lorane Howard Scholarship
The Ella Mae Gibson Foster Scholarship

The Chesebrough Ponds Award
Pre-Engineering
Business Administration
Pre-Pharmacy

STUDENT SENATE AWARDS

Most Supportive Student
Most Supportive Faculty
Most Supportive Administrators

Most Supportive Staff

Special Award

Valda Bettis
Virginetta Cannon
Belinda Carmichael
Gregory Lawrence
Jerelyn Meaders
Chez Owens
Kenneth Townsel
Sydney Turner
Gwendolyn Truss
Myrna Hall
Cecil Williams
Gerald Bryant
Jeanette Zachero
Edith G. Cook
Helen Wells Scales

Kenith Hogue
Belinda Matthews
Wanda Freeman

Teri Burney
Robert Ghent
Dr. Erie Jean Bowen
Dr. C. T. Wright
Mr. Charles B. Wright
Elinor Harvin
Gerelene Gooden
Dr. Carl Stockton

DEPARTMENTAL AWARD RECIPIENTS

The Freshman Chemistry Award
The Henry Cornelius and Thelma Bacon Award

Music Department Award
The Theodore Presser Award
The Alice M. Holman Award

Chapel Awards
Valda Bettis
Claudette Davis
Hazel Dodson
William Gillespie
Terry Perry

Norma Jordan
Herimone Lestrita Terrell
Curtis Powell
Michelle Little
Valerie Perry
Derrick Smith
Herimone Lestrita Terrell
Alva Wheeler

COLLEGE AWARD RECIPIENTS (MAY 1983)

The Catherine Waddell Award
The Armstrong Award For Creative Ability
The Whiton Writing Award

Brenda Tillman
Charles Cannon
Deborah Evans
Rhonda Freeman

The Buell Gordon Gallagher Award

The Avery Speech Award

The Mary Elizabeth Weaver Award

The Elva Constance Cross Award

The Harriett Salter Rice Award

The Napoleon Rivers Award

The Hamilton-Weaver Award

The Thomasina Hamilton Jeter Award

The Dorothy Lorane Howard Scholarship

The Ella Mae Gibson Foster Scholarship

The DeMint Frazier Walker History Scholarship Award

The Tornado Booster Club Scholastic Award

Special Services Award

Brenda Tillman

Grgeory Lawrence

Rockell Metcalf

Patrice Baughman

Barbara Stamps

Suzette Cullins

Kenith Hogue

Belinda Carmichael

Virginetta Cannon

Wendy Fancher

Jerelyn Meaders

Rockell Metcalf

Duane Reddick

Sandra Reese

Kenneth Townsel

Sydney Turner

Sydney Turner

Curtis Powell

Damita Brown

Barbara Curry

Stephanie Gaddis

Jerelyn Meaders

Marsetta Lee

Andre Smith

Frank Lawson

Duane Reddick

Pamela Jackson

Natalie Carter

Bruce Gooden

DEPARTMENTAL AWARD RECIPIENTS

BIOLOGY DEPARTMENT

The Henry Cornelius and Thelma Bacon Award Virginetta Cannon

CHEMISTRY DEPARTMENT

The Freshman Chemistry Award Krista Lawrence

MUSIC DEPARTMENT

The Theodore Presser Award Kenneth Pack

STUDENT SENATE AWARDS

Most Supportive Students

Teri Burney

Andre Gaines

Wesley Harper

Sharian Smith

Junior Class

Most Supportive Class

Most Supportive Staff

Mr. Alonzo Carmichael

Ms. Elinor Harvin

Ms. Deborah Peaks

Dr. Erie Jean Bowen

Mr. Nathaniel Lipscomb

Most Supportive Faculty

Mr. Robert Ghent

Most Supportive Senator

Kenith Hogue

STUDENT SERVICES/HOUSING AWARDS

Outstanding Resident Assistant of the Year

Mary Crawford

Best Room of the Year Award

Jeanette Richardson

The Minerva Award—Sponsored by the Talladega County Alumnae Chapter
of Delta Sigma Theta, Inc. Juanita Darby

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

1980-81

Toni Yolanda Brown

Linda Mellissa Crawford

Cathy Elaine Ellis

Cynthia Elaine Ellis

Karen G. Elston

Kimberly Sue Estelle

Jeanie Gaines

Bernice Elizabeth Gales

Marilyn Ann Green

Samuel James Harden

Mary Farrior Hubbard

Renee Andrewnetta Jones

Wanda Rena King

Timothy Ross Langston

Rica Letese Lewis

Lorri Renee Maxwell

Cynthia Olivia Polite

Cheryl Lynn Swain

Shelia Jeanette Swain

Vicki Ann Taylor

Edward Lewis Tinker

Wylene Walton

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

1981-82

Norma Beavers

Valda Bettis

Jeanette Bowden

Delphia Bryant

Marlene Carter

Lorain Cook

Karen Y. Davis

Carla Dawson

Mary Draper

Cheri Gilmore

Sandra Nelson

Terry Perry

Florida Randle

Sandra Shamburger

Derrick Smith

Herimone Lestrita Terrell

Tannah Whitehead

Karen Yancy

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

1982-83

Jeanette Bisamunyu

Virginetta S. Cannon

Suzette L. Cullins

Barbara Ann Curry

Clarence Dortch, III

Tyrone Edwards

Deborah Ann Evans

Joycelyn A. Favors

Cassandra R. Morris

Jacqueline Patterson

Curtis E. Powell

Susan F. Robbins

Albert Robinson

Helen Wells Scales

Jessi Stevens

Cheryl Williams

Celeste A. Woodson

GRADUATING CLASS OF 1981 BACHELOR OF ARTS DEGREE

BIOLOGY

Baylor, Millicent
Beverly, Kim
Brown, Angelia
Capers, Gwendolyn
Crawford, Linda†
Crosby, Alvin
Dickinson, Phyllis
Ellis, Cynthia*
Epps, Orlando
Henry, George Jr.
Jones, Renee
Keith, Kathy†
Swain, Cheryl†
Thomas, Shelia
Walton, Wylene†
Willis, Charisse

BUSINESS

King, Paulette
Porter, Bernard

CHEMISTRY

Brown, Ronald
Ewing, Derek†
Gales, Bernice†
Harden, Samuel*
Thompson, Robert

ECONOMICS

Adams, Frank
Baker, Milton
Estelle, Kimberly†
Fletcher, Wallace
Gaddis, Bruce
Jackson, Foy
Johnson, Ava
Langston, Timothy†
Lawrence, Alphonzo
Lewis, Rica†
McKinney, Anthony
Russell, David
Turner, Evangelia
Wright, Jennifer

ELEMENTARY EDUCATION

Brown, Geraldine
Coleman, Shelia
Gadson, Pearl
Hunley, Janice
Johnson, Sharon
Richards, Aurelia
Swain, Shelia

ENGLISH

Armstead, Feretha

HISTORY

Atwater, Gregory
Bodiford, Delois
Brown, Toni
Crook, Kimberly
Gaines, Jeanie
Harmon, Jeffrey
Johnson, Kurt

MATHEMATICS

Davis, Barbetta

MUSIC

Haynes, Chris

PHYSICAL EDUCATION

Barclay, Cynthia
Buckner, Terrell
Herring, James
Higgins, Otis
James, Sylvester
Robinson, Cynthia

PHYSICS

Griffith, Adron
Key, Michael
Moore, Karon
Porter, Michael
Ratchford, Willie
Sims, Alex
Todd, Crystal

PSYCHOLOGY

Devore, Beverly
Ellis, Cathy
Green, Marilyn†
Hassell, Gerald
Hinds, Rosalind
King, Wanda
Maxwell, Lorie
Moment, Monica
Polite, Cynthia*

REHABILITATION EDUCATION

Barber, Mary
Burroughs, Kim
Higgins, Dwindlerling
Kennedy, LaShonne
Phillips, Cheryl
Taylor, Vickie
Traylor, Cynthia .

†Distinction

*Cum laude

SOCIAL WORK

Elston, Karen
Kator, Robin
McGhee, Annie
Peters, Barbara
Smith, Falechia
Warren, Hugh
Wesley, Shirley
Wynn, David

SOCIOLOGY

Curry, Samuel
Fomby, Betty
Glass, Valerie

HONORARY DEGREES

DOCTOR OF HUMANE LETTERS

Benjamin D. Hooks

DOCTOR OF HUMANE LETTERS

Wesley A. Hotchkiss

DOCTOR OF SCIENCE

Warren H. Brothers

GRADUATING CLASS OF 1982 BACHELOR OF ARTS DEGREE

BIOLOGY

Dawson, Carla†
Duff, LaVonda
Fancher, Virgil
Hall, Renita
Hollis, Debra
Jackson, Angela
Kelly, Sheila
Perry, Valerie
Raspberry, Rosalind
Terrell, Lestrita‡

BUSINESS

Bass, Marrion
Booker, Henry
Brunt, Alvin
Collins, Rose
Etheridge, Janice
Etheridge, Jeanne
Files, Melvin
Gordon, Mary
Green, Frederick
Jackson, Beatrice
Jackson, Darryl
Jackson, Deborah
Jemison, Angela
Johnson, Sabrina
King, James
McNeill, Gwendolyn
Matthews, Belinda†
Morgan, Mark
Pitts, Lee
Porterfield, Mary

CHEMISTRY

Bettis, Valda‡
Bowden, Jannetta†
Davis, Karen†
Harris, Nikita
James, Roderick
Miller, Claire
Whitehead, Tannaht
Yancy, Karen*

CRIMINAL JUSTICE

Carter, George
Montgomery, Shelia

ECONOMICS

Banks, Joann
Bussey, Leon
Davis, Cynthia
Gathers, Melanie
Gillespie, William
May, Michelle
Menefield, Stanley
Sanders, Kenneth
Smith, Roosevelt

EARLY CHILDHOOD

EDUCATION
Cook, Lorraine†
Dixon, Landa
Farrior, Mary†
Johnson, Bonnie
Maull, Agnes†

REHABILITATION

EDUCATION
Bush, Dell M.
Carter, Marlene
Draper, Mary†
Green, Sharon
Hall, Marlon
Randle, Florida
Rhodes, Karen
Shamburger, Sandra‡
Singleton, Annette

ENGLISH

Bradley, Geoffrey
Lee, Leslie

HISTORY

Beverly, Ronald
Bones, Sam
Glover, Druecillia
Gray, Emmett

MATHEMATICS

Gilmore, Cheri
Lee, Yolanda

MUSIC

Paulding, Carrie
Smith, Derrick

PHYSICS

Bryant, Delphia
Garrett, Bernadetta
High, Kathyleen
Jones, Charles
Lyles, Frances
Nelson, Sandra

PSYCHOLOGY

Gates, Amy
Glass, Aldea
Hammond, Crystal
Kirkland-Moon, Martha*
Moore, Gloria
Rudolph, Angela

§Summa Cum Laude

‡Cum Laude

*Magna Cum Laude

†Distinction

SOCIAL WORK

Armstrong, Carolyn
Beavers, Norma*
Cunningham, Reginald
Curry, Elaine
Davis, Claudette
Garrett, Anita
Hicks, Venus
James, Belinda
Perry, Terry‡
Rutledge, Arbadella
Sistrunk, Yolanda
Traylor, Peggy
Turner, Karen
White, Deborah
Williams, Monica
Zachero, Jeanette§

SOCIOLOGY

Richarson, Mary

HONORARY DEGREES

DOCTOR OF HUMANE LETTERS

Margaret Bush Wilson

DOCTOR OF SCIENCE

Escous Blackwell Goode

DOCTOR OF SCIENCE

Donald Wesley Ogletree

GRADUATING CLASS OF 1983 BACHELOR OF ARTS DEGREE

BIOLOGY

Boglin, Oscar (Jr.)**
Bonner, Belinda
Burney, Teri
Cannon, Virginetta‡
Crawford, Mary
Gerido, Michael
Gosha, Zeresh
Hubbard, Deborah*
Ray, Debra Diane*
Robinson, Theleria
Thomasson, Carmen R.†
Wilson, Willamae

BUSINESS ADMINISTRATION

Andrews, Cyril
Bell, Bruce
Bisamunyu, Jeanette†
Bryant, Gerald*
Chatman, Cedric
Dawkins, Keith
Dowdell, Mary*
Dowdell, Reginald
Ealy, Earl
Floyd, Jonita
Gadsden, Cynthia†
Harper, Ralph
Johnson, Cheryl L.**
Owens, Darvin L.**
Patterson, Jacqueline
Stevens, Jessi†
Thompson, Jacob T.**
Todd, Blake

CHEMISTRY

Chambers, LeBarron*
Cullins, Suzanne†
Cullins, Suzette††
Ferede, Fernus
Umoh, Thomson

EARLY CHILDHOOD FOR THE HANDICAPPED

Ellis, Lettie*
Gaddis, Stephanie
Hoggs, Yolanda
McConico, Audre
Prosser, Belle
Scales, Helen W.

ELEMENTARY EDUCATION

Mack, Delphia**
Branch, Sherri**

ECONOMICS

Birch, Cherald**
Callier, Harriett
Heard, Willie
Hendricks, Jan
Martin, Felecia
Reeves, Neal
Reynolds, Andrienne
Robinson, Albert
Wilson, Gregory
Wright, Ronnie**

ENGLISH

Curry, Barbara
Evans, Deborah†
Keith, André
Owens, Connie
Reese, Felecia
Rivers, Martin**
Williams, Cheryl D.

HISTORY

Dortch, Clarence (III)†
Harper, Glenn
Jones, Marvin
Thomason, Ray C.

MATHEMATICS

Albritton, Sandra
Carmichael, Belinda
Morris, Cassandra
Moultrie, Yolanda
Phillips, Dora
Reddick, Anthony Duane
Stamps, Barbara

MUSIC

Dodson, Hazel
Powell, Curtis†

PHYSICAL EDUCATION

Cass, Richard
Taylor, Harry

*Completed Academic Requirements
July, 1982

**Completed Academic Requirements
December, 1982

‡Cum Laude

††Magna Cum Laude

†Distinction

PHYSICS

Thomas, Cynthia H.

PSYCHOLOGY

Bradford, Charm
Callaway, Gordon*
Chisolm, Edward†
Dye, Sharon
Favors, Joycelyn
Gary, Duane**
Goff, Darryl
Richardson, Jannette
Robbins, Susan†
Winn, Shirley**
Woodson, Celeste

REHABILITATION

Benton, Robert
Davis, Linda*
Garrett, Stella
Gilmore, Sharon
Montgomery, Darryl
Taylor, Cynthia D.
Tyler, Ouida

SOCIAL WORK

Bryant, Retha**
Chaney, Georgia**
Cook, Edith**
Davis, Sonya
Edwards, Tyrone**
Hall, Myrna**
Henley, Mona**
Howard, Linda
Lott, Joan**
Marchman, Vickey**
Marshall, Gwendolyn**
Miller, Sonnie F.**

SOCIOLOGY

Bettis, Darius**

HONORARY DEGREES

DOCTOR OF LAWS

Earl Gilbert Graves, B.A.

DOCTOR OF SCIENCE

Muriel Elaine Taylor, M.A.

**GEOGRAPHIC BREAKDOWN
FALL SEMESTER 1981-1982**

ALABAMA	346
ARIZONA	1
CALIFORNIA	10
COLORADO	4
CONNECTICUT	3
DISTRICT OF COLUMBIA	7
FLORIDA	24
GEORGIA	103
ILLINOIS	18
INDIANA	2
LOUISIANA	1
MARYLAND	4
MASSACHUSETTS	3
MICHIGAN	13
MISSOURI	3
NEW JERSEY	3
NEW YORK	11
NORTH CAROLINA	1
OHIO	4
PENNSYLVANIA	5
SOUTH CAROLINA	40
TENNESSEE	10
TEXAS	1
VIRGINIA	1
FOREIGN:	
AFRICA	8
BAHAMAS	1
TOTAL FULL TIME STUDENTS:	628
PART TIME	4
SPECIAL	11
	643

**GEOGRAPHIC BREAKDOWN
FALL SEMESTER 1982-1983**

ALABAMA	266
AFRICA	3
ARIZONA	1
ARKANSAS	1
BAHAMAS	1
CALIFORNIA	4
COLORADO	3
CONNECTICUT	5
DISTRICT OF COLUMBIA	2
FLORIDA	25
GEORGIA	68
ILLINOIS	21
IOWA	1
INDIANA	1
KENTUCKY	2
MARYLAND	5
MASSACHUSETTS	3
MICHIGAN	18
MISSISSIPPI	1
MISSOURI	2
NORTH CAROLINA	2
NEW JERSEY	1
NEW YORK	13
OHIO	5
OKLAHOMA	1
PENNSYLVANIA	5
SOUTH CAROLINA	23
TENNESSEE	5
TEXAS	2
VIRGINIA	1
VIRGIN ISLANDS	1
	492
SPECIAL	
FEDERAL CORRECTIONAL INSTITUTION (ALL FROM ALABAMA)	40
	532

PERSONNEL

1982-1983

SENIOR ADMINISTRATIVE STAFF

Bromery, Randolph Wilson, B.S., M.S., Ph.D., Interim President of the College (June 1983-).

Gayles, Joseph Nathan, Jr., A.B., Ph.D., President of the College (March 1977-June 1983)

Garcia, William Burrell, Mus.B., Mus.Ed.M., Ph.D., Acting Vice President for Academic Affairs (September 1982-)

Wright, C. T., B.S., M.A., Ph.D., Vice President for Academic Affairs (September 1981-September 1982)

Lipscomb, Nathaniel H., B.S.C., Vice President for Administrative Services (1981-May 1983)

Jain, Nemichand R., B.S., LL.B., M.B.A., Grants Officer (February-May 1983), Chief Fiscal Officer (May 1983-)

Bowen, Erie Jean, B.S., M.Ed., Ed.D., Dean of Students (1980-)

Jones, Savannah, B.S., M.F.A., College Registrar (November 1980-May 1983)

Cokely, Eula Cooper, A.B., M.A., M.S., Acting College Registrar (May 1983-)

Jones, Andrew C., B.S., M.L.S., Ed.D., Assistant to the President for Grants Administration and Personnel (1980-May 1983)

Jenkins, Nadine, B.S., M.Ed., Ed.D., Director of Special Services (1980-1983), Grants Management and Title III Coordination Officer (May 1983-)

Smith, Juliette Summerville, B.S., M.L.S., College Librarian (1967-)

Wright, Charles B., B.S., M.Ed., Director of Institutional Advancement (1981-January 1983)

Clayton, Robert, B.A., B.Div., S.T.M., Director of Marketing and Planning (1981-1982)

Ash, Sheila, B.A., Director of Admissions (1982-)

Thomas, Willie, B.A., Manager of Post Office/Bookstore (1969-1980), Director of Auxiliary Services (1980-)

Finney, Lynn C., B.A., Public Relations (1980-1982)

Peaks, Deborah, B.A., Director of Public Relations (1981-)

Fancher, Eric, B.S., J.D., Director of Financial Aid (1982-)

FACULTY

Adams, James Wilson, Associate Professor of Education
B.S., Indiana Central College, 1955; M.S., Indiana University, 1961; P.E.Dir., Ibid., 1974; Ph.D., Walden University, 1982. (1964-).

Bacon, Arthur Lorenza, Professor of Biology
A.B., Talladega College, 1961; M.S., Howard University, 1965; Ph.D., 1967; post doctoral study, University of Miami. (1969-).

Benjamin, Harrington W, Professor of History
B.S., Tennessee State University, 1969; A.M., Princeton University, 1976; Ph.D., Ibid., 1976. (1982-).

Bolton, Marnie, Instructor of English (Part-Time)
B.A., University of Alabama in Birmingham, 1978; M.A., 1982; further study, Auburn University. (1982-).

Braithwaite, James Roland, Buell Gordon Gallagher Professor of Music and Humanities, Mus.B., Boston University, 1948; M.A., Ibid., 1950; Ph.D., Ibid., 1967. (1952-).

Bray, Bernard Leon, Associate Professor of Politics
B.S., Indiana University, 1955; M.S., Kansas State University, 1959; Ph.D., University of Kansas, 1973. (1971-).

Brewer, Steve, Instructor of Business Administration
B.S., Jacksonville State University, 1973; C.P.A., State of Alabama, 1976. (1978-1982).

Brown, Harry Leslie, Assistant Professor of Social Work
B.A., University of Maryland, 1974; M.S.W., Tulane University, 1975; D.S.W., Ibid., 1981. (1980-March 1983).

Bryant, Charlena Howard, Assistant in Communications
B.S., Alabama State University, 1949; M.A., Michigan State University, 1972. (1982-).

Carney, Horace R., Associate Professor of Music
A.B., Fisk University, 1964; M.A., Eastman School of Music, 1967; Ph.D., University of Iowa, 1981; further study, George Peabody College for Teachers and Crane School of Music at Potsdam. (1965-).

Cash, Marilyn, Assistant Professor of English
B.A., Samford University, 1963; M.A., University of Alabama in Tuscaloosa, 1965; Ph.D., Ibid., 1970. (1979-).

Chu, Katherina R, Instructor of Computer Science (Part-Time)
B.S., Kent State University, 1971; further study in computer science, Bethany College and University of Alabama in Birmingham. (1978-).

Chu, Kwo-Sun, Associate Professor of Physics
B.S., Chung Yuan University, 1965; M.S., Kent State University, 1971; Ph.D., Ibid., 1974. (1978-).

Cokely, Eula Cooper, Associate Professor of Education
B.A., Talladega College, 1950; M.A., Putney Graduate School, 1951; M.S., University of Wisconsin, 1961. (1951-).

Davis, John, Lecturer in Education (Part-Time)
B.S., Alabama A. and M. University, 1963; M.A., Western Michigan University, 1974; further study, Florida State University and University of Alabama in Birmingham. (1975-).

Dominitis, Leslie Stephen, Professor of Modern Languages (Part-Time)
B.A., German Gymnasium, 1930; M.A., University of King Ferdinand, 1935; Ph.D., Budapest University, 1940; Ph.D., Kolozsvar University, 1943; M.A. in Journalism, Escuela de Periodismo, Buenos Aires, 1962; M.A. in Languages, Mississippi State University at Starkville, 1965; M.A. in American Literature, Samford University, 1975. (1963-).

Fancher, Derrell O., Visiting Lecturer in Business Administration (Part-Time)
B.S., Jacksonville State University, 1974; M.B.A., University of Alabama in Tuscaloosa, 1978. (1979-).

Fernandes, Albert, Assistant Professor of Chemistry
B.Sc., Bombay Univrsity, 1974; Ph.D., Howard University, 1979. (1981-1983).

Fields, Donald, Instructor in English (Part-Time)
B.A., Samford University; M.S., Ibid. (1982-1983).

Garcia, William Burres, Professor of Music
Mus.B., North Texas State University, 1962; M.Mus.Ed. Ibid., 1965; Ph.D., University of Iowa, 1973; post doctoral study, National Endowment for the Humanities (Howard University); further study, Prairie View A. and M. University. (1977-).

Gayles, Gloria Wade, Assistant Professor of English
B.A., LeMoyne-Owens College, 1959; M.A., Boston University, 1962; Ph.D., Emory University, 1981; further study, George Washington University. (1977-83).

Gayles, Joseph Nathan, College Professor of Science
B.A., Dillard University, 1958; Ph.D., Brown University, 1963; post doctoral study, Oregon State University, University of Uppsala (Sweden); University of Iowa, and Brown University. (1977-1983).

Ghent, Robert, Assistant Professor of Mathematics
B.A., University of Oregon, 1964; A.M., Harvard University, 1970. (1970-);

Green, Michael, Instructor of Chemistry
B.A., Fisk University, 1978; M.A., Ibid., 1982. (September-December 1982).

Gupta, Suversha, Assistant Professor of Mathematics
B.A., Government College, 1973; M.A., D.A.V. College, 1975; Ph.D., University of Kurukshetra, 1978. (1983-).

Haire, Craig, Assistant Professor of Biology
B.A., Memphis State University, 1965; Ph.D., University of Tennessee, 1973. (1982-).

Hallows, Margaret, Lecturer in Spanish (Part-Time)
Certificate, City of Coventry (England) Teachers College, 1953; further study, University of Birmingham (England) and University of Lima. (1981-1983).

Harmon, Lorain W., Assistant Professor of Physical Education
B.S., Alabama State University, 1964; M.S., Indiana University, 1970. (1971-).

Heglar, Belinda Griffith, Assistant Professor of French
B.A., Fisk University, 1970; M.A., Brown University, 1972; Ph.D., Kansas State University, 1980. (1980-).

Heglar, Charles Joseph, Instructor of Social Sciences
B.A., Xavier University of Louisiana, 1969; M.A., Yale University, 1974; M. Phil., Ibid., 1975. (1976-).

Hinds, Inez L., Assistant Professor of Education
B.S., Morgan State University, 1945; M.A., Columbia University Teachers College, 1955; Ph.D., Walden University, 1978. (1979-).

Jackson, Frankie, Instructor of Physical Education (Part-Time)
B.S., Allen University, 1979; further study, Pennsylvania State University. (1980-).

Jeffers, Lance, Professor of English (UNCF-MacArthur Scholar-In-Residence)
B.S., Columbia University, 1951; M.A., Ibid., 1951; further study, University of Denver and University of Toronto. (1982-1983).

Jenkins, Nadine, Associate Professor of Education
B.S., Lamar University, 1967; M.Ed., Ibid., 1970; Ed.D., North Texas State University, 1976. (1980-).

Jones, Edythe Boyer, Assistant Professor of Biology
A.B., Fisk University, 1967; M.S., Jacksonville State University, 1978. (1978-).

Jones, Joseph, Associate Professor of Business Administration
B.A., Morehouse College, 1951; M.B.A., Atlanta University, 1953. (1978-).

Jones, Mary Clinton, Associate Professor of Music
B.A., Talladega College, 1964; M.A., University of Iowa, 1970; further study, Ibid. (1967-).

Jones, Savannah, Instructor of Dance (Part-Time)
B.S., North Carolina A. and T. State University, 1970; M.F.A., University of North Carolina at Greensboro, 1974. (1980-1983).

Lawler, Barbara Morgan, Assistant Professor of Drama (Part-Time)
B.A., Talladega College, 1971; M.A., Jacksonville State University, 1977. (1980-1983).

Lawrence, Thomas Y., Lecturer in Woodwinds (Part-Time)
B.S., Alabama State University, 1951; M.A., New York University, 1963; A.A., University of Alabama in Birmingham, 1973; Ed.D., University of Alabama in Tuscaloosa, 1978. (1977-).

Love, Erminel, Lecturer in Deaf Rehabilitation (Part-Time)
B.S., Alabama State University, 1972; M.A., University of Alabama in Tuscaloosa, 1977; further study, Ibid. (1980-).

McNeil, Weatha Gale, Assistant Professor of Mathematics
B.S., University of Alabama, 1965; M.A., Ibid., 1967; M.Ed., Columbia University, 1983; further study, Ibid. (1983-).

Millette, Robert E., Associate Professor of Sociology
B.A., Brooklyn College, 1974; M.A., New School for Social Research, 1976; Ph.D., Ibid., 1982. (1979-).

Morrison, Jeanne, Associate Professor of Psychology
B.S., University of Idaho, 1959; M.A., Washington State University, 1962; M.Ed., Oregon State University, 1973; Ph.D., University of North Dakota, 1975. (1970-).

Morrison, Richard, Associate Professor of Physics
B.A., College of Wooster, 1962; M.S., University of Chicago, 1964; Ph.D., Ibid., 1969. (1969-).

Morrison, Timothy, Assistant Professor of Mathematics
B.S., Florida State University, 1974; M.S., Ibid., 1976; Ph.D., Ibid., 1979. (1979-1981; 1982-1983).

Morton, Doris Burns, Associate Professor of English
B.A., Dillard University, 1954; M.A.T., Radcliffe College, 1956; M.A., University of Texas, 1965; further study, Emory University. (1969-).

Murthy, Vadiraja V, Professor of BioChemistry
B.S., University of Bombay, 1959; M.S., Ibid., 1961; Ph.D., University of Maryland, 1968. (1976-).

Nord, Edward Allen, Lecturer in Pianoforte (Part-Time)
B.Mus., University of Southern California, 19 ; M.M., Ibid., 19 ; further study, University of California, Berkeley. (1982-1983).

Parrish, John Leonard, Professor of Education
B.S., Geneva College, 1958; M.A., Western Michigan State University, 1965; Ed.D., Auburn University, 1979. (1972-).

Peterson, Barbara, Assistant Professor of Social Work
B.A., College of St. Thomas, 1964; M.S.W., University of Minnesota, 1968. (1980-1983).

Plummer, Sheila Snow, Visiting Instructor of Singing (Part-Time)
B.Mus., Virginia Commonwealth University, 1974; M.Mus., Southern Illinois University, 1978; further study, Radford College and in Paris, France with Jules Gentil and Paul Derenne. (1982-1983).

Prosser, Sherman, Professor of Mathematics and Computer Science (I.B.M. Professor-on-Loan)
A.B., Stanford University, 1948; M.A., Ibid., 1950; M.A., University of Alabama in Tuscaloosa, 1955; further study, Alabama Polytechnic (Auburn University), Syracuse University; and University of Alabama in Birmingham. (1981-1983).

Ratchford, Elva Lois, Instructor of Communications/English
B.A., Clark College, 1975; M.A., Ohio State University, 1977. (1978-).

Reynolds, John, Associate Professor of Sociology
B.A., University of Michigan, 1972; M.A. Pennsylvania State University, 1971; Ph.D., Ibid., 1978. (1979-).

Rogers, Howard, Associate Professor of Social Sciences
B.A., Southern Illinois University, 1961; M.A., Ibid., 1964. (1975-).

Rowe, Preston, Associate Professor of Psychology and Computer Science
A.B., Dartmouth College, 1962; Ph.D., Massachusetts Institute of Technology, 1967; post-doctoral study, University of Michigan; further study in computer science, University of Alabama in Birmingham. (1971-).

Seals, Brenda, Staff Assistant in Communications
B.A., Talladega College, 1976. (1976-).

Sims, George N. Jr., Visiting Instructor of Business Administration (Part-Time)
B.S., Jacksonville State University, 1972; J.D., Birmingham School of Law, 1976. (1981-).

Smith, Dennis G., Visiting Instructor of Business Administration (Part-Time)
B.A., Jacksonville State University, 1970; M.B.A., Ibid., 1974; M.P.A., Ibid., 1977; M.A., Ibid., 1980. (1982-).

Smith, Juliette Summerville, Assistant Professor of Education and College Librarian
B.S., Alabama State University, 1961; M.S.L.S., Atlanta University, 1967; further study, University of Minnesota. (1967-).

Spence, Douglas, Assistant Professor of Art
B.A., Long Island University, 1978; M.F.A., Pratt Institute, 1982. (1982-).

Spencer, Leon P., Associate Professor of History
B.A., Wake Forest University, 1965; M.A., Indiana University, 1967; Ph.D., Syracuse University, 1975; further study in archival administration, American University/National Archives. (1970-).

Stinson, Charlie M., Professor of Chemistry
B.S., Alabama A. and M. University, 1965; M.A., Fisk University, 1971; Ph.D., Howard University, 1977. (1972-).

Swain, Gladys Mayers, Staff Assistant in the Natural Sciences
B.S., Tennessee State A. and I. State University, 1972; M.S., Ibid., 1975. (1978-).

Taylor, Muriel Elaine, Professor of Biology
B.S., Virginia State University, 1945; M.A., Columbia University Teachers College, 1950; professional diploma, Columbia University, 1953; Sci.D. (Hon.), Talladega College, 1983. (1953-).

Thomas, Jonah, Instructor of Mathematics
B.A., Guilford College, 19 ; M.A., Auburn University, 19 ; further study, University of Alabama in Birmingham. (1982-).

Wallace, Easley Jr., Assistant Professor of Chemistry (Part-Time)
B.S., Southern University, 1974; M.S., University of South Carolina, 1978; Ph.D., University of Alabama in Tuscaloosa, 1983. (1983-).

White, Willie, Associate Professor of Philosophy and Humanities
A.B., Dillard University, 1950; A.M., University of Chicago, 1953; B.Div., Ibid., 1954; Ph.D., Ibid., 1965. (1978-).

Woolsey, Warren William, Assistant Professor of Economics
B.A., Virginia Technical Institute, 1979; M.A., Ibid., 1982; further study,
George Mason University and Virginia Technical Institute. (1982-)

Wright, James V., Assistant Professor of Education
B.A., Stillman College, 1972; M.Ed., Alabama State University, 1974; A.A.
Certificate, Auburn University, 1976; further study, University of Alabama
in Tuscaloosa. (1982-)

STAFF

Alfred, Valerie, College Nurse (1971-)
Anderson, Julia, Special Assistant for Institutional Advancement (1982-1983)
Ash, Shirley, Secretary/Academic Affairs and Humanities (1973-)
Baker, Julia, Computer Liason and Financial Aid Assistant (1968-)
Barclay, Peggy, Secretary/Institutional Advancement (1982-)
Beavers, Norma, Secretary/Assistant to Registrar (1982-)
Beatty, Dorothy, Director of Cooperative Education (December 1982-June 1983)
Bisamunyu, Jeanette, Clerk-Typist/Chemistry (Part-Time) (1983-)
Bowden, Richard, Accountant (1982-)
Bowie, Bessie, Assistant to Director of Student Financial Aid (1969-)
Bowie, Linda, Research Assistant/Biology (1983-)
Brown, Iola, Secretary/UYA (1972-)
Buchanan, Katrina, Director of UYA (1979-)
Buie, Wilda, Assistant in Public Relations (1983-)
Bryd, Johnny, Accountant (1980-)
Calhoun, John, Director of Printing and Duplication (1976-)
Calhoun, Shirley, Head Counselor/Talent Search (1982-)
Carmichael, Alonzo, Director of Student Activities (1980-1983)
Carmichael, Ella, Relief Resident/Senior Receptionist, Crawford Hall (1981-)
Cass, Bernice, PBX Receptionist (1980-)
Clegg, Sheila, Secretary/Auxiliary Services (1980-)
Cook, Robert, Coordinator of Computer Center (1983-)
Cooley, Maureen, Payroll Assistant/Personnel Coordinator (1980-)
Cooper, Alma, Relief Resident/Senior Receptionist (1971-)
Cunningham, Barbara, Secretary/Biology (1980-)
Curry, Annie, Nurse Assistant (1959-)

Curry, Elaine, Outreach Specialist/Talent Search (1982-)
Dates, Frances, Assistant to the Librarian (1981-)
Davis, Jeanette, Secretary/Special Services (1972-)
Dickerson, Willie I., Relief Resident/Senior Receptionist (1973-)
Dixon, Tyrone, Job Development Specialist/Cooperative Education (1982-)
Dominitis, Helen, Technical Assistant/Library (1966-1983)
Dortch, Clarence, Accountant (1959-)
Estelle, Ruthie, Relife Nurse (1978-)
Garrett, Beverly, Secretary/Social Science (1982-)
Gilbert, Datie, Secretary/Custodial (1972-)
Gooden, Gerelene, Secretary/Student Services (1978-)
Gooden, Marian, Program Assistant/Title III Grants Administration (1977-)
Graham, Walter, Admissions Counselor (1979-)
Green, Loretta, Administrative Assistant/Institutional Advancement (1980-)
Harvin, Elinor, Secretary/Student Placement (1978-)
Higgins, Otis, Recruiter, Head Basketball Coach (1980-)
Jackson, Frankie, Ladies Basketball Coach (1980-)
Jemison, John, Director of Custodial and Transportation Services (1949-)
Jemison, Mollie, Resident Director (1973-)
Johnson, Marian, Secretary/Business Office (1978-)
Jones, Barbara, Counselor of Women, Director of Housing (1972-)
Jones, Everlee, Assistant Librarian (1974-)
Jones, Margie, Secretary/Academic Affairs (1980-)
Kirksey, Alonzo, Coordinator of Security Services (1979-)
Lee, Joe A., Development (On Study Leave, 1981-)
Lipscomb, Gladys, Cashier/Assistant in Bookstore (1981-1983)
Mackey, Cynthia, Research Associate (1982-)
Menefield, Stanley, Resident Hall Director (1982-)
Mike, Teresa, Secretary/Education (1981-)
Millender, Valeria, Secretary/Library (1979-)
Montgomery, Anne, Relief PBX Receptionist (1980-)
Montgomery, Gail, Assistant to the Director of Admissions (1979-)

Parker, Maxine, Administrative Assistant to the President (1964-)
Pulliam, Marilyn, Counselor Coordinator (1982-1983)
Rembert, Bonnie, Technical Assistant/Business Office (1954-)
Rhoden, Brenda, Technical Assistant/Computer Center (1976-)
Sawyer, Brenda, Head/Bookstore and Post Office (1972-)
Scott, Patricia, Secretary/Computer Center (1982-)
Stevens, Jessi, Secretary/Natural Science (1978-)
Stockdale, Ephraim, Outreach Specialist/Talent Search (1982-)
Stone, Annie, Relief Resident/Director Receptionist (1975-)
Thompson, Martha, Executive Secretary/President's Office (1982-)
Truss, Jerome, Admissions Counselor (1980-)
Tucker, Wylie, Special Services Counselor (1983-)
Twyman, Cecelia, Secretary/Student Financial Aid (1982-)
Verges, Peggy, Secretary/Admissions (1971-)
Wesley, Archie, Superintendent of Buildings and Grounds (1969-)
Whitson, Dorothy, Secretary/Social Science (1980-)

TALLADEGA COLLEGE BOARD OF TRUSTEES OFFICERS FOR 1983-1984

Chairman	J. Mason Davis, Esq.
Vice Chairman	Colman Ives
Secretary	H. Brandt Ayers
Treasurer	Thomas Shropshire
Assistant Secretary	Maxine H. Parker

Class of 1984

Edward E. Elson	Atlanta, Georgia
Lucille Ish	Chicago, Illinois
Colman S. Ives	Old Lyme, Connecticut
Gwendolyn Leapheart	Jacksonville, Florida

Class of 1985

Randolph W. Bromery	Amherst, Massachusetts
Gary Cooper	Mobile, Alabama
Warren G. Jackson	Hartsdale, New York
Thomas Shropshire	Milwaukee, Wisconsin
Robert Vance	Birmingham, Alabama

Class of 1986

H. Brandt Ayers	Anniston, Alabama
Calvin P. Eldred	Talladega, Alabama
Charles M. Grace	Santa Monica, California
Jeremiah Kaplan	New York, New York
Howard E. Spragg	New York, New York
Edward Fox	Washington, D.C.
Peter Gomes	Cambridge, Massachusetts

Class of 1987

Benjamin D. Brown	Isim, New Jersey
J. Mason Davis	Birmingham, Alabama
Carlton B. Goodlett	San Francisco, California
Earl Claiborne	Los Angeles, California
Margaret Bush Wilson	St. Louis, Missouri

Class of 1988

Henry Drewry	Princeton, New Jersey
Theodore A. Jones	Chicago, Illinois
Richard Eakin	Berkeley, California

Ex-Officio

Terrelia Young Ogletree	Dayton, Ohio
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Emeritus Members

Dr. Warren H. Brothers	Chicago, Illinois
Dr. Donald P. Cottrell	Worthington, Ohio
Dr. Arthur D. Shores	Birmingham, Alabama
Dr. Wesley Hotchkiss	New York, New York

Executive Committee

Atty. J. Mason Davis, Mr. Colman Ives, Mr. H. Brandt Ayers, Col. Gary Cooper, Dr. Randolph Bromery, Mr. Warren Jackson, Mr. Edward Elson, Ms. Lucile Ish.

Academic Affairs

Dr. Randolph Bromery, Chairman
Dr. Carlton Goodlett
Mr. H. Brandt Ayers
Mr. Jeremiah Kaplan
Dr. Richard Eakin
Mr. Henry Drewry
Atty. Margaret Bush Wilson
Dr. Peter Gomes

Development

Mr. Warren Jackson, Chairman
Mr. Edward Elson
Mr. H. Brandt Ayers
Mr. Benjamin Brown
Mrs. Terrelia Ogletree

Finance

Mr. Gary Cooper, Chairman
Mr. Charles Grace
Mr. Theodore Jones
Dr. Howard Spragg
Atty. J. Mason Davis
Mr. Thomas Shropshire
Mr. Edward Fox

Nominating

Mr. Edward Elson, Chairman
Mr. H. Brandt Ayers
Ms. Gwendolyn Leapheart
Mr. Colman Ives
Atty. J. Mason Davis

Resources and Facilities

Mr. Colman Ives, Chairman
Mr. Calvin Edred

Student Affairs

Ms. Lucile Ish, Chairman
Ms. Gwendolyn Leapheart
Mr. Edward Elson
Dr. Earl Claiborne
Judge Robert Vance

ALUMNI CLUBS AND PRESIDENTS 1982-1983 NATIONAL

PRESIDENT	Mrs. Terrelia Y. Ogletree '57 3732 Wales Drive Dayton, Ohio 45405
VICE PRESIDENT	Mrs. Dove S. Pinkney 5601 Coliseum Street Los Angeles, California 90016
REC. SECRETARY	Mrs. Shirley M. Dixon '61 115 Brooklyn Avenue Dayton, Ohio 45417
COR. SECRETARY	Mrs. Otis H. Owens '58 33 Parkside Tuscaloosa, Alabama 35401
TREASURER	Miss Thelma I. Goode '29 33 Spring Street Trenton, New Jersey 08618

REGIONAL PRESIDENTS

EASTERN	Mrs. Jeanette H. Judkins '54 131-19 231st Street Laurelton, New York 11413
MID-WESTERN	Mr. Richard L. Brooks '65 19650 Stratford Detroit, Michigan 48221
SOUTHERN	Mrs. Myrna H. Anderson '66 2686 Colonial Drive College Park, Georgia 30337
FAR-WESTERN	Ms. Edwina E. Fields '61 5503 Village Green Los Angeles, California 90016

CLUB PRESIDENTS

ANNISTON	Mrs. Eloise R. Ransom '54 1618 Cooper Avenue Anniston, Alabama 36201
ATLANTA, GEORGIA	Mrs. Delores W. Mangham '42 549 Collier Ridge Drive, NW Atlanta, Georgia 30318

BIRMINGHAM, ALABAMA	Mr. Otis W. Dismuke '80 604 South 30th Street Birmingham, Alabama 35233	MACON, GEORGIA	Mrs. Gwendolyn J. Bell '62 3262 Commodore Drive Macon, Georgia 31201
BUFFALO, NEW YORK	Mrs. Josephine J. Holmes '39 65 G Oakbrook Drive Williamsville, New York 14221	MOBILE, ALABAMA	Mr. Joaquin Holloway, Sr. '32 855 Savannah Street Mobile, Alabama 36603
CHARLESTON, SC	Mrs. Daisy B. Brockington '54 90 Gordon Street Charleston, South Carolina 29403	MONTGOMERY, ALABAMA	Mrs. Jewette L. Anderson '33 1019 East Washington Avenue Montgomery, Alabama 36104
CHATTANOOGA, TENNESSEE	Mr. Bernard Burke, Sr. '41 1014 East Tenth Street Chattanooga, Tennessee 37403	NASHVILLE, TENNESSEE	Mr. Eric B. Patterson '73 910 Woodmont Blvd.—#F-1 Nashville, Tennessee 37204
CHICAGO, ILLINOIS	Miss Sylvia Whitlock '73 4250 North Marine Drive—#2714 Chicago, Illinois 60613	NEW YORK/NEW JERSEY	Mrs. Inez T. Newkirk '42 178 Hargreaves Avenue Teaneck, New Jersey 07666
CLEVELAND, OHIO	Mrs. Memory B. Wills '51 3433 East Scarborough Cleveland Hgts., Ohio 44118	NORTH CAROLINA	Mrs. Gwendolyn Hendrix '65 465 Rose Lane Raleigh, North Carolina 27610
CONNECTICUT	Mr. James Marbury 'FS52 499 Kenyon Street Stratford, Connecticut 06497	PHILADELPHIA, PENNSYLVANIA	Atty. Yolanda Hughes '80 2241 North Van Pelt Street Philadelphia, Pennsylvania 19732
COLUMBUS, OHIO	Mrs. Emma L. Henderson 'UN 2555 Sunbury Drive Columbus, Ohio 43224	SAN FRANCISCO/BAY AREA	Attorney James Cole '63 4402 Marsh Elder Court Concord, California 94521
DAYTON, OHIO	Dr. Donald Ogletree '54 3732 Wales Drive Dayton Ohio, 45405	TALLADEGA, ALABAMA	Mrs. Annie L. Tucker '29 515 George Wallace Drive—#D-50 East Gadsden, Alabama 35903
DETROIT, MICHIGAN	Mr. Edward D. Wright 'FS 9919 Whitcomb Detroit, Michigan 48227	TAMPA BAY AREA	Mr. Harold L. Harvey '70 943 South 26th Avenue St. Petersburg, Florida 33705
GADSDEN, ALABAMA	Dr. Harvard Stephens '71 P.O. Box 1143 Gadsden, Alabama 35902	TUSKEGEE, ALABAMA	Mrs. Mai G. Young '30 1807 Washington Street Tuskegee Institute, Alabama 36088
INDIANAPOLIS, INDIANA	Mrs. Frances P. Smith '46 134 West 43rd Street Indianapolis, Indiana 46208	VIRGINIA	Mr. Clifton Whitworth '37 3303 Olivet Street Roanoke, Virginia 24017
JACKSON, MISSISSIPPI	Dr. David W. White '41 505 North Farish Street Jackson, Mississippi 39202	WASHINGTON, DC	Mr. Jesse Henderson '65 15017 Carry Back Drive Darenstown, Maryland 20760
JACKSONVILLE, FLORIDA	Mrs. Irvlyn H. Kennebrew '70 3210 Ribault Scenic Drive Jacksonville, Florida 32208		
KANSAS CITY, MISSOURI	Dr. Samuel W. Rodgers '37 3405 Quincy Avenue Kansas City, Missouri 64128		
LOS ANGELES, CALIFORNIA	Mrs. Marguerite Archie '58 3940 Carmona Avenue Los Angeles, California 90008		

MEMBER-AT-LARGE

EASTERN

Mrs. Inez T. Newkirk '42
178 Hargreaves Avenue
Teaneck, New Jersey 07666

MIDWESTERN

Miss Charlene A. Jones '71
19444 Greenfield
Detroit, Michigan 48235

SOUTHERN

Mrs. Maurice P. Dukes '68
2516 Jenay Court
Decatur, Georgia 30032

ALUMNI DIRECTOR and Ex Officio

Mr. Matthew Bowie
Talladega College
Talladega, Alabama 35160

CALENDAR SUMMER TERM (June 12-July 23, 1983)

June 12	Sunday	Residence Halls Open for Occupancy at 12 Noon
June 13	Monday	Registration 9:00 AM to 3:30 PM
June 14	Tuesday	Classes Begin at 7:00 AM
June 16	Thursday	Last Day to Add a Class
June 28	Tuesday	Last Day to Drop a Class
July 5-6	Tuesday- Wednesday	Mid-Term Examinations
July 6	Wednesday	Mid-Term Evaluations Due in Registrar's Office by 3:00 PM
July 21-22	Thursday-Friday	Final Examinations
July 22	Friday	All Grades Due in Registrar's Office by 3:00 PM
July 23	Saturday	Residence Halls Close

**CALENDAR 1983-84
FIRST SEMESTER**

August 4	Thursday	Academic Review Committee Meeting
August 26-29	Friday-Monday	Faculty/Staff Conference and Retreat
August 29-September 4	Monday-Sunday	Orientation and Registration of New Students
September 5	Monday	Labor Day Holiday
September 6	Tuesday	Registration for Returning Students
September 7	Wednesday	All Classes Begin at 8:00 AM
September 14	Wednesday	Last Day to Add a Class
September 19	Monday	Opening Convocation at 10:00 AM
October 14	Friday	Last Day to Drop a Class
October 17-21	Monday-Friday	Mid-Semester Examinations
October 24	Monday	Mid-Semester Evaluations due in the Registrar's Office by 12 Noon
November 6	Sunday	Founders Day Convocation at 2:00 PM
November 14-18	Monday-Friday	Pre-Registration for Second Semester Classes
November 22	Tuesday	Thanksgiving Recess Begins at 8:30 PM (At the Close of Evening Classes)
November 28	Monday	Classes Resume at 8:00 AM
December 4	Sunday	Christmas Ministry of Music Convocation at 7:00 PM
December 10-15	Saturday-Thursday	First Semester Examinations
December	Monday	All Grades Due in Registrar's Office by 12 Noon
December 21	Wednesday	Academic Review Committee Meeting

SECOND SEMESTER

January 12-13	Thursday-Friday	Orientation and Registration of New Students
January 12	Thursday	Faculty/Staff Conference
January 15	Sunday	Martin Luther King Day
January 16	Monday	Registration of Returning Students
January 17	Tuesday	All Classes Begin at 8:00 AM
January 25	Wednesday	Last Day to Add a Class
January 25	Wednesday	Opening Convocation at 10:00 AM
February	Entire Month	Black History Month
February 26	Sunday	Alpha Chi Initiation-Convocation at 2:00 PM
March 2	Friday	Last Day to Drop a Class
March 5-9	Monday-Friday	Mid-Semester Examinations
March 10-18	Saturday-Sunday	Spring Break
March 12	Monday	Mid-Semester Evaluations Due in Registrar's Office by 12 Noon
March 19	Monday	Classes Resume at 8:00 AM
April 9	Monday	Last Day to Submit Senior Projects
April 9-13	Monday-Friday	Pre-Registration for Summer and First Semester
April 6-14	Friday-Saturday	Arts Festival
April 20-23	Friday-Monday	Spring Recess
April 24	Tuesday	Classes Resume at 8:00 AM
May 1-4	Tuesday-Friday	Oral Examinations for Students Submitting Senior Projects
May 11	Friday	Honors Convocation at 10:00 AM
May 9-12	Wednesday-Saturday	Senior Examinations
May 12-17	Saturday-Thursday	Second Semester Examinations
May 14	Monday	All Senior Grades Due in Registrar's Office by 4:00 PM
May 18-19	Friday-Saturday	Alumni Weekend
May 20	Sunday	Commencement/Convocation
May 21	Monday	All Grades Due in Registrar's Office by 12 Noon
May 22	Tuesday	Academic Review Committee Meeting

**SUMMER TERM
1984**

June 10	Sunday	Residence Halls Open for Occupancy at 12 Noon
June 11	Monday	Registration at 9:00 AM
June 12	Tuesday	Classes Begin at 7:30 AM
June 15	Friday	Last Day to Add a Class
June 26	Tuesday	Last Day to Drop a Class
July 4	Wednesday	Holiday (Independence Day)
July 5-6	Thursday-Friday	Mid-Term Examinations
July 9	Monday	Mid-Term Evaluations Due in Registrar's Office by 3:00 PM
July 19-20	Thursday-Friday	Final Examinations
July 21	Saturday	Residence Halls Close
July 23	Monday	Final Grades Due by 3:00 PM

The Official Calendar for 1984-85 will be announced during the second semester of the 1983-84 school year.

SUMMER TERM 1985

June 16	Sunday	Residence Halls Open for Occupancy at 12 Noon
June 17	Monday	Registration From 9:00 AM to 3:30 PM
June 18	Tuesday	Classes Begin at 7:30 AM
June 20	Thursday	Last Day to Add a Class
June 27	Thursday	Last Day to Drop a Class
July 1-2	Monday-Tuesday	Mid-Term Examinations
July 3	Wednesday	Mid-Term Evaluations Due in Registrar's Office by 3:00 PM
July 4-5	Thursday-Friday	Holiday
July 25-26	Thursday-Friday	Final Examinations
July 27	Saturday	Residence Halls Close
July 29	Monday	All Grades Due in Registrar's Office by 3:00 PM

Dear Old Talladega

Words by
PROF. WM PICKENS

Altered and Harmonized by
E. B. GEER

There shines up-on this na-tion A col-lege gal-ax-y, Like
that harp-con-stel-la-tion Hung in our north-ern sky. With
stars of mag-ni-tude both great and small But
proud old Tal-la-de-ga Is Al-pha Ly-rae-Ve-ga, Is
Al-pha Ly-rae-Ve-ga Of them all.

CHORUS

Tal-la-de-ga, Crim-son and blue! Tal-la-de-ga,
We will be true. We'll love and hon-or thee We'll live and die for thee.
Tal-la-de-ga, Tal-la-de-ga, Crim-son and blue.

With steady radiating
She scatters forth her light;
Her rays are penetrating
The darkling shades of night:
She stretches out a saving hand to all.
Bright shining Talladega
Is Alpha Lyrae-Vega
Of them all.

Her noble sons and daughters
Go forth a valiant band,
Whose lives are like sweet waters
Found in a desert land.
They never shrink from sternest duty's call,
For love of Talladega,
The Alpha Lyrae-Vega
Of them all.

O. may she be eternal
As that most beauteous star,
And from a throne supernal
Shed life and love afar
Transfusing light round this terrestrial ball,
Still dear old Talladega,
Be Alpha Lyrae-Vega
Of them all.

