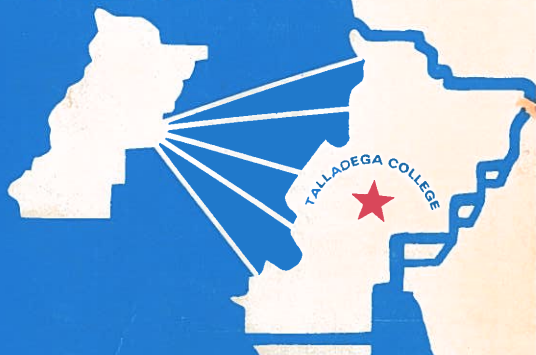


HUNTSVILLE

# THE TALLADEGAN

BIRMINGHAM



MONTGOMERY

**1985-1987**

**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.

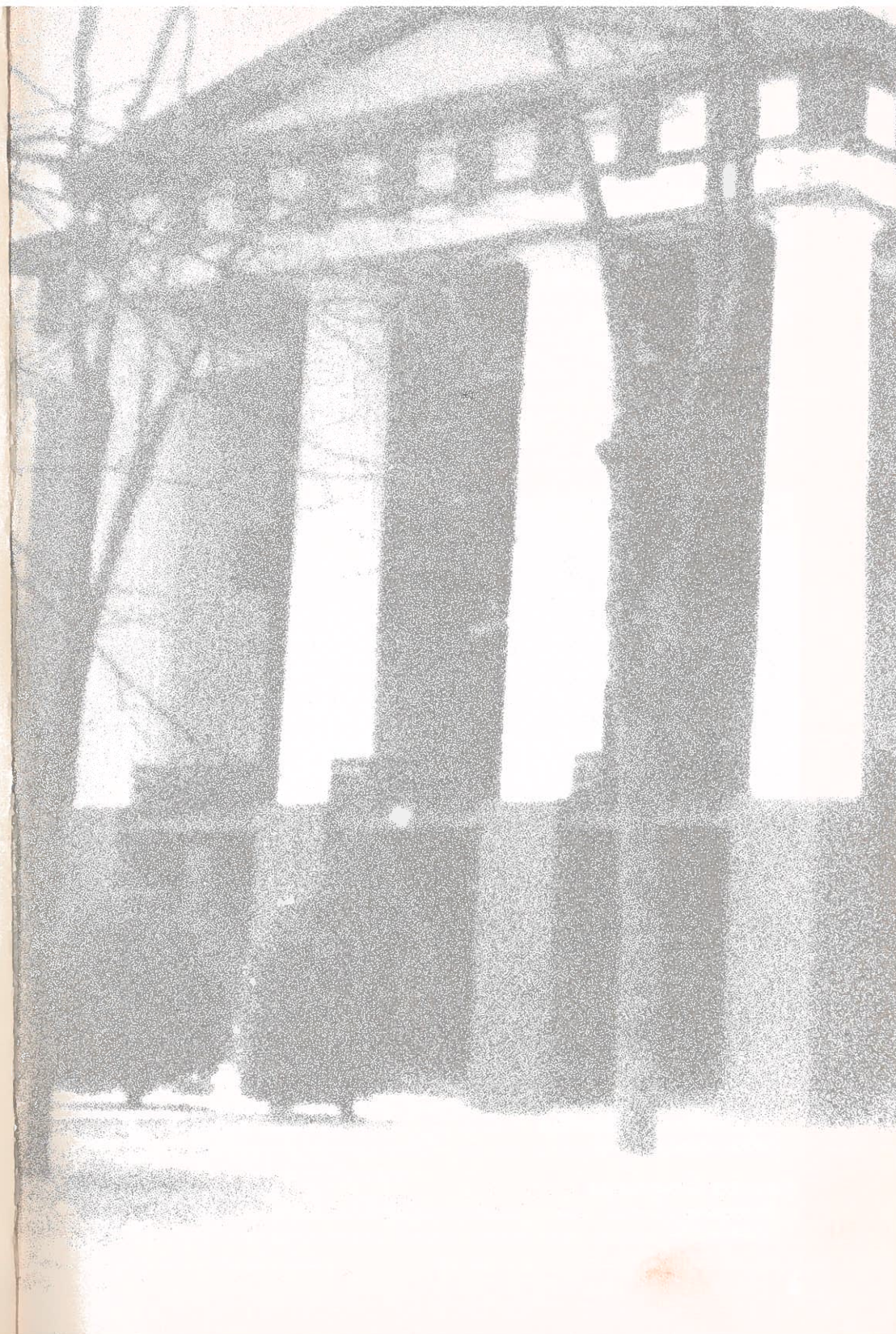
Talladega College is a member of the Service Members Opportunity Colleges Registry.

### **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.



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# 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. 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  
Dr. Paul B. Mohr, 1984

## 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 were 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.

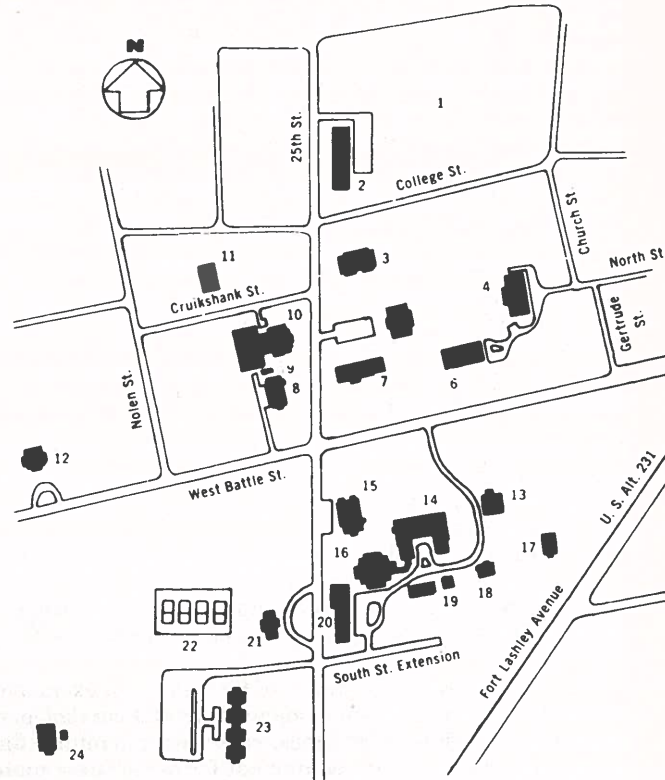
## SAVERY LIBRARY

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.

1. Silsby Athletic Field
2. Crawford Hall Dormitory
3. Seymour Hall
4. Savery Library
5. Swayne Hall
6. Silsby Science Hall
7. Sumner Hall
8. Andrews Hall
9. Buildings and Grounds Office
10. Callanan Student Union and Gym
11. Drewry Hall
12. Goodnow House
13. Foy Cottage
14. Foster Hall Dormitory
15. DeForest Chapel
16. Fanning Refectory
17. Boiler House
18. Little Theatre
19. Maintenance Shop
20. Ish Hall Dormitory
21. Derricotte House
22. Tennis Courts
23. Shores Hall Dormitory
24. Laundry



## 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
- Rehabilitation Education
- Music Education

#### HUMANITIES

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

#### NATURAL SCIENCES AND MATHEMATICS

- Biology
- Chemistry
- Mathematics
- Physics
- Computer Science

#### SOCIAL SCIENCES

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

## 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 PROGRAM

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 student's 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 39 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 12 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 col-

lege 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 a 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 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  
 (Must be 201 if grade in COM 102 is less than B)  
**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 220, PHL 201, and REL 201 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 mathemat-



ics 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 Office 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 Office 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. Every student must earn at least a grade of C in major courses 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*

\*For other possibilities see pages 12 and 15.

These totals are to be regarded as general. Normally, faculty advisors will work out programs with students which exceed the minimum requirements in order to ensure adequate preparation for graduate study, professional competence and satisfactory academic accomplishment. Also, it may be necessary for students in developmental and non-traditional tracks to limit their course loads to 12 hours a semester, which extends their time in undergraduate study to six years unless shortened by study during summer sessions.

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 Office 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.

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

## 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)*

## 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. W, WP and WF are also used. A grade of W (withdraw) is assigned as the final grade if the student withdraws within reasonable time. Thereafter a grade of WF (withdrawal failure) or WP (withdrawal pass) whichever is appropriate, will be assigned for each course. 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 qualifies 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 Office 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 Office 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 Office 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 Academic Affairs. The re-admission forms can be obtained from the College Admissions Office. The Admissions Office and/or the Office 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.

## INSTITUTIONAL HONORS PROGRAM

### I. INTRODUCTION

The Institutional Honors Program is structured to meet the needs of those students who indicate superior academic capabilities. The program seeks to enhance the Talladega College experience for such students by improving their performance on nationally standardized tests thereby increasing numbers of possible entrants to graduate schools and by providing activities designed to develop them in the affective facet of student life.

### II. ADMISSION TO THE HONORS PROGRAM

Potential honors students must submit an application form to the Honors Committee during the first semester of their sophomore year. They will also be asked to write an essay on a topic of wide ranging interest. The admissions process begins after the competition of freshmen honors courses (pre-honors). A minimum 3.3 grade point average is required for admission to the Honors Program.

### III. HONORS COURSES

Students may participate in three types of Honors Courses:

- 1) Sectional Honors Courses
- 2) In-Course Honors
- 3) Honor's Colloquia

One section of required freshman-level courses shall be designated "Honors." Incoming potential honors students, for the first semester, will be entered by scores on placement tests. In the second semester, they will be entered by making a grade of "B" or better in Honors Courses. Courses above the freshman level will be offered with in-course honors. For in-course honors, students will complete the regular course work along with a special project designed by the professor and the student, and it must also have approval by the department and Honors Committee. The Honors Colloquia will be of the seminar format and will be interdisciplinary in nature. Students will be expected to present a paper on an approved topic of high quality as a basis for a final grade. Two Colloquia, normally to be taken after the freshman year, will be offered annually in the fall (or spring) semester only. Prior to official admission to the Honor's Program, students may participate in the colloquia by invitation of the Honors Committee only. The colloquia will be chosen as elective courses.

### *Pre-Honors*

Prior to admission to the Honors Program, freshmen will participate in what will be known as the Pre-Honors Program. Freshman students will be placed in honors sections based on test scores and will be designated "potential honors students." At the end of the freshman year, grades will be reviewed and test scores noted. Students with acceptable grade point averages will be invited to participate in the Honors Program. They will be asked to write an essay during the summer, participate in an interview in the fall and be admitted to the Honors Program for the first semester of the sophomore year.

Other students who prove themselves scholastically may request admission to the Honors Program, at which time the Honors Committee will review the students' qualifications and decide whether to admit or reject the students' applications.

### *Transfer Students*

Students who transfer to Talladega College and who wish to participate in the Honors Program must have a 3.5 grade point average in addition to completing the number of Honors Courses specified for students who enter the program in their sophomore year.

### *Retention*

Honors students must maintain a 3.0 grade point average. If the GPA falls below a 3.0, the student will be given one semester to improve or be dropped from the program.

A student who receives any grade below "C" will be placed on probation until the course is repeated at the first opportunity and a grade of "B" is received.

Failure to attend required activities may result in expulsion from the Honors Program: the number of such activities per semester will be determined by the Honors Committee.

### *Honors Grading*

In order to receive honors credit for work done in courses designated "Honors," the grade earned must be "B" or higher.

### IV. GRADUATION WITH HONORS: REQUIREMENTS

Participants in the Institutional Honors Program may graduate with one or both of the following distinctions:

- 1) Departmental Distinction—a minimum of nine hours of honors course work within the department of the student's major. In addition, prospective departmental honors graduates are expected to complete a Senior Honors Thesis (or Project) under the direction of the department.
- 2) College Honors—a minimum of six hours of honors courses in the lower division, core curriculum courses; a minimum of six hours of sophomore level in-course honors; a minimum of two honors colloquia; and the completion of the above requirements for Departmental Honors (27 hours total).

Other honors activities will include special events, scheduled conferences, Honors Council, Honors Center all supervised by the Honors Committee.

### GENERAL COLLEGE 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 ensure a dormitory reservation for current students and must be paid by July 1st if room assignments are to be assured.

**A \$15 room reservation fee is required of new students, payable in advance.**

**Also a \$10 advance registration fee is payable at the same time. These are credited to students accounts upon registration.**





## 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. Only those students who do not have ACT or SAT scores will be required to take the test at their own expense. Others will 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 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 read-

missions 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 \$4.999. 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

#### 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	30.00	30.00	60.00
	<hr/>	<hr/>	<hr/>
	\$1,484.50	\$1,484.50	\$2,969.00

**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	30.00	30.00	60.00
	<u>\$2,499.50</u>	<u>\$2,499.50</u>	<u>\$4,999.00</u>

**PAYMENTS BY TALLADEGA COLLEGE INSTALLMENT PLAN**

**First Semester**

	ON CAMPUS	OFF CAMPUS
Registration payment, August 1985	\$1,299.50	\$772.42
October 1, 1985	400.00	237.36
November 1, 1985	400.00	237.36
December 1, 1985	400.00	237.36
Total First Semester	<u>\$2,499.50</u>	<u>\$1,484.50</u>

**Second Semester**

	ON CAMPUS	OFF CAMPUS
Registration payment, January 1986	\$1,299.50	\$772.42
March 1, 1986	400.00	237.36
April 1, 1986	400.00	237.36
May 1, 1986	400.00	237.36
Total Second Semester	<u>\$2,499.50</u>	<u>\$1,484.50</u>

Insurance fee is included in the initial payment for August 1985. 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.

**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.
Dormitory Damage Deposit .....	\$50.00

There is a "Dormitory *Damage Deposit*" which should be submitted to the Business Office prior to your arrival on campus, and is required to be paid no later than the time of your *room* registration. In addition, a key deposit is required at the time of your *room* registration. Every person who submits a "Room Reservation Deposit" will be reserved a room in a residence hall *until the first day of classes* for that semester.

**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 \$30 per semester \$18 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 Bursar 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 \$10.00 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, CN 6300, Princeton, New Jersey 08541 or P. O. Box 380, Berkeley, California 94901.

### 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.)



## **Institutional Student Assistance Programs**

### **Academic Scholarships**

A limited number of scholarships may be obtained for well qualified students who meet the criteria listed below:

High School Valedictorian  
High School Salutatorian  
4.0 g.p.a. (on 4.0 scale)  
3.9 g.p.a. (on 4.0 scale)  
ACT composite minimum 26  
SAT minimum 1100

#### *Presidential I*

Students who qualify must rank in the upper 5 percent of their class with a GPA of 3.75 to 4.0 and a SAT score of 1100 or ACT Composite of 26. This award covers tuition, fees, room and board for residential students up to \$5,000. This scholarship is renewable for three years with the maintenance of a 3.5 cumulative GPA.

#### *Presidential II*

Students who qualify must rank in the upper 10 percent of their class, with a GPA of 3.5 to 3.74 or a SAT score of 999 or ACT of 23. This scholarship covers tuition and fees up to \$3,000 and is renewable for three years with the maintenance of a 3.3 cumulative PGA.

#### *Dean's I Scholarship*

Students must have a 3.3 g.p.a. and rank in the upper 15 percent of their class, with a SAT score of 863 or an ACT of 19. This award is for \$2000 and is renewable for three years with the maintenance of a 3.15 cumulative g.p.a.

#### *Dean's II Scholarship*

Students must have a 3.0 g.p.a. and rank in the upper 25 percent of their class, with a SAT score of 742 or an ACT of 16. This award is for \$1000 and is renewable for three years with the maintenance of a 3.0 cumulative g.p.a.

#### *Athletic Program*

##### *Basketball Grant-In-Aid*

Talladega College offers Grant-In-Aid for the students who are selected and are eligible to participate in the intercollegiate basketball program. The amount of this award may vary depending on the student's aid from other sources. For further information, please call or write the Athletic Department, Talladega College, Talladega, Alabama 35160 or (205) 362-0206 ext. 290.

##### *Campus Employment*

The Campus Employment program is designed to provide support to students who do not qualify for college work study. Students assigned to this program may work up to 15 hours per week. In order to apply for employment, a student must contact the financial aid office.

##### *Available Student Financial Assistance*

Talladega College participates in the many aid programs for those students who demonstrates financial need. The College Scholarship Service (CSS) provides information to the College that helps determine the student's finan-

cial needs through the Financial Aid Form. This form must be filled out and mailed by each student. Talladega College also offers merit scholarships, without regard to financial need, to new students with outstanding academic records.

#### *Federal Student Assistance Programs:*

##### *Pell Grant*

Pell Grants are awards made to assist undergraduate students in financing their education after high school. This award ranges from a minimum of \$200 to a maximum \$2100 and does not have to be paid back. Application required is the Financial Aid Form (FAF).

##### *Supplemental Educational Opportunity Grants*

A SEOG is an award made to help a student meet his/her educational cost after high school. This award is restricted to undergraduates and does not have to be paid back. Awards range from a minimum of \$200 to a maximum of \$2000, depending on your need and the availability of funds. Application required is the Financial Aid Form (FAF).

##### *College Work-Study*

The College Work-Study program provide jobs for undergraduate students who have financial needs. College work study gives the student the opportunity to earn money to help defray school expenses. The award is based on need and the availability of funds. Application required is the Financial Aid Form (FAF).

##### *National Direct Student Loans*

NDSL is a low-interest (5 percent) loan to help students pay for their educational expenses after high school. This loan is made through the financial aid office and **MUST BE PAID BACK**. Undergraduates may borrow up to \$6000, depending on the availability of funds. Application required is the Financial Aid Form (FAF).

##### *Guaranteed Student Loans*

GSL is a low-interest loan made to students by a lender to assist them in meeting educational expenses after high school. The interest rate for new borrowers is 8 percent and the student **MUST PAY THIS MONEY BACK**. Undergraduates may borrow up to \$12,500. Application required is a GSL application from your bank, etc.

#### *State Student Assistance Program*

##### *State Student Incentive Grant*

The (SSIG) program provides assistance to undergraduate students who are residents of Alabama. This program is based on the student's financial need. Students may be awarded up to \$1500. Application required is the Financial Aid Form (FAF).

## **TALLADEGA COLLEGE SATISFACTORY ACADEMIC PROGRESS POLICY**

Except for mitigating circumstances, as determined by the Academic and Financial Aid Review committee, the following regulations will dictate the student academic status:

A cumulative grade point average of 2.0 is required for graduation at Talladega College.

After the equivalent of one semester of full-time academic work, any student who does not have at least a 1.0 G.P.A. for work completed at Talladega College is automatically placed on academic and financial aid probation. At the end of the first academic year, a student must have at least a 1.0 cumulative average. Any student who does not earn the minimum requirements will be subject to suspension or dismissal.

Students with a cumulative average below 1.25, for work completed at Talladega College after three semesters of full-time academic work, will automatically be placed on academic and financial aid probation. All students must have at least a 1.50 cumulative average for work completed at Talladega College, after four semesters of full-time work.

Students with a cumulative average below 1.75, after six semesters of full-time academic work, will automatically be placed on academic and financial aid probation. All students must have at least a 1.75 cumulative average, for work completed at Talladega College, after six semesters of full-time work.

## TALLADEGA COLLEGE

### Quantitative and Qualitative Measures

For students matriculating college in the four year time frame.

Number of Semester Hours	Grade Point Average	Percent of full-time work completed
0- 30	1.0	24%
31- 63	1.50	51%
64- 94	1.75	76%
95-123	2.0	100%

For students matriculating college in the six year time frame.

Maximum Time Frame	Minimum Semester Hours	Grade Point Average
1 year	24	1.0
2 year	48	1.50
3 year	72	1.75
4 year	96	2.0
5 year	118	2.0
6 year	140	2.0

Both of the above may be modified by the student attending Summer School.

## PROCEDURES FOR APPEAL

A student may appeal a decision to deny financial assistance based on the student's academic performance. Appeals will be considered where mitigating circumstances were unknown to the Financial Aid Director prior to that decision.

The procedures for appeal are as follows:

1. The student must present a written request to review the denial of aid to the Financial Aid Director. The appeal should clearly state why the student feels that the decision should be reversed and supply any documentation necessary to support the claim.

2. The Financial Aid Director will, upon receipt of such request, inform the chairman of the Financial Aid Committee of the appeal and ask that the committee meet to resolve the matter.
3. The committee chairman will notify the student of the hearing date and schedule the hearing. The committee will review the Financial Aid Director's reason(s) for denying aid and the student's rationale for appealing the decision.
4. The committee will make the final determination regarding the appeal and notify the student of the decision within 48 hours following the hearing.

## PROCEDURES FOR REINSTATEMENT OF AID

Once a student has been denied financial aid for failure to maintain satisfactory progress, he or she must satisfy at least one of the following requirements for reinstatement of financial aid:

1. The student must successfully complete sufficient credit hours and attain the overall G.P.A. required at the end of the next semester.
2. The Financial Aid Committee has determined that financial assistance should be continued due to extenuating circumstances.

## NONPUNITIVE GRADE AND COURSES

(1) Courses that are incomplete and assigned a grade of (I) will not be calculated as a failing (F) grade, unless the course is not satisfactorily completed the following semester.

## REPEATING A COURSE

(2) The only courses which may be repeated for a higher grade are courses for which a student has received a grade of "F" or a course in a student's major, for which a student has received a grade of "D". The student will not qualify for financial aid for the courses he or she is repeating for the third time.

## 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 Warren H. Brothers, Jr. Memorial Scholarship Fund** was established in 1984 by his family and friends to honor the memory of Dr. Brothers, a longtime member of the Mathematics Department and trustee of the college for many years. A grant is to be given annually to a student in the junior year, preferably a mathematics major, based on excellence in scholarship.

**The Benjamin Butler Memorial Award** is for a male or female student having a cumulative gradepoint average of 2.5 or better; who possesses a positive pleasant outgoing personality; and who is actively involved in school activities. Additionally the student is asked to prepare a one-page paper covering any aspect of his/her life that is desirable to share. The paper must also include name, address, classification, goals, activities, and how this award is to accomplish the student's goals. The award amount is contin-

gent upon money sent annually by family, friends and alumni. The number of awards may vary from one to five in a given year, at the discretion of the selection committee.

**The Ives-Sandoz Scholarships** go to the two highest ranking junior science students. With the endorsement of the President, these students will tour and interview in Sandoz, New Jersey. The student, at the beginning of the senior year, will be assured of a grant of \$2,000 to be paid on or about May 1st, prior to graduation. There is a possibility of involving the I-S Scholar in a Work-Study Program and may be deemed appropriate by the College and Sandoz.

**Summer Internship(s).** These internships will involve an approximate ten week work experience in the headquarters R&D organization of Sandoz Inc., East Hanover, New Jersey. Students will be paid at a weekly rate allowing them to pay their own room, board and travel. Two outstanding candidates may be selected from among chemistry majors in their Junior year in March of that year. Seniors entering graduate school may be included to broaden the search. Intern candidates will tour and interview in New Jersey. Selection will be completed by mid-April to allow student(s) and company time to make appropriate arrangements.

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

## 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.

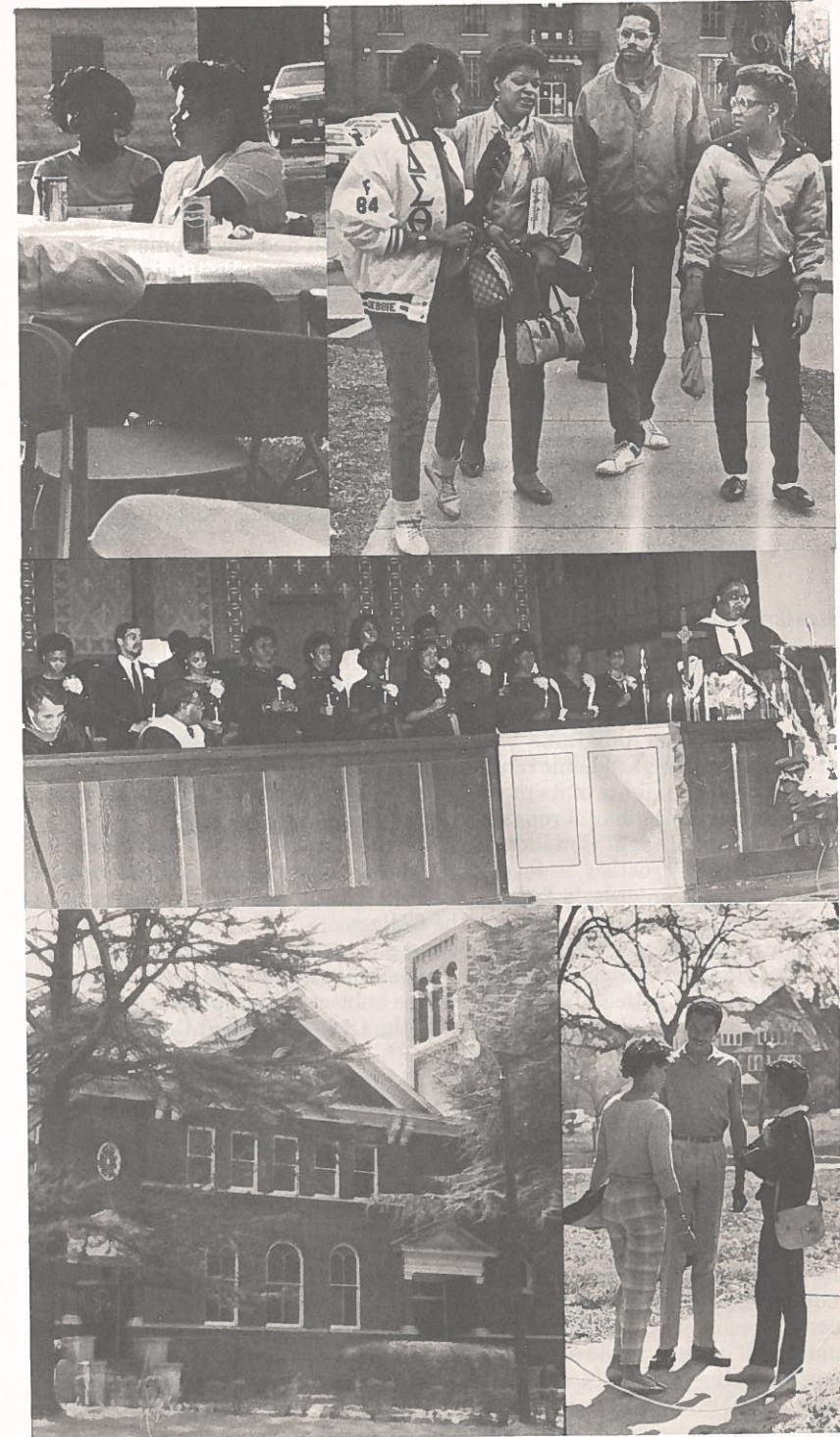
**The Elva Constance Cross Award**—An award established in 1968 by Mrs. Elva L. Foster, Class of 1968, in honor of her deceased daughter, Elva Constance Cross.

**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 residence halls are officially closed during the Christmas and Spring recesses.

## *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 entering students who have not taken it. 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 Services provide basic 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 is located on the ground floor of Arthur D. Shores Hall. The College Physicians are available during regularly scheduled office hours and are available to the nurse whenever needed.

Operating hours for the student health services are 8:00 a.m. to 4:00 p.m., Monday through Friday. The student health service is backed by support services of the local medical facility when necessary. The College will provide transportation to local medical facilities or to area specialists when needed. 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.

### *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 Beta Beta  
Beta Kappa Chi  
Phi Alpha Theta

### *Fraternities and Sororities*

Alpha Kappa Alpha Sorority, Inc.  
Alpha Phi Alpha Fraternity, Inc.  
Delta Sigma Theta Sorority, Inc.  
Kappa Alpha Psi Fraternity, Inc.  
Omega Psi Phi Fraternity, Inc.  
Phi Beta Sigma Fraternity, Inc.  
Zeta Phi Beta Sorority, Inc.

### *Other Organizations*

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

## **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 program is Early Education for the Handicapped (N-3). General Education Programs are: Biology (10-12), Chemistry (10-12), English (10-12), General Music (N-9), History (10-12), and \*Physical Education (7-12). 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 college reserves the right to delete programs from this list as deemed necessary by appropriate college officials.

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.

\*The program in Physical Education is being discontinued. No student who was below Junior level in 1984-85 will be permitted to declare a major in this field.

### **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 and who seek a license to teach in the State of Alabama.

## 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	
<b>General I</b>			
HUM101 Humanities	3	HUM102 Humanities	3
COM101 Communications <sup>1</sup>	3	COM102 Communications	3
SS101 Social Science <sup>1</sup>	3	SS102 Social Science	3
MTH101 Mathematics <sup>1</sup>	3	MTH102 Mathematics	3
NS101 Biological Science	4	NS102 Physical Science	4
PE101 Physical Education <sup>1</sup>	1	PE102 Physical Education	1
	17		17

For Music Education Curriculum see page

<sup>1</sup>See p. (13) under First Year Requirements.

<sup>2</sup>See p. (14) under Second Year Requirements.

### General II

COM 201 Practice in Writing <sup>2</sup>	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 <sup>3</sup>	3		
	18		

## PHYSICAL EDUCATION

### 1st Semester

### 2nd Semester

#### General I

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

#### General II

COM 201 Practice in Writing <sup>2</sup>	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
	3		
ECO 201 Intro. to Economics	3	PE 334 Swimming and Life Saving	3
	18		17

<sup>1</sup>See p. (13) under First Year Requirements.

<sup>2</sup>See p. (14) under Second Year Requirements.



### 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	FED 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
	3		
FED 305 Educational Measurement	3		
	3		
Free Elective	3		
	15		

## DEAF REHABILITATION

### 1st Semester

#### General I

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

#### General II

COM 201 Practice in Writing <sup>2</sup>	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	FED 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
	3		
RSE 317 Basic Sign Language	3		
RSE 390 Practicum	3		12
Psychology Elective	3		
Free Elective	3		
	15		

<sup>1</sup>See p. (13) under First Year Requirements.

<sup>2</sup>See p. (14) under Second Year Requirements.

## BLIND REHABILITATION

### 1st Semester

#### General I

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

#### General II

COM 201 Practice in Writing <sup>2</sup>	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
	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 (FED)

**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. Prerequisite: FED 200. 3 credits.

<sup>1</sup>See p. (13) under First Year Requirements.

<sup>2</sup>See p. (14) under Second Year Requirements.

**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.

**300. Developmental Reading in Classroom.** Emphasis placed on basic reading theories, instructional methods, learning modalities, appraisal of reading abilities, standardized reading tests and inventories, teacher-made assessment tests, materials of instruction, and reading program construction. Prerequisite: FED 200. 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.

**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.

**313. Media.** Examination, evaluation, and development of materials and methods particularly used to enhance teaching. Open to non-majors. 3 credits.

**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.

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#### EARLY EDUCATION FOR THE HANDICAPPED (EEH)

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**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 N-12 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.** Designed to introduce the student of the field of social studies. Attention is given to ways in which units of instruction and instructional media can be used to contribute 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.** 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.** 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.** A course in methods and materials. 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 public schools. Prerequisite: EDU 271. 3 credits.

**391. Internship 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.

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### PHYSICAL EDUCATION (PE)

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**101-102. Physical Education.** The activities consist of speedball, volleyball, badminton, swimming, square dance, 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: BIO 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. 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 307.

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### REHABILITATION AND SPECIAL EDUCATION (RSE)

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**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. Prerequisite: RSE 209. 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. Prerequisite: RSE 209. 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. Prerequisite: RSE 210. 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. Prerequisite: RSE 310. 3 credits.

**303. Anatomy and Use of Sensory Mechanisms.** A thorough study of the anatomy of the major senses (visual, auditory and tactile) 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. Prerequisite: RSE 209, RSE 211. 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. Prerequisite: RSE 209. 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. Prerequisite: RSE 209, RSE 211. 3 credits.

**318. Language Development.** A systematic, analytic approach to intervention programming for speech and language development with the young handicapped child. Prerequisite: RSE 209. 3 credits.

**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. Prerequisite: RSE 209. 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 Bures 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, easel 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.

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## HUMANITIES

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**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.

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## COMMUNICATIONS

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**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.<sup>1</sup>

**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. Prerequisite: B or better in COM 102 or 201. 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.

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



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## DANCE

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**120-121. Dance Fundamentals I, II.** 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.

**122-123. Dance Fundamentals III, IV.** This course is a continuation of Dance 121. 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.

**ENGLISH**

**CURRICULUM IN ENGLISH**

**ENGLISH**

**1st Semester**

**2nd Semester**

**General I**

HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications <sup>1</sup>	3	COM 102 Communications	3
Language (or Social Science) <sup>2</sup>	3	Language (or Social Science)	3
MTH 101 Mathematics <sup>1</sup>	3	MTH 102 Mathematics	3
NS 101 Natural Science <sup>1</sup>	4	NS 102 Natural Science	4
PE 101 Physical Education <sup>1</sup>	1	PE 102 Physical Education	1
	17		17

**General II**

COM Communications Requirement (Advanced Writing or Creative Writing recommended) <sup>3</sup>	2 or 3	Elective Humanities Requirement	3
Humanities Req. <sup>3</sup>	3	SS 102 Social Science	3
SS 101 Social Science <sup>3</sup>	3	ENG 208 Intro. to Lit. II	3
ENG 207 Intro. to Lit. I	3	Elective (Language <sup>2</sup> recommended)	3
Elective (Language <sup>2</sup> recommended)	3		15
	14 or 15		

**Major I**

ENG Departmental Selection <sup>4</sup>	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 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

<sup>1</sup>See p. (13) under First year Requirements.

<sup>2</sup>It 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.

<sup>3</sup>See p. (14) under Second Year Requirements.

<sup>4</sup>The 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.**

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## FINE ARTS

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### Minor Program Curriculum in Fine Arts

**I. REQUIRED—Art History Courses—12 credits**

1. 19th and 20th Century American Art #327
2. Contemporary Black American Artists #326
3. Survey of Art History 212 & 213

**II. STUDIO COURSES—9 credits**

- Ceramics #216
- Color and Design #214
- Art Education Workshop #225
- Creative Painting #223
- Sculpture #328
- Graphic Arts Workshop #315
- Introduction to Drawing #219

**III. INDEPENDENT STUDY/FINAL PROJECT**

(Concentrated study of any of the studio disciplines)

Those students who carry an Art minor must prepare an exhibit of their work during their senior year.

**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 audio-



visual aids. Critical evaluation of principles and practices in the art field emphasizing contemporary trends. 3 credits.

**212-213. Survey of Art History.** This course is a chronological study of Art from Paleolithic times to present. Emphasis will be placed on representative works of painting, sculpture and architecture. 3 credits each semester.

**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(1)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. Black American Art and 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	
<b>General I</b>			
HUM 101 Humanities	3	HUM 102 Humanities	3
FRE 101 Elementary French <sup>1</sup>	3	FRE 102 Elementary French	3
COM 101 Communications <sup>2</sup>	3	COM 102 Communications	3
MTH 101 Mathematics <sup>2</sup>	3	MTH 102 Mathematics	3
NS 101 Natural Science <sup>2</sup>	4	NS 102 Natural Science	4
PE 101 Physical Education	1	PE 102 Physical Education	1
	17		17
<b>General II</b>			
COM Communications Requirement <sup>3</sup>	2 or 3	FRE 215 French Civilization	3
Humanities Req. <sup>3</sup>	3	Humanities Req.	3
SS 101 Social Science	3	SS 102 Social Science	3
FRE 201 Intermediate French	3	FRE 202 Intermediate French	3
Elective <sup>4</sup>	3	Elective	3
	14 or 15		15
<b>Major I</b>			
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

<sup>1</sup>This 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.

<sup>2</sup>See p. (13) under First Year Requirements

<sup>3</sup>See p. (14) under Second Year Requirements

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

### 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
BIO 220 Invertebrate Zoology	4
BIO 226 Botany	4
Elective	4
	20

#### Chemistry

CHE 101-102 General Chemistry	8
CHE 201-202 Organic Chemistry	8
BIO 343 Biochemistry	4
	20

#### Math-Physics

MTH 101 Natural Science	4
PHY 102 Introductory Physics	8
MTH 205 Calculus I	3
MTH 206 Calculus II	3
	18

#### Science

BIO 101 General Biology	8
CHE 101-102 General Chemistry	8
Calculus or Physics	3
	19

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

**309. 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.

**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, nat-

uralism, 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.

**301-302. Advanced German.** Intensive review of all grammatical structures of German. Exercises supplemented by explanation. Perfection of audio-lingual and reading-writing skills. Vocabulary expansion through extensive reading. Career oriented texts used as readers. Prerequisite GER 202 or examination. 3 credits each semester.

**303-304. German Civilization.** Introduction to the cultural, artistic and intellectual development in Germany. Significant German contributions in art, music, architecture, literature, theater against the background of historical and social developments. Prerequisite 2 years of College German. 3 credits for each semester. Offered in alternating years: 1985-1986

**305-306. Business and Scientific German.** German speaking review, correct pronunciation. Information on Germany and the Common Market. Texts related to business, economics and international service. Basic commerce and trade related vocabulary; oral practice and comprehension are stressed. Scientific texts are applied in natural sciences, physics, chemistry and computer related texts are used. Prerequisite 3 years of College German. 3 credits for each semester. Offered in alternating years: 1986-1987

## 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	
<b>General I</b>			
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
<b>General II</b>			
Humanities Requirement	3	Humanities Requirement	3
MTH 101 Math	3	MTH 102 Language	3
Language	3	Language	3
MUS 101 Theory	3	MUS 102 Theory	3
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
MUS 141 Voice	1	MUS 142 Voice	1
	18		18
<b>Major I</b>			
MUS 305 History of Music	3	Language	3
Language	3	MUS 306 History of Music	3
MUS 201 Theory	3	MUS 372 Conducting	1
MUS 231 Piano	2	MUS 202 Theory	3
MUS 251 Organ	1	MUS 232 Piano	2

\*To be officially accepted in the music performance major program (voice or piano), the student must satisfactorily pass a full 40-minute sophomore recital jury before the music faculty. Full public recitals are also required at the end of the junior and senior years.



MUS 143 Voice	1	MUS 252 Organ	1
MUS 291 Choir	1	MUS 144 Voice	1
MUS 361P Percussions	1	MUS 291 Choir	1
MUS 371 Conducting	1	Elective	3
Elective	3		
	19		18
<b>Major II</b>			
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 241 Voice	1	MUS 242 Voice	1
MUS 303 Counterpoint	2	MUS 308 Form and Analysis	2
MUS 307 Form and Analysis	3	MUS 301B Orchestration and Arranging	2
Electives	6	MUS 352 Organ	1
Music Ed.		MUS 333 Recital	1
Psychology		MUS 304 Counterpoint	2
Computer Science			15
Art			
Languages	18	TOTAL 137 hours	

### With Voice Emphasis\*

<b>General I</b>			
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	MUS 142 Voice	2
	17		17

**3rd Semester**

SS 101 Social Science	3
Humanities Requirement	3
GER 101 German	
MUS 101 Theory	4
MUS 143 Voice	2
MUS 133 Piano	1
MUS 291 Choir	1
MUS 361S Strings	1
<b>Total</b>	<b>18</b>

**5th Semester**

FRE 101 French	3
MTH 101 Math	3
MUS 201 Theory	3
MUS 231 Piano	1
MUS 241 Voice	3
MUS 291 Choir	1
MUS 305 History of Music	3
MUS 317 Conducting	1
<b>Total</b>	<b>18</b>

**7th Semester**

MUS 331 Piano	1
MUS 341 Voice	2
MUS 291 Choir	1
MUS 323 Vocal & Choral Literature	2
MUS 303 Counterpoint	2
MUS 307 Form & Analysis Electives	6
Music Ed.	
Psychology	
Computer	
Art	
Languages	16

**4th Semester**

SS 102 Social Science Humanities Requirement	3
GER 102 German	3
MUS 102 Theory	4
MUS 134 Piano	1
MUS 144 Voice	2
MUS 291 Choir	1
MUS 361P Percussions	1
<b>Total</b>	<b>18</b>

**6th Semester**

FRE 102 French	3
MTH 102 Math	3
MUS 202 Theory	3
MUS 232 Piano	1
MUS 242 Voice	3
MUS 306 History of Music	3
MUS 372 Conducting	1
MUS 291 Choir	1
<b>Total</b>	<b>18</b>

**8th Semester**

MUS 308 Form & Analysis	2
COM 202 Speech	2
MUS 291 Choir	1
MUS 342 Voice	2
MUS 304 Counterpoint	2
MUS 324 Vocal & Choral Literature	2
MUS 332 Piano	1
MUS 343 Recital	1
MUS 301B Orchestration & Arranging	2
<b>Total</b>	<b>15</b>

TOTAL 134 hours

**CURRICULUM IN MUSIC EDUCATION  
(N-9: Preschool through Ninth Grade)**

**With a Performance Concentration in Piano or Voice  
and State of Alabama Teacher Certification\*\***

**1st Semester**

**General I**

HUM 101 Humanities	3
COM 101 Communications	3
NS 101 Biological Science	4

**2nd Semester**

HUM 102 Humanities	3
COM 102 Communications	3
NS 102 Physical Science	4

<sup>1</sup>See p. (13) under First Year General Requirements.

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

<sup>3</sup>Students 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.

\*\*Depends upon successfully fulfilling all requirements and testing programs as described by the State of Alabama Department of Education.

SS 101 Social Science	3
PE 101 Physical Education	1
MUS 291 Choir	1
MUS 131 Piano	1
MUS 141 Voice	1
MUS 361W Woodwinds Class	1
<b>Total</b>	<b>18</b>

**3rd Semester**

PSY 200 Intro. To Psychology	3
HIST 215 Afro-Amer. History	3
ECO 201 Economics	3
MTH 101 Math	3
MUS 101 Theory of Music	3
MUS 220 Survey of Musical Styles	3
MUS 133 Piano <sup>3</sup>	1
MUS 143 Voice <sup>3</sup>	2
or	
MUS 133 Piano <sup>3</sup>	2
MUS 143 Voice <sup>3</sup>	1
<b>Total</b>	<b>21</b>

**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 <sup>3</sup>	1
MUS 231 Piano <sup>3</sup>	2
MUS 241 Voice <sup>3</sup>	1
or	
MUS 231 Piano <sup>3</sup>	1
MUS 241 Voice <sup>3</sup>	2
<b>Total</b>	<b>20</b>

**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 <sup>3</sup>	2
or	
MUS 341 Voice <sup>3</sup>	2
<b>Total</b>	<b>18</b>

SS 102 Social Science	3
PE 102 Physical Education	1
MUS 291 Choir	1
MUS 132 Piano	1
MUS 142 Voice	1
MUS 361B Brasses	1
<b>Total</b>	<b>18</b>

**4th Semester**

FED 200 Intro. to Education	3
ART 211 Intro. to Art <sup>2</sup>	3
MTH 102 Math	3
MUS 102 Theory of Music	3
MUS 291 Choir	1
MUS 134 Piano <sup>3</sup>	1
MUS 144 Voice <sup>3</sup>	2
MUS 316S Strings Class	1
or	
MUS 134 Piano <sup>3</sup>	2
MUS 144 Voice Class <sup>3</sup>	1
MUS 361S Strings Class	1
<b>Total</b>	<b>21</b>

**6th Semester**

MUS 306 Music History	3
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 <sup>3</sup>	1
MUS 232 Piano <sup>3</sup>	2
MUS 242 Voice <sup>3</sup>	1
or	
MUS 232 Piano <sup>3</sup>	1
MUS 242 Voice <sup>3</sup>	2
<b>Total</b>	<b>21</b>

**8th Semester**

MUS 291 Choir	1
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 <sup>3</sup>	2
or	
MUS 342 Voice <sup>3</sup>	2
MUS 343 Recital	1
<b>Total</b>	<b>17</b>

Satisfactory proficiency examinations in piano, guitar, voice, instruments, conducting, sight singing, keyboard harmony are required before the eighth semester. Some required courses may be taken in summer school (Non-music).

**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. Sight Singing.** 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, Sight Singing, 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 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. 3 credits each semester.

**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. Sophomore Humanities elective. 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 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 3 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 develop-

mental 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. (9-12)** 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.

**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.

**323-324. Vocal and Choral Literature.** An historical survey of the vocal and choral literature from the medieval to contemporary periods. 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.

**391. Directed Observation and Teaching in the Elementary/Middle 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, in grades N-9. Prerequisite: MUS 314. 3 or 5 credits.

## APPLIED MUSIC PERFORMANCE COURSES (Individual and Class Instruction)

- 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.

**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. Music majors must enroll in choir during each semester of residence.

**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.

**293. Tour Choir.** Rehearsal and performance for local concerts and tours. May be repeated. 1 credit (second semester only.)

**343. Senior Recital.** Full solo public recital in DeForest Chapel. 1 credit.

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## PHILOSOPHY

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**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.

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## RELIGION

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**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, Computer Science, Mathematics, and Physics.

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### REGULAR DEGREE PROGRAMS

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**Biology.** The Biology Program is designed to prepare students for graduate and professional studies as well as careers in 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. Also see SPECIAL DEGREE & OTHER PROGRAMS.

**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 laboratories are equipped with analytical balances of the required precision for routine analysis. Apparatus for conductometric and colorimetric work, constant temperature ovens, chromatographic, calorimetric, and various spectroscopic apparatus are available for advanced experimentation and research. Also see SPECIAL DEGREE & OTHER PROGRAMS.

**Computer Science Program.** The Computer Science Program is designed (1) to graduate majors and minors who are able to assume strategic

leadership positions in a computer oriented field, and (2) to prepare one to use the computer technology appropriate to one's career and life interests. Emphasis is on planning, management, and general problem solving skills, in addition to the skills of coding in particular computer languages. The program uses both the advanced technology of the Seymour Computer Laboratory as well as various work stations and microcomputers distributed throughout the campus.

**Mathematics.** The bachelor's degree program in mathematics prepares graduates for careers in both pure and applied fields. All students utilize the computer; one classroom contains graphics terminals connected to the central computing system. Experience in computing has provided excellent job opportunities both before and after graduation. Also see SPECIAL DEGREE & OTHER PROGRAMS.

**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 and faculty-student research. There is a powerful electromagnet, an analog computer, a laser with a holography apparatus, an interferometer, nuclear counting experiment, five microcomputers with accessories, scanning electron microscope, far infrared spectrometer, mass spectrometer, high vacuum pump, ionization pump, microbalance, ionization gauge, multiple channel analyzer, monopole residual gas analyzer, precision gas analyzer, calibrated recorder and plotter, molecular beam device, gaussmeter, and monochromatic light sources. There is also a machine shop and an electronic shop in the department. Also see SPECIAL DEGREE & OTHER PROGRAMS.

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### SPECIAL DEGREE AND OTHER ACADEMIC PROGRAMS

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The Division of Natural Sciences and Mathematics through combinations of courses in the basic disciplines of biology, chemistry, computer science, mathematics, physics and special arrangements with other institutions, provide curricula and programs tailored for specific career interests.

**Dual Degree Linkage Programs.** Students who wish to pursue careers in allied health, engineering, pharmacy, nursing, veterinary medicine and geology follow preprofessional curricula in these areas. However, they have a choice of remaining at Talladega College and receiving a degree in one of the sciences then applying to professional school or, participating in the dual degree program.

A dual degree linkage program allows a preprofessional student to transfer to a cooperating professional school after two (2) or three (3) years to complete the professional phase of his/her study which may require two (2) to three (3) additional years. These types of programs are called 2 + 3 and 3 + 2 linkages. After a student has completed an appropriate course of study at a cooperating or linking institution, he/she will receive an undergraduate degree from Talladega College and a professional degree, certificate, or diploma from the professional school (thus the title dual degree program).

**Health Careers.** Talladega College has earned an excellent reputation for preparing students for pursuit of careers in health and allied health areas.

**Premedicine and Predentistry.** The premedicine and predental program is a four year curriculum designed to prepare students for

entry into medical, dental and other health profession schools. The Health Careers Advisory Committee provides guidance and assistance throughout each student's academic career at Talladega College. Talladega College graduates have received degrees from medical schools such as Harvard, Dartmouth, the University of Alabama and many others.

**Pre-allied Health Curricula and Allied Health Dual Degree Programs.** Majoring in the appropriate science discipline or following the premed-preudent curriculum prepares the students who completes a degree at Talladega College for entry into most allied health schools.

However, Dual degree linkages in allied health with Georgia State University, The University of Alabama at Birmingham and Tuskegee Institute are also available.

The allied health areas include occupational therapy, medical technology, nutrition, community health, physical therapy and X-ray therapy technology, etc.

**Prepharmacy Curriculum and Pharmacy Dual Degree Programs.** Talladega College provides an excellent prepharmacy program with well established dual degree linkages with Florida A & M University, Auburn University, Samford University and other school of pharmacy. Pharmacy students major in biology or chemistry.

**Prenursing Curriculum and Nursing Dual Degree Programs.** Students interested in becoming nurses may elect to apply to nursing school after graduating from Talladega College or participate in the 2 + 2 or 3 + 1 dual degree linkage programs which Talladega has established with Tuskegee Institute, Jacksonville State University and other schools of nursing.

**Preveterinary Curriculum and Veterinary Medicine Dual Degree Programs.** A preveterinary medicine curriculum is provided for the student interested in a career in veterinary medicine. Those interested in the dual degree option will spend the first three (3) years at Talladega College then transfer to an approved veterinary school. After the first year at the veterinary school, a student should receive an undergraduate degree from Talladega College and a veterinary degree from the professional school after the second or third year.

**High Technology.** Talladega College continues its effort to remain on the cutting edge of high technology through its programs in engineering and computer science.

**Preengineering Curriculum and Engineering Dual Degree Programs.** Undergraduates in this program are scheduled to complete three (3) years at Talladega College in a curriculum with a strong emphasis in mathematics and physics and two (2) years at Auburn University, Tuskegee, or Georgia Institute of Technology 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, physics, or chemistry from Talladega College and an engineering degree from the other institution.

**Computer Science.** Talladega College boasts a new program leading to a Bachelor of Arts in computer science. A student may also minor in computer science. For more details see Departmental offerings.

**Earth Sciences.** In an attempt to increase the numbers of minorities and women in the earth sciences, Talladega College has joined with Auburn Uni-

versity and the University of Alabama in linkages in Geology and Marine Sciences.

**Geology Dual Degree Program.** Talladega College is linked with Auburn University in a 2 + 2 and 3 + 2 dual degree program in geology. A student interested in geology will essentially follow the curriculum in biology, chemistry, mathematics or physics. The student choosing the biology curriculum should minor in one or two of the disciplines. The student who completes the program will receive a Bachelor of Arts degree from Talladega College in one of the sciences and a B.S. in geology from Auburn University.

**Marine Sciences Certificate Program.** 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.

**Minors.** The discipline in which a student completes their degree is called the major area. A minor consists of eighteen (18) to twenty (20) semester hours of prescribed courses in another area. Minor sequences available are in biology, chemistry, mathematics, computer science and marine sciences.

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## RESEARCH OPPORTUNITIES

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Students frequently have the opportunity to engage in state-of-the-art research in ongoing funded projects.

**MBRS.** The Talladega College MBRS (Minority Biomedical Research Support) Program provides faculty and students the opportunity to engage in year round biomedical research. Students who are selected to work on a research project as assistants to MBRS investigators receive salary and, in some instances, course credits for their efforts. The enrichment phase of the program includes a seminar series and participation in national and regional scientific meetings and symposia. The MBRS program is supported by the Division of Research Resources, National Institutes of Health.

**MARC.** The MARC (Minority Access to Research Careers) Honors Undergraduate Research Training Program is designed to foster research in basic medical, biological, preclinical and related natural and behavioral sciences. At Talladega College trainees participate in specially structured courses and activities beyond the regular requirements for a major. Research at Talladega College and/or a research facility outside of Talladega College, and the presentation of a paper before a learned audience, are part of the program. MARC trainees have spent research summers at Purdue, U.C. Berkeley, Sloan Kettering, University of Florida, Atlanta University, University of Alabama in Birmingham and the University of Rochester.

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

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## MARINE SCIENCES AND MESC

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**101. 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. (1st Session).

**104. 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. (1st Session).

**105. 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. (1st Session).

**200. 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. (2nd Session).

**202. 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. (2nd Session).

**220. 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. (1st Session).

**221. 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. (2nd Session).

**222. 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. (2nd Session).

**226. 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. (1st Session).

**230. 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. (1st Session).

**250. Coastal Climatology.** 2 semester (3 quarter) hours undergraduate credit. An introduction to the physical factors which result in climatic con-

ditions of coastal regions, with emphasis on the northern Gulf of Mexico. No prerequisites. (1st Session).

**301. 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. (1st Session).

**350. 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. (2nd Session).

**351. 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. (2nd Session).

**362. 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. (2nd Session).

**390. Seminar.** 1 semester (11/2 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. (1st Session).

**395. 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. (1st Session).

Key: F—Fall Semester  
S—Spring Semester

**Minors.** The discipline in which a student completes their degree is called the major area. A minor consists of eighteen (18) to twenty (20) semester hours of prescribed courses in another area. Minor sequences available are in biology, chemistry, mathematics, computer science and marine sciences.

**Research and Research Training.** Students frequently have the opportunity to engage in state-of-the-art research in ongoing funded projects.

**MBRS.** The Talladega College MBRS (Minority Biomedical Research Support) Program provides faculty and students the opportunity to engage in year round biomedical research. Students who are selected to work on a research project as assistants to MBRS investigators receive salary and, in some instances, course credits for their



efforts. The enrichment phase of the program includes a seminar series and participation in national and regional scientific meetings and symposia. The MBRS program is supported by the Division of Research Resources, National Institutes of Health.

**MARC.** The MARC (Minority Access to Research Careers) Honors Undergraduate Research Training Program (MHURT) is designed to foster research in basic medical, biological, preclinical and related natural and behavioral sciences. At Talladega College trainees participate in specially structured courses and activities beyond the regular requirements for a major. Research at Talladega College and/or a research facility outside of Talladega College, and the presentation of a paper before a learned audience, are part of the program. MARC trainees have spent research summers at Purdue, U.C. Berkeley, Sloan Kettering, University of Florida, Atlanta University, University of Alabama in Birmingham and the University of Rochester.

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

### BIOMEDICAL RESEARCH AND TRAINING

**MRC 300. MARC Mini Course.** The MARC Mini Course is designed to provide students with instruction in those areas not ordinarily covered by other Division courses. The Mini Courses are not limited to MARC Trainees. 2 credits.

**\*MRC 393. MARC Research.** The MARC Research course is designed specifically for MARC students and involves research at biomedical facilities such as the University of California, Berkeley. 3 credits.

**MRC 400. Biomedical Methods.** The objectives of the biomedical methods course is to provide MARC Trainees with the theory and use of state-of-the-art biomedical research equipment and methodologies. Course is not limited to MARC Trainees. 3 credits.

Note: See Biology and Physics for MBRS Course Descriptions.

### CURRICULAE AND COURSE DESCRIPTIONS

#### 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. (F, S)

**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, and 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. (F, S)

Key: F—Fall Semester  
S—Spring Semester

## BIOLOGY

### CURRICULUM PATTERN

1st Semester		2nd Semester	
<b>General I<sup>1</sup></b>			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications <sup>2</sup>	3	COM 102 Communications	3
SS 101 Social Science <sup>2</sup>	3	SS 102 Social Science	3
MTH 101 Mathematics <sup>2</sup>	3	MTH 102 Mathematics	3
BIO 101 Principles of Life	4	BIO 102 Organismic Biology	4
PE 101 Physical Education <sup>2</sup>	1	PE 102 Physical Education	1
	17		17
<b>General II</b>			
CHE 101 Chemistry	4	CHE 102 Chemistry	4
Dept. Elective	4	Elective In Humanities	
PSY 200 Introduc. to Psychology	3	or	
German or French	3	Social Science	3
MTH 205 Calculus I	3	COM Communications	
	17	Requirement	2 or 3
		German or French	3
		MTH 206 Calculus II	3
			15 or 16
<b>Major I</b>			
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 <sup>3</sup>	3	German or French <sup>3</sup>	3
	18		18
<b>Major II</b>			
Dept. Elective	4	BIO 390 Senior Seminar <sup>4</sup>	2
Dept. Elective	4	Elective	4
Dept. Elective	4	Elective	4
Dept. Elective	4	Elective	4
	16	Elective	4
			18
<b>Suggested Electives</b>			
BIO 200 General Ecology	4	BIO 328 General Bacteriology	4
BIO 220 Invertebrate Zoology	4	BIO 331 Cell Biology	4
BIO 223 Genetics	4	BIO 342 Vertebrate Physiology	4
BIO 324 Comparative Vertebrate Embryology	4	BIO 343 Biochemistry	4
BIO 325 Histology and Microtechnique	4	BIO 345 Human Anatomy and Physiology	5

<sup>1</sup>Especially 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.

<sup>2</sup>See p. (13) under First Year Requirements.

<sup>3</sup>A year of computer science may be substituted for the second year language requirements.

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

**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. (F,S)

**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. (F,S)

**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. (S)

**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. (F)

**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. (F)

**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. 4 credits. (S)

**226. Botany.** A course dealing with the basic facts and concepts of plant life. 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. (S)

**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. (F)

**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. (S)

**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. 4 credits. (F)

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

**342. Vertebrate Physiology.** A study of the functions and functional interrelationships 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. (F)

**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. 4 credits. (S)

**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. (S)

**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. 2 credits. (S)

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

**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. (S)

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

## CHEMISTRY

### CURRICULUM PATTERN

1st Semester		2nd Semester	
<b>General I</b>			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications <sup>1</sup>	3	COM 102 Communications	3
SS 101 Social Science <sup>1</sup>	3	SS 102 Social Science	3
MTH 101 Mathematics or or 205 Calculus <sup>1</sup>	3	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

<sup>\*</sup>Electives depend on career option; i.e., graduate school, industry, medical school.

<sup>1</sup>See footnote 1 on page 6, General Requirements.



### General II

COM	Comm. Req.	2 or 3
CHE 201	Organic Chemistry	4
BIO 101	Principles of Life Elective in Humanities or Social Science or Mathematics <sup>2</sup>	4
	German or French	3
		3
		16 or 17

MTH 251	Computer Science	3
CHE 202	Organic Chemistry	4
BIO 102	Organismic Biology Elective in Humanities or Social Science German or French	4
		3
		3
		17

### Major I

CHE 225	Quantitative Analysis	4
PHY 101	Physics	4
	Elective	3
CS 251	Computer Science I <sup>3</sup> or Foreign Language	3
	Elective	3
		17

CHE 226	Instrumental Analysis	4
PHY 102	Physics	4
	Elective	4
CS 252	Computer Science II or Foreign Language	3
	Elective	3
		18

<sup>2</sup>See 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.

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

\*\*Depending on career choice.

### Major II

CHE 301	Physical Chemistry	4	CHE 302	Physical Chemistry	4
	*Elective	4		** Elective	4
	*Elective	3		*Elective	4
	Elective	4		*Electives	4
	Analysis	4	CHE 390	Senior Seminar	2
	*Elective	3			18
		18			

**101-102. General Chemistry.** 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. (101-F; 102-S)

**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. (201-F; 202-S)

**225. Quantitative Analysis.** A course dealing with quantitative analysis by gravimetric, volumetric and colorimetric methods. Three 1-hour lectures and two 2-hour laboratories per week. Prerequisite: CHE 102. 4 credits. (F)

**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 or consent of the instructor. 4 credits. (S)

**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 205 and 206, PHY 102. 4 credits each semester. (301-F; 302-S) (F)

**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. (F or S)

**319. Advanced Inorganic Chemistry.** A study of the properties of inorganic compounds with emphasis on chemical bonding, complexion formation and acid-base theory. Prerequisite: CHE 102 and/or 225 or its equivalent. To be offered on demand. 3 credits. (F or S)

**320. Qualitative Organic Analysis.** A study of the structure determination of unknown organic compounds. One 2-hour lecture and two 2-hour laboratories. Offered on demand. Prerequisite: CHE 202 or its equivalent. 4 credits. (F or S)

**390. Senior Seminar.** A reading course to be offered on demand. The subject content will vary depending upon the specific need-interest of the individual and advisor. 2 credits. (S)

**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. 4 credits. (S)

Key: F—Fall Semester  
S—Spring Semester

## COMPUTER SCIENCE

### SUGGESTED COMPUTER SCIENCE SEQUENCES

#### General Background

CS 251	Computer Science I	3
CS 252	Computer Science II	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	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	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	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	4
PHY 325	Electronics	25

**150. Computer Organization.** A preliminary course for all students who would like to take any of the computer science courses. The course emphasizes two topics: Survey of Computer Science and Systematic Problem Solving. 3 credits. (F and S)

**251. Computer Science I.** Intensive training in analysis of data processing problems, structured programming concepts, and implementation on computer. Two hours lecture; two hours laboratory per week. Prerequisite: CS 150. 3 credits. (F and S)

**252. Computer Science II.** Introduces students to mathematical foundations of computer science, including: discrete mathematics, formal language

theory, analysis of algorithms, and switching theory. Prerequisite: CS 251. 3 credits. (S)

**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. (S)

**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 251. 3 credits. (F)

**257. Assembly Language.** Provides a working knowledge of a language close to the instruction set used directly by the computer. One learns how to use registers, read binary code, algorithms for transferring control to sub-programs, etc. Prerequisite: CS 252 or CS 253. 3 credits. (S)

**259. Modeling Theory I.** Study of computer simulation of physical systems, digital and visual representation of models. Prerequisite: CS 251. 3 credits. (S)

**262. Data Management.** Introduction to techniques of data base system design and implementation with emphasis on data integrity and file security techniques. Prerequisite: CS 251 (S).

**301. Selected Topics.** An area of computer science of current interest is addressed. Topics vary from year to year, including: software engineering, artificial intelligence, output design, survey of Programming languages. Prerequisite: Permission of instructor. 3 credits. (F)

**303. Operating Systems.** The objective of this course is to introduce students to major areas of operating system principles. Emphasis will be placed on coordination of system resources and the importance of paging and segmentation. Prerequisite: 2 computer languages. 3 credits. (F)

**305. Systems Analysis and Design.** Provides tools and structured methodology for understanding and communicating about data processing systems; also early phases of systems design are addressed. Prerequisite: CS 251. 3 credits. (F)

**307. Computer Architecture.** Describes how computers are organized, including what components one has, how they are controlled and coordinated, with special emphasis on central processors. Prerequisite: CS 251. 3 credits. (S)

**309. Algorithms and Data Structures.** Investigation of various properties of algorithms and their corresponding data structures, such as lists, stacks, queues and trees. Some emphasis of comparable efficiencies of these tools. Prerequisite: CS 251. 3 credits. (S)

Key: F—Fall Semester  
S—Spring Semester

# MATHEMATICS

## CURRICULUM PATTERN

1st Semester		2nd Semester	
<b>General I</b>			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications <sup>1</sup>	3	COM 102 Communications	3
SS 101 Social Science <sup>1</sup>	3	SS 102 Social Science	3
MTH 205 Calculus I	3	MTH 206 Calculus II	3
PHY 101 Physics	4	PHY 102 Physics	4
PE 101 Physical Education	1	PE 102 Physical Education	1
	17		17
<b>General II</b>			
COM Communica. Req.	2 or 3	MTH 208 Calculus III	3
Language <sup>2</sup>	3	Language	3
Elective	3	Elective in Humanities	3
MTH 207 Linear Algebra	3	or Social Science	
Elective in Humanities	3	Dept. Selec. or Elective	3
or Social Science		Dept. Selec. or Elective	3
	14 or 15		15
<b>Major I</b>			
MTH 341 Analysis I	3	Language	3
Language	3	Dept. Selec. or Elective	3
CS 251 Computer Science I	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
<b>Major II</b>			
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
<b>Requirements</b>			
MTH 205 Calculus I	3	3 (offered every semester)	
MTH 206 Calculus II	3	3 (offered every semester)	
MTH 207 Linear Algebra	3		
MTH 208 Calculus III	3		
MTH 311 Analysis I	4		
MTH 341 Algebra I	3		
CS 251 Computer Science I	3		
MTH 380 Senior Course	3		
MTH 312 Analysis II	3	3 (offered alternate years)	
or			
MTH 342 Algebra II	3	3 (offered alternate years)	

<sup>1</sup>See p. (13) under First Year Requirement.

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

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

**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. The mathematics requirement of the College can be met by getting a grade of C or better in 103, by passing 205, or by passing two courses selected from 101, 102, and 105. Students should decide whether to begin their mathematics with 101, 103, 105, 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. (F)

**105. Precalculus.** A preparatory course for students needing to take calculus but whose placement test indicates some weakness in algebra and trigonometry. 3 credits. (F)

**200. Elementary Statistics.** A course designed for students not majoring in mathematics. Prerequisite: MTH 101 or 103 or permission. 3 credits. (F, S)

**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. (F, S)

**206. Calculus II.** A continuation of the study of one-variable calculus. Prerequisite: MTH 205. 3 credits. (F, S)

**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. (F)

**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. (S)

**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. (S)

**312(S). Analysis II.** Topics in analysis. Prerequisite: MTH 311. 4 credits.

**321(S). Differential Equations.** Prerequisite: MTH 208. 3 credits.

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

**342(S). Algebra II.** Topics in algebra. Prerequisite: MTH 341. 3 credits.

**361(S). 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(F). 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(S). Senior Seminar.** Preparation and delivery of material by students. Originality encouraged. Prerequisite: MTH 380 or permission of the instructor. 3 credits.

**395(F,S). 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.

Key: F—Fall Semester  
S—Spring Semester

## PHYSICS

### CURRICULUM PATTERN

1st Semester		2nd Semester	
<b>General I</b>			
HUM 101 Humanities	3	HUM 102 Humanities	3
COM 101 Communications <sup>1</sup>	3	COM 102 Communications	3
SS 101 Social Science <sup>1</sup>	3	SS 102 Social Science	3
MTH 205 Calculus I <sup>1</sup>	3	MTH 206 Calculus II	3
PHY 101 Introductory Physics	4	PHY 102 Introductory Physics	4
PE 101 Physical Education <sup>1</sup>	1	PE 102 Physical Education	1
	17		17
<b>General II</b>			
COM Communica. Require. Language <sup>2</sup>	2	MTH 207 Linear Algebra	3
MTH 208 Calculus III	3	Language	3
MTH 301 Differential Equations	3	Elective in Humanities or Social Science	3
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

<sup>1</sup>See p. (13) under First Year Requirements.

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

<sup>3</sup>Or departmental Electives.

### Major I

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

### Major II

PHY 330 Modern Physics	4	*PHY 370 Atomic Physics and Quantum Mechanics	3
PHY 360 Advanced Lab	2	*PHY 395 Research <sup>3</sup>	3
PHY 250A Math. for Scientists and Engineers	3	CHE 102 General Chemistry	4
CHE 101 General Chemistry	4	Elective	4
Elective	4	*PHY 250B Solid State Physics <sup>3</sup>	3
	17		17

### \*Suggested Electives

**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. 3-4 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. 3-4 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. 3-4 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 I.** 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. 2-4 credits.

**351. Mechanics II.** Further study of Hamilton's principle and Lagrange's equations, non-inertial frames, dynamics of rigid bodies and continuous media, collisions, vibrating systems and an introduction to the special theory of relativity and relativistic dynamics. Prerequisites: PHY 350, MTH 321. 2-4 credits.

**359. Intermediate Laboratory.** Laboratory work for intermediate-level physics, including experiments in mechanics, heat, electricity, magnetism, electronics, acoustics and optics. Prerequisite: PHY 102. 1-2 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. 1-2 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.

**391-392. MBRS Seminar.** An interdisciplinary 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 Senior Project.

**395. Research.** Research conducted by majors under the direction of departmental faculty. May be taken more than once. Prerequisite: Consent of the Department. Variable credits.

## DIVISION OF THE SOCIAL SCIENCES

Professor Leon P. Spencer, Chairperson

The Division of the Social Sciences includes general and interdisciplinary courses in the social sciences and offers majors in 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, and computer science.

**Economics.** A major is offered in economics which includes core courses in microeconomics, macroeconomics and econometrics.

**History.** The history curriculum includes the study of historiography and American, Afro-American, European, and African history. Students may choose from a quantitative course sequence, including computer studies, and from a pre-law curriculum as well as from a more traditional history major. The department also provides informal curriculum guidance in the areas of international studies and the black experience.

The Talladega College Historical Collections in Savery Library 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 politics major draws upon political and governmental resources in the Talladega area as 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 major. A public affairs seminar enhances student awareness of political issues.

**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 careers in the law receive special counseling, including assistance in their selection of law schools and preparation for the Law School Aptitude Test (LSAT).

**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 quantitative competency is emphasized. Computer use is encouraged.

**Psychology.** Films, computers, and internships augment the psychology curriculum. Facilities are available to do experiments in human cognitive functions, human perception, and facilitation of the relaxation response. Computer-aided experiments are encouraged. Psychology students study in the sciences and the humanities as well as in the social sciences.

**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 human social life.

**Social Work.** The undergraduate social work major is designed to prepare students both for graduate school and for entry into the social work profession as a generalist practitioner. A student in the program graduates with a B.A. degree in social work. The program has been accredited by the Council on Social Work Education since 1974.

**Second Major Social Work.** Persons employed in Social Work who have already acquired a baccalaureate degree in a field other than social work and 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.

**Curriculum patterns are suggestive and course sequences must be adapted for each of the above areas.**

## SOCIAL SCIENCES

**101-102. Introduction to the Social Sciences.** An interdisciplinary exploration of the nature, concepts, and methodology of the social sciences (101) and of the historical evolution of the human experience (102). 6 credits.

**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.

**250. 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 causal 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.

## CURRICULUM PATTERNS IN THE SOCIAL SCIENCES

### CURRICULUM GUIDANCE IN AFRICAN STUDIES

There is no major in African studies, nor is the completion of the following curriculum pattern entered on a student's transcript. These patterns simply provide guidance for students in any major who may wish to apply their vocational plans to African-related opportunities and experiences. The courses below need not be taken at the designated time, but instead may be worked into the electives patterns of their majors.

#### General II

SS 250 Human Geography	3	SOC 280 Global Society	3
FRE 101 French	3	FRE 102 French	3

#### Major I

HIS 217 Africa	3	HIS 350 African Nationalism	3
FRE 201 French	3	FRE 202 French	3

#### Major II

POL 380 International Politics	3	ECO 330 Economic Development	3
		HIS 359 Central Themes/Africa	3

## ECONOMICS AND BUSINESS ADMINISTRATION

### CURRICULUM IN BUSINESS ADMINISTRATION

#### 1st Semester

#### 2nd Semester

#### General I

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

#### General II

ECO 201 Principles of Economics	3	ECO 202 Principles of Economics	3
BUS 211 Accounting I	3	BUS 212 Accounting II	3
BUS 207 Marketing	3	BUS 233 Management Principles	3
ENG 205 Critical Approaches	3	PHI 201 Philosophy	3
MTH 200 Elementary Statistics	3	COM Communications	2 or 3
	15		14 or 15

#### Major I

ECO 304 Macroeconomics	3	BUS 213 Managerial Accounting	3
BUS 314 Organizational Behavior	3	Econ/Business Elective	3
BUS 313 Business Law	3	BUS 312 Marketing Management	3
		Social Science Elective	3
CS 150 Computer Organization	3	CS 251 Computer Science	3
	15		15

#### Major II

BUS 433 Human Resources Mgt.	3	BUS 399 Business Adm. Seminar	3
BUS 462 Financial Management	3	Econ/Business Elective	3
CS 255 Cobol	3	CS 259 Modeling Theory	3
Electives	6	Electives	6
	15		15

**Recommended electives for majors in business include the following:**

COM 203	Advanced Writing
ECO 320	History of Economic Thought
ECO 325	Money and Banking
ECO 345-346	Comparative Economic Systems
ENG 307-308	English Literature
ENG 335	American Literature before the Civil War
ENG 336	Black American Literature to 1920
ENG 345	American Literature, Civil War to the Present



ENG 346	Black American Literature, 1920-Present
FRE 101-102	French
GER 101-102	German
HIS 213-214	United States History
MTH 205	Calculus I
MTH 207	Linear Algebra
PSY 200	General Psychology
PSY 201	Advanced General Psychology
SOC 210	Cultural Anthropology
SOC 211	Physical Anthropology
SS 203	Formal Thinking

## ECONOMICS

### CURRICULUM IN ECONOMICS

1st Semester		2nd Semester	
<b>General I</b>			
COM 101	Communications	3	
HUM 101	Humanities	3	
MTH 101	Mathematics	3	
NS 101	Natural Science	4	
PE 101	Physical Education	1	
SS 101	Social Science	3	
		17	
<b>General II</b>			
ECO 201	Principles of Economics	3	
BUS 211	Accounting I	3	
	Humanities Requirement	3	
	Social Science Elective	3	
MTH 200	Elementary Statistics	3	
COM	Communications	2 or 3	
		17 or 18	
<b>Major I</b>			
ECO 304	Macroeconomics	3	
CS 150	Computer Organization	3	
	Econ/Business Elective	3	
	Electives	6	
		15	
<b>Major II</b>			
ECO 355	Public Finance	3	
ECO 399	Seminar in Economics	3	
	Electives	9	
		15	

Recommended electives for majors in economics include the following:

COM 203	Advanced Writing
ENG 307-308	English Literature
ENG 335	American Literature Before the Civil War
ENG 336	Black American Literature to 1920
ENG 345	American Literature, Civil War to the Present
ENG 346	Black American Literature, 1920-Present

FRE 101-102	French
GER 101-102	German
HIS 213-214	United States History
MTH 205	Calculus I
MTH 207	Linear Algebra
PSY 200	General Psychology
PSY 201	Advanced General Psychology
SOC 210	Cultural Anthropology
SOC 211	Physical Anthropology
SS 203	Formal Thinking

## 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. Prerequisite: BUS 212. 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. Prerequisite: BUS 207. 3 credits.

**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 designed for those students who contemplate a career in the business world. 3 credits.

**314. 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. 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.

**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. Prerequisite: ECO 304. 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.

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

**412. Production Management.** Quantitative models and methods used in operations management. Includes matrix algebra, linear programming, and constrained maximization.

**433. Human Resources.** Understanding current theories and emerging practices in developing a sound personnel program in today's organizations. Prerequisite: BUS 314. 3 credits.

**462. 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. Prerequisite: BUS 213. 3 credits.

## ECONOMICS

**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 behavior, 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, 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. (Same as HIS 320.) 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. Prerequisites: 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, CS 251. 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. Prerequisite: ECO 345. 3 credits.

**350. International Economics.** Theory of international trade, comparative advantage, factor endowment and non-competing groups. Balance of trade, balance of payments accounts, trade restrictions. Exchange rates—international monetary policy; devaluation, international agreements. Prerequisites: ECO 201, 202. 3 credits.

**355. 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. Prerequisite: ECO 304. 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. Prerequisite: MTH 200. 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.

## HISTORY, POLITICS AND PUBLIC ADMINISTRATION

### CURRICULUM IN HISTORY

#### General I

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

#### General II

Humanities requirement	3	Humanities requirement	3
101 Modern Language	3	102 Modern Language	3
HIS 201 Historiography	3	COM Communications	2 or 3
HIS 211 Europe I	3	HIS 212 Europe II	3
HIS 213 United States I	3	HIS 214 United States II	3
	15		14 or 15

#### Major I

201 Modern Language	3	202 Modern Language	3
HIS 207 Ancient Civilizations	3	HIS 215 Afro-America	3
HIS 217 Africa	3	HIS American Selection	3
HIS European Selection	3	Specified Elective	3
Specified Elective	3	Elective	3
	15		15

#### Major II

HIS European Selection	3	HIS American Selection	3
HIS Afro-American Selection	3	HIS African Selection	3
HIS 391 Independent Study	0	HIS 395 Advanced Research	3
Specified Elective	3	Electives	6
Electives	6		15
	15		

#### Electives for majors in history:

Students are to choose three courses, with the chairperson's approval, from the disciplines of politics, literature, philosophy, economics, sociology, or psychology. These are indicated as "specified electives" above. Other electives simply reflect the wishes of students.

### CURRICULUM IN HISTORY: QUANTITATIVE STUDIES EMPHASIS

Students with an interest in the quantitative analysis of historical evidence may substitute the following for modern languages in the patterns above:

#### General II

CS 150 Computer Organization	3	CS Computer Science	3
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#### Major I

MTH 200 Elementary Statistics	3	Mathematics, or Computer Science	3
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### CURRICULUM IN HISTORY WITH PRE-LAW EMPHASIS

#### General I

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

#### General II

ENG 205 Critical Approaches	3	PHI 201 Philosophy	3
HIS 201 Historiography	3	COM 203 Advanced Writing	3
HIS 211 Europe I	3	HIS 212 Europe II	3
HIS 213 United States I	3	HIS 214 United States II	3
POL 201 Politics I	3	POL 202 Politics II	3
	15		15

#### Major I

HIS 207 Ancient Civilizations	3	HIS 215 Afro-America	3
HIS 217 Africa	3	HIS 335 American Intellectual	3
HIS European Selection	3	HIS African Selection	3
ECO 201 Principles of Economics	3	ECO 202 Principles of Economics	3
SOC 220 Social Problems	3	SS 203 Formal Thinking	3
	15		15

#### Major II

HIS 310 England	3	HIS American Selection	3
HIS Afro-American Selection	3	HIS 395 Advanced Research	3
HIS 391 Independent Study	0	PSY 202 Social Psychology	3
POL 331 Administration/Justice	3	POL 330 Constitutional Law	3
BUS 211 Accounting	3	SOC 300 Criminology	3
COM 202 Speech	2		15
	14		

### CURRICULUM IN HISTORY INTERNATIONAL STUDIES EMPHASIS

#### General I

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

## General II

Humanities Requirement	3	Humanities Requirement	3
101 Modern Language	3	102 Modern Language	3
HIS 201 Historiography	3	COM Communications	2 or 3
HIS 211 Europe I	3	HIS 212 Europe II	3
HIS 213 United States I	3	HIS 214 United States II	3
	15		14 or 15

## Major I

201 Modern Language	3	202 Modern Language	3
SS 250 Human Geography	3	SOC Sociology Selection	3
HIS 207 Ancient Civilizations	3	HIS 333 20th Century U.S.	3
HIS 217 Africa	3	HIS 350 African Nationalism	3
HIS 305 20th Century Europe	3	ECO Economics Selection	3
	15		15

## Major II

SOC Sociology Selection	3	POL Politics Selection	3
POL Politics Selection	3	POL Politics Selection	3
ECO Economics Selection	3	HIS 349 Central Themes/U.S.	3
HIS 319 Central Themes/Europe	3	HIS 359 Central Themes/Africa	3
HIS 391 Independent Study	0	HIS 395 Advanced Research	3
Elective	3		15
	15		

## Electives in International Studies

### Economics

- ECO 330 Economic development
- ECO 345 Comparative Economic Systems I
- ECO 346 Comparative Economic Systems II
- ECO 350 International Economics

### Politics

- POL 201 Politics I
- POL 220 Political Philosophy
- POL 370 Comparative Politics
- POL 380 International Politics

### Sociology

- SOC 210 Cultural Anthropology
- SOC 280 Global Society
- SOC 302 Religion in Culture

## HISTORY

### History—General

**201. Historiography.** An introduction to the nature of history, the philosophy of history, the history of historical writing, and the historical process. Emphasis will be placed on methodology in historical research. 3 credits.

**207. Comparative Ancient Civilizations.** A consideration of the rise and fall of Egyptian, Mesopotamian, Hebrew, Greek, and Roman civilizations, of early Oriental civilizations, and of other non-Western civilizations, and of the cross-fertilization of ideas throughout the world and of contributions to the modern world. 3 credits.

**390. Topics in History.** An analysis of selected topics. A research project may be required. May be repeated with the consent of the Chairman. 3 credits.

**391. Independent Study.** Departmentally supervised independent readings and discussions. Required of all senior majors. Two semesters. No credit.

**395. Advanced Research in History and Politics.** An advanced consideration of issues in the study of history and politics, involving discussion of historiographical questions, analysis of scholarly papers on varied topics, and individual research and seminar presentations. Required of all senior majors within the department. 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.

**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. Emergence of Modern Europe.** An examination of the economic, social, and cultural changes in Europe from the 18th century to 1914, and the political options implied by such changes. 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. 3 credits.

**310. History of England.** A survey of English history with particular reference to the emergence of modern Britain. Emphasis is placed upon cultural, political, and legal traditions which influenced other societies and nations. 3 credits.

**319. Central Themes in European Studies.** A thematic consideration of major issues, ideas, trends and forces which molded European society, including the popular base of government; nationalism, internationalism, and imperialism; the 20th century as an age of violence; Marxism and the liberal state; and science and modern societies. 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 chronological survey of the Afro-American experience from West African culture and society prior to the slave trade to World War II developments among Afro-Americans. 3 credits.

**331. The Civil War and Reconstruction.** An examination of the Civil War, its causes and consequences; of Reconstruction; and of political, economic, and social developments to 1900. Prerequisites: HIS 213, 214. 3 credits.

**333. 20th Century United States History.** A history of the United States from 1900, with special attention to its emergence as a world power, economic alternatives, and political and social responsiveness to internal challenges. 3 credits.

**335. American Social and Intellectual History.** An examination of the evolution of American intellectual and popular thought, and of factors influencing and attracting Americans in their daily lives. 3 credits.

**340. Central Themes in Afro-American Studies.** A thematic consideration of major issues and ideas in the Afro-American experience, including the nature of Afro-American culture, emigration vs. assimilation in the Afro-American mind, the role of religion, folk and formal culture, blacks and the law, and black nationalism. 3 credits.

**349. Central Themes in American History.** A thematic consideration of the major issues, ideas, trends and forces which molded American society, including revolution and constitutional development, immigrant communities, federalism vs. states' rights, industrialization, and world power. 3 credits.

**385. Afro-American Historiography.** An examination of the historiography of the Afro-American experience, focused upon the legacy of racism in American history, the response of blacks and other revisionists to this racism, and the uses of various historical instruments in understanding this historical experience. Attention will be directed toward literature and oral history as well as traditional historical sources. Prerequisite: HIS 215.

### Non-Western History

**217. Survey of African History.** An introduction to the history of Africa south of the Sahara, 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. 3 credits.

**359. Central Themes in African Studies.** A critical examination of issues and ideas in African societies, including political alternatives of precolonial societies, continuity and change in cultural patterns, economic development in colonial systems, and liberation in southern Africa. 3 credits.

## POLITICS AND PUBLIC ADMINISTRATION

### CURRICULUM IN POLITICS

#### General I

COM 101 Communications	3	COM 102 Communications	3
HUM 101 Humanities	3	HUM 102 Humanities	3

MTH 101 Mathematics	3	MTH 102 Mathematics	3
NS 101 Natural Science	4	NS 102 Natural Science	4
PE 101 Physical Education	1	PE 102 Physical Education	1
SS 101 Social Science	3	SS 102 Social Science	3
	17		17

#### General II

POL 201 Politics I	3	POL 202 Politics II	3
PHI 201 Philosophy	3	Humanities Requirement	3
HIS 201 Historiography	3	PSY 202 Social Psychology	3
ECO 201 Principles of Economics	3	SS 203 Formal Thinking	3
Modern Language	3	Modern Language	3
COM Communications	2 or 3		15
	17 or 18		

#### Major I

SS 311 Research Methods	3	SS 312 Research Methods	3
POL 310 Political Sociology	3	POL 220 Political Philosophy	3
POL 340 Public Administration	3	POL 330 Constitutional Law	3
MTH 200 Elementary Statistics	3	POL 360 African Nationalism, or	
Modern Language	3	POL 370 Comparative Politics	3
	15	Modern Language	3
			15

#### Major II

POL 380 International Politics	3	POL 395 Advanced Research	3
POL 394 Seminar in Government	3	HIS American Selection	3
HIS European Selection	3	Electives	9
Electives	6		15
	15		

## CURRICULUM IN PUBLIC ADMINISTRATION

#### General I

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

#### General II

POL 201 Politics I	3	POL 202 Politics II	3
PHIL 201 Philosophy	3	Humanities Requirement	3
HIS 201 Historiography	3	SS 203 Formal Thinking	3
ECO 201 Principles of Economics	3	PSY 202 Social Psychology	3
CS 150 Computer Organization	3	CS Computer Science	3
	15	COM Communications	2 or 3
			17 or 18

#### Major I

POL 310 Political Sociology	3	POL 220 Political Philosophy	3
ECO 304 Macroeconomics	3	POL 330 Constitutional Law	3
SS 311 Research Methods	3	SS 312 Research Methods	3
POL 340 Public Administration	3	HIS American Selection	3
BUS 314 Organizational Behavior	3	MTH 200 Elementary Statistics	3
	15		15

#### Major II

POL 394 Seminar in Government	3	POL 395 Advanced Research	3
ECO 355 Public Finance	3	HIS European selection	3

BUS 211 Accounting	3	Electives	9
BUS 433 Human Resources	3		
SW 240 Social Policy	3		

## POLITICS AND PUBLIC ADMINISTRATION

**201. Politics I.** An introduction to theory, method, and problems in the study of politics. 3 credits.

**202. Politics II.** An introduction to theory, method, and problems in the study of politics through a comprehensive investigation of U.S. politics with emphasis on Southern politics. 3 credits.

**220. Political Philosophy.** A study of political thought in which both classical and contemporary writers are read. (Same as PHI 320). 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.

**330. Constitutional Law.** A study of theories of jurisprudence, principles of U.S. constitutional law, and the processes of constitutional interpretation. The case method is used. 3 credits.

**331. Administration of Justice.** A study of law enforcement processes, court processes, and correctional processes in relation to constitutional law, and theories of justice. Student research is emphasized. 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.

**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.

**350. State and Local Government.** A study of the structures and processes of state and local government. Direct observation is emphasized. 3 credits.

**360. 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. (Same as HIS 350.) 3 credits.

**370. Comparative Politics.** An introductory comparative study of selected political regimes. 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.

**394. Seminar in Government.** An examination of selected political institutions. A major policy paper is required. 3 credits.

**395. Advanced Research in History and Politics.** An advanced consideration of issues in the study of history and politics, involving discussion of historiographical questions, analysis of scholarly papers on varied topics, and individual research and seminar presentations. Required of all senior majors within the department. (Same as HIS 395.) 3 credits.

**399. Public Affairs Seminar.** Exploration of public affairs questions and acquisition of public affairs skills in informal settings. No credit.

## PSYCHOLOGY

### CURRICULUM IN PSYCHOLOGY

#### General I

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

#### General II

PSY 200 General Psychology	3	PSY 201 Adv. General Psychology	3
PHI 201 Philosophy	3	Humanities Requirement	3
COM Communications	2 or 3	SS 203 Formal Thinking, or	
BIO 223 Genetics, or		PHI 202 Logic	3
BIO 342 Vertebrate Phys.	3 or 4	Modern Language, or	
SS 101 Social Science (if language elected in General I), or modern language, or elective	3	Elective	3
Modern Language, or Elective	3	SS 102 Social Science (if language elected in General I), or modern language, or elective	3
	17 or 19		15

#### Major I

PSY 300 Theories of Personality	3	PSY 301 Abnormal Psychology	3
PSY 330 Research Psychology	3	PSY 331 Research Psychology	3
PSY 340 Physiological Psychology	3	PSY 202 Social Psychology	3
SS 311 Research Methods	3	Electives	6
MTH 200 Elementary Statistics	3		15
	15		

#### Major II

PSY 383 Behavioral Analysis I	3	PSY 384 Behavioral Analysis II	3
PSY 390 Seminar in Psychology	3	Electives	12
Electives	9		15
	15		

#### Suggested electives for majors include the following:

BIO 343	Biochemistry
CHE 101-102	General Chemistry
CS 150	Computer Organization
ECO 201-202	Principles of Economics
EDU 241	Human Development and Learning
EDU 305	Educational Measurement and Evaluation

PHI 202	Logic
POL 201-202	Politics
REH 201	Introduction to Rehabilitation
REH 209	Survey of Exceptionals
SOC 200-201	General Sociology
SOC 210	Cultural Anthropology
SOC 211	Physical Anthropology
SS 312	Research Methods
SW 331-332	Human Behavior in the Social Environment

## PSYCHOLOGY

**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. 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, application, and analysis of major personality theorists. Students will read original writings of theorists and will examine theoretical concepts in literature and art. 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. Prerequisites: PSY 201, 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, 203, 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 the body and on human behavior. Methods of personality testing will be discussed as well as current psychotropic drugs. Methods of facilitation of the relaxation response including exercise and nutrition will be emphasized. 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.

## CURRICULUM IN SOCIOLOGY

### General I

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

### General II

	Humanities Requirement	3		Humanities Requirement	3
COM	Communications Req. 2 or 3		HIS 215	Afro-America	3
SOC 200	General Sociology	3	SOC 201	Adv. General Sociology	3
PSY 200	General Psychology	3		Electives	6
*MTH 200	Elementary Statistics	3			
		14 or 15			15

### Major I

SS 311	Research Methods	3	SS 312	Research Methods	3
SOC	Sociology Selections	6	SOC	Sociology Selections	6
	Electives	6		Electives	6
		15			15

### Major II

SOC 321	Sociological Theory	3		Electives	15
	Electives	12			
		15			

\*Strongly recommended but not required

Electives for majors in sociology:

Students should select four additional courses in sociology as indicated under Major I. They should also select fifteen hours of courses by one of the following criteria: (1) courses from several fields for general background; (2) courses from one academic field for a special parallel interest; or (3) courses from several fields for an interdisciplinary focus on one subject area. Courses should be selected from the following list:

Economics  
English  
History  
Philosophy  
Politics

Psychology  
Religion  
Social Work  
BIO 223 Genetics  
CS 150 Computer Organization  
CS 251 Computer Science

## SOCIOLOGY

**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 and Women.** By examining relationships between and among racial and ethnic groups, and men and women in our own and other societies, an attempt is made to analyze and understand patterns of inequality, causes and consequences of racism, ethnocentrism and sexism, power relationships, and 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.

## CURRICULUM IN SOCIAL WORK

### General I

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

### General II

COM	Humanities Requirement	3	Humanities Requirement	3
PSY 200	Communications	2 or 3	SS 203	Formal Thinking
ECO 201	General Psychology	3	MTH 200	Elementary Statistics
SOC 200	Principles of Economics	3	ECO 202	Principles of Economics
	General Sociology	3	SW 225	Intro. to Social Work
		14 or 15		
				15

### Major I

SOC 210	Cultural Anthropology	3	SOC 261	Minorities	3
SOC 311	Research Methods	3	SOC 312	Research Methods	3
POL 201	Politics I	3	POL 202	Politics II	3
SW 240	Social Policy I	3	SW 241	Social Policy II	3
SW 331	HBSE I	3	SW 332	HBSE II	4
		15			16

### Major II

SW 343	Living Learning I	6	SW 344	Living Learning II	6
SW 345	Social Work Practice I	3	SW 346	Social Work Practice II	3
	Electives	6		Electives	6
		15			15

Electives for majors in social work:

Students should take a broad range of electives in such disciplines as sociology, psychology, economics, politics, philosophy, and biology. The following are recommended:

BIO 223 Genetics  
CS 150 Computer Organization  
ECO 315 Labor Economics  
ECO 320 History of Economic Thought  
PHI 220 Political Philosophy  
PHI 310 Ethics  
POL 330 Constitutional Law



POL 350	State and Local Government
PSY 202	Social Psychology
PSY 300	Theories of Personality
PSY 301	Abnormal Psychology
REH 201	Introduction to Rehabilitation
REH 209	Survey of Exceptionals
SW 290	Gerontology
SW 335	Family and Child Welfare
SW 351	Topics in Social Work

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## SOCIAL WORK

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**225. Introduction to Social Work.** An introduction to professional Social Work, its fields of practice, values, professional roles, and modes of intervention. 3 credits.

**240. Social Policy I.** This first course in the social welfare policy sequence will identify and explore the social, political, economic and historical foundations of the American Social Welfare Institution. Emphasis will be placed on policy-making processes, revealing linkages between social problems, program development, policy formulation and social work practice as it related to political structures and formal organizations. Interdisciplinary offering. Prerequisite: SW 225; Consent of instructor. 3 credits.

**241. Social Policy II.** The second course in the social welfare policy sequence will focus on social policy issues and their influences on the social welfare delivery system. Issues selected for discussion and analysis will be applicable to various practice settings, allowing students the opportunity to become familiar with substantive policy issues related to their specific practice interests. Interdisciplinary offering. Prerequisite: SW 240. 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. Prerequisite: SW 225; Consent of instructor. 3 credits.

**332. Human Behavior in the Social Environment II.** HBSE II studies the development of the individual in relation to the family system and other small groups. Emphasis is placed on the role of the family as it is influenced by society in the socialization of its members. Volunteer work equalling 100 clock hours, in a social service agency is also required. Prerequisite: SW 331. 4 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.

**343. Living Learning I.** Advanced field practicum and seminar. Includes 16 hours per week of practice within a social service agency. Open only to Social Work majors. Prerequisite: To be taken concurrently with SW 345. 6 credits.

**344. Living Learning II.** Second semester field practicum and seminar. Includes 16 hours per week of practicum in a social service agency. Open only to Social Work majors. Prerequisites: SW 343; SW 345; to be taken concurrently with SW 346. 6 credits.

**345. Social Work Practice I.** This first course in the practice sequence introduces students to the generalist concept of social work practice. Emphasis is placed on social work practice with individuals families and groups. Open to Social Work majors only. 3 credits.

**346. Social Work Practice II.** This second course in the social work practice sequence focuses on generalist methods of practice used in communities and organizations. Attention will also be given to problem-solving in specialized areas of social work practice. Prerequisite: SW 345. 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.

**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.

# PERSONNEL 1985-1986

## ADMINISTRATIVE STAFF

- Mohr, Paul B.**, B.S., M.Sc.Ed. Ed.D., President of the College (January 1984- )
- Thompson, Joseph E.**, B.A., M.Div., M.A., M.Ed., Ed.D., Academic Dean of the College, (August 1984- )
- Anderson, Alvin F.**, A.B., M.A., Ed.D., Director of Institutional Advancement (August 1984- )
- Lewis, Robert I., II**, B.S., M.A., Executive for Planning, Management and Analysis, (July 1984- )
- Parrish, John L.**, B.S., M.A., Ed.D., Director of Grants Management (September 1983- )
- Lee, Joe A.**, B.A., M.A., Dean of Students (June 1984- )
- Beavers, Norma J.**, B.A., Associate Registrar (October 1984- )
- Smith, Juliette Summerville**, B.S., M.L.S., College Librarian (September 1967- )
- Cole, Leonard**, B.A., M.S.T., Ph.D., Director of Admissions and Records (January 1985- )
- Byrd, Johnny**, B.S., Director of Financial Aid (May 1984- )
- Pritchard, Pamela**, B.S., M.A., Ph.D., Director of Special Services/Talent Search (July 1983- )
- Bowie, Matthew**, B.A., Director of Alumni Affairs (August 1981- )
- Mohr, Rebecca**, B.S., M.S.L.S., Assistant Director for Development (March 1984- )
- Wesley, Archie**, B.S., M.A., Director of Buildings and Grounds (September 1969-1985)
- Kimball, Jacqueline**, B.S., Coordinator of Public Relations (June 1984- )
- Trescott, Clarence**, B.A., M.Div., Director of Religious Activities (February 1984- )

## 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., *ibid.*, 1967; post doctoral study, University of Miami. (1969- )
- Beck, Delois**, Instructor of English  
B.A., Talladega College, 1979; M.A., University of Montevallo. (1984- )

**Bolton, Marnie**, Instructor of English  
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, Acting Dean (August 1983-August 1984), Mus.B., Boston University, 1948; M.A., *ibid.*, 1950; Ph.D., *ibid.*, 1967. (1952- )

**Bray, Bernard L.**, Associate Professor of Politics and Public Administration  
B.S., Indiana University, 1955; M.S., Kansas State University, 1959; Ph.D., University of Kansas, 1973. (1971- )

**Bryant, Carolyn Junior**, Assistant Professor of Social Work  
B.A., University of Montevallo, 1975; M.S.W., University of Louisville, 1976. (1984- )

**Bryant, Charlena Howard**, Assistant in Communications  
B.S., Alabama State University, 1949; M.A., Michigan State University, 1972. (1982- )

**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/Director Curriculum Learning Lab.  
B.A., Talladega College, 1950; M.A., Putney Graduate School, 1951; M.S., University of Wisconsin, 1961. (1951- )

**Cole, Leonard Spencer**, Associate Professor of Biology  
B.A., Talladega College, 1963; M.S.T., Southern University, 1968; Ph.D., Atlanta University, 1979. (1984- )

**Devereux, Michael John**, Assistant Professor of Physics  
B.A., St. Mary's College, 1968; Ph.D., New Mexico State University, 1978. (1984- )

**Dieke, Ikenna**, Assistant Professor of English  
B.A., University of Nigeria, M.A., Southern Illinois University, 1980; Ph.D., *ibid.*, 1983. (1984-1985)

**Dominits, 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- )

**Drummond, Lawrence C.**, Biology  
B.S., Mississippi Valley State University, 1968; M.S., University of Mississippi, 1973; (1984- )

**Fagbemi, Sunday**, Assistant Professor of Computer Science  
B.S., Alabama A & M University, 1980; M.S., *ibid.*, 1983. (1983- )

**Forkou-Sekyere, Kwaku**, Assistant Professor of Math  
B.S., Manchester College, 1982; M.S., University of Knoxville, 1982; (1984-  
).

**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- ).

**Gardner, Gail**, Assistant Professor of Business  
B.S., University of Alabama, 1969; M.A., University of Alabama, 1976;  
M.B.A., Jacksonville State University, 1983; additional study at the Uni-  
versity of Alabama and the University of Georgia, 1971-73 and 1976-77.  
(1984- ).

**Ghent, Robert**, Assistant Professor of Mathematics  
B.A., University of Oregon, 1964; A.M., Harvard University, 1970. (1970-  
).

**Gupta, Suversha**, Assistant Professor of Mathematics  
B.A., Government College, 1973; M.A., D.A.V. College, 1975; Ph.D., Uni-  
versity of Kurukshetra, 1978. (1983- ).

**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). (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 J.**, Assistant Professor of History\*  
B.A., Xavier University of Louisiana, 1969; M.A., Yale University, 1974;  
M.Phil., *ibid.*, 1975; Atlanta University, further study. (1976- ).

**Hill, Linda Lee**, Associate Professor of History  
B.S., Montana State University, 1965; M.A., Humboldt State University,  
1974; Ph.D., Kent State University, 1983. (1984- ).

**Hinds, Inez L.**, Associate Professor of Education  
B.S., Morgan State University, 1945; M.A., Columbia University Teachers  
College, 1955; Ph.D., Walden University, 1978; further study, University of  
Alabama at Birmingham, 1983, 1985. (1979- ).

**Jennings, Edward**, Instructor of Art  
B.F.A., Pratt Institute, 1971; M.F.A., Pratt Graduate School, 1973; Attended  
New York University, 1973. (1984- ).

**Jones, Edythe Boyer**, Assistant Professor of Biology  
A.B., Fisk University, 1967; M.S., Jacksonville State University, 1978.  
(1978- ).

**Jones, Mary Clinton**, Associate Professor of Music  
B.A., Talladega College, 1964; M.A., University of Iowa, 1970; further study,  
*ibid.* (1967- ).

**Jotani, Kishor P.**, Assistant Professor of Chemistry  
B.Sc., Gujarat University, 1967; M.Sc., Saurashtra University, 1969; Ph.D.,  
*ibid.*, 1980; (1984- ).

**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- ).

**Lee, Margie L.**, Part-time Instructor in Education  
B.S., Alabama State University, 1968; M.A., University of Alabama 1982;  
further study George Peabody College and University Alabama in Deaf-  
Blind Educ.; (1984- ).

**Love, Erminel**, Lecturer in Deaf Rehabilitation (Part-Time)  
B.S., Alabama State University, 1972; M.A., University of Alabama in Tus-  
caloosa, 1977; further study, *ibid.* (1980- ).

**Moore, Carolyn**, Assistant Professor of Social Work  
B.S., North Carolina A. & T. University, 1971; M.S.S.A., Case Western  
Reserve University, 1973. (1983- ).

**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- ).

**Morton, Doris Burns**, Associate Professor of English\*  
B.A., Dillard University, 1954; M.A.T., Radcliffe College, 1956; M.A., Uni-  
versity 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- ).

**Nielson, Penny Jo**, Associate Professor of Education  
B.S., Southern College, 1971; M.Ed., Memphis State University, 1973;  
Ed.D., *ibid.*, 1976. (1984- ).

**Parrish, John Leonard**, Professor of Education/Director of Grants  
Management  
B.S., Geneva College, 1958; M.A., Western Michigan State University, 1965;  
Ed.D., Auburn University, 1979. (1972- ).

**Powell, Curtis E.**, Visiting Instructor—Humanities & Music  
B.A., Talladega College, 1983; (1984- ).

**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 Economics  
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- )

**Royster, Beatrice Horn**, Visiting Professor of English  
B.S., Alabama State College, 1948; M.A., Howard University, 1954; Ph.D., Emory University, 1975. (1984-1985).

**Seals, Brenda**, Staff Assistant in Communications  
B.A., Talladega College, 1976. (1976-1985).

**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- )

**Spencer, Leon P.**, Professor of History  
B.A., Wake Forest University, 1965; M.A., Indiana University, 1967; Ph.D., Syracuse University, 1975; certificate in archival administration, American University/National Archives, 1977. (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- )

**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- )

**Yaracs, Richard K.**, Instructor in Biology  
B.S., Jacksonville State University, 1980; B.S., *ibid.*, 1983; M.S., *ibid.*, 1983. (1984- )

**\*On leave, 1984/85.**

## STAFF

**Alfred, Valerie**, College Nurse (1971- )

**Ash, Shirley**, Secretary/Humanities Division (1963- )

**Baker, Julia T.**, Lead Data Entry Computer Operator, Registrar's Office (1968- )

**Bowie, Bessie**, Assistant to Director of Student Financial Aid (1969- )

**Bowie, Linda**, Research Assistant/Biology (1983- )

**Calhoun, John**, Director of Printing and Duplication (1976- )

**Carmichael, Ella**, Relief Resident/Senior Receptionist, Crawford Hall (1981- )

**Cass, Bernice**, PBX Operator/Receptionist (1980- )

**Cook, Robert**, TIS Coordinator of Computer Center (1983- )

**Cooley, Maureen**, Payroll/Personnel Assistant (1980- )

**Cooper, Alma**, Relief Resident/Senior Receptionist (1971- )

**Cunningham, Barbara**, Secretary/Biology (1980- )

**Dates, Frances**, Assistant to the Librarian (1981- )

**Davis, Jeanette**, Administrative Assistant/Special Services (1972- )

**Dickerson, Willie I.**, Relief Resident/Senior Receptionist (1973- )

**Dortch, Clarence**, Assistant to the Business Manager (1959- )

**Dortch, Peggy**, Assistant in the Library (1984- )

**Embry, Jacqueline**, Sect. Registrar's Office (1985- )

**Franklin, Harold**, Outreach Specialist/Counselor (1984- )

**Frazier, William**, Counselor/Resident Director of Crawford Hall (1984- )

**Garrett, Beverly**, Secretary/Kenan Grant (1982- )

**Gooden, Marian**, Assistant to the Director of Grants Administration (1977- )

**Green, Loretta**, Administrative Assistant/Institutional Advancement (1980- )

**Jackson, Frankie**, Tutorial Coordinator/Special Services (1980- )

**Jemison, John**, Director of Custodial and Transportation Services (1949-1985)

**Jemison, Mollie**, Resident Director (1973- )

**Johnson, Marian**, Secretary/Buildings and Grounds (1978- )

**Jones, Barbara**, Counselor of Women, Director of Housing (1972- )

**Jones, Everlee**, Assistant Librarian (1974- )

**Jones, Margie**, Secretary/Office of Academic Dean (1980- )

**Kirksey, Alonzo**, Coordinator of Security Services (1979- )

**Mackey, Cynthia**, Research Associate (1982- )

**Millender, Valeria**, Secretary/Library (1979- )

**Montgomery, Anne**, Relief PBX Operator/Receptionist (1980- )

**Montgomery, Gail**, Outreach Specialist/Counselor (1979- )

**Noble, Wallace L.**, Outreach Specialist/Counselor (1984- )

**Parker, Maxine**, Administrative Assistant to the President (1964- )

**Ratchford, Minola**, Secretary, Student Services (1984- )

**Rembert, Bonnie**, Technical Assistant/Business Office (1954- )  
**Rhoden, Brenda**, Assistant Computer Operator/Data Entry (1976- )  
**Sawyer, Brenda**, Head/Bookstore and Post Office (1972-1985)  
**Scott, Patricia**, Secretary/HCOP/Division of Education (1983-1985)  
**Smiley, James**, Director of Custodial and Transportation Services (19 - )  
**Smith, Evelyn B.**, Controller (1984- )  
**Smith, Georgia L.**, Driver Rural Transportation Program (1983- )  
**Stevens, Jessie**, Secretary/Natural Science (1978-1985)  
**Stockdale, Ephraim**, Counselor Special Services (1982-1985)  
**Storey, Annie**, Relief Resident/Director Receptionist (1975- )  
**Swain, Gladys**, Administrative Assistant (1978- )  
**Swoopes, Harold**, Coach Lady Tornados (1985- )  
**Thompson, Martha**, Executive Secretary/President's Office (1982- )  
**Thornton, Monroe**, Recruiter (1984- )  
**Threatt, Kimberly**, Secretary, Alumni Affairs and Institutional Advancement (1984- )  
**Threatt, Peggy**, Secretary/Admissions (1971- )  
**Trescott, Clarence**, Counseling Coordinator (1983- )  
**Tucker, Wylie**, Basketball Coach, Director of Placement/Cooperative Education (1983- )  
**Twyman, Cecelia**, Secretary/Student Financial Aid (1982-1985)  
**Whitson, Dorothy**, Secretary/Planning, Management & Analysis (1984- )  
**Williams, Angela**, Bursar (1984- )

**TALLADEGA COLLEGE BOARD OF TRUSTEES  
OFFICERS FOR 1984-1985**

<b>Chairman</b>	Atty. J. Mason Davis
<b>Vice Chairman</b>	Mr. Colman S. Ives
<b>Secretary</b>	Mr. H. Brandt Ayers
<b>Treasurer</b>	

**Class of 1985**

Dr. Randolph W. Bromery	Amherst, Massachusetts
Mr. Gary Cooper	Mobile, Alabama

Mr. Warren G. Jackson	Hartsdale, New York
Judge Robert Vance	Birmingham, Alabama

**Class of 1986**

Mr. H. Brandt Ayers	Anniston, Alabama
Mr. Charles M. Grace	Santa Monica, California
Mr. Jeremiah Kaplan	New York, New York
Mr. Edward Fox	Washington, D.C.

**Class of 1987**

Mr. Benjamin D. Brown	Iselin, New Jersey
Atty. J. Mason Davis	Birmingham, Alabama
Dr. Carlton B. Goodlett	San Francisco, California
Dr. Earl Claiborne	Los Angeles, California
Atty. Margaret Bush Wilson	St. Louis, Missouri

**Class of 1988**

Mr. Henry N. Drewry	Princeton, New Jersey
Dr. Richard Eakin	Berkeley, California
Dr. Paul B. Mohr, Sr.	Talladega, Alabama

**Class of 1989**

Mr. Edward Elson	Atlanta, Georgia
Ms. Lucile Ish	Chicago, Illinois
Mr. Colman S. Ives	Old Lyme, Connecticut
Judge Perlesta Hollingsworth	Little Rock, Arkansas

**Ex-Officio**

Mrs. Dove S. Pinkney	Los Angeles, California
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**TALLADEGA COLLEGE ACADEMIC CALENDAR  
1985 SUMMER SESSION**

June 9	Sunday	Residence Halls open for Occupancy at 12 Noon
June 10	Monday	Registration from 9:00 A.M. to 3:30 P.M.
June 11	Tuesday	Classes begin at 7:30 A.M.
June 14	Friday	Last Day to Add a Class
June 21	Friday	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 P.M.
July 4	Thursday	Holiday (Independence Day)
July 5	Friday	All classes resume
July 18-19	Thursday-Friday	Final Examinations
July 20	Saturday	Residence Halls Close
July 22	Monday	Final Grades Due by 3:00 P.M.

**TALLADEGA COLLEGE ACADEMIC CALENDAR  
1985-86 SCHOOL YEAR  
FIRST SEMESTER**

August 21-22	Wednesday-Thursday	Freshman Orientation
August 21-22	Wednesday-Thursday	Faculty Pre School Activities
August 23	Friday	Freshman Registration
August 26-27	Monday-Tuesday	Registration for returning students
August 28	Wednesday	All classes begin
September 2	Monday	Labor Day (Holiday)
September 3	Tuesday	All classes resume
September 4	Wednesday	Opening Convocation 10:00 a.m.
September 6	Friday	Last day to add a class
October 9	Wednesday	Last day to drop a class
October 21-25	Entire Week	Mid-Semester Evaluations
November 4	Sunday	Founders Day
November 11-15	Monday-Friday	Pre-registration/Advisory Conferences
November 27	Wednesday 12 Noon	Thanksgiving recess begins
December 2	Monday	All classes resume
December 8	Sunday	Christmas Ministry of Music 6:00 p.m.
December 13-18	Friday-Wednesday	First Semester examinations

ALL RESIDENCE HALLS WILL BE CLOSED FOR THE CHRISTMAS HOLIDAY AND SPRING RECESS

**SECOND SEMESTER**

January 13	Monday	Freshman Orientation
January 13	Monday	Faculty Development Activities
January 14	Tuesday	Freshman Registration
January 15	Wednesday	Martin Luther King Day/No Classes
January 16-17	Thursday and Friday	Registration for returning students
January 20	Monday	All classes begin
January 23	Thursday	Opening Convocation 10:00 a.m.
January 30	Thursday	Last day to add a class
February	Entire Month	Black History Month
February 19	Wednesday	Last day to drop a class
February 24-28	Entire Week	Religious Emphasis Week
March 2	Sunday	Alpha Chi Convocation 2:30 p.m.
March 3-7	Entire Week	Mid-semester examinations
March 9-15	Entire Week	Spring Break
March 28-31	Friday-Monday	Easter Holiday
April 1	Tuesday	All classes resume
April 19-27	Saturday-Sunday	Arts Festival Period
April 28-May 2	Monday-Friday	Pre-registration for Summer and First Semester
May 5-9	Monday-Friday	Oral Examinations for students submitting senior projects and candidates for honors and department distinction
May 5-9	Monday-Friday	Final examinations for seniors <u>ONLY</u>
May 8	Thursday	Honors Convocation 10:00 a.m.
May 10-15	Saturday-Thursday	Second Semester examinations
May 12	Monday	All grades for seniors due in the Registrar's Office by 4:00 P.M.
May 16-17	Friday-Saturday	Alumni Weekend
May 18	Sunday	Baccalaureate-Commencement 10:30 a.m.

**TALLADEGA COLLEGE ACADEMIC CALENDAR  
SUMMER SESSION 1986**

June 8	Sunday	Residence Halls open for occupancy at 12 Noon
June 9	Monday	Registration from 9:00 A.M. to 3:30 P.M.
June 10	Tuesday	Classes begin at 7:30 A.M.
June 13	Friday	Last day to add a class
June 20	Friday	Last day to drop a class
June 30-July 1	Monday-Tuesday	Mid-term Examinations
July 2	Wednesday	Mid-Term Evaluations due in Registrar's Office by 3:00 P.M.
July 4	Friday	Holiday (Independence Day)
July 17-18	Thursday-Friday	Final Examinations
July 19	Saturday	Residence Halls Close
July 21	Monday	Final Grades due by 3:00 P.M.

**TALLADEGA COLLEGE ACADEMIC CALENDAR  
1986-87 SCHOOL YEAR  
FIRST SEMESTER**

August 20-21	Wednesday-Thursday	Freshman Orientation
August 20-21	Wednesday-Thursday	Faculty Pre School Activities
August 22	Friday	Freshman Registration
August 25-26	Monday-Tuesday	Registration for returning students
August 27	Wednesday	All classes begin
September 1	Monday	Labor Day
September 2	Tuesday	All classes resume
September 4	Thursday	Opening Convocation 10:00 a.m.
September 9	Tuesday	Last day to add a class
October 13	Monday	Last day to drop a class
October 20-24	Entire Week	Mid-semester evaluation
November 2	Sunday	Founders Day
November 26	Wednesday 12 Noon	Pre-Registration
December 1	Monday	All classes resume
December 7	Sunday	Christmas Ministry of Music 6:00 p.m.
December 12-17	Friday-Wednesday including Saturday	First semester examinations

ALL RESIDENCE HALLS WILL BE CLOSED FOR THE CHRISTMAS HOLIDAY AND SPRING RECESS

**SECOND SEMESTER**

January 12	Monday	Freshman Orientation
January 12	Monday	Faculty Development Activities
January 13	Tuesday	Freshman Registration
January 14	Wednesday	Registration for returning students
January 15	Thursday	Martin Luther King's Birthday/ No classes
January 16	Friday	All classes begin
January 16	Friday	Last day to add a class
January 22	Thursday	Opening Convocation 10:00 a.m.
February	Entire Month	Black History Month
February 16	Monday	Last day to drop a class
February 23-27	Entire Week	Religious Emphasis Week
March 1	Sunday	Alpha Chi Convocation 2:30 p.m.
March 2-6	Monday-Friday	Mid Semester Examinations
March 7-15	Saturday-Monday	Spring Recess
April 17-20	Friday-Monday	Easter Break
April 21	Tuesday	All classes resume
April 26-May 1	Monday-Friday	Pre-registration for Summer and First Semester
May 4-8	Monday-Friday	Oral Examinations for students submitting senior projects and candidates for honors and departmental distinctions
May 4-8	Monday-Friday	Final examinations for seniors <u>ONLY</u>
May 7	Thursday	Honors Convocation 10:00 a.m.
May 9-14	Saturday-Thursday	Second semester examinations
May 11	Monday	All Senior Grades due in Registrar's Office by 4:00 p.m.
May 15-16	Friday-Saturday	Alumni Weekend
May 17	Sunday	Baccalaureate-Commencement 10:30 a.m.

**TALLADEGA COLLEGE ACADEMIC CALENDAR  
SUMMER SESSION 1987**

June 7	Sunday	Residence Halls open for occupancy at 12 Noon
June 8	Monday	Registration from 9:00 a.m. to 3:30 p.m.
June 9	Tuesday	Classes begin at 7:30 a.m.
June 12	Friday	Last day to add a class
June 19	Friday	Last day to drop a class
June 29-30	Monday-Tuesday	Mid-Term Examinations
July 1	Wednesday	Mid-Term Evaluations due in Registrar's Office by 3:00 p.m.
July 16-17	Thursday-Friday	Final Examinations
July 18	Saturday	Residence Halls Close
July 20	Monday	Final Grades due by 3:00 p.m.

N O T E S