

Special Academic Offerings

Special Majors/Programs

- Dual Degree Engineering Major (see Academic Departments/Programs)
- Human Services Major (PEDS only)
- The Independent Major (see Academic Policies)

Human Services Major*

Open to Pauline E. Drake Students (PEDS) Only

A. Goals and Objectives

Human Services is a program leading to a bachelor of arts degree which combines offerings from several disciplines, including economics, education, political science, psychology, and sociology.

Upon completion of the program, students will have the background for graduate study or for careers in the human services, geriatric facilities, residential treatment centers, alcohol and drug rehabilitation programs, preventive corrections programs, or agencies associated with urban and community development. Graduates with the Human Services major may work effectively as administrators, advocates, educators, or staff support personnel. The program is committed to providing (1) a theoretical framework essential to the understanding of human behavior; (2) exposure to a variety of occupational choices in the human services field; and (3) practical experience in occupational settings related to the students' specific areas of interest.

Upon completion of the major in Human Services, the student should be able to demonstrate

1. awareness of the role of human services as "helping" processes;
2. knowledge of the social science perspective and methodology as applied to a specific human service setting;
3. effective skills in interpersonal relationships that may be applied to a variety of human service settings;
4. effective communication, quantitative, and critical thinking skills; and
5. knowledge of human services in general and of specific areas of human services that may serve as prerequisites for graduate study or related work.

B. Courses

The Human Services Program consists of major core requirements and specialty areas from which students must select one course. The major core requirements provide a common body of knowledge relevant to the human services field. Cognate courses provide background knowledge in the social science areas, including a basic understanding of human behavior and some of the problems with which humans must cope. Courses in the specialty areas help students develop skills and knowledge pertinent to specific human services areas. The field experience may

give the student an advantage in securing a position or promotion after graduation.

Human Services Course Descriptions

HUSV 201 – INTRODUCTION TO HUMAN SERVICES (4)

An introductory course which documents the history of human services, the growth of the human services movement, and current trends in the emerging field of human services. The field includes all help-giving, care-giving, and supportive services. Includes an exploration of community resources, intervention strategies, models of service delivery, and integration of services. Visit to an agency and development of agency profile required. Offered spring semester in alternate years.

HUSV 400 – FIELDWORK IN HUMAN SERVICES / DIRECTED FIELD STUDY IN HUMAN SERVICES (4)

A supervised field experience requiring a semester-long observation and participation in the work setting of a selected community agency or institution. Under the guidance of the on-site supervisor, the student applies theories, principles, and interventions to "real world" experiences, as well as learns the roles and functions required of individuals associated with the selected agency. Students meet weekly with the on-campus supervisor to share experiences and receive directions for developing an educational plan and a comprehensive agency profile. Offered spring semester in alternate years.

Cognate Courses

ECO 141	Introduction to Economics	4
PSC 201	National Government	4
PSY 200	General Psychology	4
SOC 201	Introduction to Sociology or	
ANTH 203	Introduction to Anthropology	4
Total		16

Any cognate course may be used to fulfill the Social Science divisional requirement. Students must earn a grade of "C" or better in all cognate courses.

Required Courses for All Human Services Majors

HUSV 201	Introduction to Human Services	4
MGT 300	Principles of Management	4
SOC 335	Methods of Research	4
HUSV 400	Field Work in Human Services	4
Total		16

Major Electives

Students must choose one from each of the following specialty areas.

Community Studies		4
PSY 325	Community Psychology	
SOC 321	Community Organizing	
SOC 352	Urban Sociology	
ECO 369	Urban Economics	
Criminology		4
PSC 484	Racism and the Law**	
SOC 275	Introduction to Criminology	
SOC 405	Women, Values, and the Law	
SOC 408	Sociology of Law	

Developmental Psychology		4
PSY 302	Child Psychology	
PSY 220	Developmental Psychology	
PSY 304	Adolescent Psychology	
Individual or Group Processes		4
PSY 309	Theories and Techniques of Counseling	
PSY 402	Group Dynamics and Interpersonal Relations	
PSY 415	Industrial/Organizational Psychology	
Multicultural Studies		4
ANTH 305	Cross-Cultural Perspectives on Gender	
EDU 434	Multicultural Education	
ENG 326	U.S. Ethnic Literature	
ENG 432	Stages in Women's Lives	
Foreign Language course at the 300 level or above		
Public Policy		4
EDU 407	Advocacy in Urban Schools	
PSC 312	Public Administration and Public Policy	
PSC 484	Racism and the Law**	
Total		24

*Program under review.

**Racism and the Law may satisfy the requirement in one area listed.

Note: Major electives may be taken at other institutions with approval of the Program Coordinator; however, students must complete a total of 40 hours of required courses and major electives.

Special Sequences

- Prelaw
- Premedical and Predental

Prelaw Concentrations

The following departments provide prelaw sequences: English, Economics, Psychology, Political Science, Sociology, and History. Students should request prelaw sequences from respective departments. In addition, courses in Philosophy, (logic, practical reasoning) and English (advanced composition, argumentation) are strongly recommended.

Health Careers Program

The primary purpose of the Health Careers Program is to significantly increase the number and caliber of African American and minority women entering the health and allied health professions. Meeting this goal would improve the minority healthcare provider/patient ratio and positively impact primary health care for disadvantaged individuals. While at Spelman, students participate in summer enrichment / internships / research programs, shadowing health professionals. Students may also have an opportunity to participate at health professionals/scientific conferences and meet recruiters from health and allied health professional schools.

Premedical/Predental/Prehealth Studies Sequence

Spelman College offers courses that fulfill entrance requirements of medical, dental and other health allied professional and graduate schools.

Four-year sequence

The traditional major sequences allow a student to receive the following degrees: (1) B.S. degree with a major in biology, (2) B.S. degree with a major in biochemistry, (3) B.S. degree with a major in chemistry, (4) B.S. degree with a major in mathematics, (5) B.A. degree with a major in psychology and other related majors.

Successful completion of the pre-health track qualifies students for entrance into health/allied health professional schools. In addition, the pre-health track with majors in other disciplines can be arranged. The pre-health track requires one (1) year of English, General Chemistry, Organic Chemistry, General Biology, General Physics (all with laboratories), Applied Calculus I and Statistics, or Calculus I and Statistics. These courses should be completed by the end of the junior year so students can make an acceptable score on the Medical College Admission Test (MCAT), Dental Admission Test (DAT), etc. Most medical schools strongly recommend additional courses in biology and biochemistry.

These sequences and requirements also fulfill entrance requirements to allied health professional schools and other health professions programs such as optometry, pharmacy, osteopathic medicine, podiatry, and veterinary.

Three-year sequence

This sequence is designed for the truly exceptional student. Successful completion of the three-year sequence qualifies students for entrance into Boston University School of Medicine or the University of Connecticut Health Sciences Center School of Dentistry prior to college graduation. After successfully completing the first year at these schools with which we have an articulation agreement, the student will be awarded a B.S. degree from Spelman College.

Visit the Health Careers Office for the current requirements for these programs.

Special Courses

- First-Year Experience
- Sophomore-Year Experience
- Spelman's Independent Scholars

* See Department listing for a description of the program.

FYE 101-102 – FIRST-YEAR EXPERIENCE (2)

This required course is designed for all first-year students. The primary goal of the course is to provide academic and nonacademic information that will help students develop skills necessary for college success. Students attend seminars, convocations, and other scheduled academic and nonacademic programs that will enhance their social, emotional, and cultural skills development. Two semesters.

SYE 103-104 – SOPHOMORE-YEAR EXPERIENCE (2)

The goals and objectives of this course are threefold: to enhance the sophomore educational experience by providing a forum for intellectual discourse, interchange and public speaking; (2) to continue efforts to provide students with academic and nonacademic resources by encouraging participation in activities, on- and off-campus; and (3) to gain a better understanding of her personal growth through self-assessments and through the establishment of educational and personal goals. Two semesters.

Spelman's Independent Scholars

Spelman's Independent Scholars is a two-semester intergenerational and interdisciplinary learning experience that introduces students to the fundamentals of oral history and that produces a student-edited volume of selected life stories of older African American women for the SIS Repository, *Their Memories, Our Treasure: Conversations With African American Women of Wisdom*. The first semester focuses on field research, weekly seminars, writing sessions, and regularly scheduled interviews with participating older women mentors. The second semester focuses on transcribing interviews and editing transcriptions for inclusion in the volume. SIS is open to sophomores, juniors and seniors across the disciplines. A student may request independent study credit hours for her work in SIS by consulting with her major department or a department recommended by the SIS director. (Suggested departments currently include history, psychology, and philosophy and religious studies.)

Special Programs

Ethel Waddell Githii Honors Program*

Goals

Working with all the academic departments and programs, the Ethel Waddell Githii Honors Program seeks to provide the intellectual opportunities for Spelman's students and faculty. The program identifies students who have a love of learning and equips them to become lifelong learners by granting them the opportunity to participate actively in their intellectual and personal development from the early stages of their college careers. Students are invited to choose courses from among the more challenging and innovative courses from various disciplines, select courses which have been specially designed for the program, and suggest new courses to meet their intellectual curiosity. The Honors Program also sponsors special events, arranges for students to attend cultural activities in the city, and promotes community service opportunities to complement the students' academic explorations.

Admission to the Program

Upon admission to the College, a student who has earned an unweighted high school grade point average of at least 3.5 and a combined verbal and math SAT I score of 1150 will be referred by the Office of Admission to the Honors Program for review and consideration for acceptance to the Program. In evaluating each applicant, the Honors Program Committee considers her academic achievement, her commitment to her intellectual development, her involvement in extracurricular activities, the level of her high school courses, and the teacher's recommendation.

A first-year student who has completed a minimum of 32 credit hours with a cumulative GPA of 3.5 or higher will be eligible to apply for admission to the program.

See Department and Program Listings.

* Program requirements under review. See Program or the Spelman College web page for current requirements.

Requirements

Curriculum

The Honors Program curriculum consists of seven Honors Program courses and seminars: five required courses and two electives. All Honors Program courses and seminars fulfill College core curriculum or graduation requirements.

All Honors Program students are required to take the following courses:

ENG 193	Honors First-year Composition	4
MATH 193	Honors Math	3
PHIL 191	Honors Philosophy Seminar	4
	Honors Thesis Research	8
	Two Honors elective courses	8

ENG 193 – HONORS FIRST-YEAR COMPOSITION (4)

A spectrum of writing experiences from analysis to argument to criticism. Emphasis on readings and extended research from literature and nonfiction prose that focus on race and gender issues.

MATH 193 – HONORS MATH (4)

A rigorous introduction to mathematical ideas. Examination of topics selected from the following: set theory, logic, polynomial and rational functions, exponential and logarithmic functions, matrices, linear programming, trigonometric functions, mathematical induction, probability, and statistics. Applications of selected topics. Requirements: Independent study papers or projects.

PHI 191 – HONORS PHILOSOPHY SEMINAR (4)

An introduction to ancient and modern philosophy. Designed to be intensive. Critical study of six of Plato's Dialogues (representing the ancient) and Descartes' Meditations on First Philosophy (representing the modern).

HONORS THESIS RESEARCH (8)

Departmentally supervised research.

Honors Senior Thesis

Required of each graduating senior, the Honors Senior Thesis is an important component of the Honors Program. It allows a student to pursue independent research in an area of interest. The Honors Thesis is judged by the advising professor and, in some cases, by other faculty from the major department.

Continuation in the Honors Program

Students may continue in the program as long as they enroll for at least 12 semester hours and maintain the following annual (noncumulative) grade point average each academic year.

First-year and Sophomore	3.10
Junior and Senior	3.20

Students will be withdrawn from the Honors Program if they fail to meet the required grade point average at the end of an academic year or receive a grade of "F" in any course. Students who wish to withdraw voluntarily from the Program may do so by notifying the Director in writing.

Honors Program students are required to maintain College standards of academic honesty to continue in the program.

Off-Campus Study Programs

- Domestic Exchange
- International Exchange
- Study Abroad

Spelman's academic programs are designed to help students appreciate the multicultural communities of our nation and the world. The College encourages each student to enrich and expand her academic program by participating in a study abroad, international or domestic exchange program.

Any student who wants to fulfill graduation requirements by taking courses at another institution (other than those in the Atlanta University Center or the University Center in Georgia) may participate in the Off-Campus Study Programs. Courses taken at institutions that are not part of the Off-Campus Study Programs or have not been approved by the Study Abroad Committee will not count toward graduation requirements, cannot be paid for with financial aid from the College and will not be recorded on the student's Spelman transcript.

To participate in the Off-Campus Study Programs, a student must

1. have attained junior status (must have completed 60 or more semester hours at the College).
2. have earned a minimum cumulative grade point average of 3.0 or higher.
3. submit a completed application for off-campus study to the Coordinator of the Domestic Exchange Program by the designated date for the coming academic year or submit a completed Study Abroad application to the Director of Study Abroad by March 1 for fall semester or full year and by October 1 for spring semester.
4. demonstrate evidence that the off-campus program will enrich and expand her Spelman academic program.
5. provide catalog descriptions of the courses she plans to take.
6. secure approval of the proposed course of study from the chair of her major department and her academic advisor.
7. provide a letter of support from her academic advisor or the chair of her department.
8. be interviewed and approved for participation by the Study Abroad or Domestic Exchange Committee.
9. have a record free of disciplinary action or censure for deficient scholarship.
10. demonstrate maturity and good judgment.
11. be in good financial standing.
12. be in good academic standing.

Transfer students will be limited to one semester of off-campus study. More information about Off-Campus Study Programs may be obtained by contacting the Study Abroad Office.

For additional information about off-campus study programs, please contact either the Study Abroad Office or the Office of Undergraduate Studies.

Domestic Exchange Programs

Spelman College has formal student exchange programs with the following institutions: Babson College, Barnard College, Bates College, Bryn Mawr College, Claremont McKenna College, Connecticut College, Dartmouth College, Dickinson College, Douglass College, Duke University, Grinnell College, Haverford College, Loyola Marymount University, Louisiana State University, Middlebury College, Mills College, Mount Holyoke College, New School of Social Research, New York University, Occidental College, Ohio Wesleyan University, Pitzer College, Pomona College, Sarah Lawrence College, Scripps College, Simmons College, Skidmore College, Smith College, Stanford University, Tufts University, University of California-San Diego and Berkeley, Washington and Lee University, and Wellesley College.

A student selected to participate in the Domestic Exchange Program will pay tuition, room and board and fees to Spelman College. However, there are several exceptions where the student must pay room and board to the host school.

International Exchange Programs

Spelman provides opportunities for students to study at diverse institutions around the world. If selected by the Study Abroad committee, Spelman students may study at the University of West Indies (Jamaica, Trinidad, and Barbados); Lancaster University (Lancaster, England); University of Sussex (Brighton, England); Palacky University (Czech Republic); Royal Holloway, College of the University of London (England), and the Tsuda College (Tokyo, Japan), BADA (British American Drama Academy in London through Sarah Lawrence College; Skidmore in Paris through the Skidmore College Exchange. A student selected to participate in the International Exchange Program will pay tuition, room and board, and fees to Spelman College.

Study Abroad

Spelman's students study at institutions in Argentina, Australia, Belgium, Botswana, Brazil, Cameroon, Chile, China, Costa Rica, Denmark, the Dominican Republic, Ecuador, Egypt, England, France, Germany, Ghana, Greece, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Nepal, New Zealand, the Netherlands, Oman, Peru, Scotland, Senegal, South Africa, Spain, Tanzania, Tunisia, Turkey, Vietnam, and the West Indies.

Study Abroad opportunities are expanded through Spelman's membership in the following consortia: Council on International Educational Exchange (CIEE), the Institute for the International Education of Students (IES), and the Denmark International Study Program (DIS). Spelman also participates in the following major exchange programs: Arcadia University Center for Education Abroad, The Alliance for Global Education, Institute for Study

Abroad at Butler University, International Human Rights Exchange in South Africa through Bard College, Inter-Study Programmes, New York University, Syracuse University Abroad, Pitzer College Study Abroad Programs, Middlebury College Study Abroad, School for International Training (SIT), Advanced Studies in England (ASE), Skidmore College Study Abroad Programs, British American Drama Academy through Sarah Lawrence College, Organization for Tropical Studies at Duke (OTS), and Sea Semester.

Summer Study Abroad

Spelman offers discipline-intensive off-campus study experiences. One opportunity is the Spelman College Summer Art Colony, located at Taller Portobello on the Caribbean coast of the Republic of Panama. The Art Colony attracts art students, emerging artists and students interested in the African Diaspora. Students should contact the Department of Art for information and an application.

The Department of Foreign Languages sponsors four summer programs. French majors may spend a month in Martinique, where they live with host families and study the French language and French-Caribbean culture. Spanish majors may participate in programs in Oaxaca, Mexico; Santiago, Dominican Republic, Malaga, Spain, and San José, Costa Rica. In these programs students live with host families for a month and study Spanish in a university setting. The Oaxaca program is intended for students who also wish to study historical and economic issues of Mexico and see its diverse indigenous heritage. The program in the Dominican Republic is designed for students who are interested in current Caribbean social, political and economic issues that affect Dominican life. The program in Costa Rica attracts students who wish to study Spanish and are interested in social and environmental issues and community service. The Malaga program is designed for students interested in Spanish civilization and culture. Six to eight hours of credit are awarded upon successful completion of these programs. Interested students should contact the Department of Foreign Languages.

Other Spelman language programs include the Atlanta University Center's Summer Program in Japan, which is administered by the Spelman College Japan Studies Program and is hosted at Josai International University in Toga, Japan.

In alternate years Spelman's History Department offers a summer program located on the St. Augustine campus of the University of the West Indies in Trinidad. Students take a course on Caribbean society and another on Festivals and Carnival in the West Indies. Contact the History Department for further details.

Additionally, a number of departments offer summer study travel programs. For more information, visit the Study Abroad Office.

Financing Study Abroad

The Study Abroad Program is supported by several funding sources, including the Merrill Scholarship, the J P Morgan Chase Study Abroad Scholarship, the Martin Yanuck Scholarship, the James Gates Summer Study Abroad Scholarship Fund and the InterStudy Programme's Scholarship for Spelman. Spelman students must apply separately for these scholarships which may only be used for approved Spelman College Study Abroad Programs.

Interdisciplinary Centers

- **International Affairs Center**
- **Center for Leadership and Civic Engagement**
- **Center for WISDOM**
- **Women's Research and Resource Center**

International Affairs Center (IAC)

Established in 1989, the International Affairs Center helps to prepare students to make significant contributions to the global community. The Center houses the International Studies major and sponsors international programs and activities, such as Model United Nations. In addition, the Center creates opportunities for students to interact with international scholars; oversees a Japan Studies minor; hosts a Diplomat in Residence, who serves as a liaison to the Department of State; and sponsors a student organization for students interested in international careers.

Center for Leadership and Civic Engagement (LEADS)

For more than 120 years, Spelman College has had a special mission: to empower women to fully use their talents to succeed and to better the world. The establishment of the Center for Leadership and Civic Engagement is the perfect expression of our mission. LEADS, an institute and national repository of resources to explore leadership theories and practices, provides unique opportunities for the Spelman community. As we build on our tradition of excellence, we are shaping the future – one leader at a time. With the advent of LEADS, the College is becoming even more innovative and intentional about leadership, not just for students but also for the local community and the world.

Sisters Center for WISDOM

(Women In Spiritual Discernment of Ministry)

The WISDOM Center is a major Sisters Chapel's initiative designed to support both the College mission and the strategic vision for Spelman ALIVE (Academic Achievement, Leadership Development, Improving our Environment, Visibility of our Achievements and Exemplary customer Service). Funded with a grant from the Lilly Endowment, Inc., the WISDOM Center has implemented a holistic educational program that nurtures the vocational and spiritual sensibilities of students, faculty and staff. The Center has four major goals: to enhance the personal, vocational and spiritual development of students, faculty and staff; to foster critical student leadership skills; to support faculty and staff development; and to promote interdisciplinary course work, research and curriculum development on

connecting spirit, religion, and vocation. In addition, the Center publishes a bi-annual newsletter.

The Center supports three flagship leadership development programs: The Daughters of the Covenant Leadership Development and Mentoring Program, Sisters Chapel Scholars Program, and the WISDOM Residential Program. Both the Daughters of the Covenant and the Sisters Chapel Scholars program provide a stipend or scholarship for participants.

Women's Research and Resource Center

Founded in 1981 with a grant from the Charles Mott Foundation, the Women's Research and Resource Center has three goals: curriculum development in women's studies; research on women of African descent; and community outreach.

The Center publishes *Sisters of the Word*, a bi-annual newsletter, and previously hosted *Sage: A Scholarly Journal on Black Woman*, which was founded in 1984 and ceased publication in the summer of 1995. The Center also coordinates the College's archives, the Toni Cade Bambara Writer/Scholar/Activist Internship Program, and the Sojourner Truth Women's Studies Collective.

The Women's Center also houses the Digital Moving Images Salon, created by professor and filmmaker Ayoka Chenzira. The creative and innovative program is designed to help nurture and inspire the next generation of black women filmmakers.

Center for Academic Planning and Success (CAPS)

The Center for Academic Planning and Success (CAPS) is the umbrella organization for the Comprehensive Writing Center, Disability Services, Assessment of Student Learning and Development, Student Success Center, the Math Laboratory, and the Language Resource Center.

In addition to services offered by affiliated units, CAPS provides the following learning support services:

- directed supplemental instruction: pre-determined topics are covered to support achievement in STEM courses,
- peer tutoring on demand: faculty recommend high-performing students to support others who follow them in courses,
- specialized academic counseling for students who are on or at risk of probation because of low academic performance,
- assessment of student learning and development for all students at the sophomore and senior year, and
- workshops on student success.

- **Assessment of Student Learning and Development**
- **Comprehensive Writing Center**
- **Disability Services**
- **Student Success Center**
- **Mathematics Laboratory**
- **Language Resource Center**

Assessment of Student Learning and Development

In accordance with the College's Statement of Purpose, the program for the Assessment of Student Learning and Development is provided to assist students in reaching an optimal level of development. The program provides continuous feedback to the College community as students matriculate through the College and as they prepare for graduate and professional school and entry into the world of work. It is designed to

1. aid in the initial placement of students;
2. evaluate the progress of students through the selection of individual tests according to their needs;
3. facilitate the development of self-assessment; and
4. assist students in the areas of test preparation and test-taking.

Analysis of the results of tests in the assessment program contributes to a description and understanding of individual skills and competencies in selected areas. The program also serves as a resource for faculty and staff as they advise students and develop curriculum requirements.

Seniors who plan to take national examinations (e.g., GRE, LSAT, MCAT, and GMAT) are urged to complete them during the fall semester to ensure that scores reach graduate or professional schools in time for fellowship consideration. Test results should also be submitted to the Office of Assessment of Student Learning and Development.

Seminars, study groups, and individual conference sessions may be arranged for those students desiring help in test interpretation and test-taking skills. These sessions are designed to help students develop useful test-taking skills, to develop a positive approach to examinations, and to aid in alleviating test anxiety. The Office also maintains a library of information on all of the major examination programs and on basic skills in communications and mathematics.

Comprehensive Writing Center

The Writing Center coordinates all activities of the Comprehensive Writing Program (CWP). An open resource center, it provides a supportive environment where all members of the Spelman community can come for assistance at all stages of the writing process. The Center is staffed with peer tutors who support students with their writing assignments Monday through Friday. In addition to providing access to print, audiovisual, and computer resources, the Writing Center offers student workshops on writing and research as well as faculty development workshops.

The Writing Center supports the first-year writing portfolio, providing feedback on submissions and supporting those who need assistance in their second year. To fully support the teaching and development of writing and literacy skills, the Center also houses the Writing Resources Bank, which includes books, dictionaries, journals, audiotapes and videotapes.

Student Access Center

The mission of the Student Access Center is to create an academic, social and physically accessible environment for students with disabilities by removing obstacles to learning.

The goals of the Student Access Center are to create equal opportunities for students with disabilities to learn and participate; provide educational opportunities for the Spelman community on disability issues; advocate for students; serve as a campus resource for students, faculty and staff; encourage all students with disabilities to self-advocate, participate in leadership opportunities and develop the total self.

All students with documented disabilities are eligible for services. A "person with a disability" includes any person who (1) has a physical or mental impairment, which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. Some examples of disabilities include: blindness/visual impairments; deafness/hearing impairments; acquired brain injuries; attention deficit disorder; chronic medical disorders; psychological disorders; mobility impairments; learning disabilities; and speech disorders.

To receive services, students must bring current documentation of your disability from a qualified health professional to the Student Access Center and complete the Student Access Form found on the College's webpage. Services are based on each student's individualized needs and include, but are not limited to, the following: academic accommodations; accessible housing; interpreter services; reader services; specialized testing arrangements; faculty consultation; orientation to campus; note taker services; use of assistive devices; and resource information and referral.

Student Success Center

The Student Success Center, a comprehensive center designed to serve the College community, offers learning and enrichment opportunities at several levels, including regularly scheduled noncredit courses, laboratory instruction, peer tutoring and academic workshops. The Center also assesses students' academic needs and refers them to appropriate campus resources.

The Center provides instruction in study techniques and the application of learning strategies students need to complete assignments, master course content, and ultimately obtain their academic goals. Its major objective is to empower students to become creative, independent learners and problem solvers.

Mathematics Laboratory

The Mathematics lab, located in the Mathematics Department, assists students in developing their mathematical abilities. The lab is staffed by a director and certified student tutors who are available to help students in their math courses.

Language Resource Center

Language Resource Center, part of the World Language and Literature Department, seeks to support the foreign language requirements in its curriculum, and promote the study and instruction of languages, cultures, and literatures to all Atlanta University Center students enrolled in a foreign language course at Spelman College. The Center's services include hosting WebCape Placement Exam, assisting students with Audio and Audio-visual files, assisting faculty with technology, and peer tutoring.