Spelman College Bulletin

Supplement 2008 - 2009

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Visitors
Visitors to Spelman College are welcome, and student guides are available (by appointment) to provide campus tours when classes are in session. The administrative offices are open from 9:00 a.m. – 5:00 pm., Monday through Friday.

Accreditation
Spelman College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Spelman College. The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

Spelman College is also an accredited member of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the National Association for College Admissions Counseling, American Chemical Society, and the National Environmental Health Science and Protection Accreditation Council.

Non-Discrimination Policy
Spelman College does not discriminate on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sexual orientation or disability (as stipulated in the Veterans Readjustment Act and the Americans with Disabilities Act) in its admission and recruitment policies, scholarship and loan programs, and educational programs and activities. An equal opportunity employer, the College makes every effort to adhere to federal, state, and local employment guidelines.

About this Bulletin Supplement
The Spelman College Bulletin Supplement for 2008-2009 herein incorporates the academic programs and policies presented in the Spelman College Bulletin 2006-2008 and reports only amendments to them. This Supplement, like the Bulletin, is not a contract. It is to be used in conjunction with the Bulletin and is not intended to be an independent publication. Statements in the Bulletin remain in effect, unless modified by this Supplement.

Spelman College has made every effort to present the information in this supplement with factual accuracy. The College assumes no responsibility for editorial or clerical errors. While the provisions of this supplement ordinarily will be applied as stated, the College reserves the right to change any provision listed, including academic requirements for graduation. Every effort will be made to keep students advised of such changes, including notification by email. It is the responsibility of each student to keep abreast of the current requirements for graduation and her degree program.

This supplement will be available on-line to all students, and all changes in this Supplement will be included in the 2010-2012 Bulletin.

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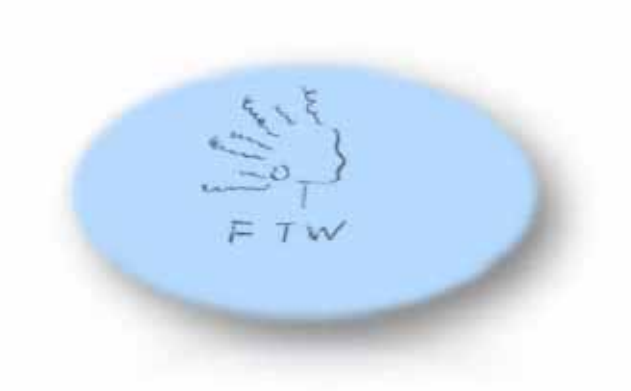
Spelman College Mission



...founded to empower free black women, we remain consistent in our mission to create a rigorous teaching and learning environment...

Spelman College, a historically Black college and global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and science, and the intellectual, creative, ethical and leadership development of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.

Academic Policies and Procedures

Academic Program

Spelman offers an educational experience characterized by excellence. It reinforces a sense of pride and hope, develops character, and inspires the love of learning. The programs of the College rest on the expectation that the students, the community, and society at large will benefit from a liberal arts education.

Each student is encouraged to select an academic program that reflects both her interests and her short- and long-term goals. She also should consult her academic advisor for advice on fulfilling graduation requirements in a timely manner.

Degrees

Spelman College awards the following degrees:

Bachelor of Arts: A Bachelor of Arts degree is awarded to a student who fulfills the requirements for major programs in art, child development, comparative women's studies, drama, economics, English, French, history, international studies, mathematics, music, philosophy, political science, psychology, religious studies, sociology, sociology and anthropology, or Spanish. A Bachelor of Arts degree is also awarded to a student who fulfills the requirements for an independent major.

Bachelor of Science: A Bachelor of Science degree is awarded to a student who fulfills the requirements for major programs in biology, biochemistry, chemistry, computer and information sciences, dual degree engineering, environmental science and studies, mathematics, or physics.

The Core Curriculum[1]

The Core Curriculum, formerly general education, teaches the knowledge, skills and abilities that freethinking women of African descent should possess. It emphasizes critical thinking, analytical and problem solving skills in the humanities, social sciences, natural sciences, and fine arts in addition to international and gender studies. The structure of the core curriculum supports progressive development of our students' intellectual agency within an interdisciplinary context and is scaffolded throughout the four years of the undergraduate experience.

The Core Curriculum is designed to develop independent thinkers who are

- intellectually curious and engaged;
- aware of local, national and international community issues;
- committed to understanding and embracing difference; and
- concerned about and responsive to global inequities.

Upon completion of the core curriculum, students will be able to

- demonstrate knowledge of the intellectual traditions of women of African descent in the Arts, Humanities, Natural and Social Sciences
- apply skills of analysis and reflection to evaluate complex problems that transcend traditionally defined disciplinary boundaries.
- use a variety of tools from the Arts, Humanities, Mathematics, Natural and Social Sciences to formulate questions and synthesize ideas central to these disciplines.
- articulate ideas and communicate meaning through practiced use of language and voice.
- demonstrate an understanding of different methods of inquiry drawn from diverse ways of knowing about the world.
- pursue creative acts of expression and discovery informed by multiple disciplinary and interdisciplinary perspectives.
- develop health and physical education competencies to support a healthy lifestyle.

Until the new Core Curriculum can be fully implemented, the current requirements remain in place and are detailed below.

Core Requirements	Credits[2]
African Diaspora and the World	8
Computer Literacy	0–4
English Composition	0–4
Foreign Language	0–16
Health and Physical Education (2 courses)	2–3
Mathematics	0–4
(MATH 107 or higher level MATH)	
First-Year Experience	1
Sophomore Year Experience	0
International or Women's Studies	4

(A student may elect to take either an international or a women's studies course.)

[1] The Core Curriculum statement replaces the Statement of Purpose and the 17 Behavioral Objectives. While still in its formative stage, the new core curriculum is expected to be in place by 2015. However, during the 2009-2010 academic year, faculty are preparing interdisciplinary modules and seminars and are piloting revisions to the First and Second-Year Experience courses.

[2] Students may satisfy some core requirements through placement tests, advanced placement or IB courses. The number of credit hours is determined by the placement test. For instance, if a student places in the 100 level of French, she must complete 16 credit hours of French to satisfy the core requirement. If a student places into the 202 level, she will satisfy the core requirement with only 4 credit hours of French.

With the exception of physical education, each course that satisfies a core requirement must be equivalent to at least three (3) semester credit hours.

Students are required to take two courses in physical education. Selected dance courses may be used to fulfill this requirement. A maximum of three courses in physical education will count toward the 120 hours required for graduation. Sports participation may be used to satisfy the Health and Physical Education requirement. Students may earn one credit for sports participation towards the general education requirements. Additionally, ROTC may be used to fulfill one physical education requirement.

Divisional Requirements
Students are required to satisfy one course or its equivalent in the following academic divisions:

Academic Divisional	Credits
Humanities – History – Philosophy – Religious Studies – Literature – Modern Foreign Languages (above the college requirement)	4
Fine Arts – Art – Dance – Drama – Music	4
Social Sciences – Anthropology – Economics – Political Science – Psychology – Sociology	4
Natural Sciences – Biology – Chemistry – Physics – Environmental Science	4

Majors
Each candidate for a Spelman degree must fulfill the requirements for a major in a department at the College and earn a minimum grade point average of 2.0. A student must earn a grade of "C" to pass a major or cognate course. The Academic Review Committee in consultation with the chair of a department has the authority to require a student who earns less than a 2.0 cumulative grade point average in the major to change her major. Students may select a major in the following disciplines:

Major Programs
- Art
- Biochemistry
- Biology
- Chemistry
- Child Development
- Comparative Women's Studies
- Computer and Information Sciences
- Drama
- Dual Degree Engineering
- Economics
- English
- Environmental Science and Studies
- French
- History
- Human Services — Gateway Students only
- International Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Spanish
- Sociology
- Sociology and Anthropology

Students are expected to select a major by the end of their sophomore year. Students who expect to major in Biology, Biochemistry, Chemistry, Environmental Science and Studies, Dual Degree Engineering, Physics, Mathematics, Computer and Information Sciences, or Music should register for introductory courses during their first year of study. Students who begin majors in these areas after the first year often need more than eight semesters to fulfill the major requirements for graduation.

Cognate Courses
Students are required to complete cognate courses that are related to their major and area of concentration. Students must earn a C or better in these courses to receive credit. Cognate courses are listed within each academic department.

Independent Major
The Independent Major is designed to accommodate the interests and career goals of students with broad interdisciplinary interests that cannot be satisfied within one of the traditional Spelman College majors. The student approved to follow the Independent Major works with a minimum of two Spelman College faculty to design a unique interdisciplinary major. The chosen course of study must begin no later than the beginning of the junior year and will include the minimum required number of hours of coursework for a major at Spelman, generally 44 to 48

credit hours. Students may not take more than four courses off campus to complete the major unless granted special permission. All other requirements for graduation remain the same. Most courses will be selected from existing offerings from two or more departments. Individual directed study may not make up more than one-third of the total coursework for the major.

Interested students should consult with the Dean of Undergraduate Studies and submit an application by the end of the fall semester of their sophomore year. Applicants must have sophomore standing and a 3.0 grade point average.

Minor Programs
Students may elect to fulfill the requirements for the following minors at Spelman:

- Anthropology
- Art
- Biochemistry
- Chemistry
- Child Development
- Comparative Women's Studies
- Computer and Information Sciences
- Dance
- Drama
- Economics
- English
- Environmental Studies
- Environmental Health
- Film Studies and Visual Culture
- French
- History
- International Studies
- Japan Studies
- Management and Organization
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health (in collaboration with Morehouse College)
- Religious Studies
- Sociology
- Spanish

Student Tenure
The following policies and procedures are used to determine academic classification and standing at the College.

Classification
A student's annual classification is determined by the number of credits she has earned by the beginning of the academic year. The following minimum credit hours are needed:

- First-Year Students: Fewer than 30 semester credits
- Sophomore: A minimum of 30 semester credits
- Junior: A minimum of 60 semester credits
- Senior: A minimum of 90 semester credits

Academic Good Standing
To maintain good standing, a student must

1. earn a minimum cumulative grade point average of "C" (2.0);
2. earn the minimum number of credit hours required for her academic classification;
4. earn a minimum cumulative grade point average of "C" (2.0) in major and cognate courses.

Good Standing[3]
A student who is in good standing is entitled to register and to continue her academic program toward fulfilling the requirements for a degree. Upon completion of her degree requirements, a student in good standing can apply for graduation.

To be in good standing, a student must

1. earn a minimum cumulative grade point average of "C" (2.0);
2. earn the minimum number of credit hours required for her academic classification;
3. earn a minimum cumulative grade point average of "C" (2.0) in major and cognate courses;
4. abide by the student code of conduct;
5. honor all financial obligations to the College.

Satisfactory Progress

Full-Time Students

Tenure at the College	GPA	Credit Hours
First Year	1.8	24
Second Year	2.0	48
Third Year	2.0	72
Fourth Year	2.0	96
(120 credit hours are required for graduation)		
Fifth Year	2.0	120

A full-time student is expected to fulfill the requirements for graduation in six years or less.

[3] Section under review.

Part-Time Students

Tenure at the College	GPA	Credit Hours
First Year	1.8	12
Second Year	2.0	24
Third Year	2.0	36
Fourth Year	2.0	48
Fifth Year	2.0	60
Sixth	2.0	72
Seventh	2.0	84
Eighth	2.0	96
Ninth	2.0	108
Tenth	2.0	120

Expiration of Credit Policy

While full time students are expected to complete their degree in six years or less, degree requirements ***must*** be completed within eight consecutive years of original enrollment. Approved leaves of absence do not count against the eight-year limit for completion of the degree, although the validity of individual courses may expire during this time. Many courses, particularly those in rapidly changing fields (such as computer science), are not likely to be accepted after eight years. After the expiration of the eight year period, degree candidates will be held to all current requirements. Requests for waivers of the eight-year limit for extenuating circumstances, other than mere failure to register, are made to the Dean of Undergraduate Studies. The currency of course content is considered in evaluating requests for waivers.

Graduation Policy

A student will be awarded a degree from the College provided she meets the following requirements:

- be in good academic and financial standing
- complete an application for graduation
- complete a minimum of 120 credit hours
- complete the General Education requirements with passing grades, including First-Year and Sophomore Experiences and
- English Composition with a grade of "C" or better earn a minimum grade point average of 2.0 in major and cognate courses
- fulfill all College and departmental requirements
- complete all College Assessment requirements
- complete a minimum one-year residency
- earn a minimum of 32 credit hours at the College
- complete the senior year at the College (Courses may be taken within the AUC, ARCHE institutions or other programs approved by the Advisor/Registrar's Office)

Commencement Participation Policy

A student who is within two courses of fulfilling her degree requirements may be eligible to march/participate in the commencement ceremony. Only a student whose cumulative GPA is 2.0 or higher, is in good academic and financial standing, and has not violated the academic integrity policy or code of conduct is eligible to Petition to March. Permission to march may be granted only upon application by the student with departmental approval and recommendation of the Academic Review Committee. The application shall include the student's plan for completing remaining degree requirements during the following summer and/or next academic year.

A student in the Dual Degree Engineering Program (DDEP) may be eligible to march in the commencement ceremony provided she has only two remaining courses at the engineering school, is in good academic and financial standing at both institutions, and has not violated the academic integrity policy or code of conduct at either institution. A dual degree student is responsible for providing a letter from the chair of the engineering department or similar office to the Dean of Undergraduate Studies, which verifies that a maximum of two courses remains to be fulfilled for graduation.

Grading System

A student will be assigned a grade for each course in which she is enrolled. The grade will be posted to her transcript at the end of the semester provided she has met her financial obligations to the College. This grade represents the quality of the student's work in the course. The following system of grading is employed:

Grade	Value	Description
A	4.0	Performance at this level represents exceptional quality. The student demonstrates mastery of the content and methods of the course as well as originality, depth, and distinctive insights.
A-	3.7	Performance at this level is of high quality. The student demonstrates some original thought, application, and mastery of the content and methods of the course.
B+	3.3	Performance at this level is very good. The student demonstrates a good understanding of the content and methods of the course, reflects clear comprehension, and achieves all the stated objectives.
B	3.0	Performance at this level is good. The student demonstrates a good command of the content and methods of the course, reflects comprehension, and achieves the stated objectives.

B-	2.7	Performance at this level is significantly above average. The student demonstrates a general command of the content and methods of the course and reflects and achieves the stated objectives.
C+	2.3	Performance at this level is above average. The student demonstrates a general competence in the content and methods of the course.
C	2.0	Performance at this level is average. The student demonstrates average competence in the content and methods of the course.
C-	1.7	Performance at this level is below average. The student demonstrates less than average competence in the content and methods of the course.
D+	1.3	Performance at this level is less than satisfactory. The student demonstrates a partial knowledge of the content and methods of the course.
D	1.0	Performance at this level is marginal. The student demonstrates minimal knowledge of the content and methods of the course.
F	0.0	Performance at this level is unacceptable. The student fails to demonstrate knowledge of the methods and content of the course.

Pass/Fail Option

1. An upper-class student who enrolls for a minimum of 12 credit hours and has a minimum grade point average of 2.0 is eligible to apply to take one non-major elective course each academic year under the pass/fail grade option. The maximum number of courses that can be taken to fulfill graduation requirements under the pass/fail grade option is three. (Note: The maximum number of Pass/Fail courses does not include First-Year Experience, Sophomore Experience, or Morehouse Physical Education classes, which are graded Pass/Fail.)
2. To register for a course under the pass/fail option, a student must obtain permission from the instructor and complete and submit the Pass/Fail Option Request Form to the Office of Undergraduate Studies before the drop/add deadline.
3. The pass/fail option is limited to non-major elective courses and cannot be used to fulfill general core and divisional requirements. Departments have the right to designate courses that can be taken under the pass/fail option.
4. To qualify for a pass, a student must earn a grade of "C minus" or better. Under the pass/fail option a "D" is failing.
5. A failing grade is calculated in the grade point average. A Pass (P) does not affect the grade point average.

Course Repeat Policy

A student who receives a non-passing grade (C-, D, D+ in English 103, major, minor, and cognate courses, and F in all other courses) in a course taken at Spelman College may repeat the course at Spelman. When a student repeats a course, the credit hours earned for the first course will be deducted from the total number of hours earned. The quality points earned will remain and be calculated into the GPA, along with the quality points and credit hours of the second course. The grade for the first course remains on the transcript with the symbol, "R," indicating that it has been replaced by a later course. The "R" will not precede an "F" grade. A student who is considering this option should discuss with her advisor the repercussions of repeating the course. A Course Repeat form may be found in the Office of the Registrar.

Course Repeat with Forgiveness Policy

A student may repeat a maximum of two Spelman courses for grade forgiveness. While the original grade remains on the transcript and is preceded by the symbol "S," only the second grade is calculated in the student's GPA, even if the repeat grade is lower. A student may not repeat a course for forgiveness if a non-passing grade resulted from an integrity violation. *Course forgiveness may only be used with Spelman courses.* Under some circumstances, a different course may be used if the substitute course has been approved by the Office of Undergraduate Studies. A student who is considering this option should discuss with her advisor the repercussions of repeating the course. Semester honors (Dean's List or Honor Roll), academic standing (probation, dismissal) will not change retroactively as a result of applying this policy. Academic departments may consider the use of this policy when awarding Departmental honors. Eligible students wishing to apply course forgiveness must do so by the established deadline during her undergraduate enrollment. No applications will be honored after the degree is awarded. Once course forgiveness is applied to a repeated course, the action may not be revoked. Additionally if a student applies for course forgiveness and later withdraws, the attempt will count as one of the allotted course forgiveness attempts.

The Course Forgiveness Request form may be found in the Office of Undergraduate Studies and the Office of the Registrar.

Calculation of the Grade Point Average
Grade point average is calculated by dividing the number of credit hours in all courses attempted in which a grade of A, B, C, D, or F was earned into the number of quality points earned for those hours. Courses attempted include any course in which a grade of A, B, C, D, F, IP, or a grade preceded by an R was earned.

Grade Grievance Policy
If a student believes a particular grade was assigned in a manner that was unjust or that crucial assignments were not taken into account, the student should first discuss the matter with the instructor. If the outcome of that discussion is not satisfactory, the student should consult with the department chairperson. The chairperson may convene a conference with the student and the instructor. If the student does not agree with the outcome of the consultation, she may file a grade grievance with the Dean of Undergraduate Studies. Grievance should be filed no later than the mid-term of the following semester.

Incomplete Policy (IP)
An incomplete (IP) is assigned when extenuating circumstances (e.g., illness, the death of a family member, or a family emergency) prevent a student who is passing a course from completing final assignments and other course requirements by the end of the semester .The faculty member, in consultation with the Dean of Undergraduate Studies, determines if an IP is appropriate.

An incomplete must be changed by the deadline specified on the College's academic calendar. The removal of an IP does not guarantee a passing grade. A student who cannot complete course requirements by the specified deadline must request an extension from the professor and the Dean of Undergraduate Studies. If the required work is not completed by the established deadline, an IP will automatically be changed to "F."

In Progress Course
"In Progress" on a student's academic record indicated that credit has not be awarded for the course and the professor has not submitted a final grade. The professor of record must submit a final grade for "In Progress" to be removed from the student's record. Registering for an "In Progress" course in a subsequent semester will not remove the "In Progress" for the semester the grade was reported. An "In Progress" grade should be removed by midterm of the following semester and will turn into an F grade. A student may not graduate with an "In Progress" on her record.

Paracurricular Credit
A student may enrich and expand her academic program through experiences outside the traditional classroom. Credits for paracurricular projects count toward the total credit hours required for graduation, but not for general education requirements for the major, or cognate courses. The faculty advisor in consultation with the Dean determines the number of credit hours awarded for a project. A student can earn 1–4 credit hours. A student must receive approval from the supervising department for paracurricular credit prior to participating in the designated program or project. A student may earn a maximum of four credit hours of paracurricular credit.

Credit by Examination
The maximum allowance for transfer credit earned at any institution is 60 semester hours, including Advanced Placement, International Baccalaureate, and College Level Examination Program (CLEP).

Placement Tests
First-year and transfer students are given placement tests to help them select appropriate courses that match their ability and academic background. Placement tests are offered in the following areas: foreign languages, mathematics, and computer literacy, which may be taken only once and no later than the sophomore year. Refer to the Computer and Information Sciences Department for more details. Students who are exempted from the general education requirements based on placement test scores, advanced placement and international baccalaureate examination scores are strongly encouraged to take higher-level courses in the areas from which they are exempted.

Students who place in introductory courses in foreign language (French: FRE 101–102, German: German 101–102; Spanish: SPAN 101–102, Japanese: JPN 101–102, Chinese: CHI 101 and 102, and Latin: LAT 101–102) may not use these courses to fulfill the general education language requirement. They do, however, count toward the 120 credit hours required for graduation.

Advanced Placement (AP) Credit
An applicant who submits a score of 3, 4, or 5 on the College Entrance Examination Board's Advanced Placement Program Examinations will be awarded college credit and/or advanced placement in the following subject areas: art, biology, computer science, economics, French, German, government and politics, Latin, mathematics (Calculus AB Examination), physics, psychology and Spanish. A score of at least 4 must be obtained for credit in chemistry, English, history, and music. The number of credits awarded for each subject will be equivalent to one semester of credit or 4 semester hours. Students who present scores of 3, 4, or 5 on the Calculus BC Examination will receive the equivalent of two semesters of credit, or 8 semester hours in mathematics. A student who receives a minimum of 30 credit hours through the Advanced Placement Program is eligible for sophomore classification.

A student may be eligible to apply for exemption from some of the general education or divisional requirements on the basis of advanced placement scores. A student must notifying the Office of the Registrar in writing of intent to use these scores.

International Baccalaureate Credits

An applicant who submits a score of 5, 6, or 7 on the Higher Level Examinations of the International Baccalaureate Program (IB) will be awarded college credit and advanced placement in the areas considered equivalent to Spelman courses. Spelman College recognizes the following courses from the IB subject groups:

- Group 1 (Best Language) – Language A1
- Group 2 (Second Language) – Modern Languages, Classical Languages
- Group 3 (Individuals and Societies) – Business and Management, Economics, Geography, History, Philosophy, Psychology, Social Anthropology
- Group 4 (Experimental Sciences) – Biology, Chemistry, Physics
- Group 5 (Mathematics) – Mathematics HL, Computer Science
- Group 6 (Arts) – Visual Arts, Music, Theatre Arts

Acceptable scores will be determined by the respective department(s). Each subject will be awarded elective or general education credit (major credit may be awarded at the discretion of the department) and will be equivalent to one semester of credit or 4 semester hours. The maximum number of IB credit hours a student can earn toward fulfilling the graduation requirement is 16.

College Level Examination Program (CLEP)

An applicant may submit scores from tests taken through the College Level Examination Program (CLEP), according to the acceptable scores indicated in the following list. Transfer students or current students may also submit scores, provided the test is taken before they register for the relevant course. Students meeting the minimum score requirements will receive the semester hours credit as indicated for the respective examinations. Credit hours granted through CLEP and advanced placement examinations will be posted on the transcript but will not be considered in the cumulative GPA calculation.

Examination	Minimum Score Accepted	Credit
History and Social Sciences		
American Government	50	4
Introduction to the History of U.S. I: Early Colonization to 1877	50	4
History of the U.S. II: 1865 to the present	50	4
Educational Psychology	50	4
Psychology, Introductory	50	4
Human Growth and Development	50	4
Sociology, Introductory	50	4
Macroeconomics, Principles of	50	4
Microeconomics, Principles of	50	4
Western Civilization I: Ancient Near East 1648	50	4
Western Civilization II: 1648 to the Present	50	4
Social Sciences and History	50	4
Foreign Languages		
College French		
Level 1	50	8
Level 2	52	16
College German		
Level 1	50	8
Level 2	63	16
College Spanish		
Level 1	50	8
Level 2	54	16
Composition and Literature		
American Literature	50	4
Analyzing and Interpreting Literature	50	4
English Composition (with essay)	50	4
English Literature	50	4
Composition, Freshman	50	4
Humanities	50	4
Science and Mathematics		
Calculus with Elementary Functions	50	4
Algebra	50	4
Algebra – Trigonometry	50	4
Biology	50	4
College Mathematics	50	4
Chemistry	50	4
Trigonometry	50	4
Natural Sciences	50	4
Business		
Information Systems and Computer Applications	50	4
Management, Principles of	50	4
Accounting, Principles of	50	4
Business Law, Introductory	50	4
Marketing, Principles of	50	4

Note: CLEP is now a completely computer-delivered system. Credit awarded is subject to change following review by departmental faculty, so students should refer to respective departments for the most recent scores in the relevant departments.

Credit through Other Academic Programs – Gateway Students Only

Portfolio assessment provides an opportunity for the Gateway Program student to receive credit for prior learning, an option that is more flexible and more individualized than the academic course equivalency or examination. A student who completes the portfolio potentially can receive academic credit for more than one course or discipline for non-college learning experiences.

To be eligible for portfolio assessment, a student must have earned at least 16 semester hours but not more than 75 semester hours and must register for CED 100, Portfolio Development. The portfolio will be developed and completed under faculty supervision. The student will receive 2 hours of credit for CED 100 upon satisfactory completion of the portfolio. The completed portfolio may be submitted for future evaluation/assessment. CED 100 will be offered fall semesters only in response to requests from students.

The maximum number of credit hours that may be earned through the portfolio assessment process is 16. The portfolio development course and the courses to be evaluated will be assessed the established fee per credit hour. For additional information, contact the Office of the Registrar.

Additionally, Gateway students may receive credit from the Defense Activity for Non-Traditional Educational Support (DANTES) Program or the National Program on Noncollegiate Sponsored Instruction (PONSI). Upon receipt of scores, they will be evaluated by the relevant department(s).

Writing Proficiency Requirement

Spelman College is committed to developing the writing proficiency of every student. Effective writing is tied to effective critical thinking and academic performance in all majors; it is also closely related to the development of multiple literacies, including the uses of multimedia. Thus, the student's development of writing ability must take place throughout the college experience in the core and the major as well as in minor and elective courses. Spelman students should demonstrate proficiency in writing on at least two different levels before graduation:

First-Year Writing Portfolio, a culminating performance in the first year of SpEl.Folio: This proficiency is developed through work in the core courses like ADW and by successful completion of the required writing course, English 103 (or 193) and FYE 101 and 102, The First-Year Experience. To satisfy this requirement, students must complete First-Year Writing with a grade of "C" or better. At the end of the first year, students also must submit electronically a portfolio of written and visual work, including a reflection letter that contains a self-assessment. Each year, the Comprehensive Writing Program organizes a committee of faculty and external readers from across the curriculum to evaluate student portfolios and makes recommendations to students for further development of their writing skills while at the College.

Writing Intensive Requirement in the Major: Students must demonstrate writing proficiency in their major course of study. Student writing should constitute organized, well-developed, and accurate prose. It should also demonstrate an understanding of the subject matter and effective communication, using the conventions of the student's discipline. Each department determines specific guidelines for the writing requirement and the criteria for evaluation.

Registration

The academic year is divided into two semesters, fall and spring. A student will not be allowed to pre-register for courses unless she is enrolled during the semester immediately preceding the desired registration period, is newly admitted or re-admitted, or has been formally reinstated.

Registration dates are listed in the academic calendar and on the Spelman webpage. First-year students are required to participate in the new student orientation program, which includes advising and registration. Transfer and Pauline E. Drake students are encouraged to participate in the new student orientation program.

Course Load

Most Spelman courses are four credit hours. The normal academic course load for a full-time student planning to graduate in eight semesters or four years is 16 credit hours per semester. For full-time students, the maximum academic course load is 18 credit hours, and the minimum is 12 credit hours. A student who has been admitted provisionally or placed on academic probation may be required to register for fewer hours than the normal course load and may be required to participate in programs sponsored by the Learning Resources Center.

A student who has earned more than 32 credit hours at Spelman and has a 2.8 grade point average may request written approval from her academic advisor and the Dean of Undergraduate Studies to register for more than eighteen (18) credit hours. . This process must be completed by the add/drop deadline. A student permitted to overload must pay an additional fee per credit hour.

Procedure for Dropping and Adding Courses during Registration

A student may drop or add courses or change sections during the period specified in the academic calendar. The signatures of her major advisor and the course instructor

are required. Students must contact the Office of the Registrar to drop the last course from her schedule, if dropping all classes.

Cross Registration

Atlanta University Center

Spelman students may cross-register at all accredited institutions in the Atlanta University Center by completing a registration form before the end of the drop/add deadline at the host institution. Students must have permission from their department chair to cross-register for classes. Cross registration is a privilege and not a right; therefore, a host institution can limit the number of students in any course.

Atlanta Regional Consortium for Higher Education (ARCHE)

Spelman students may cross-register at any ARCHE member institution, a consortium of 20 public and private institutions of higher learning in the Atlanta-Athens area. For more information, contact the Office of the Registrar.

Concurrent Enrollment

Concurrent enrollment exists when a student enrolls at Spelman College and another institution during the same academic term. A request for concurrent registration at another institution will be considered by the Dean of Undergraduate Studies when the following conditions are met:

- The appropriate form has been completed;
- The course has been approved by her Department chair or Academic Dean;
- The course is not offered during the term at Spelman College;
- Hours earned under concurrent enrollment are considered transfer hours; and
- The student has not exceeded the maximum number of hours for off-campus courses

Guidelines for Summer Study

Spelman does not conduct summer school. A student who wishes to earn credit toward graduation requirements through summer study must adhere to the following requirements:

1. Submit an application to the Registrar's Office by the specified deadline.
2. Be in good standing and have fulfilled all financial obligations to the College.
3. Attend an accredited college or university for summer school.
4. Receive advance written approval for all summer courses from the chair of her major department and the chairs of corresponding departments for courses outside the major.

A student may earn a maximum of 16 semester hours toward graduation requirements through summer study during her enrollment at Spelman.

Note: Quarter hours will be converted to semester hours.

Summer study approval and/or attendance will not preclude academic probation or academic dismissal. Summer study will not affect a student's grade point average or academic standing for the academic year in which summer courses are completed.

Course Auditing

With an instructor's permission, full-time matriculating students may audit a course without charge. Part-time students or other individuals who are not matriculating at the College are required to pay the established fee per credit hour.

Class Attendance

Class participation is one of the most important college experiences; therefore, each Spelman student is expected to contribute to enriching the life of the College by attending classes, participating in class discussions and fulfilling course requirements by established deadlines.

Instructors have the authority to establish attendance and grading policies that penalize absences. Instructors may also withdraw a student who violates established course policies and procedures, including the policy for class attendance. Instructors should include attendance requirements in course syllabi.

A student may request an excused absence from the Dean of Undergraduate Studies only if she has a valid reason (e.g., personal illness, death in the family, or other emergency) and is absent a week or more from class. A student who requests a medical excuse due to personal illness will be expected to seek medical attention from either Health Services or a private physician. Any student who fails to produce acceptable documentation for an absence will not be excused from class. All request must be submitted within one week of the absence.

Stopped Attendance

A student who has stopped attending class is one who has not attended class for two consecutive weeks and has not contacted her professor. A student who falls into this category does not qualify for an Incomplete (I) and will not be administratively withdrawn. This student will receive a course grade in accordance with the grading policy as stipulated on the course syllabus. The student retains the option to withdraw from the course during the withdrawal period as specified by the College calendar. The professor is expected to record the last date of attendance of a student whose class attendance falls into this category.

Withdrawal from a Course
To withdraw from courses, a student must (1) obtain a withdrawal form from the Office of the Registrar; (2) consult with her academic advisor; (3) obtain the appropriate signatures; and (4) submit the forms to the Office of Undergraduate Studies by the appropriate deadline. A student who withdraws by the deadline will receive a "W" for the course, which does not affect the GPA but may affect a student's ability to receive financial aid and scholarships. A student who withdraws from a course after the established deadline will receive a "F" in the course.

A student who cross-registers at another institution must abide by the course withdrawal policy of that institution.

Reading Period
The Wednesday prior to the week of final examinations week is designated the last day of classes. Thursday and Friday of the last week of classes each semester is designated as the Reading Period. Classes are suspended, but professors may hold study sessions or reviews during normal class times. No new material or tests may be introduced during these sessions.

Examinations
Instructors will determine the method and frequency of assessing student performance in each of their classes. Students will be advised of course examination and assessment dates.

Each semester closes with a period of final examinations. Students are required to take final examinations at the scheduled time. Exceptions may be made for students who can provide proof that justifies the re-scheduling of final examination. These students may appeal to the instructor prior to the scheduled examination Final examination schedules are listed on the College's webpage.

Departure from the College[4]

Administrative Withdrawal
Instructors may administratively withdraw a student who violates established course policies and procedures, including excessive absences or disruptive class behavior. Administrative offices may also withdraw students for cause. Reasons for administrative withdrawal may include non-payment of tuition and fees, lack of health information, academic failure or probation, exceeding the permissible number of credits in a single semester, medical reasons, and/or disciplinary action. There are no appeals of an administrative withdrawal.

Termination of Enrollment
The College reserves the right to terminate the enrollment of a student who does not maintain a satisfactory academic record, whose conduct or behavior is unduly disruptive or who does not meet the code of conduct, or whose financial obligations have not been met.

Dismissal from the College – First Dismissal
The Academic Review Committee (ARC) may dismiss a student who fails to maintain the minimum requirements for satisfactory progress or the terms of academic probation from the College.

A student may appeal her first dismissal by submitting a written letter of appeal to the Office of the Dean of Undergraduate Studies by the established deadline. The letter must present any extenuating or mitigating circumstances the dismissed student would like the Academic Review Committee to consider.

A student who has been dismissed from the College may be required by ARC to demonstrate her ability to resume her Spelman curriculum by successfully completing courses at a regionally accredited college or university following her first dismissal from the College. The Dean of Undergraduate Studies and the chairperson of the corresponding department(s) will evaluate credit hours earned. Credit hours and grades earned during the dismissal period will not be applied to the student's transcript until she obtains a 2.0 semester average after resuming her studies at Spelman.

A student who has been readmitted to the College will be placed on academic probation and will be allowed to enroll in no more than 12–14 credit hours per semester.

Students who are academically dismissed from the College may lose their financial aid and housing. If a student is readmitted to the College through the appeals process, she must appeal to both the Office of Financial Aid and the Housing Office for reinstatement. These are separate processes from the academic appeals process.

Dismissal from the College – Second and Final Dismissal
A readmitted student who fails to obtain a 2.0 or who otherwise fails to make satisfactory academic progress will be subject to final dismissal from College upon the recommendation of the Academic Review Committee. If a student receives a final dismissal, she is not eligible to return as a student at Spelman College.

Withdrawal from the College
A student who wishes to leave Spelman College and has no intentions of returning to complete her studies at a later date should withdraw from the College. Prior to her

[4] These policies are currently under review.

departure, she should arranged to discharge outstanding financial obligations with the Office of Student Accounts.

A student who elects to withdraw from the College must secure a College Withdrawal Form from the Office of the Registrar. Additional requirements may apply to residential students.

A student who fails to enroll for the next regular semester without notifying the College of her intention will be considered to have withdrawn from the College and must be readmitted.

Leaves of Absence
A student may apply for a leave of absence for a period not to exceed two consecutive semesters. She may file a petition for a leave of absence by securing the appropriate form from the Office of the Registrar and by obtaining the required signatures.

Medical Leave of Absence (voluntary)
A student whose psychological, and/or health condition is interfering with her academic progress may be granted a medical leave of absence for a definite or indefinite period of time. Requests for a medical leave should be made to the Dean of Undergraduate Studies on the advice of Health Services.

Administrative Medical Withdrawal (involuntary)
The College has the authority to administratively withdraw a student whose psychological and/or health condition is life threatening or who poses a significant risk to the health or safety of others or significantly disrupts College programs or operations. The length of the leave will be based on available medical evidence, which would include but is not limited to all medical and psychiatric conditions (e.g., severe eating disorders and substance dependence). The student may be required to meet specific conditions before requesting reinstatement.

Resuming Studies after a Medical Leave or Withdrawal
A student may request reinstatement following an approved medical leave of absence or an administrative medical withdrawal from the College provided all deadlines or other conditions specified by the College have been satisfied. The request for reinstatement must be submitted in writing to the Dean of Undergraduate Studies and must be accompanied by documentation showing that the student's medical, psychological and/or health problems have been resolved to the satisfaction of the College. The College may require additional documentation and/or medical examinations. Spelman's regular application deadlines must be met. Reinstatement is not automatic and may be denied at the discretion of the College or made subject to fulfillment of conditions specified by the College.

Readmission Following Withdrawal or Leave of Absence
A student who is in good academic standing and withdraws from the College is eligible to apply for readmission to the College by obtaining and completing an Application for Readmission from the Office of the Registrar. Students are reminded that readmission to the College is not guaranteed.

Students with an approved leave of absence will be entitled to re-enroll at the end of the period of leave. When ready to return to the College, she must notify the Registrar in writing by March 1 (for fall semester), or September 1 (for spring semester). If she fails to do so or does not apply for extension of the leave, she will be considered to have withdrawn and must reapply through the regular admission procedure.

Students who have received a final dismissed from the College are not eligible for readmission or reinstatement.

Access to Student Educational Records
The following guidelines apply to handling any request for the academic record or other information about a student and are intended to protect the individual's right to privacy in compliance with the Family Educational Rights and Privacy Act of 1974. Modifications may be made in terms of amendments to this law and pursuant to guidelines received from the federal government.

Student Records
Student records include the records, files, documents, and other materials that contain information directly related to a student which are maintained by the institution or by a person acting for such agency or institution.

The majority of records are housed in the Offices of Admission, Registrar, Business and Financial Affairs Division, Undergraduate Studies, Student Affairs, Assessment, and Alumnae Affairs.

Materials in these offices are maintained in separate files. In addition, faculty advisors and directors of programs (e.g., Honors, Health Careers, Career Planning and Placement Services, Counseling, Academic Support) keep separate records for the period during which they are in direct contact with the student. All offices and persons responsible for records comply with the Family Educational Rights and Privacy Act of 1974 to ensure confidentiality.

Student Rights
A student has the right to inspect and review the contents of her records, to obtain copies of these records, and to receive an explanation or interpretation of these records. She also has the right to a hearing to correct or amend these records.

Records may be inspected only at the office responsible for maintaining the particular record in question. Each office is responsible for establishing its own access procedures, which may include a written request from the student.

The following records are excluded from student access:

1. Financial records of parents and any information contained in them.
2. Confidential letters or statements of recommendation written prior to January 1, 1975.
3. Personal medical and psychiatric treatment records prepared and used solely in connection with the treatment of the student. Such records will be made available to other physicians upon the student's request.
4. Personal notes of faculty members, deans, or counselors regarding the student are kept in confidential files of the respective offices.

Cost of Copies

Copies of a student's record may be obtained upon payment of a fee. NO information may be released about a student who has established confidentiality of their records.

Release of Records

Information other than directory information will not be released without the student's written request, except

1. to members of the faculty and administration of the College who have a legitimate interest in the material.
2. to officials of other schools or school systems in which the student wishes to enroll.
3. to connection with a student's application for or receipt of financial aid.
4. to state and local officials if required by law adopted before November 17, 1974.
5. to organizations conducting studies for or on behalf of educational agencies, provided such studies will not permit identification of the student and her parents.
6. to accrediting agencies to carry out their accrediting functions.
7. in compliance with a judicial order or lawfully issued subpoena, with the condition that the student will be notified before compliance with the order or subpoena.

When consent is required, it must be in writing, signed, and dated by the person giving consent, and shall include

1. specification of record to be released.
2. reason for release.
3. names of parties to whom records should be released.

A record will be kept of the parties who have received access to a student's record with the exceptions noted above. The student may have access to this record.

Directory Information

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

1. Student's enrollment status.
2. Dates of enrollment.
3. Classification.
4. Degree earned (if any) and date.
5. Major.
6. Honors received.

If a student does not wish to have any of the above information released, she must send written notifications to all offices concerned.

Spelman College Statement of Principles Governing Institutional Use of Human Subjects in Research

This Statement of Principles shall apply to all research utilizing human subjects undertaken by faculty, staff or students of the College or involving members of the College community as subjects in which an investigator either obtains data through interaction with the participating subjects or obtains identifiable private information about individual subjects. All such research shall be undertaken pursuant to the following guidelines:

1. All investigators shall obtain written approval from the College Institutional Review Board prior to initiating their research activity. The Spelman College IRB now operates in accordance with federal guidelines related to federal-wide assurance.
2. Where research is or may be funded by a source other than the College, the terms of the grant or other funding source must be disclosed to the College with the investigator's initial request for approval by the College.
3. All proposals to use members of the College community as research subjects shall be submitted to the College's Institutional Review Board (IRB) according to instructions on the Spelman College website prior to the proposed research activity. It is recommended that proposals be submitted at least 60 days prior to the anticipated start date of the research. Typically IRB review occurs at monthly IRB meetings and revisions may be required prior to approval of proposals. The Spelman College IRB does not meet during the months of June and July. Expedited review may be performed in the summer or at other times in accordance with federal regulations and at the discretion of the IRB.

   Proposals must be complete and include a detailed description of the methodology to be utilized in recruiting subjects and obtaining data, and a description of how data will be stored, treated and presented. All research instruments, including questions to be asked of participating subjects, must be included.

4. While the IRB must review and approve the research proposal prior to the initiation of research activity, the IRB shall also be responsible for continuing review of the research activity as necessary once it is initiated to ensure that it is conducted in the approved manner.
5. Participation by subjects shall be voluntary. The subjects shall be informed that they have the right to refuse participation, or to withdraw from participation in the research activity without being penalized in any way. For this reason, academic credit shall not be given for student participation, nor withheld for failure to participate or for withdrawal from participation.
6. An informed consent form shall be signed by each participating subject, or the subject's legal representative if the subject is a minor, prior to the inclusion of the subject in the research activities. The consent form must clearly describe in plain language the research activity, the purpose of the research, the expected duration of the subject's participation and any risks and benefits that relate to participation in the study. A copy of the consent form should be provided to participants.

   Contact information for the investigating team and for relevant IRB representatives and health care providers should be provided on the consent form should participants have questions concerning their rights as participants, and their right to counseling or health care in accordance with their risks in participating in the research activities.
7. The degree to which the data related to a subject's participation will be anonymous or kept confidential shall be clearly stated in the proposal, along with any risks related to possible disclosure of participants as the source of the data provided.

College Honors and Awards

Latin Honors

Latin graduation honors of summa cum laude, magna cum laude, and cum laude recognize the distinction of a student's overall record and are noted on diplomas, in the commencement program, and on transcripts. A student who has earned 60 credit hours at the College and the following cumulative grade point average is eligible to be considered for Latin Honors:

Cum Laude	3.4
Magna Cum Laude	3.6
Summa Cum Laude	3.8

Honor Roll and Dean's List

Each student who carries a minimum of 16 semester credit hours, attains a 3.3 grade point average or above with no grade below "C," no withdrawals and no violation of the academic integrity policy shall qualify as an Honor Roll student for the semester. The Honor Roll designation will be recorded on the student's academic transcript.

Likewise, a student who carries a minimum of 16 semester hours, attains a 3.6 grade point average or above with no grade below "C," no withdrawals, and no violations of the academic integrity policy shall qualify for the Dean's List for the semester. The Dean's List designation will be recorded on the student's academic transcript.

Students achieving a cumulative average of 4.0 both semesters of an academic year will receive special recognition during the annual Honors Convocation.

Departmental Honor Societies

Outstanding achievement within particular departments and programs is recognized by election to the following societies: Psi Chi (psychology), Pi Kappa Lambda (music), Pi Mu Epsilon (mathematics), Pi Sigma Alpha (political science), Alpha Kappa Delta (sociology, center-wide), Beta Kappa Chi (science), Omicron Delta Epsilon (economics), Sigma Tau Delta (English), Sigma Delta Pi (Spanish), Sigma Pi Sigma (physics), Phi Alpha Theta (history), Kappa Delta Epsilon (education), Phi Beta Delta (international), and Upsilon Pi Epsilon (computer science), Phi Sigma Tau (philosophy) and Theta Alpha Kappa (religious studies/theology).

Students may also be elected to membership in the following honor societies:

Alpha Epsilon Delta
(The Health Pre-professional Honor Society)
Alpha Epsilon Delta (AED) The Health Pre-professional Honor Society is dedicated to encouraging and recognizing excellence in pre-professional health scholarship. The Georgia Delta Chapter of AED, comprised of members from all the undergraduate institutions of the Atlanta University Center, was founded in 1997 as the second only charter at a historically black college or university. To qualify for membership, students much have completed at least three semesters of pre-professional coursework. Sophomores must have a 3.2 GPA overall and in the sciences and a minimum of 36 credit hours. Juniors and seniors must have a 3.2 GPA overall and in the sciences.

Alpha Lambda Delta
(The National First-Year Honor Society)
Students who attain a first-semester first-year average of 3.5 or above or who attain a cumulative first-year average of 3.5 or above are eligible for initiation into Alpha Lambda Delta.

Alpha Sigma Lambda (National Honor Society for Students in Continuing Higher Education)
Alpha Sigma Lambda recognizes the special achievements of adults who accomplish academic excellence while

facing competing interests of home and work. Gateway Program students who are studying for the baccalaureate degree, have earned at least 24 graded semester hours at Spelman College, and have a minimum cumulative grade point average of 3.2 on a 4.0 scale may qualify for membership.

Golden Key International Honor Society
Golden Key recognizes scholastic achievement and excellence among college students from all academic disciplines. Invitation is extended to the top fifteen percent of the junior and senior classes.

Phi Beta Kappa Society
Phi Beta Kappa, the oldest national honor society, recognizes scholarship and supports excellence and integrity in the arts and sciences. Spelman is one of only four HBCUs with a Phi Beta Kappa chapter, and Spelman's chapter is one of only five chapters in the state of Georgia. Members include students, faculty, alumnae, and other persons of special distinction. All members are elected on the basis of their broad cultural or scientific interests, scholarly achievements, and good character. The Spelman chapter of Phi Beta Kappa conducts a review of all prospective student candidates in their junior and senior years. The total number of students elected annually is limited to 10 percent of the graduating class.

Who's Who National Honor Society
Who's Who honors college students who have made significant contributions to the College. Selection is based on scholarship, leadership, and service.

National Competitive Awards
Spelman students regularly compete for a variety of prestigious awards, including the Rhodes Scholarship, Marshall Fellowship, Truman Scholarship, Fulbright Scholarships, Gillman Scholarship, and the Watson Fellowship. For further information, students should contact the Office of Undergraduate Studies, which advises and assists students in applying for these awards.

EDUCATIONAL STUDIES PROGRAM

Program Location
Giles Hall, Lower Level – Suite 5, Rooms G10, G11, G12, G12b

Teacher Education Programs*

1. **Child Development Major** – Teacher Certification in Early Childhood Education (Grades P – 5)
2. **Secondary Education** – Teacher Certification in Grades 6–12 in English, Mathematics, Chemistry, Physics, History, Economics, and Political Science
3. **Preschool–12th Grade Education** – Teacher Certification in Art, French, Spanish, and Music
4. **Child Development Minor** without preparation for Teacher Certification

* Please visit the Educational Studies Program for the most up-to-date information.

Spelman College Marian Wright Edelman Child Development Center
Educational opportunities for children (preschool through kindergarten) are provided in the Spelman College Marian Wright Edelman Child Development Center. The Center is administered by the Educational Studies Program and supports programs and departments at the College by serving as a site for internships, field/laboratory experiences, and research.

Admission Process for Teacher Education Programs

1. Submission of an application
2. Verification of a passing score on GACE I Basic Skills Assessment or exemption based on one of the following:
   - 1000 SAT score
   - 43 ACT Composite
   - 1030 GRE
3. Essay that includes the student's educational philosophy (typed, double-spaced)
4. Three recommendations (two from faculty members in the Educational Studies Program)
5. Current transcript that verifies completion of
   - Two required courses in the Spelman College Educational Studies Program
   - A minimum of 30 credit hours of college coursework with a cumulative grade point average of 2.5 or above in professional studies and major courses.
6. Verification of a clear Criminal History / Arrest Record
7. Personal interview conducted by faculty in the Educational Studies Program

Note: Students who take courses in the Educational Studies Program must be admitted to the program (with the exception of students taking courses as electives). Students must apply for admission to the Educational Studies Program after completing the second required program course. Students who have not been admitted to the Educational Studies Program will not be permitted to enroll/remain in any additional education courses.

Student Teaching Experience
Student teaching is the culminating activity that provides an opportunity for the student to demonstrate appropriate dispositions , knowledge, skills, and experiences acquired in the Teacher Education Program. This 12-week clinical experience is significant in facilitating learning and enhancing the development of all children and preparing teacher-leaders. It is a period of time during which the student teacher assumes increasing responsibility in the instruction process. The student teaching experience at Spelman College is designed to meet Georgia Professional Standards Commission and NCATE guidelines.

Admission to Student Teaching requires the following:

1. Admission to a Teacher Education Program
2. Submission of the Student Teaching Application
3. Overall GPA of 2.5 or above
4. GPA of 2.5 or above in professional studies courses and major courses
5. Completion of all course requirements.
6. Verification of a clear Criminal History/Arrest Record
7. Proof of Liability Insurance (GAE-SP)

Field Experiences
Most courses in the Educational Studies Program have a field experience component. The accompanying component for designated courses may include a variety of activities. The goal of the Field Experience component of the Spelman Teacher Preparation Program is to aid in the student's intellectual, personal and professional development as a teacher-leader by providing practical experiences at school sites. This experience takes students with varying skills levels through a planned sequence of cognitive, affective, and psychomotor experiences designed to develop leadership, cultural awareness, knowledge of content, confidence, and self-esteem. The student in the Spelman College Teacher Preparation Program is provided with varied and numerous field experience opportunities that Students must have on file a Criminal History/Arrest Record Verification form to engage in any field experience activities. Any information identified as an infraction on the Criminal History/Arrest Record Verification may prevent a student from

participating in field experience activities. The Field experience is a prerequisite and requirement for successful completion of designated courses in the Educational Studies Program.

Graduation Requirements for the Child Development Major

1. Admission to the Teacher Education Preparation Program for the Child Development major.
2. Completion of course work for the Child Development major with a cumulative grade point average of 2.0 or higher.

Certification Requirements

To be recommended for certification, the student must have completed the following:

1. Coursework for an approved Teacher Education Preparation Program (which includes an appropriate major) with a cumulative grade point average of at least 2.5.
2. Undergraduate degree.
3. Appropriate passing scores on the GACE II Test. (Not required for graduation.)

Placement Examinations

None

Mission Statement

The Educational Studies Program promotes academic excellence in the development and preparation of teacher leaders who display the intellectual, ethical, and leadership qualities desired of all Spelman College graduates.

Vision and Goals

The goal of the Teacher Education Program is to develop highly qualified teachers who as knowledgeable, effective educational leaders will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world. We envision the Educational Studies Program at the forefront in preparing competent, self-confident leaders who are committed to educating children in urban, multicultural and international communities. Graduates are inspired to be motivated change agents, advocates for all children, and creative, energetic risk takers inspired to touch the future through teaching.

Educational Studies Program Conceptual Framework

The Educational Studies Program embraces the mission and goals of Spelman College and integrates the intellectual and leadership goals of the institution into its Conceptual Framework for developing professional educators. The theme "The Teacher as a Leader" is the cornerstone of the Conceptual Framework and a driving force for creating effective programs. The Conceptual Framework is guided by national standards (Interstate New Teacher Assessment and Support Consortium), state standards, and professional standards (National Association for the Education for Young Children (NAEYC) and Association of Children Education International (ACEI)), which provide a foundation for performance-based competencies in the areas of knowledge, skills, and dispositions of candidates. The four components of the Conceptual Framework and teacher leader outcomes are: (a) professional teaching, (b) culturally responsive pedagogy, (c) dispositions, and (d) advocacy.

Program Descriptions

Teacher Education Programs with Preparation for Certification (Child Development Major, Secondary Education, Preschool-12th Grade Education)

The Educational Studies Program offers Teacher Education Programs that are approved by the National Council for Accreditation of Teacher Education and the Georgia Professional Standards Commission. All program coursework complies with specific coursework requirements of the Georgia Professional Standards Commission and prepares students for certification to teach in public and private schools in Georgia and other states. Programs build upon liberal arts coursework aimed at developing multicultural and international perspectives. The programs include study of general principles of human growth and development, the relationship of teaching and learning theories to physical, social, intellectual, and emotional growth, and courses complemented by planned programs of field and clinical experiences. Programs are designed to develop scholarly teachers and educational leaders who will be innovative role models and leaders in academic communities throughout the world with special emphasis on urban environments. The curriculum is designed to prepare individuals to guide the growth and development of children through instruction in an academic environment. The major coursework emphasizes teaching content, child and adolescent development theories, and appropriate instructional methods that are used to enhance and promote the developmental stages of children preschool through grade 12. The curriculum provides a major in Child Development with preparation for certification to teach at the Early Childhood Education level. The curriculum also provides Teacher Education Programs that prepare students for teacher certification in Secondary Education (Grades 6-12), and Preschool through 12th Grade Education.

Child Development Minor Program (without Preparation for Certification)

The Child Development Minor program (without preparation for certification) offered in the Educational Studies Program is designed for students seeking to expand their knowledge base in the area of Teacher Education relating to early Childhood Education. The minor program provides a focus for content areas complementing a student's major area of study. The minor program also facilitates student options for continuing education and/or graduate study.

Objectives

The goal of the Teacher Education Program is to develop teachers who, as knowledgeable, effective educational leaders, will be innovative, action-oriented role models in their classrooms, schools, districts, and communities throughout the world. Graduates are to be change-agents, advocates for all children, and creative, energetic risk-takers inspired to touch the future through teaching.

Upon completion of the prescribed courses, the student should be able to

- demonstrate knowledge of the central concepts, tools of inquiry and structures of disciplines being taught
- demonstrate knowledge of child and adolescent growth and development
- demonstrate knowledge of content and pedagogy
- Engage in research to positively impact the teaching and learning process of children
- plan and implement developmentally appropriate instruction
- demonstrate knowledge and application of a variety of diagnostic activities and assessment strategies
- use technology to enhance the teaching and learning process
- use a variety of instructional strategies for diverse learners
- apply classroom management and organization skills
- demonstrate knowledge of language diversity, learner diversity, and cultural diversity
- demonstrate knowledge of the competencies of the teaching and learning processes of children in urban and multicultural settings.
- apply knowledge of educational theories and instructional methods with culturally diverse students
- display ethical practices and positive dispositions
- engage in professional development
- demonstrate professional communication
- acquire skills to facilitate life-long learning
- engage in self-reflection and self-assessment
- demonstrate participation in activities that foster leadership skills
- demonstrate knowledge of school policies and reform movements impacting student achievement
- recognize the significance of advocacy in supporting students' learning and human development
- demonstrate advocacy for the teaching profession through professional engagement and collegial activities.

General Requirements

None

International/Women's Studies Requirement

None

Program Honors

To be eligible for departmental honors, a student must have

1. a 3.0 cumulative grade point average.
2. a 3.5 grade point average in education courses.
3. no grade below "B" in education courses.

Program Honor Society

Kappa Delta Epsilon is an honorary professional education fraternity for students. Its purpose is to promote the mission of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members. Juniors and seniors who have a cumulative GPA of 3.0 or above and a GPA of 3.5 or above in their major and professional studies courses are eligible for membership.

Program Professional Association

Georgia Association of Educators Student Program (GAE-SP) is a pre-professional program sponsored by the Georgia Association of Educators (GAE) and National Education Association (NEA) for students pursuing careers in education. It provides students with opportunities to participate as leaders at local, state, and national levels in activities that affect the teaching profession, and serves to facilitate a smooth transition from the college environment to the classroom.

Program Major Club

The Child Development Club is a student organization that enhances awareness and understanding of child development issues through symposia, lectures, field experiences, and community service. Membership is open to all students at Spelman College and other Atlanta University Center institutions who have been admitted to a Teacher Education Program. Membership is also open to students who are enrolled in courses in the Educational Studies Program at Spelman College.

Course Requirements for Teacher Education Programs with Preparation for Certification

Child Development Major Requirements for B.A. Degree

EDU 204	Educational Psychology (4)
EDU 206	Orientation to Education (4)
EDU 224	Child Development Theories and Patterns*(4)
EDU 229	Educational Technology and Media* (4)
EDU 301	Curriculum for Preschool and Primary Grades* (4)
EDU 306	Reading Content and Diagnostics for Preschool and Primary Grades* (4)
EDU 308	Multicultural Education (4)
EDU 314	Health and Physical Education Content and Methods for Preschool and Primary Grades *(2)
EDU 316	Exceptional Children* (4)
EDU 320	Social Studies Content and Methods* (4)
EDU 326	Science Content for Preschool and Primary Grades* (4)
EDU 330	Science Curriculum and Methods for Teaching in Preschool and Primary Grades* (3)
EDU/MUS 342	Music Content and Methods Pre & Prim-Early Childhood* (2)
EDU 350/ART 231	Art Content and Methods Pre & Prim* (2)
EDU 357	Teaching Reading in Preschool and Primary Grades* (4)
EDU 407	Advocacy in Urban Schools (4)
EDU 415	Mathematics Content for Preschool and Primary Grades* (4)
EDU 420	Mathematics Curriculum and Methods for Teaching in Preschool and Primary Grades* (3)
EDU 430	English/Language Arts Curriculum and Methods for Teaching in Preschool and Primary Grades *(3)
EDU 435	Research in Child Development* (4)
EDU 451	Seminar I for Student Teaching* (1)
EDU 452	Seminar II for Student Teaching* (0)
EDU 457	Student Teaching* (12)
	TOTAL: 84

Secondary Education with Preparation for Certification Requirements (Grades 6–12)

(English, Mathematics, Chemistry, Physics, History, Economics, Political Science)

EDU 204	Education Psychology (4)
EDU 206	Orientation to Education (4)
EDU 229	Educational Technology and Media* (4)
EDU 304	Guidance of Adolescents* (4)
EDU 308	Multicultural Education (4)
EDU 315	Teaching Reading in the Secondary School* (4)
EDU 316	Exceptional Children* (4)
EDU 407	Advocacy in Urban Schools* (4)
EDU 444	Curriculum and Methods for Teaching in Secondary Schools* (4)
EDU 451	Seminar I for Student Teaching* (1)
EDU 452	Seminar II for Student Teaching* (0)
EDU 458	Student Teaching in Secondary Schools* (12)
	TOTAL: 45–49

Preschool – Twelfth Grade Education with Preparation for Certification Requirements

(Art, French, Spanish, Music)

EDU 204	Educational Psychology (4)
EDU 206	Orientation to Education (4)
EDU 229	Educational Technology and Media* (4)
EDU 304	Guidance of Adolescents* (4)
EDU 308	Multicultural Education (4)
EDU 316	Exceptional Children* (4)
EDU 407	Advocacy in Urban Schools (4)
EDU 443	Curriculum and Methods for Teaching Preschool through Twelfth Grade* (4)
EDU 451	Seminar I for Student Teaching* (1)
EDU 452	Seminar II for Student Teaching* (0)
EDU 459	Student Teaching in Preschool-Twelfth Grade* (12)
	TOTAL: 45

Note: Spanish courses are strongly recommended for the Core Curriculum language requirement.

Course Requirements for Child Development Minor Program (without preparation for certification)

Program Requirements

EDU 204	Educational Psychology (4)
EDU 206	Orientation in Education (4)
EDU 224	Child Development Theories and Patterns* (4)
EDU 308	Multicultural Education (4)

Program Electives

EDU 229	Educational Tech & Media* (4)
EDU 316	Exceptional Child* (4)
EDU 407	Advocacy in Urban Schools (4)

The Child Development minor program includes a total of 6 courses (4 required courses and 2 electives).

Course Descriptions

EDU 204 – EDUCATIONAL PSYCHOLOGY (4) A study of the relationship of concepts of human development to teaching and learning processes used with diverse populations of students. Emphasis is placed on an examination of the practical and theoretical applications and integration of psychology as they relate to instruction, planning, learning styles, instructional strategies, and basic statistical procedures for assessment and evaluation of learning. **Required: Field Experience – 20 clock hours**.

EDU 206 – ORIENTATION TO EDUCATION (4) An introduction to the field of education with emphasis upon philosophical, psychological, sociological, and historical foundations of education. Information is provided to assist students in career selection in the teaching profession. Students examine career opportunities in education and the impact of diversity, technology, and assessment on instruction. **Required: Field Experience – 15 clock hours**.

EDU 224 – CHILD DEVELOPMENT THEORIES AND PATTERNS (4) A study of traditional and contemporary theories of the cognitive, social and emotional developmental patterns of individuals during the period from infancy to adolescence. The course examines the impact of peers, culture, school, and family upon the individual's behavior, and learning potential. These principles and trends of growth and development are examined within the context of culturally diverse populations. **Required: Field Experience – 20 clock hours**. Prerequisites: EDU 204, EDU 206.

EDU 229 – EDUCATIONAL TECHNOLOGY AND MEDIA (4) A study of the relationship and application of technology and educational media to teaching and learning. Theoretical and practical considerations are examined in selecting, utilizing, and evaluating technologies and educational media. Course work integrates general studies major content, professional, and pedagogical knowledge. Laboratory experiences for the production of instructional media and the operation of audio-visual equipment are required. Prerequisites: EDU 204, EDU 206.

EDU 301 – CURRICULUM FOR PRESCHOOL AND PRIMARY GRADES (4) Examination of the structure and organization of the curriculum and instruction in various types of preschools, kindergarten and the primary grades. The variables of race, ethnicity, gender, religion, and exceptionality and the impact on teaching strategies are examined. Students are provided opportunities to study leadership skills in the context of teacher education. **Required: Field Experience – 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 304 – GUIDANCE OF ADOLESCENTS (4) A study of the basic principles of human behavior and experiences applicable to the adolescent years. Emphasis is placed on the relationship of developmental patterns of adolescence to teaching and learning. **Required: Field Experience – 15 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 229, EDU 308.

EDU 306 – READING CONTENT AND DIAGNOSTICS FOR PRESCHOOL AND PRIMARY GRADES (4) A course designed to develop the undergraduate candidate's knowledge of the total reading program, including word recognition, comprehension, whole language, developmental reading program, and strategies for teaching reading. This course will also include the diagnosis and remediation of reading problems. **Required: Field Experience – 20 clock hours.** Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 308 – MULTICULTURAL EDUCATION (4) An introduction to the knowledge, insight, and understanding needed to work effectively with students from a culturally diverse society and from a global community. The variables of race, ethnicity, social class, gender, religion, and exceptionality are examined. Instructional focus is on appropriate multicultural strategies used in the classroom with culturally diverse student populations. **Required: Field Experience – 12 clock hours**.

EDU 314 – HEALTH AND PHYSICAL EDUCATION IN PRESCHOOL AND PRIMARY GRADES (2) Designed to enable the student to provide pupils (grades P–5) with a relevant, appropriate, and effective health and physical education program. Emphasis is on the development of knowledge regarding health practices that promote a healthy, well-developed total child. Course work integrates general studies major content, professional, and pedagogical knowledge. The student is guided in developing competencies for assessing pupil's health and physical status and teaching pupils the fundamentals of safe and healthy living. The student must demonstrate, through instruction, knowledge of community, cultural values and effective utilization of community resources (including parents). **Required: Field Experience – 20 clock hours**. Prerequisites: EDU 204, EDU 206.

EDU 315 – TEACHING READING IN THE SECONDARY SCHOOLS (4) A study of instructional backgrounds, methodology, techniques, and appreciation basic to effective teaching of reading in the secondary school. Course work integrates general studies major content, professional, and pedagogical knowledge. **Required: Field Experience – 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 229, EDU 304, EDU 308.

EDU 316 – EXCEPTIONAL CHILDREN (4) A general survey of exceptionalities and the role of the teacher leader that focuses on the characteristics, needs, and problems of exceptional children. Appropriate procedures for identification and methods will be examined with an emphasis on inclusion. Strategies for effective teaching and learning will be reviewed. **Required: Field Experience – 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 342, EDU 350, EDU 301, EDU 308, EDU 357, EDU 320.

EDU 320 – SOCIAL STUDIES CONTENT AND METHODS FOR PRESCHOOL AND PRIMARY GRADES (4) A course designed to develop the pre-service teacher's knowledge skills, and dispositions of teaching language arts and social studies in grades Pre-K through 5. This section of the course is designed to provide information regarding Social Studies curriculum and strategies to educate children for their role as informed citizens in a pluralistic society. Course content will be emphasized

through literature, conceptual teaching, inquiry, decision-making, projects and social action education. Field based experiences are intended to allow students to integrate social studies instruction with content and methodologies that positively respond to principles of development and diversity. **Required: Field Experience – 20 clock hours.** Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 326 – SCIENCE CONTENT FOR PRESCHOOL AND PRIMARY GRADES (4) An examination of science content and the goals of science education that include the knowledge and skills of scientific concepts for preschool and primary school children. Additionally, it examines the applications of science in a technological context, and methods and processes for conducting true scientific investigations. This course must be taken concurrently with EDU 330. **Required: Field Experience — 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320.

EDU 330 – SCIENCE CURRICULUM AND METHODS FOR TEACHING IN PRESCHOOL AND PRIMARY GRADES (3) An examination of the nature of science and the goals of science education, research on science learning, and constructivist frameworks for curriculum and instruction. It uses this foundation to address curricula approaches, diversity and equity, professional resources, classroom management, and assessment for teaching science in preschools and primary grades. This course must be taken concurrently with EDU 326. **Required: Field Experience — 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320.

EDU/MUS 342 – MUSIC METHODS AND MATERIALS FOR TEACHING (2) The study of teaching procedures and materials in music for grades P-5. Course work integrates general studies, major content, professional, and pedagogical knowledge. This course is required of all Child Development majors who seek teacher certification. Prerequisites: EDU 204, EDU 206.

EDU/ART 350 – METHODS AND MATERIALS FOR TEACHING ART (2) The study of principles and application in teaching art in public schools. Course work integrates general studies, major content, professional, and pedagogical knowledge. Prerequisites: EDU 204, EDU 206.

EDU 357 – TEACHING READING IN PRESCHOOL AND PRIMARY GRADES (4) A study of the instructional foundations in the backgrounds, methodology, and techniques basic to effective and purposeful teaching of reading in grades P–5. Course work integrates general studies, major content, professional, and pedagogical knowledge. **Required: Field Experience – 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342,

EDU 407 – ADVOCACY IN URBAN SCHOOLS (4) A general overview of the major social policies affecting urban children, youth, and families. Emphasis is on reviewing and analyzing the impact of current legislation and exploring the roles of child, family, and teacher-leader advocates in the social policy process. Selected policy programs and case studies of children and families are used as examples. **Required: Field Experience – 15 clock hours**.

EDU 415 – MATHEMATICS CONTENT FOR PRESCHOOL AND PRIMARY GRADES (4) An examination of mathematical content, concepts and processes. The focus is on National Council for Teacher of Mathematics (NCTM) standards: Numbers and Operations, Different Perceptions on Algebra, Geometry, Data Analysis, Statistics and Probability, and Measurement. Students will integrate content and pedagogy to facilitate the selection of instructional strategies, technology, and resources for teaching mathematics. This course must be taken concurrently with EDU 420. **Required: Field experience — 20 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 420 – MATHEMATICS CURRICULUM & METHODS FOR TEACHING IN PRESCHOOL & PRIMARY GRADES (3) An examination of mathematical pedagogical knowledge for Child Development majors. It focuses on the following National Council of the Teacher of Mathematics (NCTM) standards: Numbers and Operations, Different Perceptions of Algebra, Geometry, Data Analysis, Statistics and Probability, and Measurement. Students will integrate curriculum pedagogy with content knowledge to select instructional strategies, technology, and resources for teaching mathematics. This course must be taken concurrently with EDU 415. **Required: Field experience — 15 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 430 – ENGLISH/LANGUAGE ARTS CURRICULUM & METHODS FOR TEACHING IN PRESCHOOL AND PRIMARY GRADES (4) Investigation and application of the theories, research, practices, pedagogies, issues, perspectives and complexities of teaching English/language arts curriculum and methods for child development majors. The course is presented in an integrated framework focusing on the cognitive, social, and physical development of children in the area of English/Language Arts. It has a strong knowledge base that is grounded in the principles of a developmentally appropriate curriculum that serves the needs of a diverse population. **Required: Field Experience, 40 clock hours**. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 435 – RESEARCH IN CHILD DEVELOPMENT (4) Study of research methods employed in education with specific emphasis on child development and education in urban, multicultural and international communities. Students critically examine the impact of research in the area of child development and the teaching/learning process. Students apply principles of educational research involving a major research project. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 443 – CURRICULUM AND METHODS FOR TEACHING PRESCHOOL THROUGH TWELFTH GRADE (4) A study of curriculum and methods for pre-service preschool – 12th grade teachers. The focus is on integrating content knowledge with pedagogical knowledge to develop both the knowledge and skills to select instructional strategies, technology, and resources for teaching the major subject. The course includes examining the structure and organization of age-appropriate instructional activities and experiences. **Required: Field Experience, 40 clock hours**. prerequisites: EDU 204, EDU 206, EDU 229, EDU 304, EDU 308, EDU 316.

EDU 444 – CURRICULUM AND METHODS FOR TEACHING IN SECONDARY SCHOOLS (4) A study of curriculum and methods for promoting student learning in the secondary classroom. The impact of diversity and technology on curriculum and instruction is emphasized and candidates are provided with opportunities to demonstrate knowledge and skills as Teacher Leaders. The focus is on Teacher Leader candidates skillfully integrating general studies, major content, professional, and pedagogical knowledge to select and use appropriate instructional methods. **Required: Field Experience, 40 clock hours.** Prerequisites: EDU 204, EDU 206, EDU 229, EDU 304, EDU 308, EDU 316.

EDU 451 – SEMINAR I FOR STUDENT TEACHING (1) A seminar required of all applicants prior to student teaching. Focus is on student teaching procedures and relevant educational issues and topics. Required the semester prior to the student teaching experience. Appropriate course work for teaching should be completed. Prerequisites: EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 452 – SEMINAR II FOR STUDENT TEACHING (0) A seminar conducted during the student teaching experience to analyze and discuss relevant issues that impact the teaching/learning process and overall school experience. Required of all student teachers. Prerequisites: All courses in the curriculum.

EDU 455 – INDEPENDENT STUDY (1-6) A course that provides opportunities for student and instructors to jointly plan and implement individualized research project. The projects must demonstrate exceptional skill and knowledge and relate to the major or career interests of the student.

EDU 456 – FIELD EXPERIENCES (1-6) A course that provides opportunities for field experiences designed for students who desire internships in public or private schools, social agencies, and civic organizations. It is supervised by on-site personnel and the college instructor. Application and approval must be obtained prior to the experience.

EDU 457 – STUDENT TEACHING FOR EARLY CHILDHOOD EDUCATION (12) An opportunity for students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating public schools in grades P–5 for 12 weeks. Prerequisites: All courses in the curriculum.

EDU 458 – STUDENT TEACHING IN SECONDARY SCHOOLS (12) An opportunity for students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating secondary public schools for 12 weeks. Prerequisites: All courses in the curriculum.

EDU 459 – STUDENT TEACHING IN GRADES PRESCHOOL THROUGH 12TH GRADES (12) An opportunity for students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating public schools in grades Pre K through 12th for 12 weeks. Prerequisites: All courses in the curriculum.

EDU 491/492 – HONORS INDEPENDENT STUDY (4) Directed study for students developing an honors thesis in the Child Development major. Must be a member of the Honors Program and pursue an agreed-upon topic during weekly meetings with the directing faculty member.

New Minor Programs

PUBLIC HEALTH MINOR
MOREHOUSE COLLEGE PUBLIC HEALTH SCIENCES INSTITUTE

The minor in Public Health[5] provides a multi-disciplinary approach to recognizing, evaluating, understanding and responding to factors that may affect the health of individuals, communities and populations. It includes courses from the natural sciences, social sciences, humanities and mathematics to educate students about various approaches to public health. Additionally, the minor is designed to give a comprehensive overview of a viable health science career path.

Upon successful completion of the minor, students will be able to

1. demonstrate an understanding of scientific inquiry, statistics, and the behavioral, economic, political, social and humanistic approaches to health;
2. demonstrate an understanding of the variety of issues that affect public health, including ethical and social justice issues (e.g., disparities in health care among populations), and the variety of behavioral issues that affect the public health of society;
3. demonstrate an enhanced set of research skills by participation in service learning and internship experiences;
4. identify career options in public health

Special Requirements
None

Placement Requirements
None

Requirements for Completion
The minor requires the completion of fifteen (15) credit hours. All core courses will be available through the Public Health Sciences Institute at Morehouse College. The following core courses are required and must be completed with a grade of "C" or better.

(MC) BIO 240 - INTRODUCTION TO PUBLIC HEALTH (3 HOURS) This course is designed to give students a strong foundation in the administration and practice of public health and to provide an understanding of the technical, social and political parameters surrounding public health research and practice. The course will include a lecture series, field trips to local, state and federal agencies and services, and a research project.

(MC) BIO 330 - INTRODUCTION TO EPIDEMIOLOGY (3 HOURS) This course is a study of the distribution and determinants of health-related states and events in populations with a view toward identifying the etiology of diseases. It includes the exploration of the fundamental strategies for epidemiological research; analysis of the framework for assessing valid statistical associations and making judgments of causality as well as measures of diseases frequency and association and detailed discussions of the various types of study designs; analysis and interpretation of epidemiological data and methods for the evaluation and control of chance, bias and confounding in assessing the presence of a valid statistical association.

(Electives from any of the AUC schools that have a similar course description may substitute for this course)

(MC) BIO 340 - BIOSTATISTICS (3 HOURS) This course is designed for applications of statistics in the Biomedical and Health Sciences. It introduces parametric and non-parametric statistical methodology, including descriptive measures, elementary probability, estimation and hypothesis testing, correlation, regression and single factor analysis of variance. Underlying theory is empirically demonstrated using biomedical applications. Computer based statistical analysis is used throughout the course.

(Electives from any of the AUC schools that have a similar course description may substitute for this course)

Electives

Two electives may be selected from the following list.

Clark Atlanta University

CPHI 231	Ethics and Human Values (3)
CBIO 261	Environmental Biology (4)
CPSC 220	Introduction to Public Policy (3)
CPSC 372	Comparative Public Policy (3)
CHPE 300	Psychological and Social Health (3)
CSCJ 308	Medical Sociology (3)
CUSW 350	Issues of Health Disparities among Minority Populations (3)
CUSW 142	Mental Health Issues of Diverse Groups and Women (3)

Morehouse College

BIO 497	Environmental Biology (3)
PHI 315	Philosophy of Science (3)
PHI 475B	Bioethics (3)
PSC 361	Ethics and Public Policy (3)
PSC 476	Political Anthropology (3)
PSC 482	International Ethics (3)
PSY 393	Health/Medical Psychology (3)
SOC 156	Men in Society
SOC 202	Cultural Anthropology

[5] Approved May 8, 2008.

SOC 305	Urban and Community Sociology
SOC 340	Medical Sociology (3)
SOC 341	The Life Cycle and Aging
SOC 356	Demography, Ecology, and Environment (3)

Spelman College

BIO/ES 314	Environmental Biology (4)
CHEM/ES 453	Environmental Chemistry (4)
CHEM/ES 411	Toxicology (4)
CWS/SOC 430	Special Topics: Violence against Women (3)
IS 211	Introduction to International Studies (4)
PHI 130	Introduction to Ethics (4)
REL 285	Religion, Women, and Violence in Global Perspective (4)
PSC 320	Environmental Politics and Policy (4)
PSC 322	Legislative Process (4)
PSY 420	Mental Health Practicum (4)
PSY 200b	Risky Behaviors, Social Influence, and HIV/AIDS (4)
ANTH 305	Cross-Cultural Perspective on Gender (4)
ANTH 322	Urban Anthropology (4)
ANTH 404	The Anthropology of Globalization (4)
ANTH 444	Food and Culture (4)
SOC 242	Health-Sociological and Economic Perspectives (4)
SOC 301	Violence against Women (4)
SOC 321	Community Organizing (4)
(SC) SOC 402	The Sociology of Health (4)

All classes offered outside the Institute may be taken upon approval from an academic advisor. A list of approved courses will be generated each semester to ensure that the electives taken are sufficient to meet the objectives noted above. Also to assist advisement, syllabi of all elective courses will be requested and kept on file at the Institute. All minor verifications for acknowledgement on the Spelman transcript will be completed by the Associate Provost of Research.

ENVIRONMENTAL HEALTH

Department Location
Science Center - 333

Special Requirements
None

Placement Requirements
None

Requirements for Completion
Students must complete five core requirements and an approved 4-credit course elective with a grade of "C" or better. A minimum of twenty-two course credits must be completed upon graduation.

Goals
Recognizing the global importance of emerging diseases and the inherent knowledge of environmental health issues as a tool that can lead to an appreciation of human kind's connection with the earth, the curriculum in Environmental Health minor is designed to broaden the knowledge base that provides insights on the precarious balance between human health and environmental resources. The minor aims prepare students for graduate studies and provide opportunities for careers in environmental health, public health, and in related environmental policies.

Objectives
At the completion of the minor in Environmental Health, students will be able to

1. contribute to setting priorities for research on human health effects
2. understand how environmental health problems impact our lives
3. prescribe procedures for an environmental health impact assessment
4. prescribe environmental policies designed to protect all populations and vulnerable groups
5. describe the impact of environmental changes on emerging infectious diseases
6. enhance her understanding of issues on health disparities and will be able to identify solutions for solving the problems

Minor Requirements
The minor will require the completion of four core courses, a capstone experience, and a 4-credit course elective.

Core Courses

Chem/ES411*	Toxicology (3)
Math 205	General Statistics(4 credits)
Epidemiology	offered through Morehouse College (3 credits)
ES 200	Introduction to Environmental Health (4 credits)

Capstone Experience (4 credits)
The issues on climate change and its impact on the environment and health are still evolving and require that we prepare our students to respond to these emerging challenges. The intent of this minor is to use the capstone experience to address these global issues in ways that would generate interests among our students in environmental health. Through this approach, our students will enhance their understanding of issues on (of or related to) health disparity and will be encouraged to explore ideas and propose creative solutions for solving the problems.

Electives (4 credits)

BIO 100	Biology of Women
BIO/ES 314	Environmental Biology
CHEM/BIO 453	Environmental Chemistry
CWS/SOC 420	Special Topics: Violence against Women
ECON 142	Health: Sociological and Economic Perspectives (cross-listed with SOC 242)
ES 211	Introduction to International Sciences
PHI 130	Introduction to Ethics
REL 285	Religion, Women, and Violence in Global Perspective
PSC 320	Environmental Politics and Policy
PSC 322	Legislative Process
PSY 420	Mental Health Practicum
PSY 200b	Risky Behaviors, Social Influence, and HIV/AIDS
ANTH 305	Cross-Cultural Perspectives on Gender
ANTH 322	Urban Anthropology
ANTH 404	The Anthropology of Globalization
SOC 242	Health: Sociological and Economic Perspectives (cross-listed with ECON 142)
SOC 301	Violence against Women
SOC 310	Seminar: Sociology of Addiction and Substance Abuse
SOC 321	Community Organizing
SOC 402	The Sociology of Health

*Because organic chemistry is a prerequisite for the current Toxicology course (ES 411), a general introductory course will be developed for all students.

Other Policies

Intellectual Property: Copyrights and Patents

The College's Name and Trademarks

The name of the College should be used in a faculty member's title to show institutional affiliation in connection with College-related work made public. However, the name of the College may not be used for promotional purposes of a commercial nature without the written approval of the President.

Policy on Copyright

Any discovery by any individual who makes use of College resources, except library, or makes the discovery within the normal field of her/his employment responsibility and activity with the College (hereafter "Discovery") shall be subject to provisions hereof.

Such individual is hereafter referred to as "Creator."

Under Federal copyright law, a work prepared by a College employee within the scope of her/his employment is a "work-for-hire." The College, by law, is the owner of copyright in works-for-hire.

In keeping with tradition, the College does not claim ownership of books, articles, and similar works, the intended purpose of which is to disseminate the results of academic research or scholarly study. Such works include those of students created in the course of their education, such as dissertations, theses, papers and articles. Similarly, the College claims no ownership of popular nonfiction, novels, poems, musical compositions, or other works of artistic imagination or of study guides, syllabi, lecture materials, tests or similar items. If title to copyright in works defined within this section vests in the College by law, the College will upon request, and to the extent consistent with its legal obligations, convey copyright to the creators of such works. Regardless, works described in this section shall not otherwise be covered by this copyright policy.

Subject to the rights of Inventors of patentable items as described in the College's Patent Policy, the College shall be the owner of all rights in works, other than those described in Section I C above, created in the course of the creator's employment, regardless of creator's location or salary source (specifically including creator's employment at affiliated hospitals or institutions), or through the use of the College resources other than the library, such works shall include but not be limited to: biological material, computer software, computer databases, circuit diagrams, integrated circuit chips, prototype devices, equipment, videotape, lectures or other instruction.

Under the Copyright Act, commissioned works of non-employees are owned by the creator and not by the commissioning party, unless there is a written agreement to the contrary. College personnel must, therefore, require contractors to agree in writing that copyright ownership is assigned to the College. Examples of work which non-employees may be commissioned to prepare are illustrations or designs, artistic works, architectural or engineering drawings, forwards and introductions, computer software and reports by consultants or subcontractors.

The Copyright and Patent Committee (Technology Development Committee) shall administer this policy and make recommendations concerning the relinquishment of College rights as contemplated in Section VII hereof.

The Copyright and Patent Committee, subject to the approval of the President, shall make such rules and regulations and issue such instructions as may be necessary to implement this policy.

Any person who during her/his association with the College who shall create any work or obtain a commissioned work subject to this policy shall report the same promptly to the Copyright and Patent Committee in writing and in reasonable detail and shall cooperate with that Committee in effectuating this policy.

The College will make such efforts as it deems reasonable to determine potential commercial use and contribution to the public good of the work. When, in the judgment of the College, there appears to be sound basis for proceeding, the College will at its sole expense obtain Federal registration of the copyright. Subject to the provisions of Paragraph VI, should the College determine that there is no reasonable potential for commercial use and no reasonable potential for contribution to the public good, it will assign to the employee/creator, and may assign the non-employee/creator, all rights in the work and relinquish any claim thereto. Such determination will be made within a reasonable time.

As soon as practicable following copyright registration, the College will market the work or will move to grant an exclusive license, or one or more non-exclusive licenses, to market the work. As a general policy, the College does not sell or assign copyrights. If, within a reasonable time, the College has not marketed or granted a license to market the item, then, if requested by the creator, all rights in and to the copyrighted work will be transferred to the

employee/creator and may be transferred to the non-employee/creator.

Income derived from retained copyrights shall be distributed as follows:

Expenses incurred by the College in copyright registration, licensing and in otherwise protecting the copyright, shall constitute the first charge against any income derived from the copyright.

Thirty percent (30%) of the Net Income, in the aggregate, shall be distributed to the creator. In the case of commissioned works, the creator's share shall be divided equally between the Department and the office commissioning the works. Thirty percent (30%) of the Net Income, in the aggregate, shall be credited in an account for the creator. Twenty percent (20%) of the Net Income, in the aggregate, shall be credited to the Department(s) or Program(s) in which the creator serves.

Twenty percent (20%) of the Net Income shall be credited to a restricted fund to be controlled by the President of the College and disbursed at her/his direction or the direction of her/his designee. It is contemplated that these resources will be employed to encourage and assist the development of new copyrightable works or for other appropriate and related purposes.

In the case of works created using Federal funds, royalties distributed other than to the creator shall be solely for the purpose of research and education.

The term creator shall include multiple creators and, in the case of multiple creators, the applicable royalty percentage shall be divided equally among them. Their Departments and Schools or Divisions shall also divide the applicable percentage equally.

With respect to funds allocated to them hereunder, except as required by law or regulation, neither the Department nor School shall be restricted as to the use thereof, but it is contemplated that consideration will be given to the activities of the creator and to the programs of the Department or Departments.

In any case in which another institution or an outside person or agency is entitled to share in the income derived from the copyrighted work:

An amount, in the aggregate, equal to forty percent (40%) share of the Net Income received by the College shall be distributed to the Spelman creator. (In the case of a commissioned work, the creator's share will be divided equally between the Department and Division commissioning the work.). Any remaining income to the College shall be divided accordingly: one-third (1/3) to the Creator; one-third (1/3) to the President; one- sixth (1/6) to the Chair of the Creator's Department; and one-sixth (1/6) to the Dean/Director of the Creator's unit.

When the subject matter of the copyrightable work shall be affected by any grant or contract to or with the College, or by legislation, those elements shall control; and the provision of this policy shall be deemed to be amended to the extent necessary to give effect to such elements.

When the College's contribution to the work shall have been insignificant, the President of the College shall be authorized, with the concurrence of the Copyright and Patent Committee, to relinquish in whole or in part the rights of the College with respect thereto. Should conditions or an applicable grant or law require it, concurrence of the Federal government must be secured. Further, the President of the College shall be authorized to alter or modify the allocation of income from copyrights as set out in Paragraph V when she/he shall be advised by the Copyright and Patent Committee that special circumstances justify such action.

This policy becomes effective following adoption by the Trustees of the College and shall apply to all works of which notice is given to the College on and after said date. Upon request of the creator, the Copyright and Patent Committee may apply this policy retroactively if authorized by the President of the College.

Acceptance of the College's Copyright Policy as prescribed herein shall be a condition of employment.

Civil penalties
Violations of copyright law expose the company and the responsible user(s) to the following civil penalties:

- Liability for damages suffered by the copyright owner
- Profits that are attributable to the copying
- Fines up to $100,000 for each illegal copy

Criminal penalties
Violations of copyright law that are committed "willfully and for purposes of commercial advantage or private financial gain" expose the College and the user(s) responsible to the following criminal penalties:

Fines up to $250,000 for each illegal copy.

Jail terms of up to five years.

College Patent Policy
Any discovery by any individual who

- makes use of College resources, except library, or
- made the discovery within the normal field of her/his employment responsibility and activity with the College without regard to location or salary source (specifically

including individuals employed at affiliated hospitals and institutions), shall be subject to the provisions hereof.

Such individual shall be referred to as "Inventor."

Acceptance of the College's patent policy, as hereafter prescribed, shall be a condition of employment.

The President of the College shall appoint a special College Committee on Patents to advise her/him on patent matters, administer the policy, and make recommendations concerning the relinquishment of College rights as contemplated in Paragraph VII hereof.

The Copyright and Patent Committee, subject to the approval of the President, shall make such rules and regulations and issue such instructions as may be necessary to implement this policy.

All rights in a discovery by an Inventor shall be assigned to Spelman College, provided that such obligation to assign shall be subject to waiver, as hereinafter set out.

Any Inventor who during her/his association with the College shall make any discovery subject to this policy and shall report the same promptly to the Copyright and Patent Committee in writing and in reasonable detail and cooperate with the Copyright and Patent Committee in making a determination of rights in the item.

Unless and until the decision is made that the College will not retain the patent rights, the College will defray all expenses involved in the preliminary investigations and related to the patent applications; and the Inventor shall execute in favor of the College all assignments considered by the counsel of the College to be necessary for effectuating this policy.

The College will make reasonable efforts to determine the potential commercial use and patentability of the discovery and will seek to make such contractual arrangements as may be appropriate for development of commercial use. When, in the judgment of the College, there appears to be sound basis for proceeding, the College will cause an application for patent to be filed and prosecuted at no expense to the Inventor. Subject to the provisions of Paragraph VI, should the College determine that there is not reasonable potential for commercial use and no reasonable potential for contribution to the public good, it will, when possible, return to the Inventor all rights in the discovery and relinquish any claim thereto. Such determination will be made within a reasonable time, and in any event, within one (1) year from full disclosure of the discovery to the College.

Following disclosure of discovery to College, the College will move to grant an exclusive license, or one or more non-exclusive licenses, to market the item. As a general policy the College does not sell or assign patent rights. If within a reasonable time, the College has not granted a license to market the item, then, at the request of the Inventor, all rights in and to the patent will be transferred to her or him.

The College and the Inventor may by agreement elect to have a different procedure followed (e.g., employing the service of Research Corporation, etc.).

Income derived from retained patents shall be distributed as follows:

- Expenses incurred by the College in preliminary investigations in filing and presenting the application for patent, licensing and in otherwise protecting the patent rights, shall constitute the first charge against any income derived from the patent rights.
- Thirty percent (30%) of the Net Income, in the aggregate, shall be distributed to the inventor.
- Twenty percent (20%) of the Net Income, in the aggregate, shall be credited in an account for the inventor and be used to support the inventor's research.
- Fifteen percent (15%) of the Net Income shall be credited to the Department or Departments in which the inventor serves.
- Twenty percent (20%) of the Net Income shall be credited to a restricted fund to be controlled by the President of the College and disbursed at her/his direction or the direction of her/his designee. It is contemplated that these resources will be employed to encourage and assist the development of new patents or for other appropriate and related purposes.

In the case of federally funded discoveries, royalties distributed other than to the Inventor shall be used solely for purposes of research and education.

The term Inventor shall include multiple inventors and, and in the case of multiple inventors, the applicable royalty percentage shall be divided equitably among them. Their Departments, Programs and Divisions shall also divide the applicable percentage equally.

With respect to funds allocated to them hereunder, except as required by law or regulation, neither the Department nor the School shall be restricted as to the use thereof, but it is contemplated that consideration will be given to the activities of the inventor and to the programs of the Department or Departments.

With respect to any patent matter in which another institution or an outside agency shall share in the income derived from the patent rights:

An amount, in the aggregate, equal to thirty percent (30%) share of the Net Income received by the College shall be distributed to the Inventor;

Any remaining income to the College shall be divided accordingly; one-third (1/3) to the Inventor's research; one- third (1/3) to the President; one-sixth (1/6) to the Chair of Inventor's department; and one-sixth (1/6) to the appropriate Associate Provost.

When the subject matter of the patent shall be affected by any grant or contract to or with the College, or by legislation, those elements shall control; and the provisions of this policy shall be deemed to be amended to the extent necessary to give effect to such elements.

When the College's contribution to the discovery shall have been insignificant, the President of the College shall be authorized, with the concurrence of the Copyright and Patent Committee, to relinquish, when possible, in whole or in part the rights of the College with respect thereto.

Should conditions of an applicable grant or law require it, concurrence of the Federal government must be secured. Further, the President of the College shall be authorized to alter or modify the allocation of income from patent rights as set out in Paragraph V when she/he shall be advised by the Copyright and Patent Committee that special circumstances justify each action.

This revised policy shall supersede the policy heretofore existing and shall become effective following its adoption by the Trustees of the College and shall apply to all discoveries of which notice is given to the College on and after the adoption date. This policy will be applied retroactively to all existing and/or pending patents.

The policy shall not be construed in any way as having an application to copyrights.

Policy No. 090