

Welcome to Georgia State University. You have selected an institution with a well-known commitment to excellence in teaching, research, and service. As a student, you'll find that the university community makes the most of its urban home by drawing from the unlimited opportunities found only in a booming international city.

Since opening its doors in 1913, Georgia State University has undergone a remarkable transformation to become one of the leading urban research universities in the country. Georgia State embraces its reputation as a campus of diverse academic programs. The university offers more than 200 degree programs that prepare students for careers in established as well as emerging fields. You will learn from our top-notch faculty who are excellent teachers with valuable lessons to share.

As you pursue your graduate degree, you will be able to explore your interests and develop your thinking on a level very few universities can match. I urge you to take advantage of the many avenues to learn and grow here at Georgia State University.

Carl V. Patton



President



About this Catalog

This catalog provides information regarding all of the graduate programs offered by Georgia State University during the 2003-2004 academic year. Please refer to the *Georgia State University Graduate Catalog 2003-2004* for information concerning all of the graduate programs offered by Georgia State University during the 2003-2004 academic year.

The statements made in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

Although Georgia State University has made every reasonable effort to present the information contained in this catalog with factual accuracy, no responsibility is assumed by the university for editorial or clerical errors. At the time of posting to the website (www.gsu.edu/registrar), the text of this catalog most accurately described the course offerings, programs, faculty listings, policies, procedures, regulations, and requirements of the university. While the provisions of this catalog will ordinarily be applied as stated, Georgia State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean for changes made by a college. It is the student's individual responsibility to keep apprised of current graduation requirements for his or her particular degree program.

This catalog appears online at www.gsu.edu/registrar. A revised copy of this catalog can also be found online at the same web address.

Georgia State University Graduate Catalog 2003-2004.
Published: October 2003 by Georgia State University,
Office of the Registrar

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Web Posting: Candy Perry

Quick Reference Directory

Academic Assistance:

Andrew Young School of Policy Studies

1203 Urban Life Bldg. 404/651-3504

College of Arts and Sciences

724 Gen. Classroom Bldg. 404-651-2291

College of Education

300 Col. of Ed. Bldg 404-651-2539

College of Health and Human Sciences

302 Urban Life Bldg. 404-651-3064

College of Law

200 Sparks Hall 404/651/2048

J. Mack Robinson College of Business

315 RCB Bldg. 404-651-1913

Campus Information

Operator 404/651-2000

Dean of Students

300 Student Center 404/463-9023

Financial Aid

102 Sparks Hall 404/651-2227
404/651-2228

Graduation

231 Sparks Hall 404/651-3387

International Services and Programs

310 Student Center 404/463-9073

Recreational Services

200 Recreation Center 404/651-1550

Registrar

227 Sparks Hall 404/651-2383

Student Accounts

100 Sparks Hall 404/651-2362

Academic Calendar

Please refer to the website, www.gsu.edu/registrar for the most up-to-date academic calendar available.

This academic calendar does not apply to the College of Law. The academic calendar for the College of Law is available in the “College of Law” chapter of the Georgia State University Graduate Catalog 2003-2004 and online at www.law.gsu.edu/registrar.

This catalog applies to students who start at Georgia State University in one of the following three semesters: Fall 2003, Spring 2004 or Summer 2004. It also applies to students who make a change in their status or degree program during this time and are required to change catalog editions. See the Academic Regulations chapter of this catalog for a full explanation of when a change of catalog edition is required.

Summer Term 2003

May Session

May

12 Mon Classes begin
26 Mon Memorial Day Holiday, no classes

June

2 Mon Last day of classes
3 Tue Final exams
4 Wed Final exams
6 Tue Grades due

Six-Week Session

June

9 Mon Classes begin

July

4 Fri Independence Day Holiday, no classes
21 Mon Last day of classes (six-week classes that would have met on July 4 meet today)
22-26 Tue-Sat. Final Exams

August

6 Wed Grades due

Seven-Week Session

June

9 Mon Classes begin

July

4 Fri Independence Day Holiday, no classes
28 Mon Last day of classes (seven-week classes that would have met on July 4 meet today)

29-Aug 2 Tue-Sat Final Exams

August

6 Wed Grades due

All Summer Sessions

August

3 Sun Commencement

Fall Term 2003

August

25 Mon Classes begin

September

1 Mon Labor Day Holiday, no classes

November

25-29 Tue-Sun. Thanksgiving Holidays, no classes

December

12 Fri Last day of classes
13-19 Sat.-Fri Final exams
20 Sat Commencement
29 Mon Grades due

Spring Term 2004

January 2004

12 Mon Classes begin
19 Mon Martin Luther King, Jr., Holiday, no classes

March

8-14 Mon.-Sun. Spring Break, no classes

May

3 Mon Last day of classes
4-10 Tue-Mon Final exams
13 Thu Grades due
15 Sat Commencement

Summer Term 2004

May Session

May

17 Mon Classes begin
31 Mon Memorial Day Holiday, no classes

June

7 Mon Last day of classes
8-9 Tue-Wed Final exams
TBA Grades due

Six-Week Session

June

14 Mon Classes begin

July

5 Mon Independence Day Holiday, no classes

26 Mon Last day of classes (six-week classes that would have met on July 4 meet today)
27-31 Tue-Sat Final Exams
TBA Grades due

Seven-Week Session

June

14 Mon Classes begin

July

5 Mon Independence Day Holiday, no classes

August

2 Mon Last day of classes (seven-week classes that would have met on July 4 meet today)

3-7 Tue-Sat Final Exams
TBA Grades due

All Summer Sessions

August

8 Sun Commencement



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1000 University Information

Georgia State University is the embodiment of an idea: A great university is accessible, responsive, and relevant. This combination provides Georgia State students with many advantages.

Accessibility at Georgia State has many aspects. One is **physical accessibility**: The compact central campus in downtown Atlanta is within walking distance of thousands of offices and downtown living spaces and is but a short distance from major thoroughfares, interstates, and the many MARTA rapid-transit routes that feed the center of the city. The Georgia State MARTA station is adjacent to a campus at the very heart of the cultural, financial, legal, government, health care, retail, and convention centers of Atlanta.

The downtown location provides a special advantage for students pursuing internships, which often lead to full-time careers upon graduation.

Georgia State is **financially accessible**: The university offers a first-rate education in a very broad spectrum of disciplines at very competitive fees, an excellent value in today's educational marketplace. More than \$90 million in scholarships, financial aid, and work study programs is provided annually.

The university is **responsive** to students' career goals, providing undergraduate and graduate degree programs in over 200 fields of study through its six college-level units: the College of Arts and Sciences, the J. Mack Robinson College of Business, the College of Education, the College of Health and Human Sciences, the College of Law, and the Andrew Young School of Policy Studies. Each term, courses are taught day and evening, and students may study full or part time. Many programs may be entered any term of the year.

Georgia State's degree programs are highly respected and well-recognized for their quality. Furthermore, they are *relevant* to the practical needs of both the student and the community. Most were designed with the input of community and industry advisory groups: **A Georgia State University education is authentic preparation for success in today's world.**

Georgia State University — a premier urban research institution — is the second largest of Georgia's 80 accredited institutions of higher learning and enrolls some 25,000 students each fall — 10 percent of all students in higher education in the state. Students come from every county in Georgia, every state in the union, and over 100 other nations. Georgia State has a diverse student body with 52 percent being white, 27 percent African American, 11 percent Asian American, 8 percent mixed ethnic, 3 percent Hispanic American, and 0.3 percent American Indian.

1010 Mission

As the only urban research university in Georgia, Georgia State University offers educational opportunities for traditional and nontraditional students at both the graduate and undergraduate levels by blending the best of theoretical and applied inquiry, scholarly and professional pursuits, and scientific and artistic expression. As an urban research university with strong disciplinary-based departments and a wide array of problem-oriented interdisciplinary programs, the goal of the university is to develop, transmit, and utilize knowledge in order to provide access to quality education for diverse groups of students, to educate leaders for the State of Georgia and the nation, and to prepare citizens for lifelong learning in a global society.

1020 Accreditation

Georgia State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; 404/679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Specialized accreditations for specific academic programs are listed in the college chapters of this catalog.

1030 Degrees and Certificates Offered by Georgia State

1030.10 Andrew Young School of Policy Studies

Airline Management	U. Cert.
Economics	B.A., B.S., M.A., Ph.D.
Disaster Management	G. Cert.
Human Resource Policy and Development	B.S., M.S., Ph.D.
Nonprofit Management	G. Cert.
Planning and Economic Development	G. Cert.
Public Administration	M.P.A., M.P.A./J.D.*
Public Policy**	Ph.D.
Urban Policy Studies	B.S., M.S.

1030.20 College of Arts and Sciences

African-American Studies	B.A.
Anthropology	B.A., M.A.
Applied Linguistics	M.A.
Art	B.A.
Art Studio	B.F.A., M.F.A.
Art Education	B.F.A., M.A.Ed.
Art History	M.A.
Astronomy	Ph.D.
Biological Sciences	B.S., Ph.D.
Biology	M.S.
Chemistry	B.S., M.S., Ph.D.
Classics	B.A.
Communication	M.A., Ph.D.
Computer Science	B.S., M.S., Ph.D.
Creative Writing	M.F.A.
English	B.A., M.A., Ph.D.
Film and Video	B.A.
French	B.A., M.A.
Geography	B.A., M.A.
Geochemistry	Ph.D.
Geology	B.S., M.S.
German	B.A., M.A.
Gerontology	U. Cert., G. Cert.
Heritage Preservation	M.H.P., G. Cert.
History	B.A., M.A., Ph.D.
Hydrogeology	G. Cert.
Interdisciplinary Studies	B.I.S.
Interpretation	G. Cert.
Journalism	B.A.
Latin American Studies	G. Cert.
Mathematics	B.A., B.S., M.A., M.A.T., M.S.
Music	B.Mu., M.Mu.
Music Management	B.S.
Philosophy	B.A., M.A., M.A./J.D. ***
Physics	B.S., M.S., Ph.D.
Political Science	B.A., M.A., Ph.D.
Psychology	B.A., B.S., M.A., Ph.D.
Religious Studies	B.A.
Sociology	B.A., M.A., Ph.D.
Spanish	B.A., M.A.
Speech	B.A.
Theater	B.A.
Translation	G. Cert.
Women's Studies	M.A.

1030.30 College of Education

Behavior/Learning Disabilities	M.Ed.
Communication Disorders	M.Ed.
Counseling	Ph.D.
Counseling Psychology	Ph.D.
Early Childhood Education	B.S.Ed., M.Ed., Ed.S., Ph.D.
Education of Students with Exceptionalities	Ph.D.
Educational Leadership	M.Ed., Ed.S.
Educational Policy Studies	Ph.D.
Educational Psychology	M.S., Ph.D.

Educational Research	M.S.
English Education	M.Ed.
Exercise Science	B.S., M.S.
Health and Physical Education	B.S.Ed., M.Ed.
Instructional Technology	M.S., Ph.D.
Library Media Technology	M.L.M.
Mathematics Education	M.Ed.
Middle Childhood Education	B.S.Ed., M.Ed.
Multiple and Severe Disabilities	M.Ed.
Professional Counseling	M.S., Ed.S.
Reading, Language, and Literacy Education	M.Ed.
Recreation	B.S.
Rehabilitation Counseling	M.S.
School Counseling	M.Ed., Ed.S.
School Psychology	M.Ed., Ed.S., Ph.D.
Science Education	M.Ed.
Social Foundations of Education	M.S.
Social Studies Education	M.Ed.
Special Education	Ed.S.
Sports Administration	M.S.
Sports Medicine	M.S.
Sport Science	Ph.D.
Teaching and Learning	Ed.S., Ph.D.
Urban Teacher Leadership	M.S.

1030.40 College of Health and Human Sciences

Criminal Justice	B.S., M.S.
Nursing	B.S., M.S., Ph.D. ****
Nutrition	B.S., M.S.
Physical Therapy	M.P.T., M.S.
Public Health	G. Cert.
Respiratory Therapy	B.S., M.S.
Social Work	B.S.W., M.S.W.

1030.50 College of Law

Law	J.D., J.D./M.A.***, J.D./M.B.A.*****, J.D./M.P.A.*

1030.60 J. Mack Robinson College of Business

Accountancy/Accounting	B.B.A., G. Cert., M.B.A., M.P.Acct., Ph.D.
Actuarial Science	B.B.A., M.A.S., M.B.A.
Business Analysis	B.B.A., M.B.A.
Computer Information Systems/Information Systems	B.B.A., M.B.A., M.S., Ph.D.
Decision Sciences	B.B.A., M.B.A., M.S., Ph.D.
Business Economics	B.B.A., M.B.A., M.S.
Electronic Commerce	G. Cert., M.B.A.
Enterprise Risk Management	G. Cert.
Entrepreneurship	M.B.A.
Finance	B.B.A., M.B.A., M.S., Ph.D.
General Business	M.B.A.
Health Administration	M.H.A., M.S.H.A.
Hospitality Administration	B.B.A., U. Cert., M.B.A.
Human Resource Management	M.B.A., M.S.

International Business	M.B.A., M.I.B.
Management	B.B.A., M.B.A., M.S., Ph.D.
Marketing	B.B.A., M.B.A., M.S., Ph.D.
Personal Financial Planning	G. Cert., M.S.
Real Estate	G. Cert., B.B.A., M.B.A., M.S.R.E., Ph.D.
Risk Management and Insurance	B.B.A., M.B.A., M.S., Ph.D.
Taxation	M.Tx.

- * Joint program with College of Law and Andrew Young School of Policy Studies.
- ** Joint program with Georgia Institute of Technology.
- *** Joint program with College of Law and College of Arts and Sciences
- **** Joint program with Medical College of Georgia.
- ***** Joint program with J. Mack Robinson College of Business.

Explanation of abbreviations for degrees and certificates offered:

B.A.	Bachelor of Arts
B.B.A.	Bachelor of Business Administration
B.F.A.	Bachelor of Fine Arts
B.I.S.	Bachelor of Interdisciplinary Studies
B.Mu.	Bachelor of Music
B.S.	Bachelor of Science
B.S.Ed.	Bachelor of Science in Education
B.S.W.	Bachelor of Social Work
Ed.S.	Specialist in Education
G. Cert.	Graduate Certificate
J.D.	Juris Doctor
M.A.	Master of Arts
M.A.T.	Master of Arts for Teachers
M.A.Ed.	Master of Art Education
M.A.S.	Master of Actuarial Science
M.B.A.	Master of Business Administration
M.Ed.	Master of Education
M.F.A.	Master of Fine Arts
M.H.A.	Master of Health Administration
M.H.P.	Master of Heritage Preservation
M.I.B.	Master of International Business
M.L.M.	Master of Library Media
M.Mu.	Master of Music
M.P.A.	Master of Public Administration
M.P.Acct.	Master of Professional Accountancy
M.P.T.	Master of Physical Therapy
M.S.	Master of Science
M.S.H.A.	Master of Science in Health Administration
M.S.R.E.	Master of Science in Real Estate
M.S.W.	Master of Social Work
M.Tx.	Master of Taxation
Ph.D.	Doctor of Philosophy
U. Cert.	Undergraduate Certificate

1040 Academic Resources

1040.10 Libraries

There are two libraries that provide services to meet the needs of Georgia State University: the William R. Pullen Library and the College of Law Library.

William R. Pullen Library—The Pullen Library houses more

than 1,100,000 volumes and subscribes to more than 7,000 periodicals. The carefully selected collections are designed to serve not only the varied needs of undergraduate students but also the special needs of professional and graduate students engaged in research. The library's catalog and an array of sophisticated electronic information sources are available to dial-up users of the university's computer center.

The Special Collections Department of the library houses the Southern Labor Archives, one of the foremost national repositories for documenting the development of labor-management relations. The Popular Music Collection is also one of the leading centers of its type in the United States. Its holdings include the papers of the late world-renowned lyricist, Johnny Mercer. Other components of the department are the University Archives, the Rare Books Collection, the Photograph Collection, and the Georgia Government Documentation Project.

Hours for the Pullen Library vary throughout the year. Please call 404/651-2178 or visit the library's web site at www.lib.gsu.edu for the most current hours of operation.

College of Law Library—The College of Law Library is designed and equipped to meet the demanding research needs of today's law students, faculty members, staff, and members of the legal community. The library provides research materials in American, British, Canadian, and international law and provides the primary and secondary sources needed for legal research. For more information and for hours of operation, please visit the library's web site at law.gsu.edu/library or call 404/651-2479.

1040.20 Information Systems and Technology

University Educational Technology Services (UETS) operates open access computer labs equipped with state-of-the-art computers and a wide range of applications for student academic use. All computers in the labs are attached to the campus network and have Internet access. Visit www.gsu.edu/uets for details about what hardware and software is in the labs and the hours of operation. Lab locations and phone numbers are:

- 109 Library South (Main Lab), 404/651-4542
- 200 Arts and Humanities, 404/651-4260
- 120 Kell Hall, 404/651-1566
- Aderhold Learning Center, 404/651-3061, and cyber café with laptop hook-ups
- 390 Student Center, 404/463-9800, Digital Aquarium (high-end multimedia)
- Alpharetta Center, 678/566-2209

In addition to the labs, Georgia State University provides students with a variety of computing services such as eTraining (Element K online training), e-mail, web page hosting, online file storage, wireless networking, etc. Visit www.student.gsu.edu for a complete list with details about getting started.

1040.30 Instruction Sites

In addition to Georgia State University's downtown

campus, the university offers instruction at another site in the metro area.

Alpharetta Center—The Alpharetta Center offers a variety of credit and noncredit programs to people living and working in the northern metropolitan area. The center is located at 3705 Brookside Parkway, Alpharetta, Georgia, 678/566-2205

1040.40 The Welcome Center

The Welcome Center provides an official reception area for visitors to the university. Prospective students, visitors, and alumni are welcomed and furnished directions and information about the university and its programs and activities. The Welcome Center offers campus tours at 10:30 a.m. and 2:30 p.m., Monday through Friday. Complimentary visitor parking is provided to people participating in these tours. Please call the Welcome Center to schedule a tour and parking. You may contact the Welcome Center located in 134 Alumni Hall at 404/651-3900 or visit the web site at www.gsu.edu/externalaffairs/welcome.

1040.50 Alumni Association

The Georgia State University Alumni Association provides a wide variety of programs and services to keep alumni in touch, informed, involved, and invested in their Alma Mater. The Alumni Association provides networking opportunities through academic, special interest, and geographic alumni clubs; personal development through career services and educational programs; leadership and volunteer opportunities in student recruitment, legislative advocacy and community service; and social activities for rekindling friendships and fostering new ones.

The Alumni Association invites graduates back to campus during the year for special celebrations and life-long learning and keeps graduates connected to Georgia State and to each other by publishing the *Georgia University Magazine* and an electronic newsletter, *P@nther News*.

In addition, the Alumni Association adds to the vitality of the University by annually awarding 25 student scholarships and honoring outstanding alumni, faculty, staff, and students through the Sparks Awards, Alumni Distinguished Service Award, and Alumni Distinguished Achievement Award.

The Alumni Association also sponsors several programs for current students including the “Lunch and Learn” series of educational programs and the “Graduating Senior” series of informational seminars.

For more information, please call 404/651-2190 or 1-800-GSU ALUM or visit the web site at www.gsu.edu/alumni.

1040.60 Foundation

The Georgia State University Foundation, Inc., is an independent, nonprofit, tax exempt charity incorporated under Section 501(c)(3) of the Internal Revenue Code. A gift to the foundation qualifies as a tax deductible, charitable donation. Management of the foundation is vested in a self-perpetuating Board of Trustees, and the foundation receives an annual independent audit. Through its board and committee structure, the foundation gives alumni and other volunteer friends a

personal opportunity to help Georgia State accomplish its mission and goals.

The foundation exists solely to raise, receive, manage, and disburse private gift funds for the benefit of Georgia State University. The majority of private support for scholarships, academic disciplines, endowments, and other programs from individuals and organizations is contributed through the foundation, and the university receives 100 percent of the income from foundation assets. Other smaller nonprofit entities that may receive gifts on behalf of Georgia State include the Athletics Association, the Educational Foundation, and the Research Foundation.

1050 Policies and Disclosures

1050.10 Equal Opportunity Policy

Georgia State University is an equal educational opportunity institution. Faculty, staff, and students are admitted, employed, and treated without regard to race, sex, color, age, religion, national origin, sexual orientation, or disability. Georgia State University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Sections 503/504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans Readjustment Assistance Act, as well as other applicable federal and state laws. In compliance with these laws and regulations, Georgia State University has established the following specific policies:

Civil Rights and Equal Employment Opportunities

Georgia State University provides equal employment and educational opportunities for all individuals without regard to race, sex, age, religion, color, national origin, sexual orientation, or disability. All Georgia State University educational and personnel actions will be governed by an affirmative action program developed in compliance with applicable federal and state law and regulations, and the policies of the Board of Regents of the University System of Georgia.

Discriminatory and Sexual Harassment—In an effort to foster a community in which there can be a free and open development of ideas, Georgia State University is committed to maintaining a working and learning environment free of discriminatory and sexual harassment. Georgia State University has adopted policies and procedures concerning harassment which may be obtained from the Affirmative Action Office, the Ombudsperson, or Dean of Students. In addition to the procedures outlined in the policy, a complaint may be filed with the Affirmative Action Office, the Ombudsperson, the Dean of Students, the respective administrative unit of college, and the appropriate state or federal agencies.

Disabilities—Georgia State University provides program accessibility and reasonable accommodations for persons with disabilities. Specifically, the university provides evaluation of individual needs, advisement, and appropriate support for academic programs for identified persons with disabilities. A student with a disability has the responsibility of contacting the Office of Disability Services for an intake interview to assess his or her needs prior to the first semester of enrollment at Georgia State University. Should any problems arise concerning

their academic program, the student should contact the Office of Disability Services at 230 Student Center (404/463-9044) as soon as possible.

1050.20 Disability Complaint Policy

Georgia State University has a procedure by which students and other nonemployees who believe they have been discriminated against by the university in violation of the American's With Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 may file complaints about the discrimination or denial by the university to provide a requested accommodation. The right to file a complaint pursuant to this disability complaint procedure may be forfeited unless exercised within 30 days of the alleged discriminatory act or denial of accommodation. All properly filed complaints will be heard by a subcommittee of the university's ADA Committee and a final decision will be rendered by the provost. Copies of the disability complaint procedure are available at the Office of Affirmative Action and the Office of Disability Services. A student with a disability complaint may choose to utilize this disability complaint procedure, the petition and appeals process of the college in which they are enrolled, or, in cases of a denied facility accommodation, the petition and appeals process of the college in which the request for a facility accommodation was made. Faculty and staff members may raise these same issues by using the university's employee grievance procedure.

1050.30 Disruptive Behavior Policy

The following statement concerning disruptive behavior is an excerpt from the Board of Regents Policy Manual that applies to all institutions of the University System of Georgia.

Preamble. Disruptive student behavior is defined as a student behavior in a classroom or other learning environment which interferes or interrupts the learning process for the instructor and the other students. Such behaviors include but are not limited to verbal or physical threats, repeated obscenities, or other obstruction of learning, whether experienced verbally, physically, electronically or otherwise. Examples of such behavior may include repeatedly and/or continuously dominating discussion, conducting personal cell phone conversations, leaving and entering class frequently during class, and personal conversations with other class members. Consultation with the office of the Ombudsperson or other appropriate offices is encouraged for any party in such a situation. The individual college or academic unit may have supplementary procedures to deal with disruptive student behavior.

Section 1. If in the judgment of the instructor a student is disruptive in the classroom, the instructor shall attempt to address the disruption with the student and request that the disruptive behavior stop. If the disruptive behavior continues, the instructor has the right to order the disruptive student to leave the classroom on the day of the disruption. If the student refuses to leave, then the instructor may summon the campus police to remove the student. If the student is asked to leave the class, the instructor shall notify the department chair or school director in writing and seek a consultation with the chair or director.

Section 2. If the instructor believes the disruptive behavior poses a threat to the safety of the instructor, the student himself/herself, or other students in the classroom, or if the disruptive behavior continues, then the instructor has the option to bar the disruptive from that class. The instructor shall submit within one working day a written report concerning the incident(s) to the department chair or school director with a copy to the student.

Section 3. Within five working days of removal from the class, a student may submit a written appeal and arrange for a meeting with the chair or school director, of his or her designee. The written appeal shall detail the basis of the student's denial of the charges. The department chair or school director shall render a decision within five working days after receipt of the written appeal.

Section 4. The department chair or school director shall review all documents associated with the alleged disruptive behavior to determine within a maximum of ten working days of the initial incident of alleged student disruptive behavior if further actions should be taken by the college or academic unit or if the student should be allowed to return to class.

Section 5. If the department chair or school director upholds the decision to bar the student from class or recommends any additional sanction, the matter shall be referred to the Dean's office of the academic unit for application of the appropriate disciplinary process. In this case, the department chair or school director shall forward the recommendation and rationale in writing along with copies of all documents used in the decision process.

1050.40 University Code of Conduct

Membership in the community of scholars known as Georgia State University as a student, faculty member, or staff member is a privilege and carries with it obligations to participate in and contribute to the educational mission of the institution.

Concurrent with these obligations are rights and freedoms for each individual as guaranteed by the United States Constitution, including but not limited to the right to inquire, learn, communicate by speech or action, and assemble peaceably and the right to due process for grievances. These rights, as they pertain to students, are more specifically provided for in the "Student Code of Conduct and Policies" which can be found in the student handbook, *On Campus*, available online at www.gsu.edu/omcampus or from the Office of the Dean of Students, 300 Student Center, 404/463-9023.

1050.50 Federal and State Law Disclosure Requirements

Federal and state laws require all colleges and universities receiving federal funds to establish certain programs, policies, and procedures and distribute an annual report describing them and providing statistics regarding: graduation rates; drug, alcohol, and weapon violations; and certain crimes on campus, which include murder, robbery, aggravated assault, burglary, motor vehicle theft, and sex offenses. Georgia State University's annual report and information regarding these programs, policies, procedures, and statistics are available upon a written

request directed to the Georgia State University Office of Public Information, 530 One Park Place South, Atlanta, Georgia 30303.

1050.60 Integrity in Research

Georgia State University maintains high ethical standards in research and requires all faculty, staff, and students engaged in research to comply with those standards. Cases of misconduct in research present a serious threat to continued public confidence in the integrity of the research process and the stewardship of federal funds. Misconduct is defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research. Georgia State will investigate and resolve promptly and fairly all instances of alleged or apparent misconduct. To obtain a copy of the *Integrity in Research Policy*, contact the Office of the Vice President for Research, G76 Alumni Hall, 404/651-4350.

1050.70 Intellectual Property

In complying with the policies of the Board of Regents, Georgia State University has adopted policies concerning the ownership and subsequent rights to intellectual property created by faculty, staff, and students. Intellectual property pertains to any patentable materials, copyrightable materials, trademarks, software, and trade secrets regardless of whether formal protection is sought. It is the responsibility of the individual to ascertain whether Georgia State University owns the intellectual property. To obtain a copy of the Intellectual Property Policy, contact the Office of the Vice President for Research, G76 Alumni Hall, 404/651-4350.

1100 Registration and Reentry

1110 Office of the Registrar

Room 227 Sparks Hall, 404/651-2383
Internet: <http://www.gsu.edu/registrar>
email: registrarweb@langate.gsu.edu

1120 Registration Procedures

A student cannot attend a course unless he or she has first registered (and paid) for that course. Detailed information concerning the registration process, registration appointments, WEB registration, and related matters may be found online in the *Registration Guide* at www.gsu.edu/registrar. Students are urged to become knowledgeable about these instructions and to follow them exactly. Students are expected to have prepared a registration work sheet before accessing the university's registration system. A worksheet is available in the online *Registration Guide*. It should be understood that any deviation from the prescribed procedure may result in unnecessary delays in registration or errors in the resulting schedule. The Office of the Registrar cannot be held responsible for errors resulting from the student's failure to follow the prescribed registration and schedule revision procedures. Any problems experienced with registration should be reported to the Office of the Registrar.

1130 Appointment Notice

Students who are eligible to register are e-mailed notice of registration dates approximately two weeks prior to the beginning of registration each semester. Student may then access GoSOLAR to find their assigned registration time ticket. Each student is assigned an appointment time for each registration phase. It is to the student's advantage to attempt to register as early as possible because many classes fill up quickly. Students will not be allowed to register earlier than the dates and times shown on their appointment notices. In Early Registration appointments are assigned on a priority basis that considers proximity to graduation and semester hours earned. Appointment times are valid from the assigned time through the last day of registration for that phase. Students must check GoSOLAR for registration restrictions or holds that must be cleared prior to registration. GoSOLAR registration provides a computerized umbrella system operated by the Office of the Registrar that allows students to access various applications, such as registration and to update some of their student records using a personal computer. Computers are available on campus in the computer labs for registration.

1140 Revision of Class Schedules

Students desiring to revise their class schedule must follow the procedure appropriate for the period of time in the semester. During the published registration periods for each semester students will revise their schedule through online registration. Schedule revisions are defined as any changes to a student's schedule and include dropping and/or adding classes. To "remove" a course from a class schedule during the published registration periods is, therefore, referred to by the university community as "dropping" a course. To remove a course from a class schedule after the last day to register for course credit as stated in the on-line *Registration Guide* at www.gsu.edu/registrar is referred to as "withdrawing" from a course and makes the student eligible for a withdrawal grade of W or WF which is reflected on the student's official record. Procedures to "withdraw" from a course are detailed in the "Withdrawal from Classes" section of this catalog.

All schedule revisions that involve adding courses must be completed by the official last day to register for course credit as stated in the on-line *Registration Guide* at www.gsu.edu/registrar except for the instances noted below:

1. Students who are enrolled in an advanced level in one of the series of courses which have been identified by the university and are on file in the Office of the Registrar and who wish to drop the advanced level and enroll in a lower-numbered course within the same series may do so not later than three days after the last day to register for course credit provided there is space available in the class and the professor of the lower-numbered course gives permission; days are counted as Monday through Friday; and
2. Students who wish to request, based on institutional error, to be allowed to register for or to add a course after the deadline should contact the Office of the Registrar. These requests must occur within two days after the last day to register for course credit; days are counted as Monday through Friday. If such requests are approved, the registrations must be completed within five days.

Details about these provisions may be obtained from the Office of the Registrar.

Students who wish to remove a course from their class schedule after the last day to register for course credit must follow the procedures described in the "Withdrawal from Classes" section of this catalog.

1150 Changes in Personal Data

The university provides a computerized system that allows students to update some of their student records (address, phone number, etc.). Any student or applicant can log on to the system either from a computer in an on-campus lab or remotely via the Internet. Students who wish to change their name should contact the Office of the Registrar (227 Sparks Hall) to complete forms and provide the legal documents required for a name change. As correct personal data is vital to the student's record for the mailing of registration permit/appointment notices and similar matters, students are urged to have their records updated when these changes occur.

1160 Off-Campus Courses

Many courses from several of the university's colleges are offered to Georgia State students at a satellite location. Students taking these courses must meet the same academic requirements and deadlines as students attending classes at the downtown campus. Each semester a list of off-campus courses is available online at www.gosolar.gsu.edu.

1170 Reentry Students

A reentry graduate student is one who has been enrolled at Georgia State University and who:

1. Has not registered for courses at Georgia State University during the previous 12 months; or
2. Attended any term as a transient and wishes to attend an additional term as a transient.

Transient students who wish to change their enrollment status should contact the Office of Academic Assistance/Office of Graduate Studies in their college for admission requirements.

1170.10 Reentry Procedures

Reentry applications must be submitted by the deadline shown below or as stated in the on-line *Registration Guide*. The reentry applications are available in the Office of the Registrar, 227 Sparks Hall. Written requests may be sent to the Office of the Registrar, P.O. Box 4017, Atlanta, GA 30302-4017, or www.registrarweb.gsu.edu

Reentry applicants should request that the registrar of each school attended since their last enrollment at Georgia State University send an official transcript directly to the Academic Records section of the Office of the Registrar. To continue attending, transient students must be in good academic standing at Georgia State University.

Graduate students who wish to return from scholastic suspension after an absence of one calendar year from Georgia State University are required to contact the previous college or division to obtain readmission forms and/or procedural information. All required forms and procedures must be completed and approved by the college or school prior to these deadlines:

<u>To return in</u>	<u>Deadline</u>
Fall Semester	April 1
Spring Semester	October 1
Summer Term	April 1

If the deadline falls on a weekend or a university holiday, readmission forms will be accepted until the next workday following the deadline.

Students should be in good academic and disciplinary standing and have no disciplinary actions pending at any institution attended since the Georgia State University registration.

Students must reenter the same college or school and same program/status in which they were last enrolled. Students who have attended Georgia State in both undergraduate and graduate categories may apply to reenter any undergraduate or graduate program in which they were enrolled.

Students who are unable to attend the semester for which reentry was originally requested should complete a new reentry application for the semester that they wish to attend. Students will need to notify the Office of the Registrar if they attended another institution or if they were convicted of a crime other than a minor traffic violation after they were accepted for reentry. Students who registered at another institution should have an official transcript sent to the Office of the Registrar no later than the midpoint of the semester for which they register with confirmation of good academic standing at that school.

Other returning graduate students who do not need to file an application for reentry should notify the Office of the Registrar prior to registering if either of the following conditions applies. The student has:

1. Attended another school since last attending Georgia State University. The student should have an official transcript of credits sent from the school he or she attended to the Georgia State University Office of the Registrar. The student must be in good academic standing at the last school attended before he or she returns to Georgia State. Failure to submit this transcript by the midpoint of the first term after returning to Georgia State could result in the placing of a registration hold on the student's record.
2. Been convicted of a crime other than a minor traffic violation since last attending Georgia State University.

1180 Transcript Request

A student who has discharged all obligations to Georgia State University is entitled to receive upon request a copy of his or her transcript. Official transcripts of academic work completed at Georgia State University may be ordered via the Georgia State website (student.gosolar.gsu.edu) by using your pin code.

You are entitled to five, free lifetime transcripts. Once you have exhausted your five, free transcripts, Georgia State will charge a \$10.00 processing fee for each transcript processed thereafter. There is a three (3) day processing period for web requests.

Picture identification is required to pick up transcripts. Transcript requests will not be processed until complete payment is received. Credit Card payment is required for web requests.

Georgia State University recently converted to the GoSolar Student Information System. Transcript data is still under review. Before actually ordering your transcript to be printed, we ask that you review your web version online to assist us with the auditing process. This is critical because it will help to prevent the Office of the Registrar from sending an official transcript with possible conversion errors and wasting critical time and money.

To review your transcript, access the Student Records menu and click on Academic Transcript. For information that disagrees with your records, please email the Office of the Registrar, registrarweb@gsu.edu

Copies of transcripts received from other institutions will not be made. Such requests must be directed to the institution holding the student's original records.

1200 Financial Information

1205 Office of Student Accounts

100 Sparks Hall, 404/651-2362
www.gsu.edu/studentaccounts

1210 Fee Payment

Payment may be made either by cash, VISA or MasterCard, or by check payable in United States currency and drawn on a financial institution located in the United States of America. The university reserves the right to determine the acceptability of all checks. Checks must be made payable to Georgia State University and have the checking account number encoded. All checks not drawn in this manner will be returned to the remitter of the check. Payments (checks only) may be mailed to the Office of Student Accounts and must be received by 7 p.m. on the fee deadline date, **NOT** just postmarked. If you decide to mail in your fee payment, please send the check to Georgia State University, Office of Student Accounts, P. O. Box 4029, Atlanta, GA 30302-4029.

The university reserves the right at any time during the semester to drop any student from classes for failure to pay fees. Students who continue to attend classes under these conditions will be held liable for the fees due plus any service fees assessed, applicable collection costs, court costs, and legal fees. A Student Accounts “Hold” will be placed on the records of any student who has a financial obligation to the university. This student will not be permitted to register for further course work or receive, or have forwarded to external third parties, transcripts of grades until the obligation is settled.

Any person who has a credit card payment rejected or a check returned by the bank for any reason should settle that obligation with the university promptly. Failure to do so will result in nonpayment of fees.

If a check or credit card number given in payment of a student’s fees is not paid upon presentation to the banking institution, a Student Accounts “Hold” will be placed on the student’s records. All returned checks will be assessed a returned check fee of \$25. Georgia State University reserves the right to place a student on “cash only” for issuing a check that is not honored upon presentation to the bank.

It is the responsibility of the student to be informed of, and to observe, all regulations and procedures regarding the payment of fees and the entitlement to refunds. In no case will a regulation be waived or an exception be granted because a

student pleads ignorance of the regulation or asserts that he or she was not informed of it by an adviser or other authority. All questions concerning fees and refunds should be directed to the Office of Student Accounts only. Verbal misinformation is not grounds for a waiver of a regulation.

All fees are subject to change without notice.

1215 Fee Payment Deadline

All tuition and mandatory student fees are payable by the dates published in the on-line *Registration Guide* at www.gsu.edu/registrar. Students are responsible for all charges. For the most up-to-date information concerning fee payment and deadline dates, please refer to each term’s on-line *Registration Guide* at www.gsu.edu/registrar. Failure to meet fee payment deadlines may result in academic consequences.

1220 Credit Card Payments

Georgia State University accepts VISA and MasterCard in payment of fees. Students choosing this option may register and pay fees by going to the Georgia State University GoSOLAR student registration website, thus eliminating the need to mail or deliver fee payments to the Office of Student Accounts.

Refunds for students paying with VISA or MasterCard will be mailed upon withdrawal from classes in accordance with the refund policy.

1225 Mandatory Student Fee

The fees listed below are subject to change, should be considered estimates, and used only as a planning guide for future payments. The most up-to-date information on fees can be found online at www.gsu.edu/registrar.

A mandatory student fee is charged each semester to every student registered for courses to be conducted by Georgia State University. This fee must be paid at the time of registration.

Student activity, athletics, recreation, technology, transportation, and health fees make up the mandatory student fee that is used to provide cultural, social, recreation, and athletic programs for the entire student body. In addition, this fee provides financial support for student facilities at the university, guest speakers and lecturers, student media, and many special events that are available exclusively for the students of Georgia State University. The fee also helps to

defray shuttle costs for transporting students to campus from remote parking facilities where students park free and to fund an additional discount for student MARTA cards. The technology fee supports expansion and enhancements of instructional technology and student access to computers. The international education fee provides scholarships and loans for study abroad and supports the University's compliance with federal reporting of international students mandated by Congress.

Mandatory Student Fee

All Students (except College of Law)	\$356.00
College of Law Students	\$413.00

1230 Tuition

The fees listed below are subject to change, should be considered estimates, and used only as a planning guide for future payments. The most up-to-date information on fees can be found online at www.gsu.edu/registrar.

1230.10 Georgia Resident Students

A student who is a legal resident of the State of Georgia, according to the regulations of the Board of Regents of the University System of Georgia, and who has been a legal resident of the state for at least 12 months preceding the date of registration must pay in-state tuition. Students are responsible for all charges. There is no tuition charge for hours taken in excess of 12 hours per semester. The following fees apply for enrollment of less than 12 hours per semester and for 12 hours and above per semester:

In-State Tuition for Students Enrolled for Less Than 12 Semester Hours:

Degree program of study	Amount per semester hour
College of Law	\$188.00
RCB-Master's Level	\$181.00
Nursing-MS/Ph.D.	\$172.00
All Other Graduate	\$161.00

In-State Tuition for Students Enrolled for 12 or More Semester Hours:

Degree program of study	Amount per semester
College of Law	\$2,253.00
RCB-Master's Level	\$2,164.00
Nursing-MS/Ph.D.	\$2,059.00
All Other Graduate	\$1,925.00

1230.20 Nonresident Students

Each student who has not been a legal resident of the state of Georgia under the regulations of the Board of Regents, as listed in the "Regents' Requirements for Georgia Resident Status" section of this catalog chapter, for at least 12 months preceding the last day to register without penalty must pay out-of-state tuition. There is no tuition charge for hours taken in

excess of 12 hours per semester. The following fees apply for enrollment of less than 12 hours per semester and for 12 hours and above per semester for nonresident students:

Out-of-State Tuition for Students Enrolled for Less Than 12 Semester Hours:

Degree program of study	Amount per semester hour
College of Law	\$751.00
RCB-Master's Level	\$722.00
Nursing-MS/Ph.D.	\$687.00
All Other Graduate	\$642.00

Out-of-State Tuition for Students Enrolled for 12 or More Semester Hours:

Degree program of study	Amount per semester
College of Law	\$9,012.00
RCB-Master's Level	\$8,656.00
Nursing-MS/Ph.D.	\$8,236.00
All Other Graduate	\$7,700.00

1235 Special Fees and Charges

1235.10 Application Fee

All applicants to Georgia State University must submit a \$50.00 application fee with their application forms before they will be given consideration as prospective students. This fee is nonrefundable and will not apply toward the student's registration fee.

1235.20 Employer Fee Reimbursement

Students eligible for tuition fee reimbursement by their employers must submit their reimbursement forms to the Office of the Registrar, 227 Sparks Hall, accompanied by an addressed, stamped envelope. Forms will be processed and mailed within five work days if grades are available for the applicable semester.

1235.30 Graduate Assistantship Fees

Every student receiving a graduate assistantship (GRA, GTA, GLA) must pay a *nominal registration fee* and the mandatory student fees each semester, regardless of the number of hours in which the student enrolls during that semester. Terms of the graduate assistantship must be satisfied or applicable tuition will be assessed.

1235.40 Graduation Fee

Every student receiving a degree must pay a graduation fee of \$40.00 for master's, specialist, and doctoral degrees to cover all expenses, including the rental of cap and gown and the cost

of the diploma. Students should first procure the necessary form from the Graduation Office, 231 Sparks Hall, and then pay the graduation fee at the Office of Student Accounts, 100 Sparks Hall. Only payments made by cash or check will be accepted.

Revisions of graduation dates after the midpoint of the semester in which graduation is scheduled will result in reapplication fees of \$40.00 for a master's, specialist, or doctoral degree.

1235.50 Housing Fees

Housing fees for each semester are due when tuition and other fees are due. Rent for the University Lofts per month varies based on apartment type and includes all utilities, cable TV service, and local telephone service. Fees for housing parking are currently an additional \$85.00 per month, if applicable. The fees listed in this section are subject to change. Updated fee information can be found in the on-line *Registration Guide* at www.gsu.edu/registrar. For more information, contact University Housing at 404/463-9052 or go online at www.gsu.edu/housing.

1235.60 Late Registration Fee

A student who initially registers during the late registration period will be required to pay a \$50.00 late registration fee. This fee is nonrefundable.

1235.70 Required Advance Fee Payment—CHHS

The College of Health and Human Sciences requires students newly accepted into certain professional programs to submit a percentage of their first semester's tuition at the time of acceptance. The advanced tuition, which is nonrefundable, guarantees the student's place in the class.

1235.80 Other Fees

The university reserves the right to charge a fee for the use of university property and to levy fines for the improper use of university property.

1240 Refund of Fees

Students who formally withdraw or who are formally withdrawn from a class or classes will be subject to the application for a refund policy for tuition and other fees. (See the "Revision of Class Schedules (Add/Drop/Withdraw)" section of this catalog.) This policy decreases the amount of refund available at regular intervals during the term. At a time during the term, no refund will be available upon withdrawal. Complete information about the refund policy and its application throughout the term is available online in the *Registration Guide* at www.gsu.edu/registrar.

Placing a stop payment on a check with the institution the check is drawn on does not constitute a formal withdrawal. The student will be held liable for tuition and fees unless the date of official withdrawal from the class or classes at Georgia State is

within the refund schedule; in which case, the student will be held liable for that portion of fees that is not refundable plus the returned check fee and any applicable collection costs.

A student is not entitled to any refund of fees paid if the student leaves the university when disciplinary action is pending, or does not withdraw formally from the class or classes in which he or she is enrolled, or does not comply with other restrictions listed online in the *Registration Guide* at www.gsu.edu/registrar.

The refund for a student who paid fees with a VISA or MasterCard will be mailed upon withdrawal from classes in accordance with the refund policy. The refund for a student who paid fees with cash or a check will be in the form of a check mailed to the student. The refund for a student who receives financial aid will be audited to determine the amounts to be returned to the financial aid program, and a check will be mailed to the student for any balance due. Mailing addresses should be kept current with the Office of the Registrar at all times to ensure proper mailing of refund checks.

1245 Georgia Resident Status

1245.10 Regents' Requirements for Georgia Resident Status

A person's legal residence is his or her permanent dwelling place. It is the place where he or she is generally understood to reside with the intent of remaining there indefinitely and returning there when absent. There must be a concurrence of actual residence and of intent to remain to acquire a legal residence.

Students are responsible for registering under the correct residence classification, for notifying promptly the residence auditor of incorrect residence classifications or changes of residence status, and will be liable for additional fees. For example, residence status may change for students if their parents' states of legal residence change or if their visas change. Individuals who are classified by Georgia State University as nonresident but who later claim to qualify as legal residents must file a *Petition for Georgia Residence Classification* form with the residence auditor in the Office of Undergraduate Admissions, 200 Sparks Hall. Residence status is not changed automatically, and the burden of proof rests with the student to demonstrate that he or she qualifies as a legal resident under the regulations of the Board of Regents of the University System of Georgia. To ensure timely completion of required processing, a student/applicant requesting a change of residence classification for a specific semester should file the *Petition for Georgia Residence Classification* and all supporting documentation not later than three weeks (15 working days) prior to a registration period. Decisions prior to registration cannot be guaranteed when petitions and all supporting documentation are received after the specified deadline.

A *Petition for Georgia Residence Classification* and all supporting documentation must be filed with the residence auditor no later than 60 days after the beginning of a specific

academic semester for which classification as a legal resident for fee payment purposes is requested. Petitions received after that time will not be considered for that semester. If the petition is approved, classification as a legal resident for fee payment purposes will not be retroactive to prior semesters.

A student/applicant wishing to appeal a denial decision resulting from his or her *Petition for Georgia Residence Classification* may request a review of that decision before the University Committee on Residence, and shall submit such request in writing to the Director of Undergraduate Admissions within 20 days of the decision.

If the petition is denied and the student/applicant wishes to petition for a later semester, a new *Petition for Georgia Residence Classification* must be submitted for that semester.

Legal residents of Georgia, as well as certain categories of nonresidents, may be enrolled upon payment of resident fees in accordance with the following Regents' rules:

- A. 1. If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
2. No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired resident status for tuition purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
- B. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.
- C. If a parent or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of 12 consecutive months on the payment of resident tuition. After the expiration of the 12-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
- D. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment, and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
- E. Aliens shall be classified as nonresident students, provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for resident tuition as a citizen of the United States.
- F. Waivers: An institution may waive out-of-state tuition for:
 1. Nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least 12 consecutive months

immediately preceding the date of registration, provided, however, that such financial dependence shall have existed for at least 12 consecutive months immediately preceding the date of registration;

2. Up to two percent of the institution's full-time enrollment for superior out-of-state students in selected programs and/or international students, as selected by the president.
3. Full-time employees of the University System, their spouses, and their dependent children;
4. Medical and dental residents and medical and dental interns at the Medical College of Georgia;
5. Full-time teachers in the public schools of Georgia or in the programs of the State Board of Technical and Adult Education and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver;
6. Career consular officers and their dependents who are citizens of the foreign nation which their consular office represents, and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States;
7. Military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to System institutions for educational purposes;
8. The University of Georgia, the Georgia Institute of Technology, the Georgia State University, and the Medical College of Georgia are authorized to charge a limited number of out-of-state graduate students the in-state tuition rate, with the understanding that the number of students in each of these institutions who are granted such concessions does not exceed the quota assigned.
9. Students who are legal residents of out-of-state counties bordering on Georgia counties in which an institution of the University System is located and who are enrolled in said institution.
10. Full-time members of the Georgia National Guard.
11. Students who are certified by the Commissioner of Industry, Tourism, and Trade as being part of a competitive economic development project.

1245.20 Standards for Acquiring Georgia Resident Status

For purposes of these regulations, a resident student is defined as a student domiciled in the state of Georgia. A nonresident student is defined as one whose domicile is elsewhere. A student shall not be considered domiciled in Georgia unless he or she is in continuous physical residence in this state and intends to make Georgia his or her permanent home, not only while in attendance at an institution of the University System of Georgia, but indefinitely thereafter as well, and has no domicile or intent to be domiciled elsewhere.

Normally a person from another state who comes to an

institution of the University System of Georgia does so for the primary or sole purpose of attending the institution rather than to establish a domicile (residency) in Georgia. Thus, one who enrolls in a system institution as a nonresident student is presumed to remain a nonresident student throughout his or her attendance at the institution unless and until he or she demonstrates by clear and convincing evidence that his or her previous domicile has been abandoned and that Georgia domicile has been established.

No person shall be eligible for classification as a resident student unless he or she has been domiciled in Georgia and has resided in Georgia continuously for not less than 12 months immediately preceding the date of registration. However, there is a strong presumption that such person shall continue to be classified as a nonresident student throughout the entire period of his or her enrollment. **Ordinarily, periods while enrolled in school will not count as periods of domicile for purpose of the 12-month durational residency requirement.**

The following facts and circumstances, although not necessarily conclusive, have probative value to support a claim for resident student status after the 12-month residency requirement of continuous domicile in Georgia:

- a. Continuous presence in Georgia during periods when not enrolled as a student;
- b. Payment of ad valorem (property) taxes;
- c. Payment of Georgia income taxes;
- d. Reliance upon Georgia sources for financial support;
- e. Domicile in Georgia of immediate family, other relatives, or persons legally responsible for the student;
- f. Former domicile in Georgia and maintenance of significant connections in this state while absent;
- g. Ownership of a home or real property in Georgia;
- h. Admission to a licensed practicing profession in Georgia;
- i. Long-term military commitments in Georgia;
- j. Commitments to further education in Georgia indicating an intent to stay in this state permanently;
- k. Acceptance of an offer of permanent employment in Georgia;
- l. Domicile of student's spouse in Georgia;
- m. Employment of student's spouse in Georgia; and
- n. Student's Georgia address listed on selective service (draft or reserves) registration.

Other factors indicating an intent to make Georgia the student's domicile may be considered by the system institution in classifying a student.

Normally, the following circumstances do not constitute sufficient evidence of domicile sufficient to effect classification as a resident student under regents' policies:

- a. Voting or registering to vote;
- b. Employment in any position normally filled by a student;
- c. The lease of living quarters;
- d. A statement of intention to acquire a domicile in Georgia;
- e. Automobile registration, address on driver's license, or payment of automobile taxes; and
- f. Location of bank or saving accounts.

1250 GSU-62 Program

Applicants who meet the criteria listed below may apply for GSU-62 waivers of in-state tuition. The regulations listed also apply to the GSU-62 student who wishes to audit classes instead of taking courses for credit.

The following minimum requirements must be met in order for a student to receive a GSU-62 waiver. It should be noted, however, that admission is a selective process and satisfying the minimums will not necessarily guarantee acceptance.

- Must meet all applicable admission requirements for their program of study.
- Must be 62 years of age or older at the time of registration. (You must submit a birth certificate or other comparable written documentation verifying proof of your age.)
- Must be classified as a Georgia resident in accordance with the Regents' Requirements for Resident Status.

GSU-62 students will register on a space available basis on the first day of late registration. No fees will be assessed except for supplies or laboratory fees. The student will be responsible for all student fees associated with obtaining a Georgia State University identification card (PantherCard) if required. All usual student and institutional records will be maintained.

This status can include graduate studies with the exception of the College of Law. Contact the appropriate graduate office in the university for application information. GSU-62 students must be admitted to graduate study to be eligible to enroll for graduate courses (those numbered 5000 and higher).

1255 Student Financial Aid

102 Sparks Hall, 404/651-2227
www.gsu.edu/financialaid

The Office of Student Financial Aid provides financial assistance to students who, without such help, would be unable to attend Georgia State University. The university believes that the principal responsibility for financing a college education lies with the student and the family. A student who needs financial assistance is expected to contribute by working or borrowing a reasonable portion of the funds needed to meet expenses. The student's family is expected to make a maximum effort to assist in the payment of the expenses involved.

The assistance available includes scholarships, grants, loans, and employment. Recipients are selected on the basis of demonstrated financial need and academic achievement. Information concerning application for financial assistance is available from the Office of Student Financial Aid. Application packets for the next school year are available after January 1. Students are urged to apply early for optimum financial aid benefits. There is a priority deadline of April 1 for submission of completed financial aid applications to the Office of Student Financial Aid.

In order for a Georgia State University student to continue to receive financial aid from federal or state financial assistance programs, the student must exhibit satisfactory academic progress. Copies of Georgia State University's policy for

determining satisfactory academic progress are available in the Office of Student Financial Aid.

Some programs offering financial assistance to students are administered by offices or organizations other than the Office of Student Financial Aid. Contact information concerning a particular program or group of programs appears with the listings in this section.

For more information on financial aid, contact the office, located in 102 Sparks Hall at 404/651-2227 or online at www.gsu.edu/financialaid.

1255.10 Veterans Benefits

The Office of the Registrar offers services to certify and assist students who are eligible for veterans' benefits. Any veteran who wishes to attend Georgia State University under any of the veterans' benefit programs provided by public law must apply to the university in the normal manner. It is advisable for a veteran who has not previously used any educational benefits to apply to the Department of Veterans Affairs for those benefits. For a veteran who will be transferring to Georgia State from another institution where educational benefits were received, a veteran must submit a *Request for Change of Program or Place of Training* form with the Department of Veterans Affairs concurrently with his or her application to Georgia State University. As soon as the university notifies the applicant of his or her acceptance, the applicant should contact the Office of the Registrar for further instructions.

Continuing students who wish to receive benefits must complete the Veterans Information Sheet through the Office of the Registrar each academic term. Students whose attendance was interrupted must renew their certifications at the beginning of the next academic term of attendance in which they wish to receive benefits. Those students who are certified on a term-by-term basis will routinely experience a break in benefit payments between academic terms and should contact the Veterans Administration Regional Office to ascertain the amount and schedule of their checks.

1255.20 Vocational Rehabilitation

Certain physically or mentally disabled individuals enrolled at Georgia State University may qualify to receive financial aid through the State Vocational Rehabilitation Program. Students who think they may qualify under this program should contact one of the area vocational rehabilitation centers.

1255.30 Loans

A loan is a repayable form of financial assistance for students and/or parents of dependent students used for educational expenses.

Emergency Tuition Loan for International Students

Limited partial or complete loans are available for out-of-state tuition to students on nonimmigrant visas who are in temporary financial difficulties and are awaiting the arrival of their tuition money from their home country. These loans are

limited to one per student, per year, and they must be repaid before the end of the semester in which they are incurred. For more information or to apply, contact the Office of International Services and Programs at 404/463-9073.

Federal Direct Loans Programs

Georgia State University participates with the federal government in the Federal Student Loan Program. Eligible students may borrow funds from the Federal Subsidized Direct and Federal Unsubsidized Direct Loan program. The university will determine eligibility for each of these programs, originate and disburse the loans directly to the student.

Federal Direct Student Loans are available to assist students with costs associated with attendance at Georgia State University. While Georgia State does not encourage borrowing, loans are frequently necessary to meet educational costs not covered by the student's income, the family's contribution, or grant and scholarship awards.

Federal Perkins Loan (FPL)

Federal funds are provided to the university for the purpose of making low interest, long-term loans available to students who have a need for assistance. Applicants must be U.S. citizens or eligible noncitizens. These loans bear no interest until six months after a student graduates or drops to less than half-time enrollment for a specified length of time. A portion of the loan may be cancelled for service as a teacher of handicapped children or for teaching in schools that have a special designation from the Commissioner of Education. Under special conditions, service in the Armed Forces may cancel a portion of the loan. Students who serve as law enforcement officers or corrections officers after graduation may be able to have up to 100 percent of their loan cancelled. Eligible students with complete applications for student financial aid will be considered.

1255.40 Employment

Working part-time while attending school is another way students can help pay for college expenses such as tuition, books, transportation, and meals. It can also provide valuable experience for resumes.

Federal Work Study Program (FWSP)

The purpose of this employment program is to provide jobs to students who need financial aid. The applicant must demonstrate need. Eligible students will be placed in offices on campus. Eligible students with complete applications for student financial aid will be considered.

On-campus Employment

Students may apply for part-time or full-time employment on campus while pursuing their academic programs. Regular classified staff positions and some temporary positions are posted on the bulletin board in the Employment Office of Human Resources. Employment opportunities are accessible on the Internet at www.gsu.edu/jobs/ and on the Job Opportunity Hotline at 404/651-4270. For further information, contact the HR Employment Office, 340 One Park Place, 404/651-3330.

Off-campus Employment

The Office of Career and Job Search Services offers placement services to students without charge. For additional information, see the Student Life and Services chapter of this catalog.

1255.50 Courses Eligible to Count Toward Graduate Students' Financial Aid

Graduate students must be enrolled at least half-time (4.5 semester hours) in required graduate-level coursework to be considered eligible to participate in student financial aid programs administered by the university's Office of Student Financial Aid. Undergraduate courses may not be used in determining their enrollment status or eligibility.

Students in degree programs or majors that require or recommend that one or more undergraduate courses be taken should discuss their situation with the Office of Student Financial Aid before they enroll as a graduate student.

1255.60 Graduate Teaching and Research Assistantships

All academic units in the university offer opportunities for qualified students who have been accepted into one of the graduate degree programs to work as laboratory, research, or teaching assistants. Students interested in graduate assistantships should contact the directors of graduate studies in their departments for specific information.

Andrew Young School of Policy Studies

Graduate students in the Andrew Young School of Policy Studies are eligible for Graduate Research Assistantships (GRAs). Doctoral students in the school may also be eligible for Graduate Teaching Assistantships (GTAs). Students interested in graduate assistantships should contact the Office of Academic Assistance for further information and application forms.

Tuition Fees

A student hired as a GRA or GTA receives a waiver of all tuition fees. Only the mandatory university fees, including a \$37.50 fee for GRAs, are assessed during any semester a student is hired as a graduate assistant, regardless of the number of hours in which the student enrolls during that semester.

Standards for Appointment

The following criteria must be met by any graduate student who is appointed as a GRA or GTA in the Andrew Young School of Policy Studies:

1. The student must register for a minimum of nine credit hours in the academic year of appropriate course work during each semester in which an assistantship is held.
2. The student must maintain satisfactory academic standing during the period(s) of his or her appointment,

including a minimum 3.00 cumulative grade point average. Students must also be making normal progress toward completion of the degree requirements.

3. A student may receive a maximum of two stipends per semester from all combinations of funding as follows: state-funded GRA, GTA, and externally-funded GRA.
4. Concurrent with the assistantship appointment, doctoral students should not be engaged in other significant outside employment. Students in this situation should request approval for hire through the chair of the department and the faculty adviser.
5. Satisfactory performance, as measured by the department, is required for continuation of GRA or GTA appointments in subsequent semesters. To be rehired as a GRA, an overall satisfactory evaluation on the GRA evaluation form is required. The faculty member for whom the student worked during the semester will complete the form and review it with the student. Evaluations are kept on file in the department. If a student receives an unsatisfactory evaluation for two consecutive semesters, future hire is prohibited.

Additional Appointment Criteria for Graduate Teaching Assistants

In addition to the standards listed in the previous section the following criteria apply to GTA appointments:

1. To be appointed as a GTA, a student must: (a) have a master's degree in a discipline related to the course to be taught; (b) have completed at least 30 semester hours of graduate course work in a related discipline; or (c) have professional certification(s) deemed equivalent to a master's degree.
2. All students, prior to their appointment as a GTA, must be recommended for hiring by the department and approved by the Board of Regents *before* the beginning of the semester the student desires to teach. The student is responsible for completing all required GTA hire forms at the department *well in advance* of the semester for which approval is sought to ensure there is time for this approval to be obtained.
3. In order to receive a GTA appointment, students must demonstrate good communication skills. Students whose native language is not English must pass an English competency examination conducted by the Office of Applied Linguistics and English as a Second Language (ESL). The examination is required to insure a minimum prescribed standard of English language skills in the classroom. Courses are offered by ESL to prepare students for the examination.

College of Arts and Sciences

Each academic department in the College of Arts and Sciences offers opportunities for qualified students who have been accepted into one of the graduate degree programs to work as laboratory, research, or teaching assistants. Graduate assistants work as tutors, aid faculty members in research projects, supervise laboratories, and teach undergraduate

courses. Students interested in graduate assistantships should contact the directors of graduate studies in their departments for specific information.

College of Education

Graduate teaching assistantships and graduate research assistantships are available to qualified graduate students who have demonstrated outstanding academic skill and expertise. The number of assistantships awarded depends upon current class loads and research needs. A student interested in an assistantship position should contact his or her department for more information.

College of Health and Human Sciences

A number of graduate assistantships are available for qualified candidates in the College of Health and Human Sciences. Further information regarding availability and qualifications for these positions can be obtained by contacting the graduate director in each department/school or the Associate Dean's Office of the College of Health and Human Sciences.

College of Law

Law Research Assistants: Law research assistant is a classification given to law students who assist faculty with research. A law research assistant must have successfully completed the first year of law study (32 credit hours). An LRA is employed on a semester basis at \$1,000 (\$500 during the summer) with a reduction in tuition. An obligation of 100 hours of work (50 in the summer) is to be completed before the beginning of the next academic semester, with a recommended maximum work load of 10 hours per week. Law research assistants are recruited and selected by individual faculty members.

Law Graduate Teaching Assistants: The College of Law utilizes graduate teaching assistants to serve as tutors for its Academic Enrichment Program. Law graduate teaching assistants receive a stipend and a reduction in tuition. Inquiries about these positions may be made to the Office of Admissions, College of Law.

Graduate research and teaching assistantships in the various other colleges may be available to qualified College of Law students. Graduate teaching assistants teach one course in each of the academic semesters or mini-mesters, receive a stipend, and receive tuition reduction. Graduate Research Assistants I devote approximately 10 hours per week to their assigned duties; receive a stipend per semester, mini-mester, or year; and receive tuition reduction. To serve as a GTA or GRA students must be currently enrolled in the College of Law and have the approval of the dean. Inquiries about these assistantships may be made to the Office of the Dean of the various other colleges.

Robinson College of Business

Doctoral Graduate Teaching and Research Assistantships

Graduate teaching and research assistantships available to

doctoral students are discussed in the Robinson College of Business chapter of this catalog.

Graduate Research Assistantships for Master's Students

Certain academic units in the Robinson College of Business are provided with a limited budget for hiring master's students as Graduate Research Assistant I's (GRA I's). During the 2003-2004 year, a GRA I stipend is expected to be at least \$900 per semester in fall and spring and \$500 in the 7-week summer term. In addition to the stipend, all tuition fees are waived. A GRA pays only a registration fee each semester regardless of the number of hours in which the student is enrolled. The 2003-2004 GRA registration fee is expected to be approximately \$378.50.

Because GRAs are not guaranteed and are not awarded until after admission has been granted, international applicants cannot assume these funds will be available to meet the financial resources requirement to qualify for an F-1 visa.

The following criteria must be met by any master's student who is appointed as a GRA I:

Academic Standing. A master's student must maintain good academic standing (a minimum 3.00 cumulative GPA) in any semester an assistantship is held. See the heading "Scholastic Discipline: Master's and Certificate Programs" in the RCB chapter for the definition of cumulative GPA.

Satisfactory Performance. For a master's student to continue to be hired as a GRA I, a satisfactory overall evaluation on the college-wide GRA evaluation form is required.

Minimum Hours of Enrollment. A master's student hired as a GRA I is expected to be enrolled for and complete at least six semester hours of appropriate coursework during the semester.

Outside Employment. Employment as a GRA I requires a commitment of eight hours per week during the class weeks of a semester. Thus, the time devoted to coursework plus being a GRA is expected to be essentially full time. Accordingly, a master's student who is employed as a GRA should not be engaged in any other significant form of employment.

Request and Recommendation. A master's student must explicitly request consideration for a graduate research assistantship after admission to a master's program has been granted. Applications may be obtained from the Office of the Dean, or they may be downloaded from the RCB's website: robinson/gsu.edu (click on Students, then on the quick link). Applications are circulated to all academic units that have master's-level funding at the GRA I level. The academic unit reviews the applications, makes the decisions regarding the awarding of the graduate research assistantships to master's students, and notifies the students who are selected.

Academic Merit Graduate Research Assistantships. A limited number of GRA I appointments are available to the Director of Master's Admissions to award to applicants with outstanding credentials. Academic Merit GRA's must maintain an overall graduate GPA of at least 3.00. These GRA's may be awarded for a maximum of five semesters.

1255.70 Awards, Fellowships and Scholarships

A scholarship is a form of nonrepayable financial assistance awarded to students based on academic excellence, civic achievements, course of study, or other specific criteria developed by the sponsor. Students may check the reference section in the Pullen Library for additional sources of private scholarships. Information on scholarship sources may also be obtained by making an appointment to use the “scholarship search” in the Career Development Center, 404/651-2215. The awards, fellowships, and scholarships available to graduate students are listed below. The general category contains awards/financial aid open to students in any major; the descriptions indicate any other types of requirements, such as doctoral status, minority status, or legal residence in Georgia, which must be met. The other awards, fellowships, and scholarships are grouped by the college/department/school/institute in which the student must be majoring or concentrating to be a recipient. These descriptions also indicate other requirements, besides major, which must be met.

General Scholarships and Awards

Students must complete a financial aid application by the priority deadline to be considered for the scholarships listed in this section. No separate scholarship application is required.

Paul Groves Blount Scholarship. Awarded to a full-time undergraduate or graduate student enrolled in good standing at Georgia State University who is an active member, pledge, or affiliate in good standing at the Epsilon Nu Chapter of Pi Kappa Alpha Fraternity. Contact the Phi Kappa Alpha Fraternity for additional information.

Zack Cravey Scholarship. Awarded to a graduate or undergraduate student demonstrating financial need, excellent scholastic standing, honesty, and integrity. Preference will be given to employed students. One annual award of \$200 will be given. A complete and correct student financial aid application is required. Contact the Office of Student Financial Aid for additional information.

Max M. Cuba Memorial Scholarship. Several scholarships covering tuition, fees, and books will be awarded annually from the endowed Max M. Cuba Memorial Fund which is housed in the Georgia State University Alumni Association. These scholarships are given in honor of Max M. Cuba, an outstanding attorney, certified public accountant, and citizen of Atlanta for many years. A former city alderman, Mr. Cuba was serving as chairman of the Atlanta-Fulton County Joint Planning Board and as president of the Georgia State University Alumni Association at the time of his death in January, 1973. Recipients are selected on the basis of need and scholastic ability. Contact the Office of Student Financial Aid for additional information.

Claire Hammond Diercks Scholarship. Awarded to collegiate or alumnae members of Phi Chi Theta. Selection is based on leadership ability, participation in Georgia State activities, and participation in Phi Chi Theta activities. Student(s) should be academically sound and show financial

need. Relatives of John P. and Claire H. Diercks are ineligible. Contact Phi Chi Theta for additional information.

The Fulbright-Hays Program. Authorized by Public Law 87-256, The Mutual Educational and Cultural Exchange Act of 1961 (known as the Fulbright-Hays Act). The purpose of the program is to “enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries.” Grants are made to U.S. citizens and foreign nationals for a variety of educational activities, primarily university lecturing, advanced research, graduate study, and teaching in elementary and secondary schools. Inquiries should be addressed to the Office of International Affairs, 603 Ten Park Place South.

Milton M. Ratner Scholarship. Award is given to students with academic ability and demonstrated need. A complete student financial aid application is required. Contact the Office of Student Financial Aid for additional information.

George M. Sparks Scholarship. Awarded in honor of the first president of Georgia State University. Selected on the basis of financial need, honesty, integrity, and scholastic standing. Employed students will receive preference. Both graduate and undergraduate students are eligible. A complete student financial aid application is required. Contact the Office of Student Financial Aid for additional information.

Lanette L. Suttles Scholarship. This scholarship was established by Dr. William Suttles in honor of his wife Lanette, who has dedicated her life to teaching young children. The purpose is to provide on-campus child care for Georgia State students who would otherwise be unable to attend the university. Scholarships are awarded once each year, and are based primarily on financial need. A complete student financial aid application is required. Contact the Office of Student Financial Aid and the Lanette Suttles Child Development Center for additional information.

1255.80 Scholarships and Awards Offered Through a College or Department

Some of the assistance opportunities listed in the following sections may be scholarships that require an application from the student, while others are awards that do not require application from the student. For questions concerning a particular program, please call the department, school, or college listed.

Andrew Young School of Policy Studies Scholarships and Awards

For more information about these scholarships, contact the Office of Academic Assistance at 404/651-3504. The Andrew Young School of Policy Studies recognizes the academic achievements and service of its students each spring semester at an Honors Day ceremony. A number of awards, honors, and scholarships are presented annually to outstanding graduate students, including:

The Jack Blicksilver Scholarship in Economics.

Established in honor of Dr. Jack Blicksilver, late professor of economics emeritus, this scholarship is awarded annually to a

graduate or undergraduate student who excels in economics.

The Theodore C. Boyden Excellence in Teaching Economics Award. Given in honor of Dr. Theodore C. Boyden, late professor of economics, to the graduate student in economics who best displays excellence in teaching economics in terms of the improvement of economic understanding, primarily in the Economics 2105 and 2106 courses.

The Award for Distinguished Contribution to Human Resource Development Research. Presented annually to a doctoral student who has made or holds clear promise for making a significant contribution to the knowledge base of the Human Resource Development profession through original research.

AYSPS Dean's Fellowships. Established through the generosity of Coca-Cola in honor of Ambassador Andrew Young, these fellowships, in combination with a Graduate Research Assistantship, provide a stipend of \$20,000 annually and a tuition waiver for three years. The fellowships are awarded to students in the Ph.D. programs in economics or public policy.

The E. D. (Jack) Dunn Fellowship. Established to honor the late retired Banking Commissioner E.D. Dunn, a Georgia State alumnus, this fellowship is awarded annually to a deserving second or third year graduate student in the Andrew Young School of Policy Studies with academic and research interests in public finance, financial regulatory policy impact on national, regional and local economics, or public management.

The William R. Gable Award. Given in honor of the dean of the College of Urban Life from 1973 to 1975, this award is presented annually to an undergraduate and a graduate student majoring in urban policy studies who have demonstrated high academic standing and professional promise.

The Governor Joe Frank Harris Scholarship. Awarded annually to a student or students enrolled in the Andrew Young School of Policy Studies, based on scholastic merit. To be eligible, the student(s) must be a state of Georgia resident.

The Carole Keels Scholarship in Economics. Established in honor of the late Carole Y. Keels, a Georgia State University alumna, this scholarship is awarded annually to eligible students who are enrolled in a degree program in economics. Preference will be given to a non-traditional student, reflecting Carole's interest in non-traditional students and Carole's lifelong commitment to learning. Eligibility for the Carole Keels Scholarship shall be based exclusively on merit rather than on a combination of merit and financial need.

The George J. Malanos Economics Doctoral Scholarship. Given in honor of Dr. George Malanos, late professor of economics and first chair of the department, to the Ph.D. student selected by the department as best exemplifying a commitment to the exchange of ideas and the creation of a community of scholars.

The Master of Arts in Economics Award. This award is given annually in recognition of outstanding academic achievement to the student with the highest grade point average in the Master of Arts in Economics program.

The M.P.A. Best Term Paper Award. Presented annually to a student in the Master of Public Administration program selected by a faculty committee after reviews of term papers

submitted by students or recommended by professors.

The M.P.A./J.D. Academic Achievement Award. Presented annually to the student who has the highest grade point average for the academic year in the joint Master of Public Administration/Juris Doctor program.

The M.S.-HRD Award for Distinguished Contribution to the Thoughtful Practice of HRD. Awarded annually to a student who has demonstrated consistently superior academic performance in the master's program and has applied his or her learnings to make a significant contribution to the development of human resources in the field.

The M.S.-HRD Award for Distinguished Performance. Awarded annually to the student who has consistently demonstrated superior academic performance and made significant contributions to the learning outcomes of fellow students in the Human Resource Development program.

The Public Administration Academic Achievement Award. Presented to the student who has the highest grade point average for the academic year in the Master of Public Administration program.

The Public Administration and Urban Policy Studies Student Scholarship. Awarded annually to a graduate student in the Department of Public Administration and Urban Studies, based on scholastic merit.

The Andrew Young School of Policy Studies Excellence in Teaching Award. Because the school values excellence in teaching just as it does excellence in research, this award was established to honor graduate teaching assistants who have excelled in undergraduate teaching. It recognizes a graduate student who, in the judgment of the faculty, has performed exceptionally well in the classroom.

The Andrew Young School of Policy Studies Service Award. Presented in recognition of outstanding service to the school and the university.

The Dan Sweat Scholarship. Established to honor the late Dan E. Sweat, a Georgia State alumnus and long time Atlanta civic leader, this scholarship is awarded annually to one or more deserving public administration students with career interests in public service.

Andrew Young Fellowships. Established through the generosity of many supporters and in honor of Ambassador Andrew Young, these fellowships, in combination with a Graduate Research Assistantship, are awarded to select graduate students pursuing the Ph.D. in Economics or Public Policy and will provide a stipend of \$22,000 annually and a tuition waiver for three years.

The Carolyn McClain Young Scholarship. Awarded annually to a student or students in the Andrew Young School of Policy Studies chosen by a faculty selection committee, based on scholastic merit and the following specific criteria: (a) awards are restricted to individuals who are governmental officials, junior executives in national finance ministries, or young people who may be the leaders of tomorrow in countries with emerging economies; (b) preference is given to individuals who are citizens of countries in Africa and the Caribbean.

College of Arts and Sciences Scholarships and Awards

Certain departments in the College of Arts and Sciences offer scholarships or fellowships that are available to students in the discipline. Information about awards may be obtained from the director of graduate studies in each department.

For more information about these scholarships, contact the Office of Academic Assistance at 404/651-2540 unless otherwise noted.

College of Education Scholarships and Awards

For more information about these scholarships, contact the Office of Academic Assistance at 404/651-2540 unless otherwise noted.

The Robert L. Blaney and Joe C. White Scholarship Award. This scholarship is awarded to a student in the Alternative Preparation Program (M.Ed.) in Early Childhood Education who exhibits the highest potential for excellence in teaching and who pursues knowledge beyond that required for course work. This student must also communicate well with students, translate theory into practice, and have a sense of humor.

College of Education Scholarship. Two scholarships are awarded each fall and each spring to one undergraduate and one graduate student in the College of Education. Applications are available from the Office of Academic Assistance and Graduate Admissions, 300 College of Education Building. Application deadlines are October 1 and March 1.

Paul Douglas Congressional Teacher Scholarship. This scholarship is administered by the Georgia Student Finance Authority for the purpose of encouraging teaching careers at the preschool, elementary or secondary school level. Priority consideration is given to students in the critical teaching fields. Georgia residents who graduated in the top 10% of their high school class and are planning to teach upon graduation should contact the Georgia Student Finance Commission at 770/414-3085.

The Chet W. Harris Memorial Scholarship. This scholarship is awarded annually to a doctoral student who demonstrates outstanding achievement in counseling or counseling psychology. The criteria include scholarship, service to the department, and demonstrated potential as a professional colleague. Selection is by a committee composed of departmental faculty members.

Hayden-Waltz Scholarship. This scholarship is given to an outstanding doctoral student with an approved dissertation prospectus.

The Margaret Jones Scholarship. This scholarship is awarded annually to an undergraduate or graduate student who is either preparing to teach or is currently teaching health and physical education at the elementary or middle school level. An undergraduate grade point average of 3.0 is required. Applicants must also submit official transcripts of all college work completed and letters of recommendation. Application forms may be obtained from the Department of Kinesiology and Health, telephone 404/651-2536.

Kenneth and Mary Matheny Scholarship. This scholarship is awarded on behalf of Regents Professor Ken Matheny and his wife to a full-time doctoral student enrolled in any program

in the Department of Counseling and Psychological Services.

Glen Vergason Scholarship. This scholarship is awarded annually to a deserving minority or disabled graduate student in one of the special education areas of the Department of Educational Psychology and Special Education. For more information about these scholarships, contact the Office of Academic Assistance at 404/651-2540.

College of Health and Human Sciences Scholarships and Awards

For more information about these scholarships, contact the Office of Academic Assistance at 404/651-3064 unless otherwise noted.

Marshall L. Bowie College of Health and Human Sciences Scholarship. Established in memory of Marshall L. Bowie, associate dean of the College of Health and Human Sciences, by his family and friends. Scholarship(s) in the amount of \$2,000 will be awarded annually to full-time students in good standing enrolled in a professional program in the college. The awards are open to undergraduate or graduate students. Students must be recommended by a faculty member, and selection priority will be given for academic record, community service, and for involvement in College of Health and Human Sciences and Georgia State University activities. Further information may be obtained from the Office of Academic Assistance of the College of Health and Human Sciences.

Kathryn Suggs Chance Dissertation Scholarship Award. This award is designed to support the direct costs of research conducted by graduate students for their doctoral dissertation in nursing. The \$500 awards are given to students based on scholarly merit and the significance of the research to nursing knowledge development.

Maymi Walker Chandler "Class of 1939" Scholarship. Three annual stipends of \$3,333 will be given for educational expenses to a baccalaureate, master's and doctoral student in the College of Health and Human Sciences with preference given to nursing students. The criteria for selection include grade-point average, leadership ability, and financial need. Further information may be obtained from the School of Nursing.

Georgia Higher Education Assistance Corporation State Direct Student Loans (SDSL). These loans are available to students enrolled in critical fields in the health sciences. See loan section for further details.

Health Sciences Scholarships. Awarded annually to outstanding students enrolled in the College of Health and Human Sciences. Recipients are selected on the basis of need, scholastic ability, residence in one of the nine Southern states, and good character. Applicants can obtain additional information from the Office of Student Financial Aid.

Sara M. Hunt Clinical Excellence Award. This award is given to a dietetic intern who has displayed outstanding performance in the clinical setting. The faculty selects the recipient, and the student receives a gift certificate for book purchase.

Merle Kennon Lott Scholarships. These annual nursing scholarships provide funding for one returning RN-BS student

and one MS or RN-MS student in the amount of \$1500 for each student. There is also a \$1000 dissertation award to a doctoral nursing student engaged in research that contributes to the body of Public Health Nursing knowledge. RN-BS and MS students must have worked in Public Health and have plans to continue their career in Public Health. For the dissertation award, the candidate must show how the outcome of their research will add to the body of Public Health/Primary Care Nursing knowledge. Eligibility requirements may be obtained from the Office of Records and Information in the School of Nursing.

James L. Maddex, Jr. Scholarship. This scholarship was established in honor of Dr. James L. Maddex, Jr., Professor Emeritus of Criminal Justice, who retired from Georgia State University in 2000. Dr. Maddex served the Department of Criminal Justice 32 years, placing specific emphasis on his relationships with students as both a teacher and a mentor. It allows for one or more annual awards for criminal justice undergraduate or graduate students. Each recipient can receive an award of up to \$1,000 per semester for a total of four semesters, provided the student remains in good standing. The criteria include (1) current enrollment as a criminal justice student, (2) submission of a letter of application and a statement of goals, (3) demonstrated merit, and (4) a grade point average of 3.0 or higher. Applications are available on the Department of Criminal Justice's website: cjgsu.net. The annual application deadline is March 10.

Nutrition Graduate Student Award. This award is given to a graduate student in the Department of Nutrition with outstanding academic performance and professional and scholarly contributions. The faculty selects the recipient.

Phil Peters Scholarship Award. The Department of Criminal Justice offers the Phil Peters Scholarship in honor of Phil Peters, Director of the Georgia Bureau of Investigation from 1980-1985 and an alumni of Georgia State University. The annual application deadline is March 10. Applications are available on the Department of Criminal Justice's website: cjgsu.net. The completed application and two letters of reference should be turned in to the Georgia State University Office of Student Financial Aid. Requirements: Students must be undergraduate Criminal Justice majors, or graduate students in the master's program in Criminal Justice, with a minimum overall GPA of 3.0. Juniors must have completed a minimum of 60-69 credit hours and seniors must have completed a minimum of 90-99 credit hours. Preference will be given to students who have indicated career goals in law enforcement or students who are already working in the law enforcement field. Undergraduate students must maintain a minimum enrollment of eight semester hours and graduate students must maintain a minimum enrollment of three semester hours.

Johnnie W. Prothro Academic Excellence Award. This award is given to an undergraduate or graduate nutrition student who has achieved a high level of academic excellence in the nutrition program. The faculty in the Department of Nutrition selects the recipient who receives a gift certificate for book purchases.

College of Law Scholarships and Awards

The College of Law has a limited number of scholarships, assistantships, resident waivers, and loan programs available to qualified students. All students and applicants, once accepted, are considered under criteria for appropriate scholarships.

Attorneys Title Guaranty Fund. This is awarded to a student who demonstrates high academic achievement in all real estate related courses, commitment to the highest standards in real estate practice, and personal integrity. The application process begins in February. This student is selected by the College of Law Scholarships Committee.

Atlanta Law School Fellows Program. This scholarship is awarded to first-year students who demonstrate need and high academic achievement. Students are selected by the trustees of the Atlanta Law School. Applications are mailed to admitted applicants.

W. Lee Burge Law Scholarship. This scholarship is awarded to first-year students and is based on merit.

Dean's Scholars Fund. These merit-based scholarships are awarded to the top entering students. The awards recipients are chosen by the College of Law Scholarships Committee.

Georgia Civil Justice Foundation Scholarship. This scholarship is awarded to a student in the College of Law who is in good academic standing and shows a propensity toward and skill in trial advocacy. The application process begins in February. The student is selected by the College of Law Scholarships Committee.

Law School Scholarship Fund. This scholarship is awarded to a student who demonstrates need and merit. Students for these scholarships are selected by the College of Law Scholarships Committee.

David J. Maleski Memorial Scholarship. This scholarship is awarded to first year students and is based on merit. Students for these scholarships are selected by the College of Law Scholarships Committee.

Nonresident Waiver. The College of Law has waivers of nonresident fees to encourage the enrollment of nonresident students who have strong academic credentials.

Public Interest Law Scholarship. This scholarship is awarded to a College of Law student in good standing who locates a legal job with a nonprofit or appropriate governmental agency. The Selection Committee of the Georgia State Public Interest Law Student Organization selects these students.

Regents' Opportunity Scholarship. These scholarships are awarded to Georgia residents who demonstrate need. The College of Law Scholarships Committee selects the recipients of this scholarship. Complete the financial aid packet available in the Office of Student Financial Aid.

The Trammell Foundation Outstanding Tax Clinic Student Award. This award is presented yearly to the Tax Clinic student who provides the best service to the clinic based on interviewing skills, the quality of research, and the ability to present a case to the Internal Revenue Service.

Outside Sources of Financial Aid

College of Law students are encouraged to identify and contact outside agencies for available financial aid information. Following is a partial list of agencies that award aid to law students:

American Association of University Women
Educational Foundation Programs Office
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

BPW Foundation Career Advancement Scholarships (Women
who are U.S. citizens, and 25 or over)
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Council on Legal Education Opportunity (CLEO)
818 18th Street, N.W.
Washington, D.C. 20006

Earl Warren Legal Training Program, Inc.
(minority emphasis)
10 Columbus Circle
New York, New York 10019

Hattie M. Strong Foundation, Inc.
Suite 409, Cafritz Building
1625 Eye Street, N.W.
Washington, D.C. 20006

The Herbert Lehman Education Fund (minority)
10 Columbus Circle, Suite 2030
New York, New York 10019

The Kosciuszko Foundation Grants Office
15 East 65th Street
New York, New York 10021

The Leopold Schepp Foundation
(single, under 30)
551 Fifth Avenue
New York, New York 10017

McCall-Life Pattern Fund of the Soroptimist Foundation
1616 Walnut Street
Philadelphia, Pennsylvania 19103

Hattie Lovejoy Law Scholarship Fund
Fuller E. Callaway Foundation
209 Broome St.
LaGrange, Georgia 30241

Special Scholarship Program in Law for American Indians
University of New Mexico
1117 Stanford, N.E.
Albuquerque, New Mexico 87131

J. Mack Robinson College of Business Scholarships and Awards

For more information about these assistance opportunities, contact the department or school that offers the scholarship or award. Phone numbers and locations for all RCB departments are listed in the RCB chapter of this catalog.

General Scholarships and Awards

Thalia N. and Michael C. Carlos Scholarship. Two annual scholarships have been established by the Michael C. Carlos Foundation for students in the Robinson College of Business who are residents of the state of Georgia. Application may be made through the Office of Student Financial Aid.

The Ramsey Chair of Private Enterprise George E. Manners Fellowship. This fellowship is awarded annually to entering outstanding doctoral student(s) in the Robinson College of Business. The maximum stipend is \$5,000. Selection is based upon academic ability, past accomplishments, and potential for excellence in university teaching and academic research. Contact the associate director for the doctoral program for additional information. Awards are made each spring for the following fall semester.

The Ramsey Chair of Private Enterprise Michael H. Mescon Fellowship. This fellowship is awarded annually to an entering or continuing outstanding doctoral student in the Robinson College of Business. Selection is based on academic ability, past accomplishments, and potential for excellence in university teaching and academic research. The fellowship committee hopes to attract African-Americans and women among the candidates for this award. The stipend for this fellowship is \$2,500.

The George E. Manners Award. This award was established by the Georgia State University Alumni Association to honor Dr. George E. Manners, who served as dean of the college from 1947 to 1969 and as president of the Alumni Association in 1938-39. The award is given annually to one or more outstanding graduate students in the Robinson College of Business. The criteria for selection include completion of at least 27 semester hours of required graduate coursework for degree credit with a GPA of 3.75 or higher, plans for a career in business, and financial need. All recipients receive a certificate; some also receive a cash award. Applications may be obtained from the Office of Graduate Student and Alumni services; completed applications are due by March 1.

The Phi Chi Theta Claire Hammond Diercks Scholarship. This scholarship is given to an undergraduate or graduate member of Phi Chi Theta Business Fraternity who has a distinguished scholastic record, has demonstrated leadership in Phi Chi Theta and who has participated in other activities at Georgia State University or in the community.

Regents' Opportunity Scholarships. These scholarships are provided by the Board of Regents of the University System for the purpose of recruiting promising graduate students. Continued offering of the scholarships is dependent on yearly funding from the Regents. Regulations of the Regents and/or the Robinson College of Business require that recipients be legal residents of Georgia, complete at least six hours of appropriate coursework each semester, and have financial need. The scholarships are awarded for the academic year and are in the amounts of \$2,500 or \$5,000. Renewals are possible if the current recipient's progress in the program is excellent, criteria for the award continue to be met, and funding is available. Information is available from the Office of Student Financial Aid. Decisions for fall semester recipients are made during the summer semester.

Regents' Scholarship Program. Funds administered by the Board of Regents of the University System of Georgia are awarded to Georgia residents who demonstrate need and have achieved a high academic standard. Graduate students may be considered if they received the scholarship as undergraduates. Recipients must enroll full time. A complete application for student financial aid is required. Contact the Office of Student Financial Aid for information.

The Pickett Riggs Scholarship. This scholarship was established by the Young Alumni Council of Georgia State University to honor Mrs. Pickett Riggs, former teacher of quantitative methods (now decision sciences), who was one of the university's most highly esteemed teachers. The scholarship is awarded each year to the graduate or undergraduate student in the Robinson College of Business who exemplifies those ideals which Mrs. Riggs valued and encouraged: high scholastic achievement, leadership abilities, and commitment to Georgia State University. Applications may be obtained from the Office of Undergraduate Assistance and the Office of Graduate Student and Alumni Services in the Robinson College of Business. Completed applications must be returned to the Alumni Office (133 Alumni Hall) by 5:00 p.m. on March 12.

The Charles A. Williams Scholarship. This scholarship, named in honor of Dr. Charles A. Williams, late professor of transportation and public utilities of this institution, is awarded each year for graduate study in the Robinson College of Business. Recipients are selected on the basis of merit and academic excellence, with preference given for advanced study related to the field of transportation.

School of Accountancy (including Taxation)

The L. E. Berry Graduate Fellowship. This fellowship is presented annually to an outstanding Master of Professional Accountancy student who is specializing in accounting systems. The award was established to honor Dr. Berry, who served as director of the School of Accountancy from June 1986 to June 1996.

The Kathryn C. Buckner PricewaterhouseCoopers Scholarship. This scholarship provides two \$3,000 annual awards to entering Master of Taxation or Master of Professional Accountancy. Preference is given to Georgia State University students who have completed 12 hours of 4000-level accounting courses.

The George Allen Chance III Scholarship. This scholarship, based on academic merit and financial need, is given to a Master of Professional Accountancy student who has earned fewer than fifteen semester hours credit in the program.

John W. Cook Scholarship. This scholarship is given in honor of Dr. Cook who retired in 1991 after more than 35 years of service at Georgia State University. The award is given to a newly accepted or recently enrolled M.P.A. student with a 3.5 or higher cumulative GPA.

PricewaterhouseCoopers Excellence Award in Tax Research. This award is presented to an outstanding student in Tx 8030, which concentrates on methodology of tax research.

PricewaterhouseCoopers Excellence Award in Taxation of

Corporations and Shareholders. This award is presented to an outstanding student in Tx 8120, which emphasizes corporate formation, capital structure, distributions and redemptions.

Deloitte & Touche Excellence Award in Taxation. This award is presented to the graduate student with outstanding performance in Tx 8300, which deals with international aspects of taxation.

Norman X. Dressel Scholarship. This scholarship is awarded to a student accepted in the M.P.A. program who demonstrates scholastic achievement and good character.

The Ernst & Young Excellence Award in Corporate Reorganization. This award is presented to two students with outstanding performance in the Corporate Reorganizations course.

Catherine E. Miles Doctoral Fellowship. This fellowship is presented to an outstanding doctoral student in the School of Accountancy.

The Henry F. Stabler Award. This award is given in honor of Dr. Stabler, an exceptional accounting educator at Georgia State University for more than 25 years. This annual award, established by his former students, is presented to the student who has demonstrated the highest academic achievement in accounting as well as service in the professional community.

The Leland Whetten Award. This award is given to an accounting student who is outstanding in accounting theory or who has senior status.

The Gary M. Winkle Scholarship. This scholarship is awarded to an MPA or entering MAA student with a high GPA and with a demonstrated need.

Department of Computer Information Systems

The William W. Cotterman Award. This award of \$500 is presented annually to the computer information systems major in the Master of Science program with the highest grade-point average. The award is given in honor of Dr. William W. Cotterman, professor emeritus of computer information systems and first chair of the Department of Computer Information Systems at Georgia State University.

The Matrix Resources, Inc. Scholarship. This scholarship is an annual award of \$2000 to the most qualified junior, senior or master's computer information system major. This award is based primarily on financial need and academic excellence. Students eligible for this award must plan to reside in Atlanta, Dallas, Phoenix, or Raleigh upon graduation.

The National Association of Computer Consulting Businesses Scholarship (NACCB). This scholarship was established in 1998 by a consortium of Atlanta businesses to assist a qualified full-time undergraduate or graduate student. The annual award of \$1000 is presented to a computer information system major who best demonstrates a combination of academic excellence and financial need.

Department of Finance

The Evelyn S. Bowyer Scholarship. This award is endowed by family, friends, and colleagues in memory of Evelyn S. Bowyer, alumna and long-time Georgia State employee. It is given annually to a woman majoring in finance.

Institute of Health Administration

The Max Holland Scholarship. This scholarship is presented annually to the student in the MBA/MHA program with the highest grade-point average. The \$500 scholarship was established in memory of Dr. Max Holland, who was on the faculty of the Institute from 1976 to 1989.

The Everett A. Johnson Scholarship. This scholarship was established to honor Dr. Johnson, a long-time leader in health administration, upon his retirement as Institute director in 1998. The \$500 scholarship is awarded to a MBA/MHA student for academic excellence.

The R. J. Knobel Scholarship. This scholarship was established upon Dr. Roland "Knob" Knobel's retirement in 1985, after teaching in the Institute since 1970. Academic performance and financial need are considered in making these two awards of \$500 each, one to a first-year student and one to a second-year student in the MBA/MHA program.

The R.C. Williams, M.D. Honor Award. This award was established to honor the late Dr. Williams, who founded the Hospital Administration program at Georgia State University in 1952. The \$500 award is given to the MBA/MHA student demonstrating outstanding leadership in the profession through university, community and work-related endeavors.

Institute of International Business

Nita Robinson Scholar Program. In honor of Mrs. Nita Robinson, J. Mack Robinson has pledged \$1 million to perpetuate a program to encourage Robinson College of Business students to further their understanding of the global business environment. Awards are made to students who are involved in the college's Institute of International Business or who plan to undertake a study abroad program or international internship. The Nita Robinson Scholars program will annually recognize up to 25 undergraduate and master's-level students. Eligibility is based on having a 3.5 or higher GPA, being currently enrolled in a RCB degree program, AND completing the third year of the BBA program OR completing the first year of a Robinson College master's program. Applications may be obtained from the Institute of International Business or the IIB Web site: iib.gsu.edu/NitaRobinson/about.html.

Department of Management

The Carl A. Bramlette Jr. Scholastic Achievement Award. This award is presented to the most outstanding management major in the M.S. program. The selection criteria are academic achievement, potential for leadership, and service to the university and the community.

The Norman R. Harbaugh Scholastic Achievement Award. This award is presented to the most outstanding management major in the M.B.A. program. The selection criteria are academic achievement, potential for leadership, and service to the university and the community.

The Moses Lee Reid Entrepreneurship Award. This award was established by an endowment from Mr. Kenneth Reid, a distinguished alumnus of the Robinson College, in honor of his father. This is an annual \$5,000 award for entrepreneurial excellence among graduate students of business given by the

college's Herman J. Russell, Sr. International Center for Entrepreneurship. For information on the requirements to complete this award, contact the Russell Entrepreneurship Center at 404/651-3021.

The Waino W. Soujanen Research Excellence Award. This award is presented to the doctoral student in management with the most outstanding record of achievement in research.

The Harding B. Young Teaching Excellence Award. This award is presented to the doctoral student in management with the most outstanding record of achievement in teaching. Department of Marketing

The Marketing Roundtable Minority Scholarship. This scholarship of \$1,000 is awarded annually at the MAX (Marketing Awards for Excellence) Awards Program. The recipient must be an underrepresented minority marketing major in the Robinson College with a minimum GPA of 3.0 and a high probability of success in a career in marketing. The award may be used for tuition, fees, books, and other approved educational expenses.

The Taylor E. Little, Jr. Scholarship. This scholarship was established as a memorial to Dr. Little, who was killed in an airplane accident in 1985, only nine months after his appointment as an assistant professor of marketing. His family and friends created this scholarship fund so that an annual award can be made to the doctoral student in the Department of Marketing that best represents Dr. Little's dedication to and enthusiasm for the field of marketing. Each year during its fall semester faculty meeting, the departmental faculty selects that year's Taylor E. Little, Jr. Scholar from among current marketing doctoral candidates. This selection is based on overall performance in the doctoral program.

W.T. Beebe Institute of Personnel and Employment Relations

The Michael Jay Jadel Award. This \$1,000 award is named in honor of a former associate dean of the Robinson College of Business and director of the W. T. Beebe Institute of Personnel and Employment Relations. It is presented annually by the Robinson College's HR Roundtable to an M.S. or M.B.A. student in human resources who exhibits high standards of academic achievement, strong commitment to the human resources field, and outstanding leadership potential. Recipients should have completed at least half of their human resources course requirements and have at least one year of study remaining in their program. Each spring the Beebe Institute will notify students of the award guidelines and procedures. Students may apply for the scholarship directly to the Beebe Institute or Beebe faculty may nominate qualified students and recommend they apply.

The William P. Key Scholarship. This scholarship was established in honor of the late William P. "Bill" Key in recognition of his outstanding contribution and support to the Beebe Institute. The scholarship is awarded annually to the master's student in human resource management who has demonstrated superior academic performance.

The William T. Rutherford Scholarship. This scholarship is an annual scholarship established by the late William T. Rutherford, professor of management and legal studies and a

member of the Institute of Industrial Relations. Applications may be made through the W.T. Beebe Institute of Personnel and Employment Relations by January 31.

The Society for Human Resource Management

Scholarships. These scholarships are awarded annually by the Atlanta Chapter of SHRM to graduate students in human resource management who have demonstrated scholarly achievement. Preference is given to students who are active in the Georgia State University Chapter of SHRM. Applications may be made through the W.T. Beebe Institute of Personnel and Employment Relations, which also has information about the current year's deadline.

Department of Real Estate

The John H. Cowart Award. Funded by an endowment established by John H. Cowart, Sr. (John Cowart Properties, Inc.), this award is given annually to one or more real estate graduate or undergraduate students to pursue promising research under the direction of faculty in the Department of Real Estate. Both merit and need of candidates are evaluated.

Commercial Real Estate Women of Atlanta Award. This scholarship is underwritten by the Staubach Company. The award includes one-year honorary membership in CREW Atlanta. The recipient is selected based on academic achievement, leadership skills, and potential for success in a real estate career.

CoreNet Southeast Chapter Award. This award is from a fund created by the IDRC to support students working on research projects under the direction of faculty through the Real Estate Research Center. A total of \$5,000 is awarded annually to fund these research efforts. Recipients are also invited to participate in chapter meetings.

E. A. Isakson Scholarship. This scholarship, established by the Atlanta Board of Realtors, is in honor of Mr. Ed A. Isakson, past president of the Atlanta Board of Realtors. One or more scholarships will be provided each year for outstanding students majoring in real estate. The criteria for selection are need, scholastic achievement, and expression of a sincere interest in a professional career in real estate.

Josephine J. Isakson Scholarship. This scholarship is presented in memory of a prominent Atlanta-area real estate family to recognize superior academic achievement and potential. It may be awarded to either a graduate or an undergraduate student.

Mrs. Tommie Jackson Scholarship. This scholarship, established by realtors, honors Mrs. Tommie Jackson, executive vice president of the Atlanta Board of Realtors. The earnings from this fund provide one or more scholarships each year for outstanding students majoring in real estate. The criteria for selection are scholarship, achievement, and an expression of a sincere interest in a professional career in real estate.

Department of Risk Management and Insurance (including Actuarial Science and Personnel Financial Planning)

Atlanta Association of Insurance Women, Inc. This scholarship of up to \$2,000 is awarded to an undergraduate or graduate female student who is a risk management and insur-

ance major and plans to pursue a career in the insurance field. Selection is based on need and scholarship. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Atlanta Chapter, Risk and Insurance Management

Society. The Atlanta Chapter of RIMS sponsors scholarships of up to \$2,400 for undergraduate or graduate students with an interest in risk management and insurance. Selection is based on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Atlanta Claims Association Scholarship. This scholarship of up to \$1,500 is awarded to an undergraduate or graduate student who exhibits an interest in the claims function or who majors in risk management and insurance. Selection is based on the basis of scholarship, past accomplishments, and potential for growth. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Atlantic Mutual Companies Scholarship. This scholarship of up to \$2,500 is awarded to an undergraduate or a graduate student majoring in risk management and insurance. Selection is based on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Robert W. Batten Actuarial Science Award. Robert W. Batten served as director of Georgia State's actuarial science program for 25 years. This award is presented annually to the outstanding student in actuarial mathematics.

J. Ed Bell Scholarship Fund. This scholarship awards up to \$1,000 to a junior, senior, or graduate risk management and insurance major. Selection is based on merit. A GPA of 3.0 or higher is required. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

CIGNA Scholarship. This annual scholarship of up to \$2,000 is awarded to an undergraduate or graduate student majoring in actuarial science. Selection is based on academic performance and merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Educational Foundation, Inc. General Scholarship Fund. This scholarship is awarded to an undergraduate or graduate student majoring in a program offered by the Department of Risk Management and Insurance. The amount of the award varies, and selection is based on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Georgia Chapter of Chartered Property and Casualty Underwriters. This scholarship awards up to \$1,500 to an undergraduate or graduate risk management and insurance major. Selection is based on need, scholarship, and character. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

John W. Hall Fellowship. This fellowship of up to \$3,000 is named in honor of Professor John W. Hall, whose 19-year tenure as chair of the Georgia State University Department of

Risk Management and Insurance was noted as a period of growth and excellence. It is available to qualified graduate students majoring in a program offered by the Department of Risk Management and Insurance. Selection is based on scholarship, leadership and integrity. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Leyton B. Hunter Fellowship. The Leyton B. Hunter Fellowship of up to \$6000 is funded by gifts to the Leyton B. Hunter Fund by friends in recognition of the contributions to the insurance business by Leyton B. Hunter, retired chairman and chief executive officer of the London Agency in Atlanta, Georgia. The fellowship is available to doctoral students whose concentration or research is in the broad area of insurance. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Insurity Solutions, Inc. Scholarship. This annual scholarship of up to \$2,500 is awarded to a promising undergraduate or graduate student majoring in risk management and insurance. Selection is based primarily on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

The Helen C. Leith Fellowship. Endowed by the Helen C. Leith Foundation, this fellowship/grant program makes available fellowships to doctoral students and in an insurance-related field. Candidates for the fellowship should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

John W. Morgan Scholarship. This \$2,500 annual scholarship was endowed by Pritchard & Jerden, Inc. and 11 of its employees in honor of their friend and colleague, John W. Morgan. The scholarship is awarded to an undergraduate or graduate student who exhibits a strong interest in the claims function. Selection is made on the basis of scholarship, character, and need. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

New York Life International Fellows Program. This fellowship is available for international undergraduate or graduate actuarial science or risk management and insurance majors. Recipients are selected by the New York Life Foundation, and selection is based on merit. The award amount varies. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

New York Life Minority Fellows Program. This scholarship is available for undergraduate or graduate actuarial science or risk management and insurance majors. Recipients are selected by the New York Life Foundation, and the selection is based on merit. The award amount varies. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

Outstanding Graduate Student of the Year Award. Two awards are given annually. One award is given to an outstanding student completing the M.S. degree with a major in risk management and insurance or the M.B.A. degree with a major or concentration in risk management and insurance. A second

award is given to an outstanding student completing the M.S. degree with a major in personal financial planning. Recipients of these awards are selected by the departmental faculty based on superior academic achievement in the respective programs.

Southern Loss Association Scholarship. The Southern Loss Association awards a \$1,000 scholarship annually to an undergraduate or graduate student who is majoring in risk management and insurance and who exhibits traits of leadership and scholarship. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

The C.V. Starr Scholarship Fund. This fund, endowed by the Starr Foundation in honor of Cornelius Vander Starr, founder of the American International Group (AIG), provides scholarships of up to \$4,000 to full-time students majoring in actuarial science or risk management and insurance. Priority is given to graduate students, although undergraduate students who have completed at least two years of coursework and have outstanding potential may be considered. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to May 1.

1300 Academic Regulations

1302 University Degree Policies

All students at Georgia State University are responsible for learning and observing all regulations and procedures required by the university and by the college and program or status in which they are enrolled. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that he or she was not informed of a specific requirement by an adviser or other university authority.

All students must become especially familiar with (1) this chapter, (2) their college's chapter of this catalog, (3) the offerings and requirements of their major, and (4) the contents of the on-line *Registration Guide* at www.gsu.edu/registrar, which can also contain notices of changes in academic regulations or procedures.

While the provisions of this catalog will ordinarily be applied as stated, Georgia State University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. The university will make every effort to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and the appropriate Office of Academic Assistance/Office of Graduate Studies for changes made by a college. Students must note especially their responsibility to keep apprised of current graduation requirements for their particular degree program.

1304 Student Computer Access Requirement

Each student enrolled at Georgia State University must have access to a computer, and any course offered at the university may require computer-based work. Further, the student's computer must provide access to e-mail accounts, the World Wide Web using a current browser, and spreadsheet and word processing software. Departments and other units may establish minimum machine capability and software requirements, including the requirement that a student in a certain degree program must own a computer. It is the responsibility of each student to ensure his or her access to a computer. Computers are available in the open-access computer laboratories on campus that provide the basic level of

computer capabilities, but these laboratories are heavily used and cannot guarantee a student access to a computer at a particular time.

1306 Semester Calendar

Georgia State University is on a semester calendar, and academic credit is awarded in semester hours. The fall and spring semesters are approximately 15 weeks each. Summer semester is composed of a three-week session in May and, beginning in June, seven-week and six-week sessions. Enrollment in the three-week session or either the seven-week or six-week summer session counts as having been enrolled in summer semester.

1308 Academic Progression

Each student will progress toward his or her degree by following certain predefined steps, which will be repeated each term. Listed below are sections that describe academic advisement, registration, and dropping and withdrawing from classes. Following these sections are those that describe events associated with the completion of a term, such as a description of the grading policy and procedures for changing grades. After several terms of registration, students will need to be concerned with the policies dealing with graduation.

1310 Academic Advisement

Academic advisement is an essential component of an education at Georgia State University, and the university is committed to providing the individual advice and assistance that students need at every step of their degree programs. All graduate students are advised in their respective colleges or departments. Contact your college's Office of Academic Assistance/Office of Graduate Studies if you have questions about advisement resources available to you.

1312 Registering for Classes

For specific instructions for registering as well as a list of courses offered for the semester, students should go online at courses.gsu.edu or courses-pdf.gsu.edu. Also see the "Registration and Reentry" chapter of this catalog for further information.

1314 Changing Catalog Editions

Students must normally satisfy the curricular degree requirements of the catalog in effect at the time they enter Georgia State University. In some circumstances, revisions may be required to provide more effective programs. The term “curricular degree requirements” refers to the courses and grades required to earn the degree. Changes in academic regulations affect all students, regardless of the catalog edition; examples include the scholastic discipline policy, procedures for removing incomplete grades, and appeals procedures.

Graduate students should consult their college’s chapter of this catalog for information on the instances when a student will be required to change catalog editions.

Students may choose to satisfy the curricular degree requirements of a later catalog, but, if they choose to do this, they must meet all the requirements of the later catalog. Curricular degree requirements of more than one catalog edition cannot be combined. Students who choose to satisfy requirements of a later catalog must notify the Office of Academic Assistance/Office of Graduate Studies of their college.

Degrees will be awarded only to students who have satisfied all of the academic and administrative requirements of the university and the college awarding the degree.

1316 Dropping and Withdrawing from Class

1316.10 Dropping Classes and Voluntary Withdrawal

Students wishing to drop or withdraw from a class must follow the procedure appropriate for the period of time in the semester (as indicated below). Students enrolled in ESL courses should contact the Department of Applied Linguistics/ESL for withdrawal advisement.

1. **During registration**
During this period, students may drop or add classes. When a student drops a class, no grade is recorded and no record of their being enrolled in the course appears on the transcript.
2. **After registration and before the midpoint of the term**
During this period, students may withdraw from a class or classes and receive a W or a WF. (See the grading system in this catalog.) The necessary actions should be taken as soon as the decision to withdraw is made.
3. **After the midpoint of the term and until two weeks before the last day of classes**

During this period, students may withdraw from a class or classes. However, they will receive a WF. (Note that a WF is treated as an F for GPA calculation purposes.)

Adds, drops, and voluntary withdrawals must be done via GoSOLAR. Failure to follow this procedure will result in the awarding of a grade of WF. (Note that a WF is treated as an F

for GPA calculation purposes.)

Voluntary withdrawals must be completed no later than two weeks before the last day of scheduled classes for the term.

Students formally withdrawing from all classes may be entitled to a refund of a portion of their fees. See the “Refund of Fees” in the “Financial Information” chapter of this catalog.

In an emergency situation that precludes personal action to withdraw from classes, a student may communicate with the Office of the Dean of Students by calling 404/463-9023.

1316.20 Involuntary Withdrawal

Students are expected to observe all policies governing the class. Faculty must clearly state these policies in the course syllabus. When a faculty member determines that a student is in violation of one of the class policies (e.g., has missed a required assignment or has excessive absences), that faculty member may withdraw the student from the course. Students involuntarily withdrawn prior to the midpoint of the course will be assigned a grade of W or WF. Students involuntarily withdrawn after the midpoint of the course will be assigned a grade of WF. (Note that a WF is treated as an F for GPA calculation purposes.) The instructor will notify, in writing, a student who is involuntarily withdrawn, and within ten days of this notification, the student may petition to the department chair for reinstatement in the course.

Students involuntarily withdrawn from all classes may be entitled to a refund of a portion of their fees. See the “Refund of Fees” section in the “Financial Information” chapter of this catalog.

1316.30 Automatic Involuntary Withdrawals

Students who cease to attend but do not voluntarily withdraw from a course are, on a date after the midpoint of the course, automatically withdrawn from the course and assigned a grade of WF. (Note that a WF is treated as an F for GPA calculation purposes.) Students are strongly advised to consult the syllabi of their courses for their instructors’ attendance policies.

1316.40 Hardship Withdrawal

Students may be granted hardship withdrawals when non-academic emergency situations, which prevent them from completing their coursework, occur after the midpoint of the semester. Hardship withdrawals are subject to the following restrictions:

1. Students are not eligible for hardship withdrawals in any course in which they have completed the course requirements (e.g., taking the final exam or submitting the final project).
2. Students must initiate an application for a hardship withdrawal no later than one academic year after the semester in which the courses were taken.

Hardship status normally applies to all the courses a student took in a semester but in some cases may be granted for some of a student’s courses. Students requesting a hardship

withdrawal must provide documentation to justify such a partial withdrawal. If a student is granted a hardship withdrawal, the instructors of the courses from which the student is withdrawing must award a grade of W or WF, depending on whether the student was doing passing work as of the effective date of the hardship.

Decisions regarding hardship withdrawals shall be made, in the first instance, by the Dean of Students. The Dean of Students is not authorized to grant exceptions to the two restrictions above. If the student or the faculty members involved in a case which to appeal the decision of the Dean of Students, or if the Dean of Students feels that an exception to the two restrictions above is justified, the student's case shall be considered by the Hardship Withdrawal Appeals Committee. If the Hardship Withdrawal Appeals Committee is considering granting an exception to the two restrictions above, the instructor of the course(s) in question shall be contacted in advance of the Committee's meeting and offered the opportunity to write a letter to the Committee stating anything the instructor feels is relevant to the case. Appeals of the decisions of the Committee may be initiated by either the faculty or the students involved in the case and shall be heard by the Provost.

Students granted hardship withdrawals from all classes may be entitled to a refund of a portion of their fees. See the "Refund of Fees" section in the "Financial Information" chapter of this catalog.

For further information on hardship withdrawals, contact the Office of the Dean of Students by calling 404/463-9023.

1316.50 Administrative Withdrawal

A student may be administratively withdrawn from the university when in the judgment of the dean of students, the director of the Counseling Center, and the university physician, if any, and after consultation with the student's parents and/or personal physician, if any, it is determined that the student suffers from a physical, mental, emotional, or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others; (b) causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel; or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the fee payment rules of the university, Student Conduct Code and Policies, and other publications of the university. Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to the final decision concerning his or her continued enrollment at the university. Students who are administratively withdrawn will be awarded a grade of W or WF if they are withdrawn before the semester midpoint and a WF if they are withdrawn after the semester midpoint.

1318 The Grading System

1318.10 Grades

The following grades are used to specify level of performance in academic courses:

A: Excellent

B: Good

C: Average

Minimum grade required for certain courses, as specified elsewhere in this catalog.

D: Poor

A grade of D, while giving credit hours, will not apply toward the degree in courses requiring a grade of C or higher.

F: Failure

This grade indicates failure. No credit toward graduation is given for a course in which a grade of F was received.

WF: Withdrawal While Failing

This grade indicates failure. No credit toward graduation is given for a course in which a grade of WF was received. A WF and F are treated the same for GPA calculation purposes. WF indicates that the student

1. voluntarily withdrew from a course before the midpoint of the grade period while doing failing work,
2. was involuntarily withdrawn from a course before the midpoint of the grading period while doing failing work,
3. voluntarily withdrew from a course after the midpoint of the grading period and was not awarded a hardship withdrawal, or
4. was involuntarily withdrawn from a course after the midpoint of the grading period and was not awarded a hardship withdrawal.

(See "W: Withdrawal" and the "Dropping and Withdrawing from Classes" section of this chapter.)

1318.20 Symbols

The following symbols are approved for use in the cases indicated but will not be included in the determination of a student's cumulative grade point average:

W: Withdrawal

This symbol indicates that a student, doing passing work, was permitted to withdraw from the course without penalty. This symbol indicates that a student, doing passing work, withdrew or was withdrawn from the course without penalty. (See "WF: Withdrawal While Failing" and the Dropping and Withdrawing from Classes" sections of this chapter.

I: Incomplete

The notation of I may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an

I, a student must:

- 1. Have completed most of the major assignments of the course (generally all but one); and
- 2. Be earning a passing grade in the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course, including examinations, and wishes to receive an incomplete for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. A grade of incomplete is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing a grade of incomplete are established by the instructor. Registering in a subsequent semester for a course in which a grade of incomplete has been received will not remove the grade of incomplete. See the “Removal of an Incomplete Grade” paragraph in the “Changes in Grades” section of this chapter.

IP: In Progress

This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student registered for the course. The use of this symbol is approved for dissertation, thesis, and project courses (such as student teaching, clinical practice, and internships). The IP notation may be replaced with an appropriate grade by the instructor. This symbol cannot be substituted for an “I.”

S: Satisfactory

This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

U: Unsatisfactory

This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. No credit will be given. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

V: Audit

This notation is used when a student has audited a course. Students do not earn academic credit for such courses. See the “Audit Status” section of this chapter for more information.

K: Credit-by-examination

This symbol indicates that a student was given credit for a course based on successful performance on an examination approved for this purpose.

NR: Not Reported

This symbol indicates that a student’s grade was not reported to the Registrar’s Office by the deadline for reporting grades for the term as published in the on-line *Registration Guide*.

1320 Cumulative Grade Point Average

Determinations of scholastic standing are generally based upon a cumulative grade point average that appears on each student’s permanent record. For undergraduate students, the cumulative grade point average is calculated by dividing all hours carried at Georgia State University into total quality points earned. Quality points are calculated by multiplying hours earned for each course by the numerical value of the grade earned. (See the following table for numerical equivalents of letter grades.)

All attempts at all academic courses taken on either the undergraduate or graduate levels are included in these calculations of total number of grade points earned and the total number of academic semester hours attempted. Credits earned in other institutions, credit by examination, credits which carry S/U grades, CLEP credit, AP credit, institutional credit courses, and courses specifically excluded by university policy are not used in computing the cumulative grade point average.

For graduate students, the cumulative grade point average is calculated based on all graduate courses (numbered 5000 and above) taken at Georgia State University only.

The numerical equivalents (grade point) for academic letter grades are as follows:

A	4.0
B	3.0
C	2.0
D	1.0
F	0
WF	0
IP	0

The symbols I (Incomplete), IP (In Progress), W (Withdrawal), S (Satisfactory), U (Unsatisfactory), V (Audit), K (Credit-by-examination), and NR (Not Reported) do not have numerical equivalents and are not used in calculating grade point averages. The Department of Veterans Affairs defines the U and V as nonpunitive grades; however, veteran students should notify the veterans’ counselor immediately upon receiving a grade of U or V.

1322 Changes in Grades

A course grade that has been reported by the instructor to the registrar and recorded cannot be changed except in the following circumstances:

- 1. Error in grade. An incorrect course grade will be changed by the registrar upon receipt of a properly executed Change-of-Grade form signed by the instructor of the course and the chair of the department in which the course is offered. In the case of a successful student appeal under the established grade appeals procedure of the college involved, an incorrect course grade will be changed by the registrar upon the receipt of a written request from the dean of the college in which the course is offered.
- 2. Removal of an Incomplete. A student receiving a grade of I (incomplete) is expected to consult with the instructor

within the prescribed time limit and to complete all necessary work prior to the end of the next semester of residence. The period of time given to a student to remove a grade of I is established by the instructor, subject only to the maximum time limits set by the university. The university requires that a grade of I be removed by the end of the next semester after the grade of I is assigned if the student is enrolled that semester. If the student is not enrolled during the next term, the grade of I must be removed not later than the end of the second academic term after the grade of I was assigned, regardless of whether the student is enrolled then or not. Colleges may set shorter time limits for graduate courses. Failure to remove a grade of I within the applicable time limit will result in a final grade of F or the grade earned as determined by the instructor. The Office of the Registrar will assign a grade of F when the time has expired unless the Office of the Registrar receives an approved Change-of-Grade form from the instructor. Students need not be enrolled to complete assignments for a course in which a grade of I has been assigned. Auditing or retaking the same course will not remove a grade of I. See the description of an “Incomplete” in the section entitled “The Grading System.”

Each grade change must receive the approval of the chair of the department offering the course before the change may be recorded by the registrar, except for administrative grade changes such as the required changes of grade of I to a grade of F as specified above. Grade assignments that violate university policy should be corrected by the appropriate instructor with the approval of the appropriate department chair. The registrar is responsible for ensuring that recorded grades are as prescribed by university policy and the regulations of the Board of Regents of the University System of Georgia. A request for a change of grade assigned by an instructor who has left the university should be addressed to the chair of the department.

1324 Graduation

Commencement exercises are held at the end of each academic term. Diplomas are not awarded at the ceremony. They will be mailed to the student’s address of record. Students should keep their mailing addresses updated with the Graduation Office (404/651-3387) and allow eight weeks following the commencement ceremony for delivery of the diploma.

Important: Change of Commencement Information.

Effective Fall semester 2002, students who indicated on the graduation application that they are attending the commencement ceremony will be required to purchase their regalia from the Georgia State University Bookstore. The bookstore can be reached at 404/651-2155 or at www.gsu.edu/bookstore. More information will be sent to degree candidates by the midpoint of their scheduled semester of graduation. If you decide not to attend the ceremony, please notify the Graduation Office at 404/651-3387 or at graduation@langate.gsu.edu.

1324.10 Application for Graduation

All candidates for a degree must file a formal application for graduation with the Graduation Office. Graduate degree candidates must apply at least two semesters in advance of the expected semester of graduation.

The Graduation Office will inform the student’s college when the application is filed. The Office of Academic Assistance/Office of Graduate Studies of the student’s college will conduct an audit and inform the student of any remaining requirements. The Graduation Office conducts an independent audit to ensure that all degree requirements will be satisfied.

1324.20 Graduation Requirements

A degree will be awarded only to a student who meets both the university academic and residence requirements and the standards of performance, academic requirements, and residence requirements of their college. Students should consult the earlier sections of this chapter for university requirements and consult their college’s chapter of this catalog for degree program’s requirements.

Graduation requirements for most graduate degrees include a 3.00 minimum cumulative grade point average; however, some programs, such as the Ph.D. program in nursing, require a 3.2 minimum cumulative grade point average. If a student takes a course multiple times at another institution or at Georgia State, the grade earned in the final attempt will determine the applicability of the course to the degree requirements.

All grades for courses taken during the semester of graduation at Georgia State University and all grades of incomplete for previous semesters must be received in the Graduation Office in writing by 5 p.m. the Friday preceding the graduation date. Students whose grades are received after this deadline will be graduated at the commencement ceremony for the following semester.

Official transcripts of prior term course grades from institutions other than Georgia State University must be in the Graduation Office by the last day of registration of the semester of graduation. Any other documentation pertaining to non-Georgia State University courses which is needed to determine if transfer credit can be granted (such as catalog descriptions or course outlines) must be received by the student’s Office of Academic Assistance/Office of Graduate Studies by the last day of registration of the semester of graduation. It is the student’s responsibility to see to it that incomplete grades are properly recorded in the appropriate offices by the deadline stated in this section.

Students who wish to be transient students or who wish to participate in cross-registration for their remaining course work must plan to graduate at least one semester after the term in which the last course to be transferred to Georgia State University has been taken. Such students must obtain advance permission to complete their degree elsewhere from their college’s Office of Academic Assistance/Office of Graduate Studies.

1326 Classification of Courses

Courses are numbered as follows:

<u>Student Status</u>	<u>Number Range</u>
Prefreshman	0001-0099
Freshman	1000-1999
Sophomore	2000-2999
Junior	3000-3999
Senior	4000-4999
Graduate	5000 or higher.

1328 Class Attendance

The resources of the university are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly. The formal institutional regulation regarding class attendance that affects graduate students is the veterans’ attendance policy.

The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a student discontinues attendance. Georgia State University institutional policy requires that professors report the absence of a veteran student as soon as it is known that the student will not be returning to class. Generally, this should be reported after one week of absences and no later than two weeks of nonattendance by a student.

All matters related to student absences, including the making up of work missed, are to be arranged between the student and the professor. All professors will, at the beginning of each semester, make a clear statement in the course syllabus to each of their classes, describing their policies for handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each professor.

Students must be present for announced quizzes, laboratory periods, or final examinations unless the reasons for the absence are acceptable to the professors concerned, with the exception of university approved activities. A student who is absent because of participation in activities approved by the Provost’s Office will be permitted to make up work missed during his or her absence, provided, that, the student misses no more than 15 percent of class hours per course per semester. If requested, the appropriate university official will provide a memo stating the official nature of the university business in advance of the activity. Faculty are strongly encouraged to take into consideration religious holidays of the student’s faith, summons, jury duty, or similar compelling reasons for absence.

1330 Course Load

Full-time Course Load: To be certified as full-time students, graduate students must carry a minimum of nine semester hours. Undergraduate courses taken by graduate students may be counted toward their academic load as specified in writing by their graduate college.

Half-time Course Load: Half-time enrollment is a minimum of 4.5 semester hours for graduate students.

1332 Audit Status

Students who wish to audit a course may do so by selecting the “Audit” option in the registration process. Any fees for auditing a class are assessed just as for courses for credit based on the semester hours of the course. Any prerequisites must be satisfied before registering to audit a course. No academic credit is earned in this status. Students may not transfer from audit to credit status or vice-versa after the last day to register for course credit.

1334 Final Examinations

A student shall not be required to take more than two examinations within one 24-hour period during the published final examination period. More than two examinations within 24 hours are referred to as clustered examinations.

A student is considered to have an inappropriate clustering of final examinations when more than two examinations fall within 24 hours (for example, examinations at 8:30 a.m., 11:30 a.m., and 6 p.m. on the same day, or examinations at 6 p.m. on one day, and at 8:30 a.m. and 2:30 p.m. on the following day); the student is not considered to have an inappropriate clustering of examinations if the third examination in sequence begins at the same time on the subsequent day as the first examination (for example, 6 p.m. on one day, and 2:30 p.m. and 6 p.m. on the following day).

Students who have three or more clustered examinations may request of one professor that the examination be rescheduled according to the following procedure:

- If a final examination was rescheduled and thereby created a “cluster,” the instructor of the rescheduled examination will provide a special administration for the adversely affected student.
- If one or more of the clustered examinations is a “common examination” with an established conflict resolution time, the student will request to resolve the conflict by taking one of the common examinations in the conflict resolution time. If two or three of the examinations are “common examinations” the student may request which “common examination” is to be rescheduled.
- If one of the clustered examinations is not a common examination or the result of rescheduling, the student will request to reschedule the examination(s) scheduled as the middle examination(s). Except in extraordinary circumstances, the instructor is expected to cooperate.

If the student is unable to arrange for one of the examinations to be rescheduled, the student is to request assistance from the Office of the Dean of his or her college. The student’s dean (or designee) in consultation with the dean(s) (or designee(s)) of the courses involved will designate the examination to be rescheduled. Once a student has taken an examina-

tion, he or she cannot request a reexamination on the basis of this policy.

1336 Cooperative Education

Cooperative education programs provide for periods of paid work experience related to the student's area of study. These work experiences enhance the student's academic studies and provide a first hand look at the real world of work. Cooperative education opportunities are available for students in a variety of fields with many employers in business, industry, and government. The program is optional but available to all qualified students.

Students who are completing cooperative education experiences on a full-time basis will be designated as full-time students. The Office of Cooperative Education will provide the names of these students to the registrar.

Students who have completed cooperative education experiences on a full-time basis as part of their academic programs will have a transcript notation stating which semesters were spent in cooperative education employment.

Interested students should contact the Office of Cooperative Education, 400 One Park Place, 404/651-2464.

1338 Cross Registration

Georgia State University students may enroll in courses offered by member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) under a cross registration agreement provided they meet the academic eligibility and other requirements of the agreement. Students who wish to learn more about cross registration or obtain an ARCHE Cross Registration form may contact the cross registration coordinator in the Office of the Registrar, 227 Sparks Hall, 404/651-0559. Application deadlines are published in the on-line *Registration Guide* at www.gsu.edu/registrar.

Students who wish to cross register must complete and submit an ARCHE Cross Registration form to the Office of the Registrar at Georgia State University. An approval signature of an appropriate representative of the Office of Academic Assistance/Office of Graduate Studies in the student's college of study is required. To participate in this program, students must be concurrently enrolled in at least one Georgia State course and meet the following minimum requirements: undergraduate students must have at least a 2.0 GPA and the GPA required to enroll in the Georgia State course which is most similar to the course that the student wishes to take as a transient. Graduate students must have at least a 3.0 GPA. Courses taken through cross registration count as resident credit, and grades are included in the Georgia State University grade point average.

Students are not allowed to preregister for cross registration courses. Registration will be on a space-available basis, and the host institution will specify the time and date on which a student must register.

For all courses taken as an ARCHE cross registration student, the tuition and fees will be at the rate of the home institution and paid to the home institution. Georgia State

students pay fees after the cross registration is confirmed by the host institution.

Students must request that the registrar's office of the host institution send an official transcript to their home institution upon completion of the term.

Students must complete new cross registration forms for any subsequent terms in which they plan to participate in the cross registration program.

Cross registration is available in the summer on a limited basis. Consult the cross registration office for more information.

ARCHE member institutions Agnes Scott College, Atlanta College of Art, Clark Atlanta University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Interdenominational Theological Center, Kennesaw State University, Mercer University Atlanta Campus, Morehouse College, Morehouse School of Medicine, Oglethorpe University, Southern Polytechnic State University, Spelman College, the University of Georgia, State University of West Georgia.

1340 Academic Honesty

This policy on academic honesty was approved by the Georgia State University Senate on November 11, 1994, and reads as follows:

I. Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Affairs Handbook* and *On Campus: The Student Handbook* and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community — students, faculty, and staff — are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students

are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

II. Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a

faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

III. Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, the standard that should be used is that guilt must be proven by a preponderance of the evidence. This means that if the evidence indicating that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing evidence, then academic dishonesty has been proved. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred.

IV. Procedures for Resolving Matters of Academic Dishonesty

The following procedure is the only approved means for resolving matters of academic dishonesty, except for matters arising in the College of Law which has its own Honor Code for handling such matters. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty.

1. Initiation. If a member of the academic community believes that a student has engaged in academic dishonesty in a course, on a test, or as a part of an academic program, that individual is responsible for initiating action against the student or bringing the matter to the attention of an individual who may initiate action against the student. In allegations of academic dishonesty involving course requirements, the course faculty member is generally responsible for initiating the action. If the alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a faculty member, the individual should bring the matter to the attention of the faculty member and

administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Office). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the evidence, may become the initiator by formally charging the student with academic dishonesty.) The channel of review, recommendation, and decision-making follows the administrative lines associated with the course or program requirement involved. In any instance, however, when the alleged incident does not occur within the context of a course and when it is unclear which college of more than one college involved should have jurisdiction in review and decision-making, either unit may initiate the case. For the sake of brevity the following processing procedures are written from an “academic unit/college” perspective. Nonacademic units (i.e., Testing Center) would substitute appropriate supervisory personnel at the respective levels. Herein the “initiator” will be referred to as “faculty member” and the “administrative unit head” will be referred to as “chair,” designating the departmental chair. “Dean” will refer to appropriate administrative supervisory personnel at the overall college or division level. While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters. Should a grade be due to the registrar before the matter is resolved, a grade of GP (grade pending) will be reported for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty.

2. Penalties to be Imposed. Penalties to be imposed in incidents of academic dishonesty are classified as “academic” or “disciplinary.” Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. Academic penalties are set by the faculty member. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Disciplinary penalties can be requested by the faculty member in consultation with the department chair or director, must be reviewed by the University Senate Committee on Student Discipline, and are set by the provost.

3. Action at Administrative Unit (Department Level). As soon as possible after the alleged incident, the faculty member should discuss the matter with the student. This discussion should be conducted in a manner that protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member (with the advice of the chair if necessary) will determine the appropriate academic penalty.

The faculty member will complete a “notice of academic dishonesty” form describing the incident and indicating the academic penalty imposed. Any recommendation for a disciplinary penalty must be reviewed in consultation with the chair. The faculty member will deliver to the student the notice of academic dishonesty that includes a statement of appeal rights. If there is difficulty in delivering the notice to the student, the faculty member/chair should request assistance from the college dean in determining the most expeditious way to inform the student that a notice of academic dishonesty has been filed.

Once the student has been informed, the chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.

4. Student Action. The student will have 20 business days after receipt of the notice of charges of academic dishonesty to submit a written appeal denying the charges and providing any rationale for the appeal. The appeal should be addressed to the college dean of the initiator. In the event the student is found guilty of academic dishonesty, the student does not have the right to appeal the academic penalty assessed by the faculty member, unless the student can prove that such penalty was arbitrarily imposed or discriminatorily applied. If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within 20 business days of receipt of the notice of charges of academic dishonesty. The statement of challenge should be addressed to the college dean. The college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline. The University Senate Committee on Student Discipline automatically reviews all disciplinary penalties regardless of student appeal.

If the student has also filed an appeal denying the charges of academic dishonesty, any review of disciplinary penalty recommended will be delayed pending review of the charges of academic dishonesty by the college hearing committee.

5. College Action.

5.1. No Appeal by the Student. If the student does not submit a written appeal to the college dean within 20 business days, the dean will notify the chair/faculty member to post any pending grade(s) immediately. The dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student’s disciplinary file. The Senate Committee on Student Discipline also will forward any recommendation of a disciplinary penalty to the dean of students for appropriate review.

5.2. Appeal by the Student. If the student submits a written appeal within 20 business days, the dean will notify the registrar to issue a grade of GP (grade pending) for the course(s) in question on all transcript requests for the

student pending outcome of the appeal. The dean will forward the charges of academic dishonesty to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive statement describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five business days prior to the hearing.

5.3. Student Hearing Committee Process. The college student hearing committee will use the following guidelines to govern the hearing of the appeal:

- a. Within ten business days after the committee receives the charges of academic dishonesty, a hearing date will be determined. The committee will notify the faculty member and the student of the time, date, and the place of the hearing. Copies of all charges of academic dishonesty and related materials for the hearing will be provided to the student at least five business days in advance of the hearing.
- b. The faculty member and the student will be allowed to make oral presentations, call witnesses, and present any documentary evidence regarding the incident in question. The hearing will be recorded on an audiotape. The hearing will not be open to observers.
- c. At the conclusion of the hearing, the committee will meet in closed session and will make its recommendation as to the guilt or innocence of the student based on a preponderance of evidence with respect to the charge of academic dishonesty. The committee chair will forward to the college dean its findings and recommendations in a written report within five business days of the hearing.

5.4. College Decision on Appeals. Within five business days of receiving the committee's written report, the college dean will make the final decision regarding guilt or innocence. The dean will notify all appropriate parties of the decision. If the dean finds the student "not guilty," the matter will be terminated, and no notice of charges will be filed with the dean of students. The dean will notify the chair to post the pending course grade promptly and will notify the registrar to remove the GP (grade pending) on the student's transcript. If the dean finds the student "guilty," the notice of charges of academic dishonesty will be forwarded to the dean of students for inclusion in the student's disciplinary file. The academic penalty stipulated by the faculty member will be imposed. The dean will notify the chair to insure that any pending grade is posted promptly. The dean will notify the registrar to remove the GP (grade pending) on the student's transcript if only an academic penalty was involved. If a disciplinary penalty has been recommended, the dean will notify the registrar to continue the GP (grade pending) annotation until the disciplinary penalty can be reviewed by the University Senate Committee on Student Discipline.

5.5. Appeal of the Decision of the Dean. If the student or initiator wishes to appeal the decision of the college dean regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the provost. The subsequent appeal route would be to the president and then the Board of Regents. The student or

initiator must submit a written statement of appeal to the provost within 20 business days of notification of the dean's decision. The basis of the appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

6. University Senate Committee on Student Discipline

Action. In cases where a disciplinary penalty has been recommended, the Senate Committee on Student Discipline will conduct a hearing to review the disciplinary penalty. The committee will review the faculty member's notice of academic dishonesty and the student's statement of challenge of the disciplinary penalty, if any. The faculty member and the student will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are determined at the college level (see above). The Senate Committee will conduct the hearing in accordance with its regular hearing procedures. Copies of these procedures may be obtained from the Provost's Office and/or the Dean of Students. The Senate Committee on Student Discipline will provide its recommendation within five business days of its hearing to the provost regarding appropriateness of the disciplinary penalty recommended by the college and/or whether other disciplinary penalties are to be imposed in addition to or in lieu of those already recommended by the college.

7. Provost Action

7.1. Decision of the Provost. The role of the provost in handling student appeals regarding the charge of academic dishonesty has been explained (see above). Based on the recommendation, the provost will render a decision within ten business days of receipt of the recommendation of the Senate Committee. The provost will notify the student, the referring dean, the department chair, and the faculty member of the Senate Committee's recommendations and of the provost's decision. At that time the provost will also notify the registrar to annotate the student's transcript, if necessary.

7.2. Appeal of the Decision of the Provost. If the student wishes to appeal the decision of the provost regarding the imposition of a disciplinary penalty, the student may appeal to the president and then to the Board of Regents. The student must submit a written statement of appeal to the president within 20 business days of notification of the provost's decision. The basis for such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

8. Students Involved in Two or More Incidents of Academic Dishonesty

A student is subject to disciplinary action in addition to any already undertaken once it is determined that the student has been found guilty in a previous incident of academic dishonesty. In such cases, the dean of students will forward a report to the University Senate Committee on Student Discipline regarding the incidents of academic dishonesty that have been reported. The dean of students is responsible for initiating this report within 20

business days of completion of proceeding of any subsequent finding of academic dishonesty. The University Senate Committee on Student Discipline will review the report of the dean of students. The student may submit supplemental written documents for the committee's review and may request to appear before the committee in its deliberations. After reviewing the matter, the committee will send a report to the provost with the recommendation for disciplinary penalty to be imposed. The provost will proceed as in IV.7. of this policy.

Once the student has been informed, the chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.

1342 Student Petitions

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. Students are expected to know and follow the policies and procedures of the institution as written in this catalog and the Student Code of Conduct. They may, however, seek relief when they believe that the application of these policies and procedures will create undue hardship for them or will not recognize extraordinary or extenuating circumstances affecting them. Such petitions will not be granted when doing so would set aside the academic standards of the institution.

1344 Access to Student Records

Georgia State University is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, which is designed to protect your rights with regard to education records maintained by the institution. Under the Act, you have the following rights:

1. The right to inspect and review education records maintained by the institution that pertain to you;
2. The right to challenge the content of records (except grades which can only be challenged through the academic appeal procedure) on the ground that they are inaccurate, misleading, or a violation of your privacy or other rights; and
3. The right to control disclosures from your education records with certain exceptions.

Directory information will be treated as public information and be generally available on all students and former students, at the discretion of the university. Directory information includes the student's name; address; telephone number; e-mail address; date and place of birth; major field of study; full-time or part-time status; participation in officially recognized activities and sports; height, weight, age, hometown, hobbies and general interest items of members of athletic teams; dates of attendance; degrees applied for or received; honors and awards

received; and previous educational institutions attended by the student.

Any student, or parent if a student is under 18, may refuse to permit the release of directory information by submitting a written request to the university's registrar within ten days of the beginning of fall semester. This time requirement is necessary to ensure that directory information that is desired to be withheld is not included in the various university publications during the year. Of course, requests to withhold the release of directory information will be honored at any time, but the university cannot be reasonably certain that some directory information will not be released if the aforementioned time limits are not met. The Student Directory is usually published during the spring semester using the fall semester student database; obviously, requests received after press time cannot delete information from this and similar publications, and previously released information cannot be recalled. A suppression of directory information can be released by notifying the Office of the Registrar in writing or on-line.

Inquiries from news media about students or former students should be directed to the director of university relations. Due to the unpredictable nature and immediacy of media inquiries, notice cannot be given of media releases of directory information.

Georgia State University's written policy on "Access to Student Records" complies with the provisions of the Act. A copy of this policy and a copy of a summary of the FERPA regulations may be obtained in the Office of the Registrar. Students also have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, Washington, D.C. 20202-4605, regarding alleged violations of the Act.

1400 Student Life and Services

The Division of Student Services provides a network of support and encouragement for students through counseling, advocacy, advisement, recreation, health, leadership training, and opportunities for personal growth. Further, the division seeks to provide an enriching environment that allows for and encourages cross-cultural interaction, an appreciation of diversity, and ethical decision making. Special services are also provided by the division in the areas of disabled student services, international student services, insurance, community service, and volunteering.

1402 Student Organizations

Many student organizations exist on campus to help students achieve social, professional, academic, and cultural goals, and all students are encouraged to participate in student events and organizations as their interests develop. Student activities and organizations are provided for regularly enrolled students. Currently, there are more than 159 chartered student organizations on campus. A listing of all chartered groups and qualifications for participation appears in the student handbook, *On Campus*, online at <http://www.gsu.edu/~wwwsta/org.htm> or from the Office of Student Activities, 330 Student Center, 404/463-9031.

1404 Student Government Association

The Student Government Association has existed through the years as the representative body of the students of Georgia State University. The university adheres to the philosophy that self-government is a catalyst for student development. The SGA exists as a means of student self-government and enables elected students to express the opinions of their fellow students in seeking betterment of the university in general. The office is located in 370 Student Center, 404/463-9092.

1406 Student•University Center

The Student •University Center is composed of two buildings: the Student Center and the University Center. The mission of this dynamic complex is to enhance the quality of student life, to facilitate a sense of community within the university, and to contribute to the learning environment. Collectively, these two facilities serve as the center of student activity and the living room for the Georgia State University community.

The Student Center hosts over 5,000 programs each year. This beautiful facility offers a large ballroom, a 425-seat auditorium, several meeting spaces, a food court, ATMs, Information Center, and three unique student lounges. This new facility provides students with wonderful programming space with state-of-the-art features.

The Student Center also serves as the home to many student services offices. The Student Government Association and Spotlight are joined by Student Life and Leadership, University Housing, New Student Programs, Community Services, Disability Services, African-American Student Services and Programs, the Dean of Students, Digital Aquarium Computer Lab, Student • University Center Administration, and Student • University Center Reservations.

The University Center, renovated in 2000, is also a major hub of student activity. In addition to meeting spaces, television lounge, student organization offices, and chapter rooms for many of the university's fraternities and sororities, the University Center houses student media offices, including WRAS-FM, Rampway, *Signal*, GSTV. Cinefest Theater, Panther Place Lounge, Campus Club food court, Honors Program, Health Promotions, University Career Services, and the Third Level Information Center are also located in the University Center.

1408 University Senate Committee on Student Life and Development

The University Senate Committee on Student Life and Development is a joint student-faculty advisory committee to the dean of students. The committee is a standing one, as called for in the bylaws of the University Senate, and is responsible for chartering new student organizations; recommending and reviewing proposed changes in university policy that relate to student programming and development; reviewing student fee and code of conduct changes; and facilitating communication among students, faculty, and administrative staff.

1410 Committee on the Student Activity Fee

The Committee on the Student Activity Fee, including five fee councils, is comprised of students, faculty, and staff members appointed by the dean of students of the university.

The committee is responsible for reviewing requests for funds generated by the student activity fee and making recommendations for the allocation of those funds to the president.

1412 Committee on Student Communications

The Committee on Student Communications is an advisory committee to the dean of students and has decision-making responsibility in relation to the business of and annual budget allocations for all student-operated media. Its chief functions are to interview candidates to fill the editorial and managerial positions for each of the student-operated media, to make recommendations for general policy to the dean of students, and to resolve disputes between members.

Student Media

All students are invited to become involved with the student media organizations on campus. Whether it is music, writing, reporting, editing, producing videos, photography, or just great experience and friendships, these organizations offer something for everyone.

GSTV, Georgia State's closed-circuit television station, can be seen on monitors around the downtown campus and on channel 16 at the Georgia State Village, and the University Lofts. The office is located in 205 University Center, 404/651-2244. Also visit the website at www.gstv.org.

WRAS-FM is the 100,000 watt student voice of Georgia State. On the air since 1971, WRAS is known throughout the country for its cutting edge format. WRAS is operated solely by Georgia State students. The office is located in 226 University Center, 404/641-2240.

Signal, the university's student newspaper, serves as an learning workshop and source of journalistic, marketing, and photographic skills. *Signal* is published every Tuesday during the academic term and can be found in over 50 locations on campus. The office is located in 200 University Center, 404/641-2242. The *Signal* is now online at www.gsignal.com.

The **Georgia State University Review** is the university's literary magazine published by and for students offering a showcase for the literary and artistic talents of the university population. Contact the magazine at 404/651-4804 or visit online at <http://www.gsu.edu/gsureview/>.

The Rampway (www.rampway.org), the online voice of Georgia State University students, is an online magazine. The Rampway allows students to hone their skills in web design and other technology intensive fields. It allows writers, photographers, and graphic designers the chance to develop their abilities in an Internetbased environment. The Rampway features exclusive content and content from other media groups. The online magazine was founded in 2000 and takes its name from Georgia State University's now defunct yearbook. The office is located in 405 University Center. You may contact them at 404-651-2231 or www.rampway.org.

1414 Student Technology Fee Subcommittee

The Student Technology Fee (STF) Subcommittee of the Senate Committee on Information Systems and Technology (IS&T) will meet annually to review proposals for expenditures of monies from the Student Technology Fee and will make recommendations for allocations to the Fiscal Advisory Committee to the President. For additional information, check the following web sites: www.gsu.edu/techfee and www.gsu.edu/~wwwstf/submission/subcommittee.html.

1416 Cultural Opportunities

The Spotlight Programs Board presents films, lectures, concerts, cultural programs, and other special events. Seven committees chaired by students—Cinefest, Homecoming, Concerts, Speakers, Public Relations, Special Events, and Panther Prowl—provide a wide variety of programs for the entire University community. Visit the board's web site at www.gsu.edu/spotlight for information on upcoming events.

The School of Music presents regular concerts with student and faculty participants at the recital hall and at the Rialto Theatre. The wide variety of offerings can be viewed at www.gsu.edu/music.

The School of Art and Design regularly presents exhibits representing advertising design, commercial art, painting, ceramics, and photography. Information on events is available online at www.gsu.edu/art.

Diversity Education Programs, a part of the Office of Student Life and Leadership, sponsors many events focusing on the rich heritage of African, Asian, European, Hispanic, and native American cultures. The Martin Luther King, Jr., Convocation, Black History Month celebrations, speakers, symposia, cultural performances, community service projects, lectures, and socials are some of the programs offered by the office. Program information is available online at www.gsu.edu/diversity or by contacting the office in 400 University Center, 404/463-9720.

The Georgia State Players operate under the direction of the Department of Communication in the College of Arts and Sciences. This group offers students interested in drama an opportunity to gain experience both in production and acting, as well as theater crafts such as set design, costuming, and props. The Players present a major production each semester, with frequent additional productions.

1418 Religious Activities

The Council of Interfaith Concerns is a coordinating body for the student religious organizations at Georgia State University. It meets regularly to plan and implement interfaith programs and activities, sponsors special worship services throughout the school year, and provides a resource for denominations and synagogues doing ministry on campus. Catholic, Jewish and Protestant chaplains are available through the council; contacts and referrals from students, faculty, and staff are welcomed. For more information about the work of the

council or any of the religious groups, visit the office in 448 University Center or call 404/651-2455.

1420 Honor Societies

The university encourages student excellence in both academic and cocurricular activities through a large number of honor societies. Examples of these are Alpha Iota Delta (decision sciences), Alpha Lambda Delta (freshman), Alpha Kappa Delta (sociology), Beta Alpha Psi (accounting, computer information systems, and finance), Beta Beta Beta (biology), Beta Gamma Sigma (business administration), Golden Key National Honor Society (general), Honor Society Council, Kappa Delta Pi (education), Lambda Iota Tau (literature club), Mortar Board, Omicron Delta Epsilon (economics), Omicron Delta Kappa, Order of Omega (Greeks), Phi Kappa Phi (general), Phi Sigma Tau (philosophy), Pi Alpha Alpha (public affairs and public administration), Sigma Theta Tau (nursing), and Tau Alpha Chi (tax). A list of honor societies is available from the Office of Student Activities in room 330 Student Center, 404/463-9031.

1422 Professional Organizations

A large number of nationally chartered student groups to promote specific professions operate on the campus, some of which are Actuarial Science Club, Alpha Eta Rho (aviation and transportation), Alpha Kappa Psi (business), American Marketing Association, Art History Student League, Applied Linguistics and ESL Graduate Student Association, Black Law Students Association, College of Law Moot Court, Delta Sigma Pi (business), Doctoral Fellows of the Robinson College of Business, Environmental Law Society, Gamma Iota Sigma (Risk Management and Insurance), Georgia State University Nursing Students, Graduate Association of Students in Psychology, Lesbian and Gay Law Students Association, National Association of Black Accountants Student Chapter, Society for Human Resource Management, Women's Studies Institute. More information about these campus organizations can be found online at <http://www.gsu.edu/~wwwsta> or by calling 404/463-9031.

1424 Leadership GSU

Leadership GSU provides opportunities for students to develop skills to become the leaders of tomorrow. The various components of the program—Leadership Conclave, Emerging Leaders, the Leader Shape Institute, the Leadership Resource Center, and the Community Development Council—offer opportunities for students to build strong leadership skills. Some programs are available to all interested students and others are focused on specific target groups. More information is available online at www.gsu.edu/~wwwsta/leadership or by calling 404/463-9039.

1426 Greek Organizations

Georgia State University is home to 22 Greek letter sororities and fraternities. The focus is fourfold: leadership, scholarship, community service, and friendship. Students are offered the opportunity to build leadership skills, enhance the academic experience, give back to the community, and create lifelong bonds of friendship. Most of the Greek organizations have suites on the fourth floor of the University Center (unofficially called “Greek Hall”). There are four governing bodies of fraternities and sororities: the Interfraternity Council (IFC), the Pan-Hellenic Council (PC), the National Pan-Hellenic Council (NPHC), and the Multi-Cultural Council (MC). Additionally, the Greek Council brings representatives from every chapter together to strengthen the Greek community on campus.

It is an exciting time to be Greek at Georgia State. All students are invited to become a part of Greek life. You may find more information by visiting the web site at www.gsu.edu/greeklife, stopping by Greek Hall, or by calling the Greek life advisor at 404/463-9035.

1428 Intercollegiate Athletics

Georgia State University maintains an intercollegiate athletic program that consists of 14 sports for men and women. The men's teams are the Panthers and the women's teams are the Lady Panthers.

The university is a member of the National Collegiate Athletic Association, Division I (NCAA) and the Trans America Athletic Conference (TAAC), and abides by all rules and regulations of these organizations for all athletic competition. Other schools in the TAAC include Belmont, Campbell, Central Florida, Florida Atlantic, Jacksonville, Jacksonville State, Mercer, Samford, Stetson, and Troy State. Students meeting admission and eligibility requirements of the university, the NCAA, and the TAAC may participate in the following sports: men's baseball, basketball, cross-country, golf, soccer, and tennis; and women's basketball, cross-country, golf, soccer, softball, tennis, track, and volleyball. In addition, the university has the first intercollegiate wheelchair tennis team in the nation, which is for both men and women. The basketball and volleyball teams play home events in the Georgia State University Sports Arena, located on the third floor of the Physical Education Complex. Baseball, soccer, and softball are played at the Panthersville athletic fields. The cross-country teams run their home meets at Georgia Regional Hospital. The tennis teams play at the Bitsy Grant Tennis Center. The golf teams practice at the Eagles Landing Country Club.

The men's and women's schedules include competition not only against all of the conference teams, but also top-ranking teams around the nation. Over the years, Georgia State teams and individual athletes have gained both regional and national recognition. Tryouts for each intercollegiate sport are handled by and scheduled through each individual coach. For further information contact Intercollegiate Athletics at 404/651-2772 or visit the web site at www.georgiastate.com.

1430 Recreational Services

The Student Recreation Center is a four-story, 161,000 square foot facility completely dedicated to student recreation. The facility houses state-of-the-art equipment and a wide variety of programs including aquatics, sport instruction, fitness classes, outdoor adventure, intramural competition, sport clubs, and drop-in play. The building has a game room (with billiards and video games), a 35-foot climbing wall, racquetball courts, squash court, weight room, exercise center, swimming pool with spa, sauna and sundeck, hardwood floor courts for basketball, volleyball, badminton, floor hockey, indoor soccer and table tennis, aerobic/dance/martial art studios, outdoor equipment rental shop, indoor running track, vending area, and cyber-lounge. The equipment issue desk provides locker rentals, sports equipment, towels, gym clothing, activity registration, and general information. The service counter provides activity registration, membership, and general information. A validated PantherCard is required for participation in any recreation activity and for all recreation rentals. A waiver must be signed upon entry into the facility for first time users.

The Sports Clinic program provides expert instruction for a small fee in a wide variety of activities, such as tennis, fencing, yoga, martial arts, and dance.

The Aquatics program for a small fee provides classes in swimming, scuba, lifeguard training, CPR, and first aid. For those with dive experience and a certification card, a number of weekend and weeklong scuba trips are available to various destinations in Florida, South Carolina, and the Bahamas.

Fitness classes such as aerobics, spin and water aerobics are free to members.

The Touch the Earth outdoor recreation program annually offers one-day and weekend trips, as well as break trips to locations in Georgia, the Southeast, Utah, Colorado, Washington, Minnesota, and Maine. Some activities include white-water canoeing, kayaking, rafting, flat-water canoeing, sea kayaking, sailing, wind surfing, water skiing, backpacking, mountain biking, snow skiing, in-line skating, horseback riding, rock climbing, and caving. Instruction, transportation, and most equipment is provided. Camping equipment can also be rented for personal use.

An extensive intramural program is offered in team sports such as flag football, basketball, indoor soccer, volleyball, street hockey, and softball and in individual sports such as golf, tennis, table tennis, racquetball, running, wrestling, badminton, billiards, bowling, and swimming.

Sport Clubs are available to those who have more advanced sport skill and interest with competition taking place throughout the year locally, regionally, and nationally. Active clubs include Aikido, badminton, Brazilian Ju-jitsu, crew, cycling, equestrian, football, Hapkido, indoor soccer, Judo, Ju-jitsu, Kendo, rugby, sailing, Shorinji Karate, Shotokan Karate, skydiving, squash, table tennis, team handball, ultimate frisbee, volleyball, water skiing, and wrestling.

The Indian Creek Recreation Area, a 16-acre wooded site in DeKalb County, offers a large outdoor swimming complex during the summer and year-round use of tennis courts, sand volley ball court, picnic areas, and a lodge. A ropes course

challenge program offers team building activities. The Indian Creek Lodge is available at no cost for use by chartered university student organizations and departments for retreats, parties, and meetings. It is not for personal use. Located on a 100-acre site in southern DeKalb County, the Panthersville Fields provide lighted playing fields and other accommodations for sport clubs, intramural activities, and varsity athletic competitions.

Complete information on all scheduled recreation activities, programs, facilities, and regulations is available in the Recreation RAP-UP, published each semester, on-line at www.gsu.edu/recreation, or by contacting the Recreational Services Office in 200 Student Recreation Center, or by calling 404/463-1500.

Students have paid a general fee that has funded the construction so membership for students is automatic.

The Student Recreation Center is one of the premier facilities of its kind across the country and is right on your campus. Don't miss out on the fun, fitness, learning, and adventure.

1432 Health Services

The GSU Clinic can meet all of your health care needs on campus. The staff includes physicians, nurse practitioners, nurses, and medical assistants. The newly renovated clinic is located in 147 Sparks Hall, and office hours are 9:00 a.m. - 5:00 p.m. Monday, Wednesday, and Thursday; 9:00 a.m. - 6 p.m. on Tuesday; and 8:00 a.m. - 4:00 p.m. on Friday. Appointments are required for certain types of visits, but walk-in visits are available every day until the schedule is full. You must be a currently registered student or a current employee of Georgia State University to receive services. Always bring your PantherCard or other picture identification. Semester fees are charged for employees who use the clinic. We file Georgia State student insurance, but other insurance plans are not accepted. Please make payment at the time of service by cash, check, credit, or debit card. Please call 404/651-2229 for an appointment or other information.

Primary Care: Visits and medical advice are FREE—fees are charged for tests, supplies, and medicines. Primary care includes diagnosis and treatment of common illnesses and chronic medical problems, wellness visits, annual physicals, STD checks and treatments.

Minor Emergency: Wound care including stitches, asthma care, first aid, and assessments and referrals are provided. The Clinic does NOT treat serious, life-threatening or limb-threatening illnesses or injuries. **In case of a true emergency on campus, please call 9-911** for an ambulance, and then call the university police at 1-3333. The police can direct the ambulance to the location of the emergency. The university police can also assist if someone has a minor emergency while on campus and cannot get to the clinic without assistance. Clinic personnel cannot leave the clinic to attend to minor emergencies that occur at other campus locations, so please call the campus police to help bring the patient to the clinic.

Sports Medicine: Sports participation physicals are provided for a fee, and minor injury care is provided.

Women's Health: Please schedule appointments for gynecological exams, PAP smears (for a fee), and birth control advice. Contraceptive pills and shots can be purchased. Also provided for a fee are emergency contraception services and pregnancy tests. Prenatal care is not provided.

Health Education: A variety of topics and media are offered such as safe sex information, weight control advice, healthy lifestyles, brochures and videos, and presentations to groups.

Prescriptions Dispensed: As part of your visit to the clinic, the doctor can dispense pre-packaged prescription medicines at a discounted price—antibiotics, allergy and cold medicines, ear and eye drops, birth control pills, dermatological creams, and more. Outside prescriptions cannot be filled.

Immunizations: All shots and laboratory tests needed to complete the immunization requirement for registration (Board of Regents policy) are available at the GSU Clinic through the immunization nurse. Please call 404/651-1171 for information. Vaccinations and tests provided by the immunization nurse are MMR, Measles, Rubella, Meningitis, Hepatitis A and B, Tetanus/diphtheria, Varicella (chickenpox), and PPD (tuberculosis) skin tests. Allergy shots are provided only when the doctor is present and only after a consultation visit with the doctor, along with a previous diagnosis and prescription of serum from an allergy specialist.

Travel Clinic: The clinic offers many travel vaccines and prescriptions. For advice on international travel, contact the immunization nurse at 404/651-1172.

Laboratory Tests: Most tests are available at deeply discounted prices. A few examples are urinalysis, urine culture, throat culture, thyroid panel, lipids (cholesterol) panel, gonorrhea-chlamydia probe, HIV blood test, and pregnancy tests. You must have an office visit with the doctor or nurse practitioner for a laboratory test to be ordered (immunity testing is ordered by the immunization nurse).

1434 Counseling Center

The comprehensive services of the Counseling Center reflect the university's concern for the many needs of students. Counseling is available to students having career, educational, personal, or relationship concerns. The center offers individual and group counseling, as well as workshops focused on particular concerns such as vocational assessment, study skills, and stress management. Individual stress management sessions are also available to students. Psychiatric services for evaluations and medication determination are available as needed as well as referral services for students having special needs.

In addition, the Counseling Center faculty teaches a number of courses, including GSU 1010, New Student Orientation, and GSU 1050, Academic Survival Skills. Also, the center faculty teaches a number of Freshman Learning Communities courses aimed at the development of critical thinking and life skills which can enhance academic performance and life-long learning.

Counseling is available on a walk-in basis or by appointment. Students in crisis may walk in or faculty or staff may phone the center to request the services of an emergency on-call counselor. A counselor will assist in determining the

most appropriate course of action.

Educational counseling services are offered to all students interested in increasing their potential for academic success and enhancing their reading, studying, and writing skills. Personalized improvement programs are developed based upon diagnostic interviews and testing. The center also offers a variety of workshops that focus on specific areas of concern such as test taking, memory, and test preparation.

The center offers services associated with academic and personal assessment, including testing for individual and career counseling, serving as a test center for national examinations, and testing for institutional programs. Test proctoring and test scoring services complete with statistical analyses are available to the faculty along with consultation on improving classroom examinations and performing survey research.

Outreach programs are designed to respond to the variety of needs that students experience during their academic careers, including life planning, career development, mid-life career change, assertion training, stress management, and adult development groups. The center also offers consultation and classroom support to faculty.

The center, in collaboration with University Career Services, assists students in career assessment, exploration, planning and development. The center offers three career programs in addition to individual career counseling. These programs include examining the Undertow, Pathfinders, and Career Quest. Students are helped to consider self-exploration, values clarification, interest and personality assessments, as well as skill identification and perceived barriers in their decision-making process about choice of major and/or career planning.

All counselors in the center have advanced degrees in counseling and psychology and have a special interest and skill in relating to university students and their concerns. Visits to the Counseling Center are private and confidential. No one outside the center is given any information regarding any appointments that have been made or what is revealed in counseling. No information becomes part of a student's academic record.

For more information on the services offered by the center, please call 404/651-2211, visit the center at 106 Courtland Street, or visit the center's web site at <http://www.gsu.edu/~wwwcou>.

1436 Office of International Services and Programs

The Office of International Services and Programs (OISP) provides support for Georgia State University's non-immigrant international student, faculty, and researcher population, their dependents, and any foreign-born citizens and permanent residents of the United States who may need services. Services include orientations, immigration advisement, international student and scholar insurance coverage, student advocacy, and other personal assistance in adjusting to and joining the university community. Information concerning programs and services is available in 310 Student Center, by calling 404/463-9073 or online at <http://oisp.gsu.edu>.

International Services and Programs provides orientations; assistance to F-1 and J-1 status students and their dependents; immigration advisement; insurance coverage advisement; certification letters for currency release or military deferment; immigration documents for travel; change of immigration status and bringing family members to the U.S.; student advocacy; other personal assistance in adjusting to and joining the university community; and assistance to academic departments wishing to invite foreign scholars or hire foreign faculty. The office staff serves as a liaison with all academic departments, the diplomatic corps, and a variety of international agencies and provides advisement for students who need to withdraw from classes or from the university. The OISP also publishes a newsletter focusing on issues of interest to international students.

Assistance is available for emergency situations involving international students via the Ted Heidecker International Student Emergency Loan and the Eva Whetstone International Student Emergency Loan. Fee waivers may be available to F-1 and J-1 status degree-seeking international students on a competitive, need-based basis after completion of one academic year of study.

International Student Orientation—Prior to registration at the beginning of each semester, an orientation program is offered to provide assistance to new students on nonimmigrant status. Students receive information and advice concerning regulations of the Immigration and Naturalization Service, the academic system in the United States, academic assistance and registration, the Atlanta community, and the mandatory health and accident insurance.

International Student Associations—There are many international student associations that focus on providing programming that recognizes and celebrates the backgrounds and perspectives of international students while including and promoting awareness of other cultures.

International Student Health Insurance—International Student Health Insurance is mandatory for all international students and scholars in F and J status enrolled at Georgia State University and is optional for other nonimmigrant status students. A special international student health and accident insurance policy is made available each academic year, and payment of the insurance premiums is collected along with tuition during the process of registration. Individuals who may already be covered by a policy are required to file an application for exemption and submit a copy of the existing policy to OISP for review and exemption approval the semester before enrollment.

1438 Office of African-American Student Services and Programs

The Office of African-American Student Services and Programs (OAASS&P) serves students, faculty, staff, and community members in areas such as academic and social advisement, academic support, job and graduate school referrals and recommendations, career selection, and graduate

research. OAASS&P is a university-wide resource promoting diversity through quality services and programs related to the recruitment and retention of African Americans at Georgia State University. OAASS&P collaborates with several departments, offices, student groups, and community organizations. Through quality in-house, university-wide, and community-supported programming, the office fosters cultural, ethnic, and racial awareness; integrates leadership training with cocurricular activities; nurtures organizational development; encourages degree completion; and participates in community service. It sponsors several academic, cultural, social, and international activities.

While the office commits specifically to the retention of African-American students in higher learning, it also contributes to the retention of all students through its diverse programs and services. Among the many programs offered are the Minority Advising Program (MAP) that encompasses academic support workshops, a Peer Advising Network, the Black Freshman Network, and a Tutorial program. OAASS&P is instrumental in promoting multiculturalism and diversity throughout the university community and celebrating excellence through initiatives such as the annual Black Student Success Assembly, the Black Freshman Fall Welcome Carnival, and Black History Month activities. For more information contact the office located in 320 Student Center, 404/463-9000.

1440 Student Health Insurance

The university has a voluntary student health insurance plan available to all Georgia State University students who are citizens or permanent residents of the U.S. The plan attempts to meet the needs of those students who do not have insurance or have been removed from their parent's policy. The premium is prorated by semester and is payable in a lump sum. The policy is administered by the T.W. Lord Insurance Agency, Marietta, Georgia. Applications for the insurance are available in 300 Student Center in the Office of the Dean of Students, 404/463-9023.

International students are asked to read the section entitled "International Student Health Insurance" appearing in this chapter for more information about coverage.

1442 Student Accident Insurance

A portion of the Georgia State University student activity fee is used to provide accident insurance for enrolled students under certain circumstances and conditions. Students who do not pay a student activity fee may be eligible to purchase accident insurance. In order to receive benefits from this coverage, certain steps must be taken if an accident occurs. For detailed information concerning this coverage, contact the Department of Safety and Risk Management, 158 Edgewood Avenue, at 404/651-4317.

1444 University Career Services

University Career Services (UCS) is a comprehensive career center with programs, services, information, and counseling to assist students with career decisions, as well as preparation for and implementation of successful job searches.

UCS works with undergraduates and graduate students from the freshman year through graduation. Graduates may remain registered with the office until the one-year anniversary of their graduation.

Workshops and information are available to help students assess their individual talents, skills, and interests and to set career goals. Programs and materials, in addition to career days, provide up-to-date information for use in exploring careers and researching employers. **Career Conversations** brings employers to campus to talk about specific careers with a variety of organizations. The new **Career Library** contains workstations with access to career guidance and employer research software. UCS utilizes two web-based systems to register and communicate with students; provides job listings targeted to Georgia State University students, including on-campus and part-time employment; facilitates student sign up for campus interviews; and provides online employer access to resumes of Georgia State University students seeking career opportunities. Internships and Cooperative Education provide work experience related to a student's academic major and/or field of career interest.

Regular workshops and online information help students prepare resumes and develop interview skills. Programs, presented in partnership with other university units, target specific student populations. The annual **Etiquette Dinner** provides an opportunity for students to brush up on dining and other business social skills. Resume critique and practice interviews are also available.

Visit University Career Services at www.gsu.edu/career and in the new Student Center on the second floor of the University Center or by calling 404/651-2223.

1446 Child Development Center

The university maintains the Lanette L. Suttles Child Development Center located in Alumni Hall. The center is designed for children of students with limited space available for the children of faculty and staff. Full-time child care is available in addition to flexible blocks of time. Information regarding hours, registration, fees, and ages of children accepted into the program may be obtained from the center at 404/651-2024 or 404/651-2025.

1448 Office of Disability Services

The Office of Disability Services (ODS) coordinates services available for and provides information upon request to students with disabilities. Students with disabilities are asked

to contact the office at the beginning of their first term to register for assistance and to ensure that appropriate accommodations are made. The office answers questions regarding accessibility and accommodations at the university, maintains a computer lab with accessible hardware and software, can coordinate special parking needs, provides testing accommodations, and can assist with filing disability-related grievances and complaints.

Please contact ODS, located in 230 Student Center, at 404/463-9044 or, for more complete information, visit the ODS web site at www.gsu.edu/~disability.

1450 Office of the Ombudsperson

The Office of the Ombudsperson provides an independent, impartial, informal and confidential service for all members of Georgia State University. The Ombudsperson listens, answers questions, makes referrals, explains University policies, carries complaints forward (if requested), and mediates between individuals or groups in a dispute to resolve conflict. The Ombudsperson does not have power to adjudicate, arbitrate, or investigate complaints. Examples of concerns brought to the Office of the Ombudsperson are sexual harassment, interpersonal conflicts, disciplinary concerns, employment problems, faculty/student misunderstandings, grade appeals, financial aid concerns, and supervisor/employee relations. The office of the Ombudsperson is located at 215 One Park Place.

1452 Student Advocacy Office

The Student Advocacy Office was created by the university to take a proactive approach in assisting individuals to become more knowledgeable of university policies and procedures. The office will treat the student as an individual; assist in minimizing campus barriers; and provide personal, timely, and effective information that will assist and enable students to take responsibility for their total campus experience. By listening to the student's explanation of a situation, talking with the student to help devise a problem-solving strategy, answering the student's questions, referring the student to appropriate staff members and departments, the office can inform students how to work with the policies and procedures of the university. Contact the office, located in 300 Student Center, at 404/463-9990, online at <http://www.gsu.edu/~wwwadv>, or via e-mail at Advocacy@gsu.edu.

1454 Student Support Services

The Student Support Services program offers assistance that enables eligible students to participate in a variety of college experiences. All services are free. The program serves low-income students, students whose parents did not receive a bachelor's degree, and students with any type of disability. Services are individualized and designed to provide greater

academic accessibility. Special assistance includes individual case management, tutoring, textbook taping, advocacy, referrals, and academic, career, and personal counseling.

The Student Support Services program is an official internship site for master's-level practicum students in the Department of Counseling and Psychological Services in the College of Education. All counseling services are supervised by a licensed professional. Contact the Student Support Services program at 152 Sparks Hall, 404/651-3357.

1456 Community Service—Learning

The Office of Community Service—Learning provides technical assistance for students, student groups, faculty, and staff concerning volunteering, community service, and service learning and serves as a clearinghouse and think tank for outreach programs in the metropolitan Atlanta area. Individuals who become involved with projects sponsored by the office strengthen their capacity to help solve the problems faced by society. Active participants can accomplish service goals through sustained and persistent action and partnership with many different individuals and institutions. Many opportunities are available such as leadership roles in the student organizations or involvement with Circle K, Civitan, Habitat for Humanity, and Gamma Sigma Sigma. Please contact the office, located in 355 Student Center, at 404/463-9043 or visit the web site at <http://www.gsu.edu/service> for the listing of one-day and ongoing projects.

1458 University Housing

Housing accommodations for single and married graduate students and families are available in the University Lofts. The Lofts opened in the fall of 2002 and houses 450 Georgia State University students.

The Lofts is a great place to live, learn, and make friends and offers affordable, apartment-style housing adjacent to campus. Residents can study, shop, exercise, eat, mingle, attend activities, or enjoy the quiet of private bedrooms all without leaving the Lofts.

A variety of apartment styles are available and come complete with furniture, a private room with Internet access for each student, and a full bath for every two residents. Kitchens feature a refrigerator, dishwasher, stove and oven, and garbage disposal. Parking is available. Safe and convenient access is provided through a 24-hour card-key access system with checkpoints for grounds and building entry. These facilities must meet all requirements of the Americans with Disabilities Act.

The “one bill pays it all” convenience means your payment includes rent, local phone service, cable TV, all utilities, internet, and admission to programs and activities. For more information, contact University Housing, located in 250 Student Center, at 404/463-9052 or online at <http://www.gsu.edu/housing>.

1460 Commuter Housing

The Office of Student Advocacy and Commuter Student Services provides services to Georgia State University students, staff, and faculty, dealing with commuter-related issues. The office maintains an off-campus housing website of available housing opportunities such as rooms in private homes, roommates/apartment sharing, short-term leasing, and apartment/house leasing resources. The address for this site is ochousing.gsu.edu.

We do not approve, inspect, or assume responsibility for those facilities listed on our off-campus website. We strongly recommend that a visit be made to the apartment or home prior to making lease or rental arrangements. If possible, schedule more than one interview with a prospective house share/roommate and always request references.

Our office is located within the Dean of Students, 300 Student Center. If we can be of any assistance or if you have additional questions, please call us at 404/463-9023.

1462 Auxiliary Services

Auxiliary Services, located on the second floor of the University Bookstore Building, offers the following service areas to the university community: parking and transportation; PantherCard (student identification and debit card); retail services (i.e., bookstore, food service); and the university post office. Business hours during the semester are Monday through Thursday from 8:30 a.m. until 7:00 p.m. and from 8:30 a.m. until 5:15 p.m. on Fridays. During semester breaks, the hours are Monday through Friday from 8:30 a.m. until 5:15 p.m. Please call 404/651-2150 or go to www.gsu.edu/auxiliary for more information.

1462.10 Parking and Transportation

Students have three transportation options which include on-campus parking, shuttle service, and discounted MARTA Transcards. Transportation information is subject to change without notice. Parking area locations, hours, and directions can be accessed at www.gsu.edu/parking.

Student ParkingStudent Parking

The following student parking information is subject to change without notice. All parking on-campus or at the remote designated shuttle lot(s) requires that a vehicle be preregistered and display a valid parking permit. There is a fee for all replacement permits or cards. Please call the Auxiliary Services Office, 404/651-2150, to assist when special situations arise, or consult the web site at www.gsu.edu/parking. A valid PantherCard is required for all parking transactions.

Vehicle Registration

Vehicle registration, through TEMPO-web (www.gsu.edu/tempo-web), or the university parking registration system, can be accessed on any computer with Internet access, including computer labs on campus. With the exception of M DECK, parking registration is valid for an entire academic term beginning each fall semester. Students should consult the web

for specific instructions for accessing the online university parking registration system; go to the parking section of the student online menu; complete and electronically submit the requested vehicle registration application. Registration must be completed online and can only be confirmed and processed 48 hours from time of parking registration. It is recommended that students print out the parking registration form to bring with them if they pick up their permits. During peak registration periods, some permits may be mailed after the student has registered. Check the parking web site (www.gsu.edu/parking) for details. Students will be assigned one valid parking permit from their initial university parking registration; however, students are allowed to register up to two vehicles.

Parking Enforcement

Parking enforcement (citations, towing, booting) affects anyone who either parks a vehicle without an appropriately displayed and valid permit, or who violates parking regulations. Students with outstanding parking citations will not be issued a parking permit until all fines and penalties have been paid. Consult the *Student Motor Vehicle Parking* information brochure for details as to specific violations and fines.

M Deck Parking

M Deck permit parking provides guaranteed parking spaces with in-and-out privileges at a current semester, nonrefundable rate. These permits go on sale each semester. Please check the web site for semester updates on the status or the future sales of M Deck permits. In addition, limited M Deck daily parking is on a space-available basis.

Budget Card

The Budget Card allows one to park in the parking decks and lots at a reduced price per entry; however, the use of this payment card is limited to parking areas where Budget Card readers are located. The maximum amount an individual can have on a Budget Card is \$100.00. The Budget Card accepts Visa, Master Card, cash, and checks for payment. To purchase the card, one is required to show a PantherCard (Georgia State University identification card) and have a current, valid parking permit at the time of purchase. There is a fee for all replacement permits or cards.

The Shuttle Service

The shuttle service allows currently registered students to park at a designated Georgia State University remote location with a valid parking permit. Designated remote parking is limited as to the number of parking spaces in that designated area as well as to space availability. Parking is on a firstcome, firstserved basis. Students are discouraged from parking in unauthorized areas. Towing is enforced in these unauthorized areas by stadium authorities and not by the university. Information about parking restrictions at the designated parking areas is subject to change without notice. Consult the web site at www.gsu.edu/shuttle.

Enforcement at the designated remote lots are for those Georgia State students who park without a valid permit; or individuals, who have either violated parking regulations, or

who are non-Georgia State students. The valid, current permit must be clearly displayed or the owner of the vehicle can be issued a citation or fine, have a hold placed on the student's record, and/or have the vehicle towed. See Parking Rules and Regulation for additional information, or consult the web site at www.gsu.edu/parking.

MARTA

MARTA products can be purchased by cash, check, VISA, MasterCard, American Express, or by PantherCash at the Auxiliary Services office. Discounted monthly TransCards, monthly TransCards, weekly TransCards, one way passes, and tokens (rolls of ten) can be purchased at the Auxiliary Services office during regular office hours. A schedule of sales may be accessed at www.gsu.edu/marta, or by calling 404/651-2150. Weekly TransCards are available on the Thursday before the week the card becomes active with no weekly TransCards sold on Wednesday. Discounted monthly TransCards are available approximately ten days prior to the beginning of the month the card will be used.

MARTA TransCards, which are purchased at the Auxiliary Services window and found defective, must be returned to a MARTA Ridestore. PantherCard identification is required for purchase. A fee of \$15.00 or 5 percent of the face amount of the check, whichever is greater, will be charged on all returned checks. A Student Accounts "hold" will be placed on a student's records until payments have been settled for the returned check(s) and fee(s).

1460.20 PantherCardPantherCard

The PantherCard is the official Georgia State University identification card that is used as an identification card, a library card, as access card to facilities, and as a debit card. The PantherCard is available to currently registered students, faculty, staff, and affiliates at Georgia State University. After completing registration for classes, please allow two business days for the transfer of data into the PantherCard system. The PantherCard office is located in the Auxiliary Services Area, second floor of the University Bookstore Building, 404/651-0243. This location is for the opening of PantherCash accounts and for the reissuing of lost, stolen, or damaged cards.

PantherCash

PantherCash is a debit account linked to the PantherCard. PantherCash can be used at various locations around campus. At the PantherCard office, the cardholder must complete an agreement to establish an account. Accounts may be opened by cash, check, MasterCard, American Express, or Visa with additional cash deposits made at Auxiliary Services or value transfer stations (VTS). Detailed information on PantherCash is found at www.gsu.edu/panthercard.

Treat your PantherCard as you would any bank-issued credit or debit card. If your card is lost or stolen, you must immediately report the lost or stolen card to the Auxiliary Services office at 404/651-0243 during normal business hours. After business hours, report the loss or theft of your PantherCard to the Georgia State University Police at 404/

6512100. The owner of the card is responsible for all usage of the card prior to proper notification to the PantherCard office of the Georgia State Police. After the card has been reported to either of these locations, a new card can be issued on the following business day. There is a replacement fee for all lost, stolen, or damaged cards.

1462.30 Retail Service Areas

ATMs

Banking machines are located on campus on the first floor of the University Bookstore Building across from Pete's Arena, on the third floor of Urban Life Center, in the Student Center, and at the GSU Village. Details are at www.gsu.edu/atms. Providers of ATMs on campus are Bank of America, Wachovia, South Trust, and First Union.

Bookstore

The University Bookstore is located on the third floor of the University Bookstore Building and offers the most complete textbook selection for campus. New and used textbooks, supplies, and related items for the various courses of study are available at the University Bookstore. Officially licensed Georgia State apparel and gifts are also available. PantherCash, Master Card, and Visa are accepted for purchases. For more information, call 404-651-2155.

Used Books: The University Bookstore buys and sells used textbooks. The Bookstore will buy textbooks back at 50 percent of the current new price if the book will be in use the next semester. Books that are not being used the next semester but have a market value will be purchased at the national book value. The bookstore offers online ordering of new and used textbooks at efollet.com and gsu.edu/bookstore.

Copying Services

The Copy Center is a self-service photocopy facility on the first and third floors of the Pullen Library; Law Library, Library South (second floor), Education Building, and at the Georgia State University Village. PantherCash and cash is accepted for purchases. For further information, call 404-651-2164 or click on www.gsu.edu/copyservices.

Food Service

Several dining facilities are available on campus. PantherCash is accepted at most food service locations. Menus can be accessed by calling DIAL A MENU, 404-651-4637. For more information on the dining locations and hours of operation, go to www.gsu.edu/dining.

The **Campus Club** is on the third floor of the University Center. The area serves a full selection of breakfast, lunch, and dinner items featuring Chick-fil-A, Stacks Deli, Sky Ranch Grill, Salso Rico, Freshens, and grab and go items. Also included is Jazzman's Cafe which is a quick stop for distinctive coffee, voluminous muffins, and cookies or Jammin' Juice energizers.

The **Plaza Cafe** is located on the third floor of the Urban Life Center and serves a full selection of "home-cooked" breakfast and lunch menus in cafeteria style.

The **Plaza Kiosk** is located in the University Plaza by

Sparks and Kell Hall. Hot dogs, chips, Subversion subs, and ice cream novelties are served Monday–Friday from 9:30 a.m. until 2:00 p.m.

Pete's Arena Cafe is located on the first floor of the University Bookstore Building and features pizza with alternative crusts, exotic toppings, calzones, and galettes. A variety of pastas and salads are also served.

Subversions is located on the ground floor of Kell Hall and serves a popular menu of fresh-made delicatessen sandwiches to order, soups, and market fresh grab and go salads.

The Courtyard, located in the Student Center, includes Burger King, Stacks Deli, Jazzman's Cafe, Freshens, and other menu fare and grab and go items.

Many types of **Catering Services** are available. On-campus, dial 404/651-0263 for more information. Available services: take home party trays, student group catering, conference services, formal or informal dinners, and specialty gatherings.

Off Campus Travel Services

An off-campus travel agency is available to faculty, staff, and students by dialing 1-1947 from campus phones (404/651-1947 off-campus). The travel agency will secure travel arrangements for business travel for university employees as well as leisure travel for employees and students. Transaction fees may apply. Refer to the Auxiliary Services web site at www.gsu.edu/travelservices for more detailed information.

Printing Services

The Print Shop is located on the parking level of the Urban Life Center and is open from 8:15 a.m. to 5:15 p.m., Monday through Friday. The Print Shop offers a full range of services, including offset printing; photocopying; color printing of newsletters, brochures and posters; faxing; and folding, cutting, binding, etc. with work completed from originals or from disk. Services also include Georgia State business cards, letterhead, envelopes, as well as web site development and design. Information is available by calling 404/651-2171 or online at www.gsu.edu/printshop.

Vending Services

There are more than 150 vending machines at 32 locations throughout campus. Vending services include can/bottle beverage machines, featuring a large selection of popular brands, and hot cup beverage machines with coffees and hot chocolates. Snack machines hold up to 45 stack items such as candies, gum, mints, pastries, chips, and other snacks. Fresh food machines provide milk, sandwiches, soups, desserts, and more. PantherCash is accepted at some vending machines. More information is online at www.gsu.edu/vending.

University Post Office

The University Post Office is located on the lower level of Kell Hall. The Retail Window (stamps, money orders, etc.) is open from 8:30 a.m. until 4:30 p.m. with general business hours of 8:30 a.m. until 5:15 during the weekdays; it is closed on weekends and for university holidays. The University Post Office services include the selling of money orders, stamps, and

the mailing of parcels and other items. Individuals may also purchase stamps at the separate U.S. Postal Service vending machines located in Kell Hall around the corner from the Post Office. Contact the University Post Office Manager (2A Kell Hall) during general business hours for any refunds or operational questions with the U.S. Postal Service vending machines. Whenever the building (Kell Hall) is open, these vending machines are available for purchases.

1464 Emergency Student Locator

In the event of an emergency such as a life-threatening situation or serious illness, the Office of the Dean of Students will make an attempt to deliver a message or contact number to a student in class regarding the emergency information. With the exception of public-record information such as name, address and telephone number, information regarding students' class schedules cannot be released for any purpose. Messages can be delivered to students only for emergency situations. The office is open Monday – Friday, 8:30 a.m.- 5:15 p.m. and is located in 300 Student Center. Please call 404/463-9023 for information.

2000 Andrew Young School of Policy Studies

2010 Office of the Dean

602 RCB Building, 404/651-3990
www.gsu.edu/sps
 Roy W. Bahl, Dean
 Robert E. Moore, Associate Dean

2020 Purpose of the School

The Andrew Young School of Policy Studies was established in 1996 with the objective of achieving excellence in the design, implementation, and evaluation of policies which help guide society and the economy. To this end, the school has assembled a distinguished faculty and professional staff, combining practical experience and scholarly credentials on a broad range of policy matters.

The school is committed to quality education, offering a variety of academic undergraduate and graduate degree programs as well as nondegree training programs. It engages in basic and applied research and outreach addressed to the ongoing management of policies and programs. The school houses several prestigious research centers focusing on the practical needs of governmental, nonprofit, and private-sector organizations in Atlanta, the state of Georgia, and the broader national and global communities. Degree programs in economics, human resource development, policy studies, public administration, and urban studies integrate individual academic career preparation with addressing those needs.

For current information, visit the Andrew Young School of Policy Studies' web site: www.gsu.edu/~wwwsps/.

2030 Office of Academic Assistance

1203 Urban Life Center
 404/651-3504
 Sue Fagan, Director
 Wanda Cooley, Assistant Director
 Bettye Davis, Academic Specialist

The Office of Academic Assistance (OAA) supports the school's commitment to quality education in the field of policy studies by promoting the school to prospective undergraduate and graduate applicants, by facilitating the application process, and by admitting well-qualified students to the graduate programs.

2030.10 Academic Advisement

Academic advisement is required of all students in the Andrew Young School of Policy Studies. The school has developed a system of advisement that integrates the Office of Academic Assistance and faculty advisers within the school. After selecting a specialization, master's students are assigned a faculty adviser who is particularly qualified to offer academic and career guidance in that area. Doctoral students work with their doctoral coordinator and/or dissertation chair to plan their individualized programs of study. Students should contact the OAA if they have any questions regarding the advisement process.

The Office of Academic Assistance also advises those interested in admission to the graduate programs, provides regular academic program reviews for each degree offered through the school, assists students with course selections and schedule revisions, and provides information concerning catalog regulations, school and university policies.

OAA counselors see students and applicants by appointment and as walk-ins on a space-available basis. Students or applicants who need information not included in this catalog are encouraged to avail themselves of the services of the OAA. The office is open from 8:30 a.m. to 5:15 p.m. Mondays, Thursdays and Fridays and from 8:30 a.m. to 6 p.m. Tuesdays and Wednesdays.

2040 Exchange Programs with Other Universities

The Andrew Young School of Policy Studies is committed to providing students the opportunity to participate in exchange programs with other institutions. Currently the school participates in three exchange programs:

1. The School of Public Management and Administration, University of Pretoria, South Africa.
2. The Faculty of Economics, Erasmus University, Rotterdam, The Netherlands.
3. Program in Entrepreneurship and Innovation, Jonkoping University, Jonkoping, Sweden.

In all instances, students are required to provide their own transportation and living expenses. Students interested in participating in an exchange program should contact the Office of Academic Assistance.

2050 Other Facilities/Services

2050.10 AYSPS Information Center

6th floor RCB Building, 404/651-3913
Gardner Neely, Director
gneely@gsu.edu

The school information center has a small collection of selected literature and data-sets on fiscal policy, public administration, and economic issues to support ongoing research projects of the faculty and its research centers. The center assists faculty in training their graduate research assistants in research techniques and fills requests for faculty research papers. See the website for beginning a search of the literature of regional, national, and international policy issues—<http://www.gsu.edu/%7Ewwwfnd/>.

Center staff works with the staff of Pullen and College of Law libraries to help find and interpret the ever changing electronic databases on policy issues. Sources acquired recently by the Pullen liaison include EuroMonitor World Marketing Data, which gives each country's macroeconomic indicators, such as employment and income, and government finance, in spreadsheet format. Lexis-Nexis statistical search now yields tabular data by specific field, including geographic, demographic, income, and time series data in downloadable files from licensed on-campus computers. Policyfile, a Pullen research database covers major research centers and their working papers and full text source EIU ViewsWire from the *Economist*.

The center and liaison libraries work to link pertinent resources to reduce search time for electronic journals licensed to the Georgia State University scholarly community, as well as those licensed by the powerful statewide Galileo venue.

The center's sources include data sets and documentation from the Bureau of Labor Statistics, the Census Bureau, and the Bureau of Economic Analysis, among others. Working papers in economics from some research centers, including the National Bureau of Economic Research, the Federal Reserve Bank, and the International Monetary Fund are available. Data sets, such as National Longitudinal Survey of Youth, Regional Economic Information System, are collected as needed for research in the social sciences.

EconLit, from the American Economics Association, *Tax Analysts*, and National Tax Association periodicals for tracking tax and regulatory issues and publications from the National Council of State Legislatures are accessible. Among international publications owned are *Government Finance Statistics Yearbook*, *World Economic Outlook*, *World Development Indicators*, as well as publications by the OECD, International Monetary Fund, The World Bank, and the United Nations.

Services also include orientation for new scholars arranged with Pullen Library Subject Liaison Librarians. Database training materials, data set of manuals, and website lists are provided.

2050.20 Office of Community Outreach and Partnerships

1215 Urban Life Center, 404/651-0385
Linda K. Calloway, Director

The Office of Community Outreach and Partnerships (OCOP) serves as a vehicle for Georgia State University to link its resources to the community in an effort to assist nonprofit groups to identify, develop, or advocate for sustaining solutions to problems in the communities they serve. OCOP outreach programs and activities are not exclusive to the Andrew Young School of Policy Studies and are instead open to a broad range of university departments and programs. OCOP operates a service-learning program and assists faculty and staff with building community relationships.

Through the service-learning program, community service activities are coordinated through national projects such as the AmeriCorps—Education Award Program, sponsored by the Corporation for National and Community Service. This program creates opportunities for undergraduate and graduate students to participate in direct service activities, from mentoring and educational support to leadership training. Additionally, students assist in the development of proposals and innovative strategies through research. Participating students develop leadership skills, solutions to real life problems, and explore career options in the public and private sector, while community organizations and groups gain additional support to assist urban, Metro Atlanta communities.

2060 Research Centers and Programs

2060.10 Program for Rehabilitation Leadership

10 Park Place, Room 415B, 404/651-3532

The Program for Rehabilitation Leadership (PRL) provides human resource development and organizational development services to address the broad range of learning needs shared by organizations providing services and supports to individuals with disabilities. PRL offers diverse learning activities designed for developing human resource skills, enhancing organizational performance, sustaining organizational leadership, promoting knowledge networking among individuals and groups, and supporting the implementation of national disability policy. PRL is nationally recognized for exemplary practices targeting public and private organizations that comprise the disability service and advocacy system. Activities are funded through the Rehabilitation Services Administration of the U.S. Department of Education as well as various state and local contracts. Services include on-campus and field-based training and education, technical assistance, and applied research.

2060.20 Domestic Programs

1215 Urban Life Center, 404/651-4342
David L. Sjoquist, Director

Domestic Programs is home to several separate programs and activities. Some of these programs, for example, the Office of Community Outreach and Partnership, link the college with the community. The other activities and projects aim to inform the debate on public policy in the metropolitan Atlanta area, the state of Georgia, and the nation through research and education. The issues that are addressed include those associated with the structure of urban areas, government tax and expenditure policy, education, program evaluation, social policies, and economic development. Some of the specific topics include the evaluation of pre-K programs, analysis of the transition from welfare to work, studies of teacher retention, a multi-year study of public housing transformation, and studies of the labor market opportunities of low-skilled workers. Domestic Programs also houses the Georgia Poll, a quarterly public opinion poll of Georgia residents, and AtlantaCensus 2000, a portal that allows easy mapping of census data. Funding comes from a variety of government, foundation, and business sources.

2060.30 The Environmental Policy Center

14th Floor, RCB Building, 404/651-1888
Ronald G. Cummings, Director

The Environmental Policy program addresses a range of issues including water resource management, measuring the value of environmental benefits and costs, and investment planning for environmental protection. Its objectives are to inform and improve environmental policy with scholarly work. A joint program with the Oak Ridge National Laboratory is operative, and faculty is exchanged on a regular basis. A modern experimental laboratory is an integral part of the program. External funding has come from the U.S. Department of Energy, the National Science Foundation, and the private sector; core support comes from the Georgia Research Alliance and from the state government.

2060.40 The Georgia Health Policy Center

660 One Park Place, 404/651-3104
Karen J. Minyard, Director

The Georgia Health Policy Center conducts research used to develop health policy recommendations and implement strategies to improve health care delivery systems. It provides support to the legislative and administrative branches of Georgia's government and acts to develop public-private partnerships that increase resources available to the state.

The center's Long-Term Care research projects are designed to improve the long-term care delivery system within Georgia. Staff provides ongoing technical assistance to the Georgia Legislature, the Department of Community Health, and the Department of Human Resources.

The Networks for Rural Health program provides tailored technical assistance, facilitation, mediation, and consultation to help rural communities build clinically relevant, financially viable health care systems. Staff members have received national and state recognition for the work they have been doing in 39 rural communities throughout Georgia.

The Child Policy Initiative improves child policy in Georgia through applied research and analysis. This initiative expands the center's initial focus to address children's policy issues beyond health care, with current efforts in children's health, child protective services, and child care and early learning. The center analyzes existing policies and future options, researches best practices, and facilitates objective support for state agencies.

The center provides the administrative and technical home for the Philanthropic Collaborative for a Healthy Georgia, a forum of philanthropic and corporate foundations that have joined forces to enhance their health grant-making opportunities.

2060.50 The International Studies Program (ISP)

6th Floor, RCB Building, 404/651-3989
Jorge L. Martinez-Vazquez, Director

The International Studies Program (ISP) provides academic and technical training, research and technical assistance to support sound public policy and sustainable economic growth in transitional and developing countries. This program is recognized worldwide for its contributions to economic and policy reform.

ISP faculty and staff, other Andrew Young School faculty, affiliates, and a network of consultants serve as project directors, senior advisers, chiefs-of-party, or lead economists for major projects in areas including fiscal policy, tax administration, economic analysis and revenue forecasting, fiscal decentralization and intergovernmental fiscal relations, and public administration, budgeting, and financial management. These experts work together to implement technical assistance projects for clients and have assisted more than 60 countries.

ISP projects are sponsored by the United States Agency for International Development (USAID), The World Bank, the United Nations Development Program, the Asian Development Bank, the Inter-American Development Bank, and other regional and national funding agencies.

ISP annual summer training programs provide training on fiscal decentralization and budgeting for senior government officials from developing and transitional countries and for donor agency representatives from other countries. These training programs are in such great demand that ISP added an additional program on revenue forecasting and fiscal management. ISP also develops specially tailored training focused on specific policy topics as requested by its clients. More on the International Studies Program is online at <http://isp-aysps.gsu.edu/>.

2060.60 The Fiscal Research Program (FRP)

1215 Urban Life Center, 404/651-4342

David L. Sjoquist, Director

This program was established in 1995 in order to provide a stronger research foundation for setting fiscal policy for state and local governments and for better informed decision making. The FRP provides nonpartisan research, technical assistance, and education in the evaluation and design of state and local fiscal and economic policy, including both tax and expenditure issues. Recent projects have included a comprehensive analysis of Georgia's economic development tax credit program, an evaluation of Georgia's Corporation Income Tax, a study of tax base sharing, an investigation of the use of sales taxes to finance school construction, and an analysis of the changing geographic pattern of sales taxes in Georgia.

2060.70 Research Atlanta, Inc.

6th Floor, RCB Building, 404/651-3748

Deborah McCarty, Director

Research Atlanta, Inc. is a privately funded research center whose goal is to inform and stimulate debate and action on important public policy issues facing metropolitan Atlanta. Funding comes mainly from the corporate sector. Since 1992, the Andrew Young School, or its predecessor, has conducted the research on the topics selected by Research Atlanta and prepared the reports that are reviewed and approved by Research Atlanta. Recent research reports include Reinventing Municipal Governance; Programmatic Innovations from the new Generation of Big-City Mayors, School Boards, and Local Control: Roles and Responsibilities; What Is Social Capital and Why Does It Matter; and Developing a Comprehensive State Water Management Plan. Research Atlanta publicizes and disseminates its work through an aggressive outreach program, and its findings are regularly reported in the local and national press.

2070 Academic Units

2070.10 Department of Economics

6th floor, RCB Building, 404/651-2626

James Alm, Chair

Caroline Griffin, Administrative Specialist

Faculty: Alm, Bae, Bahl, Cummings, Edmiston, Farnham, Ferraro, Frost, Gurmu, Hamilton, Hotchkiss, Kaufman, Laury, Mansfield, Martinez-Vazquez, Moore, Petrie, Rioja, Scafidi, Seaman, Sjoquist, Stephan, Taylor, Tekin, Turnbull, Valev, Walker, Wallace, Xu, Young

Degrees offered:

Doctor of Philosophy in Economics

Master of Arts in Economics

2070.20 Department of Public Administration and Urban Studies

1256 Urban Life Center, 404/651-3350

Lloyd G. Nigro, Chair

Sally Fowler, Administrative Coordinator

Faculty: Charles, Ghobrial, Hansen, Harris, Helling, Henry, Kahnweiler, Lewis, Newman, Nigro, Ottoson, Patton, Poister, Roch, Rushton, Rubenstein, Steeh, Streib, Thomas, Van Slyke, Waugh, Willis, Willoughby, Young

Degrees offered:

Doctor of Philosophy in Public Policy

Master of Public Administration

Master of Public Administration/Juris Doctor

Master of Science in Human Resource Development

Master of Science in Urban Policy Studies

Graduate Certificates offered:

Disaster Management

Natural Resource Management

Nonprofit Management

Planning and Economic Development

2080 Graduate Admission

All documents and other materials submitted by or for persons in connection with their interest in consideration for admission to a program become the property of this institution and cannot be returned at any time. It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all required materials have been submitted to the Office of Academic Assistance by the application deadline. Incomplete applications will not be processed.

No guarantee regarding admission can be made before an applicant's file is complete and has been reviewed by the Graduate Admissions Committee. Applicants must assume responsibility for all costs related to applying for admission regardless of the admission decision.

Admission is for entry in a specific program or status and for a specific semester. A student who is admitted for one program or status may enter a different one only if, and after, formal approval has been given by the Graduate Admissions Committee of the school. An accepted applicant who wishes to defer enrollment to a future semester will be reevaluated according to the admission criteria in effect for the future semester. Reevaluation must be requested in writing by the deadline for the desired semester of entry (listed under the "Application Deadlines" heading below).

2080.10 Graduate Admissions Committee

The graduate admissions committee for each degree program is composed of faculty members from the relevant department. Membership on the committees varies, depending on the academic program. The charge of each admissions committee is to review and make admissions decisions on the

completed applicant files for a particular graduate program. Hereafter, all references to the “Graduate Admissions Committee” refer to one of these admissions decision-making bodies.

2080.20 Retention of Records

If an applicant does not complete enrollment for the semester in which admission is sought, the application must be renewed and submission of such additional credentials and information as may be requested by the Graduate Admissions Committee will be required. Incomplete application files are retained for a maximum of two years.

A student who earns credit in a master’s-level program and later becomes inactive may be required to reestablish his or her file. A transcript of graduate credit earned at Georgia State University will be maintained indefinitely by the Office of the Registrar.

2080.30 Application Deadlines

Applicants are encouraged to apply before the deadline since admission is limited and completed files are reviewed early.

If an application deadline falls on a weekend or university holiday, applications will be accepted until the next workday following the application deadline.

Master’s Programs and Certificates

Fall semester	May 15
Spring semester	October 1

(Note: No applications, except transient, will be accepted for summer semester.)

Doctoral Program

Fall Semester	
Economics	March 15
Public Policy	February 1

2080.40 Application Procedures

Self-Managed Applications

The Andrew Young School of Policy Studies requires self-managed applications to its graduate and certificate programs unless you complete the on-line application, in which case transcripts and (if required) letters of recommendation will be matched to the application. This means that the applicant collects all required materials other than test scores and submits them at one time to the Office of Academic Assistance (OAA). A notice acknowledging receipt of the completed application packet is sent to the applicant by the OAA. Self-managed applications are required for initial applications, requests for reconsideration by previously denied applicants, and requests by previously accepted applicants to change the semester of entry.

This procedure eliminates any question about whether the applicant’s transcripts or other documents have been received. It also requires careful planning by the applicant well in advance of the desired semester of entry. There is no provision for temporary or trial admission pending completion of the

application procedures. The closing dates for receipt of the completed application packet and all test scores for each of the academic terms are listed under the “Application Deadlines” heading earlier in this chapter.

Applicants must use current application forms, obtained from the OAA or the AYSPS website. The application instructions provide complete information on preparing the self-managed application packet. Applicants must not submit incomplete packets; this will result in a substantial delay in processing the application. The entire application and all attachments must be legible. The following sections discuss the documents required.

All inquiries and requests for application materials should be made to:

Office of Academic Assistance
Andrew Young School of Policy Studies
Georgia State University
University Plaza
Atlanta, GA 30303-3083
Phone: 404/651-3504
Fax: 404/651-3536
E-mail: ayspsacademicassist@gsu.edu

To order application materials online, visit our website www.gsu.edu/~wwwsps/acassist/form.htm

To complete an application, the following materials are required. (Refer to the degree-specific application checklists at the end of this section for a summary of requirements for each degree program.)

AYSPS and University Application Forms and Residency Information Form

These forms must be submitted by all applicants and must be eligible Applicants must sign and date each form.

Application Fee

An application fee of \$50 for the joint Ph.D. in Public Policy program must be submitted with the application forms. Checks or money orders should be made payable to Georgia State University in U.S. currency; do not send cash. The application fee is nonrefundable and does not apply toward registration fees.

Doctoral Application Form (Doctoral applicants only)

All doctoral applicants must complete an AYSPS Doctoral Application form, providing detailed information regarding educational and professional experience. The form must be typed or printed legibly and will be used by the Graduate Admissions Committee in reviewing the applicant’s credentials.

Transcripts

Two official copies of the transcript of all previous college work are required from each institution previously attended. Each set of transcripts must be in an envelope from the institution closed with the institution’s official seal and must be submitted unopened by the applicant with the rest of the application packet. If an institution’s policies do not permit it to

send official transcripts to applicants for use with self-managed applications, the transcripts may be sent directly to the Office of Academic Assistance using the address given previously under the heading “Self-Managed Applications.” In this instance, applicants should indicate on the application that the transcripts will be sent separately by the appropriate deadline.

Transcripts are required from each institution the applicant has attended, regardless of the length of time the applicant attended the institution or the applicant’s status while at the institution or whether the grades are listed on another institution’s transcript. **EXCEPTION:** Applicants who have attended Georgia State University must list their dates of attendance on their applications, but they do not have to request their Georgia State transcript. The OAA will obtain a record of the Georgia State coursework.

One copy of each of the transcripts will be given by the OAA to the registrar of the university for the student’s permanent file. A person who has attended Georgia State University as a degree-seeking student may submit only one copy of the transcripts from each institution attended prior to entering Georgia State University; two copies are required from all institutions attended after having last attended Georgia State University.

An applicant who may have been granted admission pending completion of the undergraduate degree must file two official copies of a supplementary transcript showing the awarding of the degree as soon as it is available but at the latest by the end of the first semester of enrollment.

Test Requirements

All applicants to the graduate programs must submit official scores on the entrance test required for the program they are requesting. (Refer to the list below for degree-specific test requirements.) Test scores must be reported directly from the Educational Testing Service; candidates’ copies will not be used.

Degree-specific test requirements are as follows:

Applicants for the Master of Arts in Economics, the Master of Science in Human Resource Development, and the Master of Science in Urban Policy Studies and the Doctor of Philosophy in Public Policy must submit official scores of the aptitude section of the Graduate Record Examination (GRE) of the Educational Testing Service.

Applicants for the graduate certificate programs, the Master of Public Administration, or the Doctor of Philosophy in Economics may submit either official scores of the aptitude section of the GRE or the Graduate Management Admission Test (GMAT) of the Educational Testing Service.

Applicants to the joint Master of Public Administration/Juris Doctor degree program who have completed their application to the College of Law at the time they apply to the M.P.A. program may substitute the Law School Admission Test (LSAT) for the GRE or GMAT.

International applicants whose native language is not English must provide official scores on the Test of English as a Foreign Language (TOEFL). **EXCEPTION:** This is not required

of international applicants who have received an accredited degree from a U.S. institution. However, applicants must demonstrate proficiency in English. Such applicants who are current residents of Georgia may demonstrate English proficiency through testing in the Georgia State University Office of Applied Linguistics and English as a Second Language; call 404/651-3650 for information.

Applicants should take the appropriate test as early as possible so that scores will be received before the application deadline for the desired semester of enrollment. When taking these tests, applicants must indicate on the test application that their scores should be reported to the Andrew Young School of Policy Studies of Georgia State University (see institution codes listed below). GRE or GMAT scores may not be more than five years old at the desired semester of entry; TOEFL scores may not be more than two years old at the desired semester of entry. To arrange to take a test or to have scores reported from a previous administration, contact the Educational Testing Service:

GRE/ETS, P.O. Box 6000, Princeton, NJ 08541, 609/771-7670, www.gre.org (have scores reported to code 5264)

GMAT/ETS, P.O. Box 6103, Princeton, NJ 08541, 609/771-7330, www.gmat.org (have scores reported to code 5258)

TOEFL/ETS, P.O. Box 6151, Princeton, NJ 08541, 609/771-7100, www.toefl.org (have scores reported to code 5251)

Letters of Recommendation

Letters of recommendation are required of applicants to the Master of Arts in Economics, the Master of Science in Urban Policy Studies, and the Ph.D. programs. Applicants to other degree programs who wish to submit letters of recommendation may do so. The application packet provides recommender forms and information about submitting letters of recommendation.

Professional Goals Statement (Master’s Applicants) or Biographical/Statement of Interest (Doctoral Applicants)

Applicants to the master’s degree programs of the Andrew Young School of Policy Studies must submit a typed statement of personal and professional goals as they relate to the degree program sought. Most applicants write approximately two typed pages, summarizing their work experience, the reasons they have chosen the degree program, why they want to attend Georgia State, and how the degree fits in with their career goals.

Applicants to the doctoral programs are required to submit more detailed biographical information and a statement of interest. The Ph.D. application instructions provide complete information on preparing this statement.

Interviews

Interviews are usually not part of the admissions process for the master’s degree programs. Prior to final decisions for admission to the doctoral programs, selected applicants may be interviewed either in person or by telephone. If an interview is needed after the Graduate Admissions Committee has reviewed the applicant’s file, the applicant will be contacted to arrange an

appointment for this purpose. Applicants are therefore encouraged to provide complete answers to all questions asked on the applications. Applicants who have questions about the information in this catalog concerning admissions, the programs, application instructions, or related matters, however, are encouraged to contact the Office of Academic Assistance at any time during the application process.

Immunization Certification

The Board of Regents of the University System of Georgia requires that accepted applicants who have never attended Georgia State University submit proof of immunization from measles, mumps, and rubella (MMR) before being allowed to register. Forms for providing this certification to the Immunization Unit of the GSU Department of Health Services are available from the OAA. Questions about the requirement may be directed to Health Services (147 Sparks Hall; 404/651-1171; fax 404/651-1238).

Applicants born before January 1, 1957, are considered to be immune to measles and mumps, but the rubella immunization is required; this requires one vaccination.

Applicants born January 1, 1957, or later who have not already received the MMR immunization or who cannot document that they have received it must have two vaccinations at least 30 days apart. Applicants in this category should be aware of this time constraint. Sufficient time before registration may not be available to begin the immunization process after an admission decision is received.

Financial Statement (International Applicants Only)

Georgia State University reserves the right to admit only those international applicants who are academically qualified and who have documented their ability to meet the financial requirements while in attendance. Forms for providing this information and documentation are available from the OAA. Questions about the requirement may be directed to the Office of International Services and Programs (10 Park Place, Suite 500, 404/463-9073).

Program-Specific Application Checklists **Graduate Certificate Programs**

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. Two official copies of transcripts from each post secondary institution attended.
6. Official scores on the GRE.
7. Professional goals statement.

Master of Arts in Economics

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. Two official copies of transcripts from each post secondary institution attended.

6. Official scores on the GRE.
7. Three letters of recommendation.
8. Professional goals statement.

Master of Public Administration

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. Two official copies of transcripts from each institution attended.
6. Official scores on the GRE or GMAT.
7. Professional goals statement.

Master of Public Administration/Juris Doctorate

Refer to “Special Application Procedures for M.P.A./J.D.” heading below for detailed instructions.

1. AYSPS application form.
2. University application form.
3. Application fee of \$50.
4. Professional goals statement.

Master of Science in Human Resource Development

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. Two official copies of transcripts from each institution attended.
6. Official scores on the GRE.
7. Professional goals statement.

Master of Science in Urban Policy Studies

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. Two official copies of transcripts from each institution attended.
6. Official scores on the GRE.
7. Three letters of recommendation.
8. Professional goals statement.

Doctor of Philosophy in Economics

1. University application form.
2. Residency form.
3. Doctoral application form.
4. Application fee of \$50.
5. Two official copies of transcripts from each institution attended.
6. Official scores on the GRE or GMAT.
7. Three letters of recommendation.
8. Biographical/Statement of interest.

Doctor of Philosophy in Public Policy

1. University application form.
2. Residency form.

3. Doctoral application form.
4. Application fee of \$50.
5. Two official copies of transcripts from each institution attended.
6. Official scores on the GRE.
7. Three letters of recommendation.
8. Biographical/Statement of interest.

Transient Status

Refer to the “Transient Student” heading below for detailed information on this status.

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. Certification of Good Standing from the applicant’s home institution.

International Applicants may also be required to submit:

1. Official score on the TOEFL.
2. Georgia State University Financial Statement for issuance of student visa.

Special Application Procedures for M.P.A./J.D.

Applicants to the joint Master of Public Administration/Juris Doctor degree program must be separately admitted to both the J.D. and M.P.A. programs and must request admission to the joint program. Applicants who have completed their application to the College of Law at the time they apply to the M.P.A. program are required to submit only the following items:

1. AYSPS application form.
2. University application form.
3. Application fee of \$50.
4. Professional goals statement.

All other required materials including transcripts and test scores will be obtained from the student’s College of Law application file. Applicants who have not completed their application to the College of Law at the time they apply to the M.P.A. program must follow the regular application procedures as outlined under “Application Procedures” above. For application forms for the Georgia State University College of Law, contact the admissions office: Georgia State University, College of Law, P.O. Box 4049, Atlanta, GA 30302-3049, Phone: 404/651-2048.

2090 General Admission Criteria

The Graduate Admissions Committee determines the eligibility of each person who applies for graduate-level admission. Admission decisions are competitive. Each applicant is evaluated individually and among the current group of candidates. In this evaluation, consideration is given to the applicant’s academic record, scores on the entrance test(s),

educational background, educational objectives, narrative information, work experience, professional activities, and character. These elements together must indicate a favorable prospect of success in graduate study for an offer of admission to be made. In making the decision, the committee must consider at all times the optimum number of students in the program. This could result in the denial or deferral of otherwise qualified applicants.

A bachelor’s degree in any field of study from a regionally accredited college or university is required for admission to all of the degree programs. Only coursework from institutions with accreditation equivalent to that granted by the Commission on Colleges of the Southern Association of Colleges and Schools is considered in evaluating an applicant for admission.

In reviewing the past academic work of applicants, the Graduate Admissions Committee evaluates both the overall undergraduate GPA and the junior/senior GPA, taking into consideration the institution(s) attended and program of study completed. In evaluating scores on the GRE or GMAT, the committee looks for a balance between verbal and quantitative scores in addition to considering the total score, because all of the graduate programs require strong communication skills and quantitative ability.

In cases where the applicant has done additional accredited undergraduate work beyond the bachelor’s degree or has done accredited graduate work, a “most recent two-year GPA” will be calculated. This is defined as the most recent ninety quarter hours or sixty semester hours of coursework (to the nearest whole term). If this GPA shows more academic promise than the overall GPA, it will be given more weight in the admission consideration.

Applicants are not required to submit a general certification of their state of health but are required to submit proof of immunization against measles, mumps, and rubella (see preceding “Immunization Certification” heading). Forms for providing this certification are available from the OAA. Also, the school reserves the right to investigate the health, character, and personality of each applicant.

At the discretion of the Graduate Admissions Committee, some applicants may be admitted to provisional status in the master’s programs for up to 12 semester hours of study. Relevant work experience, recommendation letters, and the applicant’s statement of professional objectives will weigh heavily in these admission decisions. A student who is admitted in such status must earn a grade of “B” or better in each of the four required courses specified by the Graduate Admissions Committee, and/or complete other requirements specified by the Graduate Admissions Committee, in order to be admitted to full status. Students who are admitted in provisional status will receive an outline of these requirements as part of their admission decision letter.

Admission decisions are communicated in writing to applicants as soon as practical after all application materials have been received and evaluated. Admission decisions cannot be given by telephone, nor can they be given to any person other than the applicant without written release from the applicant to do so.

2100 Master's-Level Nondegree and Postgraduate Status

The master's-level nondegree and postgraduate classifications are provided by the Andrew Young School of Policy Studies in recognition of the fact that education is a lifelong process and that people may wish to enroll in one or more graduate courses at various times for personal or professional reasons without completing an entire degree program.

Neither nondegree status nor postgraduate status in the Andrew Young School of Policy Studies is provided for students who intend to qualify for any degree, certification or other status in another college of Georgia State University. Students with this goal must, at the first opportunity, contact the appropriate graduate admissions office for procedures and criteria for establishing graduate status in that college.

Definition of Nondegree Status: Nondegree students are those who have followed the same admissions procedures and met the same admissions deadlines and criteria as applicants to the various master's programs, but do not wish to pursue a graduate degree. These students are admitted to enroll in graduate courses of their choice in the Andrew Young School of Policy Studies. They may enroll for credit or for audit, as may any other student. International students will not be admitted in nondegree status.

Definition of Postgraduate Status: Postgraduate students are those who have received a graduate degree from the Andrew Young School of Policy Studies and wish to reenter to take additional graduate courses in this school, but do not wish to pursue another graduate degree. They may also enroll for credit or for audit.

Responsibilities/Continued Enrollment: Nondegree and postgraduate students are responsible for meeting all academic regulations of the school and the university, including the requirements for maintaining good academic standing. It is therefore important that those students be familiar with the provisions of the Graduate Catalog in effect at the time of their enrollment in either status. Students may continue to enroll in nondegree or postgraduate status indefinitely, as long as at least a 3.00 GPA is maintained. No more than six hours of coursework taken in nondegree or postgraduate status, however, may be subsequently applied toward a graduate degree of this school.

Nondegree and postgraduate students must follow proper registration procedures each semester they wish to enroll; these classifications do not waive the responsibility to register correctly and on a timely basis.

All prerequisites to any course taken must be met. These classifications are not intended as a means to circumvent proper course sequencing.

Changing from Nondegree or Postgraduate Status to Degree Status: Students who wish to change to degree status must file an application for the program desired and all supporting documents by the appropriate deadline for the semester for which admission is sought. Further information on

application procedures for admission to degree programs in the Andrew Young School of Policy Studies may be obtained from the Office of Academic Assistance.

Any credit earned while in nondegree or postgraduate status must be no more than six years old at the time the student graduates if it is to be counted for credit toward the degree program to which the student is changing.

Grades from all attempts at all courses which are later counted toward degree credit will become part of the student's GPA for that program. This means that the nondegree and postgraduate status are not intended as a means to make attempts at courses which are anticipated to be difficult with the intention of having only the final attempt count in the GPA for the degree program.

2100.10 Transient Students

Students enrolled in a graduate degree program at another accredited institution may take graduate courses in the school. A maximum of nine semester hours may be taken as a transient student unless approval for additional hours is requested from the student's home institution. Transients who later enroll in an Andrew Young School of Policy Studies master's level program may apply a maximum of six appropriate graduate credit hours earned in transient status toward the requirements for the AYSPS program.

The school uses a self-managed procedure for applications for transient status. The transient application materials described in items one through five below must be collected by the applicant and submitted as a package to the Office of Academic Assistance.

1. AYSPS application form.
2. University application form.
3. Residency form.
4. Application fee of \$50.
5. A Certification of Good Standing completed by the home institution. After an appropriate official at the home institution has completed this form, it should be placed in an envelope, sealed with the official's signature across the sealed portion of the envelope and returned to the applicant for submission with the other transient application materials.

A transient student should come prepared with alternative courses approved by the home institution. Georgia State University does not guarantee that a transient student will be able to secure the courses desired. If, for example, courses are full when a transient student becomes eligible for registration, the student will not be admitted to these classes. A transient student must meet all the prerequisites for Georgia State courses as defined by Georgia State University.

If a transcript is needed by the home institution, the student must make a written request to the Office of the Registrar/Student Services (227 Sparks Hall) or ordered via the university website using your access code. The university does not automatically forward transcripts to the home institution.

A student who attends Georgia State University as a transient student normally will be allowed to attend only for one semester for which acceptance was granted. A transient

student who wishes to enroll for a subsequent semester(s) at Georgia State University must do the following:

- a. File an Application for Reentry with the Office of the Registrar/Student Services (227 Sparks Hall; 404/651-2383) for each subsequent semester.
- b. Have the home institution submit another Certification of Good Standing to the OAA if the previous one has expired. These certifications expire after two semesters or after completion of the number of courses for which the approval was granted, whichever comes first.

Reentry must be approved by both the OAA and the Office of the Registrar/Student Services to be official. The school reserves the right to request a new Certification of Good Standing before the expiration date and/or a transcript from the home institution. If this information is deemed necessary, the transient student will be notified.

Transient students who apply for reentry are cautioned that approval may not be granted by the OAA if the grade-point-average in the course(s) taken at Georgia State University is lower than 3.00, which is the minimum required to maintain good standing at the graduate level.

Deadlines for receipt of all materials required for admission as a transient student in each term are shown below:

Fall semester	May 1
Spring semester	October 1
Summer semester	April 1

To become a degree-seeking graduate student, a transient student must notify the OAA and submit the required additional credentials by the normal application deadline for the semester in which he or she wishes to begin degree work. The student's credentials will then be reviewed by the Graduate Admissions Committee and an admission decision will be made.

2100.20 International Students

It is the policy of Georgia State University to encourage the enrollment of students from other countries. The institution subscribes to the principles of international education and to the basic concept that only through education and understanding can mutual respect, appreciation, and tolerance of others be accomplished. The recognition of the values of cultural exchange is inherent in our philosophy of education and is predicated on an awareness of the need to foster better cooperation, friendship, and understanding among the peoples of the world. In this regard, we welcome international students to our campus, because we believe in a cultural exchange program which will be beneficial to our own student body, to the international students involved, and to metropolitan Atlanta.

English Proficiency. In addition to meeting the regular admission requirements, an international applicant whose native language is other than English must submit official scores on the Test of English as a Foreign Language (TOEFL) before admission can be considered. (See the "Test Requirements" heading under "Application Procedures" above.) EXCEPTION: The TOEFL is not required of international applicants who have received a degree from an

accredited U.S. institution.

Georgia State University also requires that all accepted international applicants demonstrate proficiency in English when they arrive on campus. This testing will be conducted during the international student orientation program which is held each semester before classes begin. Orientation is mandatory.

An accepted international applicant whose test results indicate a lack of proficiency in English will be required to enroll in and satisfactorily complete English courses deemed appropriate as a result of evaluation by the Office of Applied Linguistics and English as a Second Language (ESL). Any English courses needed as a result of this evaluation become a formal part of the international student's degree requirements and must be given first priority in registering for courses. Detailed information on the English proficiency requirements for graduate students in the Andrew Young School of Policy Studies is available from the Office of Academic Assistance.

Academic Credentials. Each applicant must present "official" credentials attesting to academic achievement as to level and performance. "Official" documents will vary from country to country, but should be original documents with authoritative signatures, seals, stamps, or other verifications. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institution(s), the applicant should forward a duly "notarized" or "attested to" copy. The notarization should be done by a proper government official or proper representative of the American Embassy in the country.

When the documents are in a language other than English, they must be accompanied by translations. These translations must be the original form and contain acceptable notarization as described above for a copy of the original documents. Translations should be made by the American Embassy, the home country Embassy, or an appropriate government official. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) and the Institute of International Education (IIE) will be acceptable.

In some cases, the OAA may require that the applicant have his or her international educational credentials evaluated by an evaluation service. In such cases, the applicant will be notified to complete the credential evaluation application forms of Josef Silny & Associates, Inc., whose services the university frequently uses. There is an additional fee charged by Silny for this evaluation. If the applicant has previously had his or her educational credentials evaluated by another reputable evaluation service, the OAA may accept this evaluation. Applicants with questions regarding credential evaluation or the service used should contact the OAA.

Course descriptions (syllabi) and any other information submitted in an attempt to qualify for exemption from course requirements must meet the same criteria for "official" documents as described above. These documents must be received directly from the institution and have a cover letter written on the institution's letterhead mentioning the student's name and certifying that the outline is comparable to the way the course was taught when the student took the course.

Financial Resources. Georgia State University reserves the right to admit only those international students who are academically qualified and who have documented the ability to meet the financial requirements while in attendance. Forms for providing this information and documentation are available from the OAA. (See the “Financial Statement” heading under “Application Procedures” above.) Applicants needing a student visa are required to show financial capability for their full degree program and may be required to have an amount equal to the estimated cost of the first academic year on deposit at Georgia State University before a certificate of eligibility and an acceptance letter will be issued. Continuation of the visa after the first calendar year may require further proof and certification of the applicant’s financial ability.

For the 2002-2003 year, a student who is single, or one coming to the United States alone, was required to show resources totaling at least \$25,576 a year for tuition and living expenses. (This amount is subject to change due to inflation and/or tuition increases.) Married students have additional funds required; specific amounts are available from the Office of International Services and Programs, 10 Park Place, Suite 500, 404/463-9073.

International applicants should be aware that the minimum financial resources requirement for a certificate of eligibility is based on an extremely modest budget and standard of living and does not include the cost of owning a car. Tuition expenses are based on the minimum enrollment required for a graduate international student, which is three courses (nine hours) per semester for two semesters a year. (For these purposes, summer term may count as a semester.) Students who plan to attend in summer must plan for additional tuition and books.

Financial aid from the university is not available for international students. International students may be considered for graduate assistantships and waivers of nonresident fees, but the stipends associated with assistantships and tuition reduction associated with the waivers may not be counted toward the minimum financial resources required for issuance of the certificate of eligibility. International students may not apply for a waiver of nonresident fees until they have earned a minimum of 18 hours of credit applicable to the degree at Georgia State University.

It is extremely unwise for students who receive assistantships or nonresident fee waivers not to continue to include full nonresident tuition in their budgets. No guarantee can be made that either award will continue to be available from semester to semester.

Full-time Course Load. The international student with a student visa is required to carry a full course of study for two consecutive semesters; then a vacation semester (or a semester with a reduced course load) is permitted. Students who choose to enroll during their vacation semester must meet the minimum course load required for an assistantship or a nonresident fee waiver if either is received during that semester.

A full course of study at Georgia State University is 12 semester hours for undergraduate students and nine semester hours for graduate students. International students will not be admitted as nondegree students.

2100.30 Waivers of Nonresident Tuition

See the headings “Georgia Resident Students,” “Nonresident Students,” and “Regents’ Requirements for Georgia Resident Status” in this catalog for information on resident and nonresident fees and on requirements for qualifying as a Georgia resident for fee-payment purposes.

International Students on F-1, J-1, or J-2 Visas. The Andrew Young School of Policy Studies has an extremely limited number of nonresident tuition waivers for which international graduate students on F-1, J-1, or J-2 visa may apply. These waivers are provided by the Board of Regents of the University System of Georgia and are limited to full-time students attending on the visas specified. Awarding of waivers is competitive and based on academic merit.

Because these waivers are not guaranteed, international applicants cannot exclude nonresident tuition from the financial resources they are required to document as part of the admissions process. These waivers are not awarded to graduate students who have earned fewer than 18 hours of credit applicable to the degree at Georgia State University.

Applications for international nonresident tuition waivers may be obtained from the Office of Academic Assistance. New applications are required each semester. Students must apply for a nonresident tuition waiver before Phase I registration of the semester for which they are requesting a waiver.

2110 Graduate Research and Teaching Assistantships

Graduate students in the Andrew Young School of Policy Studies are eligible for Graduate Research Assistantships (GRAs). Doctoral students in the school may also be eligible for Graduate Teaching Assistantships (GTAs). Students interested in graduate assistantships should contact the Office of Academic Assistance for further information and application forms. Refer to the “Graduate Research and Teaching Assistantships” heading in the “Financial Information” chapter of this catalog for detailed information on fees for graduate assistants and criteria for appointment as a research or teaching assistant.

2120 Graduate Enrollment

2120.02 Students’ Responsibility

Graduate students must assume full responsibility for knowledge of the rules and regulations of the school and the university, and of departmental requirements concerning their individual programs. Enrollment in a graduate program of this school constitutes students’ acknowledgment that they are obligated to comply with all academic and administrative regulations and degree requirements. Students are encouraged to read carefully the regulations which follow.

2120.04 Commitment to Graduate Programs—Time Limit for Completion

Before deciding to enroll in a graduate program of this school, students must examine seriously and realistically their abilities to adjust their personal and professional schedules to accommodate the challenge of graduate study. The maximum time limits set by the faculty for completing a graduate degree program are: six years from the first semester of admission for the master's programs; seven years from the first semester of admission for the doctoral programs. Students or applicants with questions about the commitment needed to complete the graduate programs should schedule an appointment with the school's Office of Academic Assistance.

The Andrew Young School of Policy Studies provides a flexible schedule of courses for its master's programs. The schedule attempts to accommodate the needs of a diverse student body, particularly with respect to students' employment. However, the faculty of the school expects that students enrolled in a graduate program will bring to that program a commitment to complete their degree requirements in a timely manner. The faculty believes that maximum benefit will be derived from a program if students devote a period of concentrated study to the disciplines that constitute the graduate programs.

2120.06 Changing Semester of Entry

Admission to a graduate program is for the specific semester stated in the acceptance letter. A student who does not enroll for the semester for which acceptance was granted must notify the Office of Academic Assistance so his or her records may be updated to a future semester and reevaluated according to admission criteria in effect for the future semester. Deadlines for requests to be considered for a future semester are the same as the application deadlines for the desired semester of entry. If the deadline falls on a weekend or university holiday, requests to change semester of entry will be accepted until the next workday following the application deadline.

2120.08 Changing Programs/Status - Master's Level

A master's student who wishes to change programs or status may begin the process by notifying the Office of Academic Assistance in writing. The file of the student will then be sent to the Graduate Admissions Committee for a recommended admission decision. A student who has applied for admission to a new program will be notified in writing of the decision. Changes in program require that students making such changes follow the program requirements of the graduate catalog in effect at the time of the change.

2120.10 Catalog Editions

Normally, students will be permitted to graduate under the provisions of the graduate catalog in effect at the time of first

enrollment. Students may choose to graduate under the provisions of a subsequent graduate catalog; that is, they may choose to change their "catalog edition." Students who choose to do this must meet all provisions of the subsequent graduate catalog.

Students are required to change to the current catalog edition when they change programs/statuses or after certain absences from the program, as explained below. (See also the preceding heading "Changing Programs/Status.")

2120.12 Non-Continuous Enrollment and Requests to Reenter

Students who have not attended Georgia State University within one calendar year are required to fill out a Reentry Application form obtained from the Office of the Registrar. (See the "Reentry Students" section in the "Registration and Reentry Information" chapter of this catalog.) Applications must be on file no later than the deadline dates as published in the General Catalog to receive appointments for registration.

Students who do not attend the semester for which reentry was originally required or the next two semesters must complete a new reentry form for subsequent semesters.

All students who wish to reenter one of the graduate level programs or nondegree status after an absence of one year must meet the degree requirements and academic regulations of the graduate catalog current upon return, along with other reentry provisions as may be in effect.

Reentering students who have earned a minimum of 18 hours of appropriate credit at Georgia State University with a minimum GPA of 3.00 will be eligible for reentry without being required to meet current admissions criteria.

"Appropriate credit" means assigned preparatory courses and/or other courses that are applicable to the student's current program.

Students who have not earned at least 18 hours of appropriate credit at Georgia State University with a minimum GPA of at least 3.00 must reapply and meet current admissions criteria. The provision to meet current admissions criteria includes submission of current scores on the required entrance test (Graduate Record Examination or Graduate Management Admission Test) if the latest score on file will be more than five years old at the time of reentry.

All students who are approved to reenroll will be eligible to retain all Georgia State credit (and already approved transfer credit, if any) earned previously if their program can be completed within the time limit that was applicable to their program before the absence. If this time limit cannot be met, or if the student chooses, all previous credit and grades can be forfeited and the program begun anew; current time limits would apply.

Students who plan not to register for a particular semester but who intend to continue the program at some later semester should discuss such plans with an academic adviser in order to facilitate reentry at a subsequent time. Failure to comply with this request may complicate reentry in the semester preferred. An absence from the program, whether planned or unplanned, does not exempt students from the requirement to complete the

program within the appropriate time limit. (See also the “Commitment to Graduate Programs—Time Limit for Completion” heading earlier in this section.)

2120.14 Course Load

The course load of a master’s student may vary with the circumstances of the individual student each semester. A graduate student may enroll in 3 to 12 hours. To enroll in more than 12 hours, permission must be obtained from the Office of Academic Assistance.

In determining each semester’s course load, a student must balance other time constraints (work, family, civic, and other responsibilities) with the need to make reasonable and timely progress toward completion of the program. The maximum time limits set by the faculty for completion of a degree program are: six years from the first semester of admission for the master’s programs; seven years from the first semester of admission for the doctoral programs. (See also the “Commitment to Graduate Programs—Time Limit for Completion” heading earlier in this section.)

2120.16 Day/Evening Programs

There are no differences in admission requirements and degree requirements for students based on whether classes will be taken during the day or at night. The master’s programs may be completed entirely at night. Students may take only night classes or a combination of day and evening classes, whatever is suitable for their particular circumstances each semester.

2120.18 Enrollment in Approved Courses

Students must enroll for courses that are part of the approved curriculum for the program to which they have been accepted. Students who do otherwise are subject to loss of credit and/or loss of eligibility to continue to register. For students to follow the program of study for an AYSPS degree, they must qualify for admission to the AYSPS program.

2120.20 Separate Graduate and Undergraduate Programs

Except for the circumstances described in the regulation below titled “Policy on Allowing Undergraduates to Take Graduate Courses,” the graduate and undergraduate programs of the school are entirely separate and only those persons who have been admitted to a graduate program may enroll in courses numbered 6000 or higher. No undergraduate course credit, including that obtained in required background work for a graduate degree, may be applied toward any of the graduate-level programs.

2120.22 Policy on Allowing Undergraduates to take Graduate Courses

Undergraduate students with a cumulative grade-point average of 3.50 or higher who have at least 24 hours of credit at

Georgia State University and who are in their senior year may petition to take up to two graduate courses in the Andrew Young School of Policy Studies in lieu of undergraduate courses. Students interested in petitioning should contact the Office of Academic Assistance for a statement of restrictions and procedures.

2120.24 Policy on Independent Studies/Directed Readings at the Master’s Level

Enrollment in independent study is limited to graduate students with a grade-point average of 3.50 or higher. A student may not take more than one independent study or independent readings course to count toward fulfillment of degree requirements (however, M.P.A. students may use completion of the Certified Public Manager program to satisfy six hours of “Special Topics”). An independent studies/directed readings course may not be substituted for a core course requirement. Faculty will assign letter grades, rather than “S” or “U,” for all independent studies and directed readings. A faculty member may seek the assessment of a second faculty reader on any independent study paper. This choice is wholly at the discretion of the faculty member who is principally responsible for supervising the independent work. Students interested in enrolling in independent studies/directed readings should contact the Office of Academic Assistance prior to registration for the semester they wish to take the course.

2120.26 Policy on Transfer Credit at the Master’s Level

Transfer of credit will be approved under the following conditions:

- The course, if completed at an institution in the United States, must have been completed at an institution recognized by a regional accrediting body as degree granting for higher education at the time the course was taken.
- The course must have been restricted to graduate students only.
- A grade of B or higher must have been received in the course.
- The content of the course must correspond to that of a Georgia State University course required or permitted in the student’s program.
- Degree credit completed before enrollment in the current Georgia State program will be considered if it will not be more than six years old at the time the student graduates.
- Credit completed elsewhere after enrollment in the current Georgia State program will be considered for transfer credit if it is within the time limit allowed for completion of the current program.
- Transfer credit will be limited to a maximum of 6 semester hours.

A written request for consideration of transfer credit

completed before admission must be submitted by the student concerned during the first semester of residence at Georgia State. The request must indicate the specific course(s) for which transfer credit is sought. A copy of the other institution's catalog must be submitted to verify that the course was limited to graduate students only. If the course(s) was taken after application materials were filed, an official transcript of the coursework must be sent directly from the other institution to the Office of Academic Assistance. Requests for transfer of graduate credit cannot be processed until all necessary information has been received.

Transfer credit will not be considered for master's students admitted in special status or provisional status until the student has completed the special coursework requirements and has been admitted to full status in the master's programs. Once the student has completed these requirements, he or she may follow the procedures outlined above to request transfer credit.

2120.28 Out-of-Residence Credit

Students who wish to take graduate courses at another institution to complete the coursework for their Georgia State degree should provide the information listed above (except the transcript) to the Office of Academic Assistance before enrolling at the other institution. Advance approval will insure that the transfer credit can be granted if a "B" or higher is earned in the course(s) and the coursework is completed within the time limit allowed for the student's degree program. Such students should plan to graduate at least one semester after the quarter/semester in which the last course to be transferred has been taken. This will allow adequate time for the necessary transcript to be received and for the transfer credit to be processed. (See the "Graduation Fee and Application" heading in the "Financial Information" chapter of this catalog for details about applying to graduate.) A letter certifying completion of degree requirements and stating the date the degree will be conferred can be furnished to the student by the OAA.

2120.30 Grade Requirements for Graduation

A cumulative GPA of 3.00 or higher is required in all attempts at all courses numbered 6000 and above taken while working toward the degree program from which graduation is planned. No grade below C is acceptable. No course in which a grade of B or higher has been earned may be repeated for degree credit.

For a master's student, no more than three semester hours of coursework with a grade of C may be counted toward the degree. For a doctoral student, no more than six semester hours of coursework with a grade of C may be counted toward the degree. Only in a course in which a grade of C or lower is earned may a student repeat the course and only one such course may be repeated, one time. When a course is repeated both grades count in the student's cumulative grade point average.

Questions about calculation of the GPA for graduation should be directed to the Office of Academic Assistance. Any student with unusual circumstances (such as credit lost due to

the time limit for completing a program) must contact the OAA for further information. The interpretation of the school's GPA requirement for graduation as it applies to unusual situations is the responsibility of the dean of the school as represented by the OAA.

2120.32 Postbaccalaureate Status

A person who has earned a baccalaureate degree from an accredited institution may be admitted as a nondegree undergraduate student. The application process for this status is totally separate from the application process for admission to a graduate program. To become a postbaccalaureate student, the applicant must submit an undergraduate application form, the application fee, and an official transcript showing receipt of the baccalaureate degree to the university's Office of Admissions (200 Sparks Hall). Admission to postbaccalaureate status enables the student to enroll only in undergraduate courses for which he or she has the proper prerequisites; a postbaccalaureate student is not eligible to enroll in a graduate course (one numbered 6000 or higher).

2120.34 Multiple Master's Degrees

A student may take a particular master's degree only once (except as noted below). However, a student who holds a master's degree of this school may qualify for a different master's degree of this school. To so qualify he or she must meet all admission requirements in effect for the second degree and thereafter fulfill all requirements for the second master's degree. Along with all other requirements, the student must meet the 24-hour minimum residence requirements for the second degree with appropriate grades and coursework that has not been applied in satisfaction of the requirements of any other degree.

2120.36 Standards of Performance

The dean or associate dean for academic programs of the school may require that a student withdraw from a particular course or courses, from a graduate program, or from the school because of unsatisfactory academic work or for other adequate reason. To continue in a graduate program, a student must make reasonable and timely progress in terms of grades, courses, and other requirements toward the degree concerned.

The student's progress may be reviewed each semester. As a result of this review, any student whose scholastic performance does not indicate appropriate progress may be required to reduce the course load or may be required to withdraw from the program.

2120.38 Scholastic Discipline: Master's Programs and Status

Each student admitted to a graduate program or status of the school must maintain a grade-point average (GPA) in the program of 3.00 or higher in all attempts at all courses numbered 6000 and higher. (This means that the original grade in a course that is repeated is not dropped from the cumulative GPA for purposes of determining good academic standing.) Also included in this GPA, except as noted below, are all AYS

courses the student takes (if any) which are in addition to those in the degree program. Therefore, a student who wishes to take a course for personal enrichment or for other purposes not related to pursuit of the degree should audit the course.

Grades earned in other graduate programs of the Andrew Young School of Policy Studies from which the student has graduated or any grades earned at any time in graduate courses of other colleges of the university do not affect the cumulative GPA for the current program, unless they apply toward the current program. The GPA calculation on the university transcript includes all attempts at all courses numbered 6000 and above taken at the university. This means that for a student who has previously taken graduate courses, the transcript GPA may differ from the GPA for the current program. All references to “cumulative GPA” in the scholastic discipline policy are to the cumulative GPA in the student’s current program except as noted in this section.

Students who change master’s-level programs within the Andrew Young School of Policy Studies (as opposed to completing one program then entering a second program) are responsible for all graduate grades earned in the school. That is, students with less than a 3.00 GPA in one master’s-level program or status cannot automatically return to good academic standing by changing programs or status.

Questions about calculation of the GPA for determining academic standing should be directed to the Office of Academic Assistance. Any student with unusual circumstances (such as credit lost due to the time limit for completing a program) must contact the Office of Academic Assistance for further information. The interpretation of the school’s scholastic discipline policy as it applies to unusual situations is the responsibility of the dean of the school as represented by the Office of Academic Assistance.

2120.40 Scholastic Warning, Exclusion and Termination (Master’s Level)

A master’s student in the school whose cumulative grade point average falls below 3.00 at the end of a semester will be placed on “scholastic warning.” After being placed on scholastic warning, a student must attain a 3.00 cumulative grade point average within two consecutive semesters of enrollment; otherwise, the student will be terminated from the master’s program.

Students who are admitted to provisional status in a master’s program who fail to meet the special admission requirements for the program as outlined in their admission decision letter will be permanently excluded from that program. A student who has been excluded may not reapply to or attend classes in the master’s programs of the school. (Refer to the “General Admission Criteria” heading in the “Graduate Admission” section of this catalog for information on provisional status.)

Doctoral students should refer to the “Scholastic Warning and Termination” heading in the “Doctoral Programs” section of this chapter.

2120.42 Student Appeals Procedure

The appeals procedure for graduate students in the Andrew Young School of Policy Studies will follow different courses, depending on the nature of the student’s appeal. The various types of situations and the appropriate appeals avenues are as follows:

Admissions Appeals

At the graduate level, a person who wishes to appeal an admission decision first discusses the matter with the Office of Academic Assistance. If the question is not settled there, a written appeal must be submitted to the director of academic assistance within 15 workdays of the date of the denial. (Workdays are counted as Monday through Friday except university holidays.) The director will present the appeal to the Graduate Admissions Committee, which will examine the facts presented. The director, on behalf of the committee, will make a recommendation to the associate dean for academic programs. The associate dean will render a written decision to the applicant normally within 15 workdays of the date the applicant’s letter was received by the director of academic assistance.

Appeal of Course Grades

An instructor shall not be required to answer to any authority concerning the basis of the instructor’s judgment about the academic performance of a student, unless the petitioner is able to document clear evidence of arbitrariness, capriciousness, bad faith, or abuse of discretion.

1. A student should first review the situation with the instructor who assigned the grade. If the question is not resolved, the student may appeal, in writing, to the department chair of the instructor who assigned the grade, sending a copy of the letter to the instructor. The letter must include all points which the student considers to be germane to the appeal; additional points not contained in the initial letter cannot be considered subsequently. The written appeals should include: (a) A statement of the complaint/grievance, with specifics as to event(s) or incident(s) in question, and including evidence to support the student’s allegation(s) of discrimination and/or arbitrary or capricious action on the part of the instructor; (b) A statement of the redress being sought; (c) Steps already taken; and (d) Reasons for dissatisfaction with the decision from the informal process. The written appeal must be sent to the department chair within 30 calendar days of the first day of classes of the semester immediately following the semester in which the grade was given. If the final grade assignment occurred at a time other than the normal grade reporting process at the end of the semester, the written appeal must be sent to the department chair within 30 calendar days of the date the final grade was assigned. Normally, the chair’s decision will be conveyed to the student, in writing, within three weeks of the date the student’s written appeal is received.
2. A student who wishes to appeal the decision made at

the department level may appeal in writing to the associate dean. The written appeal must be received within 14 days of the date of the letter from the department chair, and it must indicate specifically why the student believes that due process was not exercised at the department level. The associate dean will examine the facts and review the appeal with the dean of the school. The dean will then render a written decision for the school within 45 days of the date of the letter from the department chair.

3. A subsequent appeal requires a written statement to the vice president for academic affairs indicating the basis of the appeal. The statement must be received within 14 days of the date of the dean's letter to the student.

Appeal of Exclusions and Terminations

Terminated or excluded graduate students with questions about their status should first discuss their situation with a counselor in the Office of Academic Assistance. Following this discussion, students who believe they have extenuating circumstances may submit a written appeal of their termination or exclusion to the director of academic assistance. The director will review the information submitted in support of the appeal and the student's total record. The director will then make a recommendation to the associate dean for academic programs, who will make the decision regarding acceptance or denial of the appeal. The student will receive a written response from the school normally within 15 workdays of the date the appeal is received. (Workdays are counted as Monday through Friday except university holidays.)

Having been enrolled in too many courses relative to job requirements or other responsibilities or having continued to enroll while experiencing personal, work, or health-related problems very rarely constitutes such extenuating circumstances.

Requests for such consideration must be submitted, in writing, to the director of academic assistance as soon as possible. Students should write their appeals completely, but concisely, and include all facts germane to their case. Documentation should be provided, where possible, to substantiate statements made. Specific dates of the beginning and ending of particular problems should be included. Only circumstances described in the written and signed appeal as initially submitted will be accepted from the student; oral appeals are not permitted, nor are requests to submit additional information after the appeal has been reviewed. Appeals must be dated, signed, and include the student's home address and telephone numbers (work and home).

Other Appeals

Appeals not specifically covered in the foregoing procedures should normally follow the pattern outlined for the appeal of a course grade or the appeal of an exclusion or termination, whichever is appropriate. Students may contact the Office of Academic Assistance for clarification of the Andrew Young School of Policy Studies appeal procedures.

2120.44 Computer Use Policy for the Department of Public Administration and Urban Studies

Because computers are an integral part of most work environments, the university has passed a student computer use policy. This policy states as follows:

1. All students must have access to a computer, and any course offered at Georgia State University may require computer-based work. Further, the computer must provide access to e-mail accounts, the World Wide Web using a current browser, spreadsheet capability, and word processing.
2. Departments and other units may establish minimum machine and software requirements, including the requirement to own a computer, for students in their degree programs.
3. It is the responsibility of students to ensure their access to computers. Computers available in the open access computer laboratories provide the basic level of computer capabilities but are heavily used.

Courses in the Andrew Young School of Policy Studies frequently incorporate assignments that require computing skills, and at the graduate level, for some courses, it is essential that the student have computer skills. Courses requiring special skills are listed in this catalog. Overall, the Department of Public Administration and Urban Studies requires students to have access to Microsoft Office (including Word, Excel, and PowerPoint) and a current version of the Microsoft Explorer browser. The Netscape browser is acceptable if it is configured to allow on-line access to Word and PowerPoint.

Students who believe they lack either basic or advanced microcomputing skills are expected to acquire this knowledge through whatever means they deem most appropriate before they enter a course.

There are several computer labs on campus available for students with varying hours including some locations that are open 24 hours a day. All labs contain IBM-compatible microcomputers connected to a local area network and laser printers. Information about the labs and software may be accessed from the Internet using <http://css.gsu.edu>.

2130 Master's Programs

2130.10 Master of Arts in Economics

For information on the Master of Business Administration with a major in economics or the Master of Science with a major in business economics, refer to the "J. Mack Robinson College of Business" chapter of this catalog.

The Master of Arts in Economics program is designed to meet the needs of students planning careers in local, state, and federal government and in the private sector. Emphasis is placed upon analytical skills; micro and macroeconomic theory and mathematical statistics are required. At the same time, the program is sufficiently broad to satisfy the needs of social science and economics teachers at the secondary and college

level. An economics degree also combines well with training in other disciplines such as finance, real estate, political science, or history.

Economists study the ways a society distributes scarce resources such as land, labor, raw materials, and machinery to produce goods and services—choices that must be made because time, income, wealth, workers, and natural resources are limited. Economic principles are useful at all levels of decision-making and provide an essential framework for analyzing and understanding such issues as inflation, unemployment, deregulation of banking, tax reform, fluctuations in foreign exchange rates, labor productivity and foreign debt crises.

Economists use mathematical models to develop programs that predict, for example, the nature and length of business cycles, the effects of inflation on the economy, or the effects of tax legislation on unemployment levels. Being able to present these concepts in a meaningful way is particularly important for economists involved in making policy for their organizations. Most economists are concerned with the practical applications of economic policy in a particular area. They use their understanding of economic relationships to advise businesses and other organizations, including insurance companies, banks, securities firms, computer and data processing companies, management consulting firms, industry and trade associations, labor unions, and government agencies. Some economists work abroad for companies with international operations and for organizations like The World Bank and the United Nations.

Students may choose from a broad array of elective course areas including monetary economics, urban economics, public finance, economic development, international economics, labor economics, industrial organization, economic forecasting, economic history, and history of economic thought.

There are two programs of study leading to the Master of Arts in Economics degree—thesis and nonthesis options. Students enrolling in either of these programs whose preparation is found to be deficient in basic economics, elementary statistics, or mathematics will be required to take additional undergraduate coursework without graduate credit.

Degree Requirements

Thesis Option

Thirty hours of graduate coursework, which must include the following:

1. Econ 8100 Applied Microeconomic Analysis
Econ 8110 Macroeconomic Analysis
2. DSc 8080 Probability and Statistical Theory I,
or
Econ 8740 Applied Statistics and Econometrics,
or
Math 6751 Mathematical Statistics I, or
a course approved by the M.A.
adviser
3. Six economics courses chosen in consultation with a faculty adviser.
4. Proficiency in a second language or an approved equivalent research skill. Second language: Students for whom English is the native language may fulfill this

requirement by showing proficiency in a foreign language by taking a test in the Department of Modern and Foreign Languages. Students who are non-native English speakers may take the GSU-administered Georgia State Test of English Proficiency (GSTEP) and then fulfill any ESL requirements. Any student may choose to fulfill this requirement with an approved course in a research skill.

Foreign Language. Courses taken to satisfy the foreign language requirement will not count toward the total hours of coursework a student must take in order to obtain a degree.

Research Skill. This requirement may be met by taking:

DSc 8300	Applied Regression Analysis, or
DSc 8090	Probability and Statistical Theory, or
Econ 8180	Applied Economic Analysis, or
Math 6752	Mathematical Statistics II, or
Econ 8750	Econometrics, or
	a course chosen in consultation with the faculty adviser

5. A general written examination. The general written examination (GWE) shall cover microeconomics, macroeconomics, and quantitative methods. Thus, the GWE will cover the content of Econ 8100, Econ 8110, and Econ 8740 (or DSc 8080).
6. Three hours of Econ 8990, Thesis Research.
7. A thesis. The thesis is directed by a three-member faculty committee and requires unanimous approval of this committee and the departmental Director of Masters' Programs.

Nonthesis Option

Thirty hours of graduate coursework, which must include the following:

1. Econ 8100 Applied Microeconomic Analysis
Econ 8110 Macroeconomic Analysis
2. DSc 8080 Probability and Statistical Theory I,
or
Econ 8740 Applied Statistics and Econometrics,
or
Math 6751 Mathematical Statistics I, or
a course approved by the M.A.
adviser
3. Six economics courses chosen in consultation with a faculty adviser.
4. Proficiency in a second language or an approved equivalent research skill. Second language: Students for whom English is the native language may fulfill this requirement by showing proficiency in a foreign language by taking a test in the Department of Modern and Foreign Languages. Students who are non-native English speakers may take the GSU-administered Georgia State Test of English Proficiency (GSTEP) and then fulfill any ESL requirements. Any student may choose to fulfill this requirement with an approved course in a research skill.

Foreign Language. Courses taken to satisfy the foreign language requirement will not count toward the

total hours of coursework a student must take in order to obtain a degree.

Research Skill. This requirement may be met by taking:

DSc 8300 Applied Regression Analysis, or
DSc 8090 Probability and Statistical Theory II,
or
Math 6752 Mathematical Statistics II, or
Econ 8180 Applied Economic Analysis, or
Econ 8750 Econometrics, or
a course chosen in consultation with the faculty adviser

- 5. One additional economics course chosen with the approval of the faculty adviser.
- 6. A general written examination. The general written examination (GWE) shall cover microeconomics, macroeconomics, and quantitative methods. Thus, the GWE will cover the content of Econ 8100, Econ 8110, and Econ 8740 (or DSc 8080).
- 7. A high-quality paper, approved by the student's major professor and the departmental Director of Masters' Programs, demonstrating that the student has the ability to examine an economic problem at a level consistent with advanced graduate coursework.

2130.20 Master of Arts in
Economics: Policy Track

The Master of Arts in Economics Policy Track is intended to prepare professionals for careers in the formation and/or implementation of economic policy or for professionals in the evaluation and interpretation of such policy to a wider audience. This degree will expose the student to the fundamental issues in critical areas of economic policy and equip the student to understand and utilize economic data and analysis in evaluating the potential for economic policy to influence outcomes. This focus on policy is distinct from traditional master's degree programs in economics that have an emphasis on "analytic skills, micro and macroeconomics theory and mathematical statistics."

Degree Requirements

Thirty-six hours of graduate coursework, including nine credit hours of required courses and 27 credit hours of designated elective courses, is required to complete the degree program. Degree requirements may include additional prerequisite courses.

- 1. **Prerequisite Courses.** The courses listed below are in addition to the 36 hours required for the degree and will normally have been completed in a previous undergraduate degree program. However, they may be assigned as part of the admissions process based on a review of each student's transcript. Prerequisite courses can be exempted if equivalent coursework has been previously completed with grades of B or higher. (If a student received a grade lower than a B in a principles class, but subsequently received a grade of B or higher in an intermediate level class in the same subject, the requirement may also be exempted.

Econ 2105	Principles of Macroeconomics
Econ 2106	Principles of Microeconomics, or
PAUS 8141	Microeconomics for Public Policy
2.	Required Core Courses. These courses provide coverage of areas essential to economic policy concerns, such as the private sector, the public sector, and essential quantitative analysis skills.
MBA 8231	Economics for Managers
Econ 8080	Economics of the Public Sector
Econ 8740	Applied Statistics and Econometrics, or
DSc 8080	Probability and Statistical Theory I
3.	Designated Elective Courses. These courses provide coverage in additional areas of economic policy concern. Twenty-seven credit hours (nine elective courses) selected from the courses listed below are required. Designated electives must be approved in advance by the student's faculty adviser.
Econ 8220	Human Resources and Labor Markets
Econ 8300	Urban Economics
Econ 8320	Environmental and Natural Resource Economics and Policy
Econ 8440	Industrial Organization and Anti trust Economics
Econ 8450	Issues in Public Programs and Tax Policy
Econ 8460	Economics of the State and Local Public Sector
Econ 8470	International Public Economics
Econ 8600	Economic Development
Econ 8610	Quantitative Development Policy Analysis
Econ 8700	Economics and the Internet
Econ 8850	International Trade
Econ 8860	Economics of Global Finance
HA 8250	Health Economics and Financing
PAUS 8621	Urban Transportation and Land Use Economics
SW 7350	Economics of Poverty and Public Policy

2130.30 Master of Public
Administration

The Master of Public Administration degree is nationally recognized as the preferred professional graduate degree for those wishing to enter or advance in careers at all levels of government. It is also an appropriate degree for management of nonprofit agencies and professional associations. The M.P.A. is a broad-based, interdisciplinary program designed to prepare skilled graduates for leadership positions as managers, analysts and policy specialists in government and related nonprofit organizations. In addition to the high-quality, generalist curriculum, the program offers opportunities for students to develop specialized knowledge and skills in such areas as public management, public budgeting and finance, public policy analysis and evaluation.

Public administration, the art and science of effectively managing the public's business, fundamentally affects the health, prosperity and security of our country. Our lives are influenced and improved in innumerable ways by the actions of public administrators. One out of every six persons in the work force is employed by government, and government spending accounts for almost a third of the gross national product. In addition, with increasing interaction between the public and private sectors, the growth of nonprofit organizations and the blurring of lines between the sectors, those who do not work in government increasingly must work with government, making an understanding of government and public administration essential.

Contemporary public administrators must meet the challenges of changing social needs and priorities, new directions in public policy, pressures for increased accountability and productivity in government, and demands for greater citizen involvement in the decision-making process. The "information revolution" and the boom in computer-assisted management systems are providing more challenges as the way in which organizations do business is rapidly changing. Meeting these challenges requires greater sophistication and skill on the part of professional public administrators.

The M.P.A. program is designed for a diverse student body, as is appropriate for a multicultural city such as Atlanta. It has been tailored to meet the needs of both in-service and preservice students, with classes scheduled principally in the evening. The curriculum provides a two-year course of study including a common core curriculum designed to develop knowledge and skills in such areas as planning, policy development and implementation, organizing, decision making, managing people, money and resources, and representing the public interest. Core courses are supplemented by elective coursework in one of a number of specializations, including aviation, human resources, natural resource management, nonprofit management, planning and economic development, policy analysis and evaluation, and management and finance.

Students have the option to develop an individualized specialization, such as disaster management, in consultation with a faculty adviser. Students may also apply for the joint Master of Public Administration and Juris Doctor degree program offered in collaboration with the College of Law.

Degree Requirements

The M.P.A. degree requires 39 hours of graduate coursework, which must include 24 credit hours of required courses, a minimum of 12 credit hours in a career track, and three credit hours of internship or practicum.

1. Required Core Courses:

PAUS 8091	Communication in Public Service
PAUS 8111	Public Administration and Organizations
PAUS 8121	Applied Research Methods and Statistics I
PAUS 8131	Applied Research Methods and Statistics II

PAUS 8141	Microeconomics for Public Policy
PAUS 8151	Public Personnel Administration
PAUS 8161	Public Budgeting and Finance*
PAUS 8171	Public Management Systems and Strategies

* Students specializing in nonprofit management are encouraged to substitute PAUS 8261, Nonprofit Financial Management

2. **Career Track.** Each student must develop special competence in a particular area of public administration by completing 12 hours in one of seven career tracks. Students must formally declare the track they wish to complete prior to registering for their first elective course. The M.P.A. program includes career tracks in: aviation, human resources, natural resource management, nonprofit management, planning and economic development, policy analysis and evaluation, and management and finance. Students also have the option of developing an individualized career track that must be approved by their faculty adviser prior to registration for appropriate coursework. Career tracks are described below.

Aviation. This track continues an interdisciplinary approach to aviation studies by combining the M.P.A. core with aviation studies that are relevant to both the public and private sectors of the industry. M.P.A. core courses provide students with a theoretical grounding in public administration disciplines that also applies to private sector organization skills. The coursework in this track provides a focus on aviation policy and management issues that include international business and aviation, airport planning and management, and aviation safety administration.

Required courses:

PAUS 8631	Air Transportation Planning and Policy
PAUS 8671	Aviation Law and Regulation

Choose two courses (six hours) from the following:

PAUS 8601	Airport Planning and Administration
PAUS 8611	Transportation Management
PAUS 8681	Aviation Safety
PAUS 8691	International Aviation Studies
IB 8090	International Business Environment

Students with specific aviation career interests may wish to consider the following course selections:

Aviation Safety: PAUS 8681 and an additional option
 Airport Management: PAUS 8601 and PAUS 8611
 International Aviation Studies: PAUS 8691 and IB 8090

Human Resources. This program of study prepares students for careers in human resources at all levels of government and in nonprofit agencies. The coursework provides a general introduction to the

human resources management field, its core functions, key issues and problems, and contemporary concepts and techniques, as well as specific skills associated with these aspects of human resources management. Students completing this track will be prepared for entry-level positions in human resource departments of public and nonprofit agencies and organizations. Mid-career students should obtain the skills, knowledge and abilities to provide a solid foundation for career advancement in the field.

Required course:

PAUS 8721 Current Issues in Public Personnel Management

Choose three courses (nine hours) from the following:

PAUS 8431 Management and Organizational Behavior

PAUS 8731 Managing Diversity

PAUS 8751 Human Resource Development Professional Practice

PAUS 8761 Diagnosing Human Resource Development Needs

PAUS 8781 Facilitating Career Development

One course (three hours) from outside the Andrew Young School of Policy Studies, chosen with written approval from the faculty adviser.

Management and Finance. This track provides an opportunity to learn more of the knowledge and skills that are required to manage effectively in public and nonprofit organizations. It is designed to prepare students to manage governmental agencies and programs or to pursue careers as management and financial analysts in the public, nonprofit, and private sectors. The coursework in this track has an analytical, problem-solving orientation and focuses on the effective management of people, programs, resources, and information in complex environments.

Required courses:

PAUS 8411 Managing Information Resources

PAUS 8431 Management and Organizational Behavior

PAUS 8501 Managing Public Money

Choose one additional course from the following:

PAUS 8351 Local Government Management

PAUS 8451 Public Law and Public Administration

PAUS 8461 Ethics and Public Administration

PAUS 8521 Evaluation Research: Design and Practice

PAUS 8661 Public Private Partnerships

Econ 8450 Issues in Public Programs and Tax Policy (prerequisite PAUS 8141)

Econ 8460 Economics of the State and Local Public Sector (prerequisite PAUS 8141)

MBA 8121 Accounting for Financial Decisions

Natural Resource Management. The career track in Natural Resource Management provides the adminis-

trator with basic concepts required for managing natural and environmental resources systems. The student is introduced to concepts in geography and hydrology, as well as in law and the fundamentals of project assessment that are essential for understanding alternative approaches to resource management systems. Case studies of environmental impact assessments prepare the student for the use of principles and standards required for meeting federal standards for resources management.

Required courses:

PAUS 8381 Regulatory and Legal Contexts for Natural Resource Management

PAUS 8371 Environmental Policy, Planning, and Evaluation

ECON 8320 Environmental and Natural Resource Economics and Policy

Choose one additional course from the following:

GEOG 6646 Water Resource Management

GEOG/GEOL 6650 Applied Hydrology

PAUS 8311 Planning Theory and Analysis

PAUS 8511 Economics of the Public Sector

PAUS 8561 GIS Applications to Planning and Policy Analysis

Nonprofit Management. Nonprofit organizations employ one of every 15 workers in the nation and generate more than \$500 billion in revenues each year. This career track prepares students to meet the challenges of a rapidly expanding field. Its twin goals are to help nonprofit managers already working in the field to advance their careers and to assist those just beginning to gain the skills needed to become effective professionals.

Required courses:

PAUS 8211 Nonprofit Management

PAUS 8231 Nonprofit Leadership

Choose two courses (six hours) from the following:

PAUS 8221 Fundraising for Voluntary Nonprofit Organizations

PAUS 8241 Marketing in the Nonprofit Sector

PAUS 8261 Nonprofit Financial Management

PAUS 8271 Disaster Management

PAUS 8281 Disaster Relief and Recovery

Planning and Economic Development. This program of study prepares students to be better decision makers on planning and economic development issues at the scale of the neighborhood, city, county, and metropolitan region, for individual private employers and nonprofit agencies, for public agencies, and for elected or appointed officials. It provides academic background for jobs responsible for selecting locations, planning services and facility investments, providing analyses on policy alternatives, and advocating change and improvement within organizations and society. Students are exposed to theory drawn from planning, economics, and other social science literature, and to a critical view of current practice. They are introduced to the history and professional

culture of the planning profession and to the planning process as a systematic approach to problem solving; they become familiar with data sources and how to use them appropriately.

Required courses:

PAUS 8021	Urban Planning and Demography
PAUS 8311	Planning Theory and Analysis
PAUS 8321	Economic Development Planning and Finance

Choose one course (three hours) from the following:

Econ 8300	Urban Economics
Geog 6532	Geographic Information Systems
Geog 6766	Urban Transportation Planning
PAUS 8331	Urban Infrastructure Planning and Policy
PAUS 8371	Environmental Policy, Planning, and Evaluation
PAUS 8391	Planning Workshop
PAUS 8561	GIS Applications to Planning and Policy Analysis
PAUS 8621	Urban Transportation and Land Use Economics
PAUS 8701	Human Capital Development: Theory and Practice
Re 8040	Legal and Regulatory Environment of Real Estate (same as Lgls 8040)

A graduate certificate in planning and economic development is also available. Review the description at the end of this chapter.

Policy Analysis and Evaluation. The Policy Analysis and Evaluation track provides students with the skills needed to work as policy analysts and evaluators. Coursework includes a foundation in evaluation strategies and analytical techniques that are useful when assessing public programs and outcomes, as well as in analyzing policy alternatives. This track also affords students practical research experience in applying these skills.

Required courses:

PAUS 8521	Evaluation Research: Design and Practice
PAUS 8531	Policy Analysis

Choose two courses (6 hours) from the following:

PAUS 8311	Planning Theory and Analysis
PAUS 8501	Managing Public Money
PAUS 8511	Economics of the Public Sector
PAUS 8541	Public Administration and Public Policy
PAUS 8551	Survey Research Methods
PAUS 8561	GIS Applications to Planning and Policy Analysis
PAUS 8581	Seminar in Applied Policy Research

3. **Internship.** Internships are required for all M.P.A. students lacking significant prior administrative experience in a public or nonprofit agency or a related organization. Internship experiences provide students

the opportunity to apply concepts and skills associated with their graduate curriculum. This opportunity for professional growth and development requires enrollment in three hours of PAUS 8941.

The department's internship coordinators and the student's faculty adviser assist in the search for an appropriate internship opportunity. Students are expected to take the lead in this search. Internship credit requires the completion of 200 hours of work. Students are free to work full-time or part-time, according to their needs and those of their internship sponsor. Many students find paid internships, but there are some unpaid internships available that are very desirable. Students should consider the value of the experience that an internship provides, in addition to the pay. Internship information and applications are available from the Department of Public Administration and Urban Studies, the DPAUS internship homepage on the web, or the Office of Academic Assistance.

Students with substantial prior administrative experience may petition to waive the internship requirement. Petition forms are available from the Office of Academic Assistance.

M.P.A. students also have the option to conduct a practicum — an applied research project, in lieu of the internship. The practicum represents an excellent option for students who are interested in additional research experience; especially students who intend to pursue doctoral studies subsequent to their master's work. It also represents an excellent option for working students who do not qualify for an internship waiver, but who could pursue a practicum research project in their employing agency. Any student interested in registering for a practicum should talk with a possible practicum adviser (such as the student's faculty adviser) during the semester prior to intended registration.

2130.40 Master of Public Administration/Juris Doctor

The College of Law and the Andrew Young School of Policy Studies offer a joint Master of Public Administration/Juris Doctor degree. This joint program provides an opportunity to pursue studies in law and public affairs and public management concurrently. Students in the joint program use credit hours earned in one program to satisfy some or all of the elective course requirements for the other program, thus earning both degrees one to two terms earlier than would be required to earn each separately.

A joint M.P.A./J.D. enhances the employment opportunities for graduates of both programs by preparing students to meet the growing demands for lawyers with expertise in public management and for public administrators with legal expertise. Many recent law graduates are employed directly by government agencies, and others are employed by private and nonprofit sector organizations concerned with issues of public policy and public administration. Training in public administration is valuable to law graduates who seek this kind of employment. The field of public administration is also changing, with greater emphasis now on administrative law in M.P.A. curricula and greater attention to legal requirements in the training of public managers.

This joint degree is especially valuable to Georgia State

University graduates, given the university's location in downtown Atlanta and proximity to numerous federal, state, and local government agencies and to other private and nonprofit organizations with broad public affairs interests. The credibility of the joint degree nationally is evident through the many elite institutions which currently offer comparable programs.

Applicants must be separately admitted to both the J.D. and M.P.A. programs and must request admission to the joint program. (See the "Special Admission Procedures for M.P.A./J.D." heading in the "Graduate Admission" section of this chapter.) To obtain application forms for the College of Law, contact the admissions office at: Georgia State University, College of Law, P.O. Box 4049, Atlanta, GA 30302-4049 or call 404/651-2048.

Degree Requirements

The M.P.A./J.D. curriculum consists of 22 hours of required courses, a minimum of 14 hours of electives, and a three-hour internship. Courses are three credit hours unless otherwise indicated.

1. Required Core Courses:

PAUS 8111	Public Administration and Organizations
PAUS 8121	Applied Research Methods and Statistics I
PAUS 8131	Applied Research Methods and Statistics II
PAUS 8141	Microeconomics for Public Policy
PAUS 8151	Public Personnel Administration
PAUS 8161	Public Budgeting and Finance
PAUS 8171	Public Management Systems and Strategies
PAUS 8181	Executive Leadership in the Public and Nonprofit Sector (1 hr.)

2. **Electives:** Students in the joint program use credit hours earned in one program to satisfy elective course requirements for the other program. The College of Law accepts up to 14 semester hours of approved 8000-level M.P.A. coursework with grades of "B" or better, and the M.P.A. program accepts up to 14 semester hours of approved law coursework. Typically, the student completes the first year of law courses prior to taking any public administration coursework. This is consistent with the College of Law requirement that students complete their first year without outside electives. Public administration courses are taken as electives during the second year and/or during summer sessions.
3. **Internship:** An internship is required of M.P.A./J.D. students who do not have significant prior administrative experience in a public or nonprofit agency or related organization. The internship is expected to provide the student with an opportunity to apply concepts and skills associated with their M.P.A. curriculum. This opportunity for professional growth and development requires enrollment in three hours of PAUS 8941. Students in the joint M.P.A./J.D. program

can fulfill this requirement through internships in legal affairs and administrative law offices and law firms. Students who are taking an externship through the College of Law may be able to use that work experience to fulfill the requirements of the M.P.A. internship. That option should be discussed with the M.P.A./J.D. faculty adviser and the M.P.A. internship coordinators prior to beginning the externship.

Students with substantial prior administrative experience may petition to waive the internship requirement. Petition forms are available from the Office of Academic Assistance.

M.P.A./J.D. students may choose to conduct a practicum — an applied research project, in lieu of the internship. The practicum represents an excellent option for working students who are interested in additional research experience. It also represents an excellent option for working students who do not qualify for an internship waiver, but who could pursue a practicum research project in their employing agency. Any student interested in registering for a practicum should talk with a possible practicum adviser (such as the student's faculty adviser) during the semester prior to the intended registration.

2130.50 Master of Science in Human Resource Development

The Master of Science in Human Resource Development provides students with the principles and practices to perform roles in leadership training, organizational development, management consulting, and similar occupations. The program develops a broad conceptual and skill base for the practice of human resource development in public and private sector organizations.

The growing field of human resource development combines business knowledge with three critical functions:

- the managing of a human resource development unit;
- the systematic designing of instruction or other learning interventions through performance technology; and
- the application of skill assessment and career development strategies to the needs of a changing work force.

The practice of human resource development requires interdisciplinary knowledge and skills. The M.S. program encourages applicants from a variety of backgrounds and is designed for a diverse student body. Teachers, accountants, engineers, business professionals, public administrators, and others seeking to upgrade their skills or learn new theory and practice skills could benefit from this innovative program.

The curriculum provides a two-year course of study including a common core curriculum designed to develop knowledge and skills in the concepts of adult learning theory, human resource management and development, and social science research. After completion of the required courses, students have two options in choosing electives: they may be generalists or develop a specialization. (The specialization is for the category of courses and does not appear on the official transcript.) Specializations may include but are not limited to: career advising, administration of human resource development,

computer-assisted instruction, training and media technology, or organizational change. Most students also complete a practicum, consisting of supervised application practice either in the student's own work setting or an approved field site, or an internship, which provides the opportunity to gain work experience in a real-world setting among HRD practitioners. Students with significant HRD experience will likely elect the practicum option over the internship option.

Degree Requirements

The curriculum consists of 36 hours of graduate coursework, which must include 24 credit hours of required courses, a minimum of nine credit hours of electives, and a practicum (three hours) or an internship (three hours).

1. Required Core Courses:

PAUS 8111	Public Administration and Organizations
PAUS 8121	Applied Research Methods and Statistics I
PAUS 8151	Public Personnel Administration
PAUS 8751	Human Resource Development Professional Practice
PAUS 8761	Diagnosing Human Resource Development Needs
PAUS 8771	Designing Instructional Systems in Training
PAUS 8781	Facilitating Career Development
PAUS 8881	Seminar in Human Resource Development

2. Electives. Choose three electives (nine hours) with written approval of the faculty adviser.

3. Internship or Practicum. Choose one of the following:

- Practicum. PAUS 8981 (three hours), the practicum, is supervised application practice either in the student's own work setting or an approved field practice site; *or*
- Internship. PAUS 8941 (three hours), the internship, provides an opportunity for students to gain HRD-related work experience in a real-world setting among HRD practitioners.

2130.60 Master of Science in Urban Policy Studies

The Master of Science in Urban Policy Studies is an interdisciplinary degree program designed to provide students with an understanding of urban issues and urban policies as well as methods of generating new knowledge about the special concerns of urban areas. The program of study examines the functioning of cities and suburbs; the roles of the public, private and nonprofit sectors in this functioning; and the special importance of public policy in linking these sectors in metropolitan areas. Students pursuing graduate work in urban policy studies share a commitment to apply their knowledge and skills to the quality of urban life as they practice their professional careers.

Graduates of the urban policy studies master's program

typically work in positions of leadership in a wide array of governmental, private sector, public service, and nonprofit organizations. The program prepares students to work as high-level planners, economic development specialists, administrators and managers, specializing in such areas as urban planning, human resources, aviation and transportation system management, nonprofit management, and other fields.

Metropolitan Atlanta serves as a laboratory for graduate students in their study of urban problems. Students are encouraged to undertake field instruction and action research, with public, private, and nonprofit agencies in the Atlanta area offering ample opportunities for applied learning experiences. Many such opportunities are available through the various research centers and community outreach efforts of the Andrew Young School of Policy Studies. These opportunities enhance the education students receive as well as often opening doors to attractive jobs.

The curriculum provides a two-year course of study including a common core curriculum designed to develop knowledge and skills in the theories of urbanization, policy analysis and research methods, urban planning, and political economy and local governance. Choice of a primary and secondary specialization permits development of additional skills appropriate for positions in a particular area or career line. Specializations include the following: Nonprofit and Civic Leadership, Planning and Economic Development, Policy Analysis and Social Policy.

Degree Requirements

The curriculum consists of 36 hours of graduate coursework, which must include 18 credit hours of required courses and 18 hours of coursework in the specializations selected.

1. Required Core Courses:

PAUS 8011	The Scope of Urban Studies
PAUS 8021	Urban Planning and Demography
PAUS 8031	Urban Political Economy
PAUS 8121	Applied Research Methods and Statistics I
PAUS 8141	Microeconomics for Public Policy
PAUS 8351	Local Government Management

2. Specializations (18 hours). MS-UPS students should choose a primary and a secondary specialization, completing 12 hours of credit in the primary specialization and six hours of credit in the secondary specialization. Only the primary specialization will appear on student transcripts. Students will take the two required courses in each of their chosen specializations and will also choose two courses from the list of approved electives in their primary specialization. The secondary specialization requires the completion of both required courses in the specialization. The specializations, their required and elective courses are as follows:

Nonprofit and Civic Leadership. Students in the Nonprofit and Civic Leadership specialization learn about the not-for-profit sector of society and its role in

cities. The program of study is appropriate for people wishing to serve as leaders in nonprofit organizations within a variety of organizational settings. For board members as well as executives, the nonprofit program provides an understanding of how urban politics affect not-for-profit organizations. It recognizes that many of these individuals will serve as civic leaders in an increasingly complex urban society.

Required Courses:

PAUS 8210 Introduction to the Nonprofit Sector
PAUS 8231 Nonprofit Leadership

Choose two courses (six hours) from the following:

PAUS 8010 Social Policy
PAUS 8221 Nonprofit Fundraising
PAUS 8241 Nonprofit Marketing
PAUS 8661 Public-Private Partnerships
PAUS 8941, PAUS 8981, or PAUS 8991 Internship, Practicum, or Thesis

Planning and Economic Development. This program of study prepares students to be better decision makers on planning and economic development issues for public, private, and non-profit employers and to be more informed and effective as citizens. It provides appropriate academic background for jobs responsible for selecting locations, planning services and facility investments, providing analysis of policy alternatives, and advocating change and improvement within organizations and society. The specialization relies on theory drawn from planning, economics, and other social science literature and provides a critical view of current practice. It introduces students to the history and professional culture of the planning profession and to the planning process as a systematic, yet creative approach, to problem solving. The required courses are also designed to acquaint students with common planning and economic development data sources and methods and how to use them appropriately.

Required Courses:

PAUS 8321 Economic Development Policy
PAUS 8311 Planning Theory and Analysis

Choose two courses (six hours) from the following:

PAUS 8131 Applied Research Methods and Statistics II
PAUS 8331 Urban Infrastructure Planning and Policy
PAUS 8561 GIS Application to Planning and Policy Analysis
PAUS 8611 Transportation Management
PAUS 8661 Public-Private Partnerships
ECON 8300 Urban Economics
PAUS 8941, PAUS 8981, or PAUS 8991 Internship, Practicum, or Thesis

Policy Analysis. This program of study provides students with a foundation in the art and science of

policy analysis. Students learn analytical techniques and conceptual frameworks for understanding policy issues and identifying potential solutions to policy problems; they then apply these skills to real world issues. This track prepares students for jobs that require individuals to make decisions about the design and evaluation of policy, and students should be particularly prepared to make such decisions about issues relating to the needs of cities.

Required Courses:

PAUS 8531 Policy Analysis
PAUS 8131 Applied Research Methods and Statistics II

Choose two courses (6 hours) from the following:

PAUS 8311 Planning Theory and Analysis
PAUS 8521 Evaluation Research: Design and Practice
PAUS 8541 Public Administration and Public Policy
PAUS 8551 Survey Research Methods
PAUS 8561 GIS Applications to Planning and Policy Analysis
PAUS 8901 Special Topics in Policy Research
PAUS 8941, PAUS 8981, or PAUS 8991 Internship, Practicum, or Thesis

Social Policy. A specialization in social policy is designed to give the student an understanding of social policies—policies addressing such issues as poverty, crime, and education—including how these policies develop, what effects they have, and how they can be assessed. This specialization provides a good preparation for students interested in careers in the analysis of social policies and for students intending to pursue doctoral work in public policy or a related field.

Required Courses:

PAUS 8010 Social Policy
PAUS 8701 Human Capital Development: Theory and Practice

Choose two courses (six hours) from the following:

PAUS 8131 Applied Research Methods and Statistics II
PAUS 8301 Urban Sociology
PAUS 8521 Evaluation Research: Design and Practice
PAUS 8531 Policy Analysis
PAUS 8541 Public Administration and Public Policy
PAUS 8651 Education Policy
PAUS 8901 Special Topics in Policy Research
PAUS 8941, PAUS 8981, or PAUS 8991 Internship, Practicum, or Thesis

A student may also take courses offered through the Gerontology Center as electives in this specialization.

2140 Certificate Programs

2140. Graduate Certificate in Disaster Management

William L. Waugh, Jr., Faculty Adviser

The Graduate Certificate in Disaster Management is intended to provide professional education for students preparing for careers in emergency management and practitioners seeking to broaden their knowledge and skills in this field. The certificate provides a professional credential for emergency managers preparing to apply for the Certified Emergency Manager (CEM) program; emergency responders and public health personnel needing to know how their professions fit into the national, state, and local emergency management systems; administrators in educational, business, and other settings where a knowledge of emergency management policies and programs may be needed; and students preparing for academic careers teaching emergency management or related courses. The course requirements are designed to satisfy most of the educational requirements of the Certified Emergency Manager program administered by the International Association of Emergency Managers. Students in the M.P.A., M.S. in Urban Policy Studies, or joint Ph.D. in Public Policy programs may choose either disaster management as a career track or specialization and earn the certificate while they complete degree requirements.

Atlanta is home to a number of large emergency management agencies, including the Federal Emergency Management Agency's Region IV office; the Georgia Emergency Management Agency; the Atlanta-Fulton County Emergency Management Agency; several large international humanitarian organizations, including CARE-USA and the International Rescue Committee; numerous nonprofit agencies that deal with disasters, including the American Red Cross and the Salvation Army; and numerous public safety and emergency response agencies. Students without professional work experience in the field are strongly encouraged to complete an internship with one of these agencies.

Regulations for the Certificate Program

1. All Graduate Certificate in Disaster Management students will be required to be admitted as master's students. The application procedures, regulations, and policies given in the master's degree section apply to all certificate students. The time limit for completing the certificate program is three years from the term of entry.
2. Required Courses:

PAUS 8271	Disaster Management
PAUS 8281	Disaster Relief and Recovery
3. Elective Courses (choose 2 from the following):

PAUS 8021	Urban Planning and Demography
PAUS 8371	Environmental Policy, Planning, and Evaluation
PAUS 8561	GIS Applications to Planning and Policy Analysis

Econ 8320

Environmental and Natural Resource Economics and Policy

4. Awarding of the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the Department of Public Administration and Urban Studies in the Andrew Young School of Policy Studies to have the certificate awarded. The request and an official Georgia State transcript must be sent to the departmental coordinator. The faculty adviser then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PAUS department chair, will be issued to the student.

2140.20 Graduate Certificate in Natural Resource Management

William L. Waugh (PAUS) and Laura O. Taylor (Economics), Co-Faculty Advisers

This certificate program in Natural Resource Management provides students with the basic knowledge needed to be effective natural resource managers. Regulators and administrators continually struggle with the sometimes opposing needs of economic development and the environment. These struggles are manifest in the areas of air and water quality as related to land-use, transportation, and agricultural policies. The certificate program will provide students with a background in legal, economic, and social policy tools that may be used to manage these competing demands on the environment. The courses in the certificate are designed to cover a broad array of environmental applications, and as such, students with specific interests (such as water management, land-use, or transportation management) are encouraged to work with the faculty advisors to tailor the certificate to meet their needs.

The certificate will serve two main groups of professionals: those currently working on environmental issues within governmental agencies, non-profit organizations, and the private sector and those wishing to enter into environmental management. The certificate is designed to appeal to professionals with primarily technical, scientific backgrounds or those with management backgrounds who wish to expand their skills with knowledge of the legal, economic, and institutional background necessary to be an effective decision maker in the policy-arena.

Regulations of the Certificate Program

1. Applicants to the certificate program will be subject to the same admissions requirements that exist for the Master of Public Administration (MPA) degree. Obtaining the certificate will be based on the completion of the four stipulated courses with a minimum GPA in these courses of 3.0. Further no grade lower than C will count for credit towards the certificate, nor will more than one grade of C be allowed for credit towards the certificate. This certificate option is available to graduate and postbaccalaureate students.

2. Required Courses:

PAUS 8381	Regulatory and Legal Institutions for Natural Resource Management (3)
PAUS 8371	Environmental Planning, Policy and Evaluation (3)
ECON 8320	Environmental and Natural Resource Economics (3)
3. Elective Courses:

GEOG 6646	Water Resource Management (3)
GEOG/GEOL 6650	Applied Hydrology (3)
PAUS 8311	Planning Theory and Analysis (3)
PAUS 8511	Economics of the Public Sector (3)
PAUS 8561	GIS Applications to Planning and Policy Analysis (3)
4. Award of the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the Department of Public Administration and Urban Studies in the Andrew Young School of Policy Studies to have the certificate awarded. The request and an official GSU transcript must be sent to the departmental coordinator. The faculty adviser then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PAUS department chair, will be issued to the student.

labor out of government and the private sector and into nonprofit organizations. Sector-changing employees provide a constant source of demand for the skills and credentials appropriate for such a switch.

Regulations for the Certificate Program

1. Applicants must meet the admission requirements of degree-seeking students for the M.P.A. program in terms of test scores, transcripts, the application fee, forms, and goals statement.
2. Required courses:

PAUS 8211	Nonprofit Management
PAUS 8231	Nonprofit Leadership and Governance
3. Elective courses (choose two):

PAUS 8221	Nonprofit Fundraising
PAUS 8241	Nonprofit Marketing
PAUS 8261	Nonprofit Financial Management
4. Award of the Certificate. After completing the requirements of the certificate according to these regulations, the student must make a written request to the Department of Public Administration and Urban Studies in the Andrew Young School of Policy Studies to have the certificate awarded. The request and an official Georgia State transcript must be sent to the departmental coordinator. The faculty adviser then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PAUS department chair, will be issued to the student.

2140.30 Graduate Certificate in Nonprofit Management

David M. Van Slyke, Faculty Adviser

The certificate program in Nonprofit Management has two focuses. First, it will cover the skills in management, economic decision making, marketing, fundraising, and financial management that graduates can use (but which they are unlikely to get on the job) in any part of the nonprofit sector: social service provision, education, health, the arts, the environment, international relief, or religion. Second, while most nonprofit management certificates have an exclusively practitioner focus, the Georgia State program will prepare students interested in pursuing nonprofit studies within graduate programs in Public Administration, Policy Analysis, or Economics.

This certificate will serve two main groups of professionals: those currently in the nonprofit sector who want to acquire new skills or need a credential to advance professionally, and those outside the sector wishing to enter.

- Many professionals in the nonprofit sector seek to improve their skills in ways not available through on-the-job training, such as those in strategic management, leadership theories, and managerial economics.
- * As the nonprofit sector "professionalizes," there is an increasing demand from employees currently in the sector for a credential that lies between in-house training programs and actual academic degrees.
- The third sector's rise in importance in the local and national economies is indicative of a net movement of

2140.40 Graduate Certificate in Planning and Economic Development

Amy Helling, Faculty Adviser

The Graduate Certificate in Planning and Economic Development is intended to provide a credential for students preparing for careers in the public, private, or third sectors requiring familiarity with planning and economic development concepts and methods. This certificate is not intended as a substitute for a professional degree in planning, but as an opportunity to supplement another graduate degree. The certificate will provide courses covering planning theory, planning methods and urban and regional theory, plus an opportunity to select electives in a single substantive planning specialization such as economic development planning, health planning, transportation planning, environmental planning or land use planning.

Regulations for the Certificate Program

1. All Graduate Certificate in Planning and Economic Development students will be required to be admitted as master's students. The applications procedures, regulations, and policies given in the master's degree section apply to all certificate students. The time limit for completing the certificate program is three years from the term of entry.

2. Required Courses

PAUS 8021	Urban Policy Planning
PAUS 8141	Microeconomics for Public Policy
PAUS 8311	Planning Theory and Analysis
3. Elective Course. One additional course in a substantive planning specialization such as urban economics, economic development planning, health planning, transportation planning, environmental planning, or land use planning. Written approval by the faculty adviser is required.
4. Awarding of the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the Department of Public Administration and Urban Studies in the Andrew Young School of Policy Studies to have the certificate awarded. The request and an official Georgia State transcript must be sent to the departmental coordinator. The faculty adviser then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PAUS department chair, will be issued to the student.

2150 Doctoral Programs

2150.10 Doctor of Philosophy in Economics

The Ph.D. in Economics program seeks to develop in the student a high level of competence in conducting basic and applied research and to prepare the student for a career requiring a doctoral degree in economics. To accomplish these objectives, the program provides a rigorous and in-depth course of study emphasizing the latest theoretical knowledge, quantitative techniques, research methodology, and empirical evidence in the student's field of specialization.

The doctoral program requires the student to demonstrate mastery of a large and complex body of knowledge and a high degree of proficiency in the techniques of teaching and research. This is evidenced by the successful completion of coursework and examinations, effective performance in classroom instruction, participation with faculty members in research, presentation of papers and reports, and the writing of a dissertation. Given the substantial commitment of intellectual effort and time required to achieve these competencies, students are expected to enroll on a full-time basis.

The Department of Economics has designated a faculty member to serve as doctoral coordinator for the Ph.D. in Economics program. The doctoral coordinator is charged with oversight of the program. This faculty member also serves as an adviser and liaison for students, and is available to provide assistance in developing a program of study.

Graduate research and teaching assistantships are available for newly accepted and continuing students. For first-year students, the average award for the past two years has been a \$12,000 stipend plus a tuition waiver. (Refer to the "Graduate Research and Teaching Assistantships" heading in the "Financial Information" chapter and the "Doctoral Assistantships and Instructorships" heading in this chapter.)

Requirements and Regulations Specific to the Degree:

1. Program of Study.

A program of study indicating how the student will fulfill each of the degree requirements must be approved by the student's doctoral coordinator by the end of the first semester of enrollment. This program of study becomes part of the student's file; it may be revised, as appropriate, but must be kept current, as it will be a key factor in determining satisfactory progress in the program. Fifty-seven semester hours of coursework, as a minimum, must be successfully completed for graduation. When feasible, registration in 12 hours per semester is encouraged; at a minimum, students must register for nine hours per semester (excluding summer session). Information on this requirement and program of study forms may be obtained from the Office of Academic Assistance. The following courses may not be used for degree credit toward the Ph.D. in Economics: Econ 8060, Econ 8080, Econ 8150, Econ 8180, Econ 8220, Econ 8850, Econ 8860, and Econ 8700.

2. Foundation Coursework.

Students entering the doctoral program are presumed to have background and current knowledge in the following areas:

- multivariable calculus including integrals, partial derivatives, and infinite series
- matrix algebra including linear transformations, determinants, and inverses
- computer skills for empirical research including statistical packages and the use of data tapes and files
- macroeconomics and microeconomics through the intermediate level

Students may remedy a deficiency in any or all of these areas by taking credit or noncredit courses, auditing appropriate graduate or undergraduate classes, and/or attending tutorial sessions. Students who believe their background is not adequate may consult with the doctoral coordinator or Office of Academic Assistance for recommendations on overcoming deficiencies. Courses at the university that provide these foundations are as follows:

- multivariable calculus: Econ 6030 (3 hrs) or Math 2215 (4 hrs) or DSc 8070 (3 hrs)
- matrix algebra: Econ 6030 (3 hrs) or Math 3435 (3 hrs) or DSc 8070 (3 hrs)
- computer skills/data files: BA 6000 (2 hrs)
- macroeconomics: Econ 3900 (3 hrs)
- microeconomics: Econ 3910 or MBA 8403 (3 hrs)

3. Areas of Study.

Students are required to take coursework in the following areas of study:

A. Economic Theory and History (18)

1. Economic Theory: Econ 8100, Econ 8110, Econ 8120, Econ 8130, Econ 9070 (15)
2. History of Economic Thought: Econ 8500 (3)

B. Mathematical and Statistical Tools (12)

1. Mathematics for Economists: Econ 8030 or a designated alternative specified by doctoral coordinator (3)
2. Mathematical Statistics: DSc 8080 (3)
3. Econometrics: Econ 8750 (3)

Students may not enroll for courses which satisfy this requirement until the program of study is approved.

4. Advanced Econometrics: Econ 8760 (3)

C. Applied Economics. A minimum of three courses (nine hours) must be completed in the area of applied economics, chosen from:

Econ 8300	Urban Economics
Econ 8440	Industrial Organizations and Antitrust Economics
Econ 8450	Issues in Public Programs and Tax Policy
Econ 8460	Economics of the State and Local Public Sector
Econ 8600	Economics of Development
Econ 8610	Quantitative Development Policy Analysis
Econ 9080	Topics in Macroeconomic Theory
Econ 9190	Applied Game Theory
Econ 9150	Advanced Monetary Theory
Econ 9180	Economics of Uncertainty
Econ 9220	Advanced Labor Economics
Econ 9230	Topics in Advanced Labor Economics
Econ 9300	Seminar in Urban Economics
Econ 9310	Environmental and Resource Economics I
Econ 9320	Environmental and Resource Economics II
Econ 9330	Regional Economics
Econ 9450	Advanced Public Economics I
Econ 9460	Advanced Public Economics II
Econ 9520	Special Topics in Economics
Econ 9800	International Trade Theory
Econ 9880	International Monetary Economics

D. Elective Fields. Each doctoral student must complete a minimum of three courses (nine hours) in one of the following areas:

- Environmental Economics
- Labor Economics
- Macroeconomic Fluctuation and Forecasting
- Public Finance
- Urban and Regional Economics

The courses available in these fields are listed below.

Environmental Economics:

Econ 9310 Environmental and Resource Economics I
Econ 9320 Environmental and Resource Economics II
Choose one of the following:

Econ 8230 Experimental Economics, or

A course approved by the environmental committee:

Labor Economics:

Econ 9220 Advanced Labor Economics
Econ 9230 Topics in Advanced Labor Economics
Choose one of the following:

Econ 8770 Topics in Econometrics, or

HRM 9800 Seminar in Human Resource Management, or
A course broadly related to labor economics, subject to the approval of the labor committee

Macroeconomic Fluctuation and Forecasting:

Field requirements will consist of three courses determined by the Macroeconomic Fluctuation and Forecasting Committee in consultation with the Graduate Committee.

Public Finance:

Econ 9450 Advanced Public Economics I
Econ 9460 Advanced Public Economics II
Choose one of the following:

Econ 8450 Issues in Public Programs and Tax Policy, or
Econ 8460 Economics of the State and Local Public Sector, or
Econ 8470 International Public Economics

Urban and Regional Economics:

Econ 8300 Urban Economics
Econ 9300 Seminar in Urban Economics
Econ 9330 Regional Economics

E. Elective Courses. A minimum of two courses (six hours) will be selected by the student and approved by the doctoral coordinator. These courses may be chosen from outside the Department of Economics. Since overlap in the courses meeting the requirements in sections C and D may occur, elective hours in section E may be as many as 18 hours.

F. Dissertation Research. All doctoral students must register for a minimum of three credit hours of Econ 9510, Dissertation Workshop.

4. Required Examinations**A. Theory.**

- Written examinations in macroeconomic and microeconomic theory must be completed successfully by each student. Students will be expected to take these examinations at the end of the theory sequence. This requirement must be satisfactorily completed within one year after completion of the prescribed coursework in economic theory. Each examination (micro and macro) will be offered once each year, with the provision for a reexamination determined by the committee.

- Students will not be permitted a second attempt to pass each theory examination except upon recommendation, by majority vote, of the group of faculty members who graded the examination. A maximum of two attempts is permitted to pass each examination.

B. Elective Fields.

- Students must successfully complete a written examination in one elective field. This examination must be taken at the first time it is offered following completion of all field-related coursework.
- Students will not be permitted a second attempt to pass the field examination except upon recommendation, by majority vote, of the group of faculty members who graded the examination. A maximum of two attempts is permitted.

5. Regulations for the Degree

A. Transfer Credit.

- A maximum of 15 semester hours may be transferred from other institutions. Transfer credit, whether from other institutions or from Georgia State University, must have been completed within five years of the semester of entry to the doctoral program. The course must have been limited to graduate students only and a grade of A or B must have been received.
- At the time the program of study is planned with the doctoral coordinator, the student who requests transfer credit must submit a course description from the catalog of the institution, a syllabus or course outline, and written justification stating why the course is relevant to the program of study. Final approval for the acceptance of transfer credit rests with the doctoral coordinator and the Office of Academic Assistance.

B. Scholastic Warning and Termination.

- The doctoral grade-point average (GPA) is defined as the GPA for all courses numbered 6000 or higher taken after admission to the doctoral program which apply toward the degree as listed on the program of study. Each student must maintain a 3.00 doctoral GPA (B average). A student whose doctoral GPA falls below 3.00 is on "scholastic warning." After being placed on scholastic warning, a student must attain a 3.00 doctoral GPA within two consecutive semesters; otherwise the individual will be terminated from the doctoral program. The doctoral GPA could differ from the GPA calculated by the university and reported on the student's official transcript, since the university GPA could also include the grades from any graduate courses numbered 6000 or above taken at Georgia State University before admission to the doctoral program.
- No student will be permitted to sit for any examination required for the doctoral degree, other

than course examinations, without having a minimum 3.00 doctoral program GPA at the time the examination is to be taken. A student with a doctoral GPA below 3.00 is ineligible for graduate assistantship appointments as either a GRA or GTA. A student who has been terminated from the doctoral program will not be permitted to reapply or reenter the program.

C. Standards of Performance.

- The requirements and regulations listed in this catalog refer to minimum standards of performance. The department may have additional requirements, as set forth in writing that exceed the minimum standards outlined here. If a student fails to meet these additional requirements, either the department or the doctoral coordinator may require that the student withdraw from doctoral study. To continue in the program, a student must make reasonable and timely progress toward the degree in terms of coursework completed and examinations.

D. Petitions.

- Where a student believes that unusual circumstances invalidate any of the regulations or requirements relating to the degree in his or her particular case, the student may write to the doctoral coordinator and request exemption from or change in the policy. The petition by the student must be submitted with accompanying justifications. If the doctoral coordinator supports the request, he or she will write a letter of support for the student and submit the material to the Office of Academic Assistance for a decision in consultation with the associate dean.

E. Continuous Registration.

- Beginning with the semester of acceptance, a doctoral student must register for a minimum of nine hours a semester (excluding summer session) until graduation. Econ 9000, Doctoral Research, may be used to satisfy this requirement until the student has passed the theory and field examinations. Econ 9500, Dissertation Research, may be used to satisfy this requirement once the student has passed the field examination. Students who fail to meet the continuous registration requirements are subject to withdrawal from the program.

F. The Dissertation.

- The purpose of the dissertation is for the Ph.D. candidate to demonstrate his or her ability to conduct a research program leading to a significant contribution to the candidate's discipline.

G. The Dissertation Committee.

- After successfully completing the three qualifying examinations, the student forms a Dissertation Committee. The Dissertation Committee consists of a chair plus a minimum of three members. The expectation is that one of the committee members should be from outside the department. The

committee, and any subsequent change in its membership, is appointed by the Office of Academic Assistance, based on the recommendation of the doctoral coordinator. As the student develops an interest in a potential dissertation topic, he or she should discuss this topic with individual faculty members, both to determine the topic's feasibility and merit and the faculty members' interest and expertise in that area. When the student is ready to begin initial work on the dissertation, he or she should first discuss with the doctoral coordinator who among the faculty would be the most appropriate person to serve as chair of the dissertation committee. Only after the doctoral coordinator has agreed with the choice should the student invite the faculty member to chair the committee. Once the dissertation chair has been chosen, the chair, in consultation with the student, will recommend the selection of three additional committee members to the doctoral coordinator.

H. The Dissertation Proposal Defense.

- Prior to admission to candidacy for the degree, a dissertation proposal defense must be held. After the student completes a written proposal that the Dissertation Committee judges to be ready for a final defense, a dissertation proposal defense will be held before the Dissertation Committee and readers. The readers are three or more faculty members who are not members of the student's Dissertation Committee. The student, in consultation with his or her Dissertation Committee chair, will recommend three readers to the doctoral coordinator, and subsequently the Office of Academic Assistance, for approval.
- The student's dissertation proposal should include a summary of the following: the purpose of the study; the nature of the subject to be investigated and its importance; a brief review of the literature; the theory, if any, to be developed; the empirical methodology, techniques, and data sources, if any, to be used; the nature of the hypotheses to be developed or tested; and a time frame for completion of the dissertation. Normally the proposal should not exceed 40 pages.
- The proposal defense will be open to all interested faculty and doctoral students and will be announced two weeks prior to the date it is scheduled so that interested faculty and students may attend. After the proposal defense has been held, the committee members and readers will vote to determine if the student is deemed to have a satisfactory research topic. A unanimous decision by the student's Dissertation Committee and a majority decision by the readers are required. The approving members and readers will sign the dissertation proposal defense approval form.
- Submission of the approval form does not constitute a contractual agreement between the

student and the Dissertation Committee. It is within the scope and function of the Dissertation Committee to recommend modifications to the research as it proceeds. Upon submission of the proposal defense approval form, the student is admitted to candidacy for the degree.

I. Final Dissertation Defense and Graduation.

- When the candidate's Dissertation Committee judges that the dissertation is complete, it must be defended orally in a final dissertation defense. At least two weeks in advance of the final dissertation defense, an abstract of the dissertation should be submitted to the Office of Academic Assistance and an announcement will be made to all academic units regarding the scheduling of the candidate's dissertation defense. While any interested faculty member or graduate student may attend the examination and participate in the discussion, only those individuals who are members of the candidate's Dissertation Committee may vote on the dissertation's approval or disapproval. Upon successful defense of the dissertation, a dissertation defense approval form will be signed by the members of the Dissertation Committee and submitted to the Office of Academic Assistance. Unanimous approval is required.
- Six weeks prior to graduation, the candidate must submit a copy of the dissertation the candidate believes is in final form to the Office of Academic Assistance. After the dissertation has been reviewed by the Office of Academic Assistance and the final oral has been held, the candidate will make any recommended changes to the dissertation. For graduation, three final copies of the dissertation must be submitted to the Andrew Young School of Policy Studies by the Wednesday prior to the commencement ceremony. Guidelines for the dissertation are available from the Office of Academic Assistance.

J. Time Limits for the Degree.

- These time limits should be interpreted as the maximum amount of time students may take to complete each of the degree requirements. It is anticipated that most students will complete the requirements much earlier than the maximum time limits specified below:
 1. All coursework on the program of study and required theory and field examinations must be completed within four years from the semester of entry into the doctoral program.
 2. The Dissertation Committee must be appointed; the dissertation proposal defense must be held and approved within one year after completion of the theory and field examinations.
 3. All requirements for the degree, including the dissertation, must be completed within seven years from the semester of entry into the doctoral program.

2150.20 Doctor of Philosophy in Public Policy

The School of Public Policy at the Georgia Institute of Technology and the Andrew Young School of Policy Studies at Georgia State University jointly offer a Ph.D. in Public Policy that is designed to prepare research-oriented policy analysts, design specialists, policy evaluators, and policy implementation experts for responsible positions in universities, research centers, nonprofit organizations, and government agencies. Students benefit from the strengths of both schools. The School of Public Policy at Georgia Tech has a strong tradition of education and research in science and technology policy, environmental policy, information and telecommunications policy, economic and regional development, and public management. Georgia State's Andrew Young School of Policy Studies provides expertise in public administration, program evaluation, urban policy studies, and economics. Doctoral students can participate in applied policy research through several nationally recognized research centers at both universities. These include the Policy Research Center, the Applied Research Center, the Research Value Mapping Program, the Health Policy Center, the Air Quality Laboratory, the Environmental Policy Program, and the Technology Policy and Assessment Center.

The need for faculty and practitioners knowledgeable about specific policy areas and skilled in policy analysis and evaluation is growing rapidly. At all levels of government, both here and abroad, public needs and limited resources require policy decisions that balance economic efficiency, social and technical effectiveness, and political responsiveness. Such choices confront policy makers across a broad range of critical issues, including social welfare, education, environment, science and technology, economic development, and public finance. Many practitioners holding masters degrees in engineering, business, public administration, and related fields have advanced into roles focused on policy issues and choices. Academic institutions increasingly provide technical assistance and applied research for public, nonprofit, and private consulting firms and nonprofit interest groups as well as state and federal agencies. As a result, demand for well-trained public policy doctoral degree holders is likely to remain strong.

Requirements and Regulations Specific to the Degree:

1. Program Requirements.

To earn the joint Ph.D., a student must satisfactorily complete seven general requirements:

- A core master's-level curriculum or its equivalent;
- Eight core courses in the Ph.D. program;
- Seven courses in two elective fields (areas of specialization);
- Full-time enrollment for one academic year;
- At least three courses with faculty from each school;
- Doctoral qualifying examinations;
- Defense of a dissertation.

2. Core Master's Program Curriculum.

The core master's program curriculum consists of nine courses in the following areas. Students may document completion of the core curriculum through coursework taken elsewhere or may select from the listed courses offered in the master's program at either institution. Alternative courses can be taken with permission of the program director.

Policy Analysis: Two courses covering the policy process, policy formulation and implementation, and an introduction to policy analysis. Options include: PAUS 8541, PAUS 8531, PUBP 6012, PUBP 6018.

Organizational Analysis: One course offering broad coverage of the theories and concepts of organizational behavior and administrative theory and the analysis of organizational processes. Options include: PAUS 8111, PUBP 6014.

Philosophical and Ethical Foundations of Public Policy: One course that covers in-depth the major ethical issues in policy analysis and administration. Options include: PAUS 8461, PUBP 6010.

Techniques of Analysis: Two courses that cover basic statistical analysis (descriptive and inferential statistics to include multiple regression analysis), research design, and an applied research experience. Options include: PAUS 8121, PAUS 8131, PAUS 8521, PAUS 8551, PAUS 8581, PUBP 6112, PUBP 6114.

Economics and Public Finance: Two courses that cover the theories and concepts of micro- and/or macroeconomics and an introduction to public finance. Options include: PAUS 8141, Econ 8450, Econ 8460, PUBP 6116, PUBP 6118.

Calculus: One course covering differential and integral calculus and matrix algebra. Options include: Econ 6030, Math 2211.

3. Program of Study

A. Core Curriculum.

Building on skills developed at the master's level, the core doctoral curriculum provides students with an in-depth survey of public policy theory and research; a firm grounding in the philosophy of science; rigorous training in econometric and other quantitative methods, microeconomics, program evaluation, and policy analysis; practical experience in designing and conducting empirical research; and a capstone class to prepare for the dissertation. Core courses are generally offered once a year and can be taught on either campus. All courses are three semester hours. Students must earn a grade of B or higher in all core courses to maintain their doctoral candidacy.

Required courses (24 hrs.):

PAUS 9111/PUBP 8200	Advanced Research Methods I
PAUS 9121/PUBP 8205	Advanced Research Methods II
PAUS 9171/PUBP 8510	Logic of Policy Inquiry
Econ 8100/PUBP 8211	Applied Microeconomic

	Analysis
PAUS 9131/PUBP 8500	Research Seminar in Public Policy
PAUS 9141/PUBP 8813	Advanced Topics in Policy Analysis and Evaluation
PAUS 9151/PUBP 8520	Scope and Theory of Public Policy
PAUS 9181/PUBP 8590	Dissertation Colloquium

B. Elective Fields.

All doctoral students must complete a minimum of four courses (12 hours) in their major field of study and a minimum of three courses (nine hours) in their minor field of study. At least one course in each field must be taken at the doctoral level. At least one field must be chosen from the following specializations:

- Environmental Policy
- Health Policy
- Information and Telecommunication Policy
- Policy Implementation and Administration
- Policy and Program Evaluation
- Public Finance
- Science and Technology Policy
- Urban Policy
- Urban and Regional Economic Development

With the approval of the program director, students also may design a second field from courses taught at either university. The elective fields and courses available in these fields are listed below. Students may modify the courses taken in a particular field with the approval of the program director.

Environmental Policy. Environmental issues increasingly confront policymakers and affect economic development. This program of study is designed to prepare students to evaluate the impact of various environmental policies and acquire the necessary tools to develop new policies that address environmental issues and needs.

Doctoral courses (choose at least one):

Econ 9310	Environmental and Resource Economics I
Econ 9320	Environmental and Resource Economics II
Econ 9520L	Special Topics in Economics: Experimental Laboratory
PUBP 8540	Advanced Topics in Environmental Policy

Master's courses:

PAUS 8271	Disaster Management
PAUS 8331	Urban Infrastructure Planning and Policy
PAUS 8371	Environmental Policy, Planning, and Evaluation
PUBP 6300	Earth Systems
PUBP 6310	Environmental Issues
PUBP 6312	Economics of Environmental Policy
PUBP 6314	Policy Tools for Environmental Management

PUBP 6320	Sustainable Systems: Concepts and Measures
PUBP 6324	Environmental and Technological Risk Management
PUBP 6326	Environmental Values and Policy Goals
PUBP 6329	Environmental Policy and Implementation
PUBP 6330	Environmental Law

Health Policy. The courses in this specialization link health-related research, policy, and programs by focusing on knowledge utilization, policy implementation, and outcome evaluation. Central issues are contributors to health, issues of equity, and understanding of social and economic contexts of health. Prerequisite: master's level health economics course (HA 8250 or equivalent).

Doctoral course:

PAUS 9211	Applying Research to Policymaking: Examples from Health Care Policy

Master's courses:

HA 8190	Health Policy and Ethics, or
POL 870	Studies in Public Policy: Health Policy and Politics

Electives at Georgia State:

HA 8450	Legal Environment of Health Care
HA 8630	Managed Care and Vertically Integrated Systems
PSY 8200	Introduction to Community Psychology
SOC 7110	Aging Policy and Services
SOC 8430	Medical Sociology
HHS 8000	Trends Affecting Health Policies, Practices, and Laws
NURS 8000	Human Environment Interactions and Health
LAW 7239*	Health Law: Liability and Bioethics
LAW 7240*	Health Law: Regulation
LAW 7241*	Seminar in Health Law

Electives at Georgia Tech:

PUBP 6324	Environmental and Technological Risk Management
HS 4001	Introduction to Health Systems
HS 6000	Introduction to Healthcare Delivery
HS 6100	Healthcare Delivery Systems Models
HS 6200	Healthcare Financial Management
HS 6300	Healthcare Information Systems
HS 6400	Health Systems Practice
MGT 6788	Legal Issues in Biomedical Engineering
MGT 6789	Technology Transfer in Biomedical Engineering

* Law courses have the first year of law school as a prerequisite, so they will not be appropriate for most students.

Information and Telecommunication Policy. Advances in information technologies have presented governments with a wide array of opportunities and challenges. Students exploring this program of study will examine the dynamic pressures confronting policy makers. Included is coursework addressing the types of technological changes confronting and confounding mass communications policy and telecommunication policy. Fundamental to understanding the trajectory of information policy is grasping the emergence of the modern learning organization. This course of study includes assessing the implications of information policies developed by both the public and private sectors.

Doctoral course:

PUBP 8803	Special Topics in Information and Telecommunication Policy

Master's courses:

PUBP 6501	Information Policy and Management
PUBP 6513	The Politics of Communications Policy
PUBP 6514	Mass Communications Policy
PUBP 6530	Introduction to Geographic Information Systems
PUBP 6534	Public Information Systems

Policy Implementation and Administration. This specialization is designed to prepare students for research and practice that focuses on constitutional and political factors in policy design and implementation, relationships between organizational variables and policy design, and administrative strategies and policy tools that the public sector uses to accomplish its objectives.

Doctoral courses (choose at least one):

PAUS 8471	The Future of Public Administration
PAUS 9331	Foundations of Public Administration
PAUS 9341	Policy Design and Implementation

Master's courses:

PAUS 8031	Urban Political Economy
PAUS 8161	Public Budgeting and Finance
PAUS 8351	Local Government Management
PAUS 8421	Comparative Administrative Systems
PAUS 8431	Management and Organizational Behavior

Policy and Program Evaluation. This specialization is designed to prepare professionals for conducting evaluations and scholars to develop evaluation theory and study evaluation practice. Evaluation theory deals with the nature of public policies and programs; the philosophical roots of systematic inquiry into the processes and effects of policies and programs; the sources and nature of the process of valuing; and the use of evaluation findings. Evaluation includes a wide range of methods, e.g., field experiments for pilot projects, needs assessments, performance monitoring, and qualitative studies of implementation.

Doctoral courses (choose at least one):

PAUS 9351	Workshop in Evaluation Practices
PAUS 9361	Doctoral Seminar in Evaluation Theory and Practice
PAUS 9371	Qualitative Research and Analysis

Master's courses:

DSc 8840	Regression Analysis
DSc 8860	Multivariate Data Analysis
DSc 8880	Time Series Models
PAUS 8531	Policy Analysis
PAUS 8551	Survey Research Methods

Public Finance. This specialization is designed to prepare students for research and practice that focuses on issues of public sector finance. In particular, the field will provide students with the theoretical and empirical tools necessary to analyze the adequacy of revenue and expenditure policies of federal, state, and local governments; the effects of tax expenditure policies on income and other disparities; and the fiscal role of governments at different levels.

Doctoral courses (choose at least one):

Econ 9450	Advanced Public Economics I
Econ 9460	Advanced Public Economics II

Master's courses:

Econ 8450	Issues in Public Programs and Tax Policy
Econ 8460	Economics of the State and Local Public Sector
PAUS 8161	Public Budgeting and Finance
PAUS 8261	Nonprofit Financial Management
PAUS 8351	Local Government Management
PAUS 8501	Managing Public Money

Science and Technology Policy. Through this program of study, students examine the interaction between science, technology, and the policy process. Students will explore the range of policies used by the governments in promoting and regulating science, technology, and innovation across the globe. Coursework will cover the sources and stimuli for innovation, the roles of universities, industry-government agreements, joint R&D ventures, and technology transfer. Students will also examine science and technology as social institutions. Particular attention is given to understanding the production and diffusion of scientific and technological knowledge.

Doctoral course:

PUBP 8530	Advanced Topics in Technology and Science Policy

Master's courses:

Econ 8700	The Economics of Innovation and Entrepreneurship
PUBP 6401	Science, Technology, and Public Policy
PUBP 6402	Research Policy and Management
PUBP 6414	Technological Innovation and Government Policy
PUBP 6415	Technology, Regions, and Policy
PUBP 6417	Critical Perspectives on Science and Technology

PUBP6418	Comparative Science and Technology Policy
PUBP6421	Development of Large-Scale Socio-Technical Systems

Urban Policy. This specialization is designed to prepare students for research and practice that focuses on a variety of urban-related policy issues, such as social policy, institutional analysis, and urban development. Graduates should be able to design and evaluate policies affecting cities as well as administer policies in the public and nonprofit sectors.

Doctoral courses (choose at least one):

PAUS 9311	Urban Development
PAUS 9321	Seminar in Urban Policy
PAUS 9341	Policy Design and Implementation

Master's courses:

PAUS 8021	Urban Planning and Demography
PAUS 8031	Urban Political Economy
PAUS 8271	Disaster Management
PAUS 8311	Planning Theory and Analysis
PAUS 8331	Urban Infrastructure Planning and Policy
PAUS 8351	Local Government Management
PAUS 8611	Transportation Management
PAUS 8621	Urban Transportation and Land Use Economics

Urban and Regional Economic Development. At the heart of this program is an exploration of government policies designed to stimulate economic development. Particular emphasis is given to exploring the competitiveness of small business and the modernization of manufacturers. Students will also explore the physical urban infrastructure such as water, sewer, transportation, and waste disposal systems. They are also presented the policy tools for analyzing this class of public issue.

Doctoral courses (choose at least one):

Econ 9300	Seminar in Urban Economics
PUBP8550	Advanced Topics in Urban and Regional Economic Development Policy

Master's courses:

Econ 8300	Urban Economics
PAUS 8021	Urban Planning and Demography
PAUS 8031	Urban Political Economy
PAUS 8311	Planning Theory and Analysis
PAUS 8321	Economic Development Policy and Planning
PAUS 8331	Urban Infrastructure Planning and Policy
PAUS 8621	Urban Transportation and Land Use Economics
PUBP6600	Foundations of Local Economic Development Planning and Policy
PUBP6602	Economic Development Analysis and Practice
PUBP6604	Methods of Urban Policy Analysis and Planning
PUBP6606	Urban Development Policy

4. Full-time Residency Requirement.

Before taking the final written qualifying examination, a student must complete one year (two consecutive semesters) of full-time residency. For this requirement, full-time enrollment is 12 credit hours per semester and must include three credit hours of research assistantship or directed research experience. In addition, throughout the period before completing the prescribed coursework, a student must take at least 12 credit hours in every twelve-month period.

5. Joint Enrollment Residency Requirements.

Students must satisfactorily complete (with a grade of "B" or better) at least nine credit hours of coursework taught by Georgia State faculty and at least nine credit hours of coursework taught by Georgia Tech faculty (exclusive of dissertation credit). Courses taught jointly by Georgia Tech and Georgia State faculty may be counted toward fulfillment of either requirement. Courses that are simply cross-listed in both schools will not meet the standard of being jointly taught.

6. Doctoral Qualifying Examinations.

Students must pass all parts of a comprehensive qualifying examination within one year of completing the prescribed coursework. The comprehensive qualifying examination will consist of:

A. Written Qualifying Examinations.

Students will take two written examinations, one in the theory and methods of public policy studies and one in their major area of specialization (elective fields). Examinations will be given twice per year, and students must notify the program director in writing of their intention to take the examinations one month before they occur.

B. Oral Qualifying Examination.

At the discretion of the Examining Committee, an oral examination may be required as part of the qualifying examination process prior to a determination as to whether the written examination is satisfactory.

C. Students will only be permitted a second attempt to pass any qualifying examination they fail upon the recommendation, by majority vote, of the group of faculty members who graded the examination. A maximum of two attempts is permitted.

7. The Dissertation.

The dissertation allows the Ph.D. candidate to demonstrate his or her ability to conduct a research program leading to a significant contribution to the candidate's discipline. Students must obtain approval of their dissertation proposal within one calendar year after completing all prescribed coursework.

A. The Dissertation Committee.

After successfully completing the three qualifying examinations, the student forms a Dissertation Committee. The Dissertation Committee consists of a chair plus at least two additional members. At least

two members will be from the School of Public Policy and at least one member will be from the Andrew Young School of Policy Studies. Students are encouraged to include outside members on their committees as appropriate. Students will choose a committee chair with the advice and approval of the program director and will choose the remaining members of the committee with the advice and approval of the committee chair and program director. Once the committee is chosen, the student may change the membership of the committee only with the advice and approval of the program director.

B. The Dissertation Proposal and Oral Defense.

- In consultation with the Dissertation Committee, the student will develop a dissertation proposal. The proposal should include a summary of the following: the purpose of the study; the nature of the subject to be investigated and its importance; a brief review of the literature; the nature of the hypotheses to be developed or tested; the empirical methodology, techniques, and data sources, if any, to be used; and a time frame for completion of the dissertation. Normally, the proposal should not exceed 40 pages.
- The student will present and defend the dissertation proposal in a public presentation which will be open to faculty and graduate students from both schools and announced two weeks prior to the date it is scheduled. The Dissertation Committee will question the student in a two-hour oral examination, and then vote to determine if the student has a satisfactory research topic and design. A unanimous decision by the student's Dissertation Committee is required. The approving members and readers will sign the dissertation proposal defense approval form. Upon submission of the proposal defense approval form, the student is admitted to candidacy for the degree.
- Submission of the approval form does not constitute a contractual agreement between the students and the Dissertation Committee. It is within the scope and function of the Dissertation Committee to recommend modifications to the research as it proceeds.

C. The Dissertation Defense.

When the candidate's Dissertation Committee judges that the dissertation is complete, the student must defend it orally in a final dissertation defense, subject to rules governing Georgia Institute of Technology and Georgia State University graduate study. At least two weeks before the final dissertation defense, the student must submit an abstract of the dissertation to the program director, who will issue an announcement of the scheduling of the candidate's dissertation defense. Any interested faculty member or graduate student may attend the examination and participate in the discussion. At the completion of the oral defense, members of the dissertation committee will vote on the

dissertation's approval or disapproval. Unanimous approval is required.

8. Regulations for the Degree.

A. Joint Oversight.

An Admissions and Coordinating (A & C) Committee, consisting of six tenure-track faculty, three from Georgia State University and three from Georgia Institute of Technology, has jurisdiction over and is chiefly responsible for policy relating to admissions, program curriculum, rules and regulations, and operations of the joint degree program. Members of the A & C Committee are selected by the faculties of the Andrew Young School of Policy Studies and the School of Public Policy, in accordance with their procedures and bylaws.

B. Scholastic Warning and Termination.

The doctoral grade-point average (GPA) is defined as the GPA for all courses numbered 6000 or higher taken after admission to the doctoral program. Each student must maintain a 3.00 doctoral GPA (B average). (The doctoral GPA could differ from the GPA calculated by the universities and reported on the student's official transcript, since the university GPA could also include the grades from any graduate courses numbered 6000 or above taken at Georgia State or Georgia Tech before admission to the doctoral program.)

C. Standards of Performance.

To continue in the program, a student must make reasonable and timely progress toward the degree in terms of coursework completed and examinations. A determination that a student is not making satisfactory progress and should be terminated from the program may be made at several points in his or her program, including failure to achieve and maintain a doctoral GPA of at least 3.00, failure to pass 12 credit hours within a twelve-month period, failure of the comprehensive qualifying examination, or failure to successfully defend a dissertation proposal or dissertation. In all such cases, a recommendation of dismissal must be made to the Admissions and Coordinating Committee, which will review the case and issue a final decision regarding termination from the program.

D. Petitions.

Where a student believes that unusual circumstances invalidate any of the regulations or requirements relating to the degree in his or her particular case, the student may write to the A & C Committee and request exemption from or change in the policy. The petition by the student must be submitted with accompanying justifications. In all such cases, the A & C Committee will review the case and issue a final decision regarding the petition.

E. Appeals.

All student appeals regarding grades and other faculty actions affecting students will be adjudicated through

the appeals process governing the School where the action occurred. If the appeal concerns an A & C Committee action or other joint program action, the student must appeal the action first to the faculties of both schools (with approval from both required to overturn the action), then to the graduate committees of both institutions (with approval from both required to overturn the action).

F. Time Limits for the Degree.

These time limits should be interpreted as the maximum amount of time students may take to complete each of the degree requirements. It is anticipated that most students will complete the requirements much earlier than the maximum time limits specified below:

1. All required coursework and both written examinations must be completed within four years from the semester of entry into the doctoral program.
2. Both qualifying examinations must be successfully completed, the Dissertation Committee must be appointed, and the dissertation proposal must be defended and approved within one year after completion of coursework.
3. All requirements for the degree, including the dissertation, must be completed within seven years from the semester of entry into the doctoral program.

application to problems of city, county, state, and federal policy makers. Additionally, a number of GRAs have been involved in international policy projects, most recently on tax reform in Russia and environmental issues in South America.

For further information or to apply for a research or teaching assistantship in the school, contact the Office of Academic Assistance.

2150.30 Doctoral Assistantships

(Refer to the “Graduate Research and Teaching Assistantships” heading in the “Financial Information” chapter of this catalog for detailed information on fees for graduate assistants and criteria for appointment as a research or teaching assistant.)

Doctoral students in the Andrew Young School of Policy Studies are eligible for Graduate Research Assistantships (GRAs) and Graduate Teaching Assistantships (GTAs). All students who receive an assistantship stipend also receive a tuition waiver.

Almost all doctoral students requesting it receive some type of financial assistance. After admission to the doctoral programs, the Office of Academic Assistance will inform newly admitted students who are seeking a GRA or GTA of the type and number of appointments, if any, which they have been awarded.

Second-year students and beyond are also eligible for research and teaching assistantships, and the program has a history of continuing to fund students who are demonstrating progress in the program at a level of support equal to or greater than what they received during the first year.

Students hired as graduate research assistants work with faculty members in the Andrew Young School of Policy Studies on research projects in their area of interest. (Students in the joint Ph.D. in Public Policy may also work with faculty in the School of Public Policy at Georgia Tech.) The partnerships between the Andrew Young School of Policy Studies, its research centers and a number of nonpartisan, nonprofit research organizations give students working as GRAs the opportunity to perform research which can have immediate

3000 College of Arts and Sciences

3010 Office of the Dean

741 General Classroom Building, 404/651-2294

www.gsu.edu/~wwwcas/

Lauren B. Adamson, Dean

David C. Blumenfeld, Associate Dean for the Humanities and for International Programs

Charles D. Derby, Associate Dean for the Natural and Computational Sciences

MaryAnn Ronski, Associate Dean for the Social and Behavioral Sciences

Pamela D. Longobardi, Associate Dean for the Fine Arts

Robert D. Morris, Associate Dean for Research and Graduate Studies

Lawrence J. Rifkind, Associate Dean for Undergraduate Studies

(keyboard, orchestral instruments, voice), guitar, instrumental conducting, composition, choral conducting, piano pedagogy, jazz studies, and music education

Master of Science with majors in biology, chemistry, computer science, geology, mathematics, and physics

Doctor of Philosophy in the fields of applied linguistics, astronomy, biological sciences, chemistry, communication, computer science, English, geochemistry, history, physics, political science, psychology, and sociology

3020 Office of Graduate Studies

Room 800 Haas-Howell Building

Phone 404/651-2297, Fax 404/651-0275

www.gsu.edu/~wwwgas/

Mary E. Robbins, Director

Beth Taylor, Assistant Director

3030 Degree Programs

The College of Arts and Sciences offers the following graduate degrees:

Master of Art Education

Master of Arts with majors in anthropology, applied linguistics, art history, communication, English, French, geography, German, history, mathematics, philosophy, political science, psychology, sociology, Spanish, and women's studies

Master of Arts for Teachers with a concentration in mathematics

Master of Fine Arts with majors in creative writing and studio art with concentrations in ceramics, drawing, graphic design, painting, printmaking, jewelry design and metalsmithing, photography, sculpture, and textiles

Master of Heritage Preservation

Master of Music with concentrations in performance

3040 Admission Policies

A person seeking to pursue any of the programs of graduate study described in this section of this catalog must be admitted to Georgia State University through the Division of Graduate Studies, College of Arts and Sciences. The requirements for admission stated in the following sections are those established by the University and the College. Additional requirements, if any, established by the separate departments/schools can be found in the descriptions of their respective programs.

The Division of Graduate Studies reserves the right to require the withdrawal of any student at any time in order to preserve and maintain its standards of scholarship and conduct. The student, upon registration, concedes the above right.

There are two categories of admission to the Division of Graduate Studies: Full Graduate Status and Special Graduate Status. A student must achieve Full Graduate Status in order to be eligible for a graduate degree. The category of Special Graduate Status is designed to accommodate, when practical, applicants with promise who may have certain limited deficiencies in admission requirements.

The Division of Graduate Studies reserves the right to require prerequisites as conditions of admission.

3040.05 Application Deadlines

Typically the application deadline for any semester is approximately one month before the first day of classes for that semester. However, some departments have earlier deadlines, especially for applicants wishing to receive financial assistance. In addition, some departments admit only one time per year for the fall semester. Applicants should check the website for the

department to which they plan to apply for specific application deadlines.

Note: International applicants who reside outside the United States must have all application materials in the Office of Graduate Studies, College of Arts and Sciences, as early as possible before the semester for which they are applying in order to allow sufficient time for the application materials to be reviewed by the department and, if appropriate, for the preparation of necessary visa documents.

The College of Arts and Sciences encourages applicants to submit applications electronically. The College is able to process online applications more quickly than those submitted by mail. Applicants may access our online application at www.gsu.edu/~wwwgas.

Applicants for the Master of Music degree program should contact the School of Music at 404/ 651-3676 for details concerning audition and placement test requirements and dates. More information appears in the "School of Music" section of this catalog.

The Department of Psychology considers applications for fall semester only. For students applying to all programs, all materials must be postmarked or delivered by January 5 for admission the following fall.

It is essential that all application materials and other correspondence concerning admission be sent to the appropriate graduate division at Georgia State University. For graduate programs in the College of Arts and Sciences, the address is:

Office of Graduate Studies
College of Arts and Sciences
MSC 7F0870
Georgia State University
33 Gilmer Street, Unit 7
Atlanta, Georgia 30303-3088

3040.10 Graduate Assistantship Deadlines

Some departments/schools have early deadlines for graduate teaching or research assistantships. If you would like to be considered for an assistantship, please consult the appropriate departmental section of this catalog to obtain the deadline for the program to which you plan to apply.

3040.15 Admission to Full Graduate Status

The selection of applicants for admission to graduate study is competitive. Given limited university resources, even applicants with strong credentials may not gain admission to a specific graduate program. Admission is based upon a variety of factors among which are the quality of the applicant's undergraduate record, achievement on required admissions tests, and degree of preparation for the specific academic program to be pursued. In addition to these general criteria individual departments may consider additional factors in making admission decisions. Applicants should be aware that exceptional performance in an undergraduate or a graduate program in one discipline does not guarantee acceptance into

another graduate program. Following initial recommendation by the department, the associate dean of the college shall make the final decision concerning the acceptance or rejection of an applicant. A prospective student seeking admission to Full Graduate Status must be a graduate of an accredited college with a baccalaureate degree or the equivalent that reflects superior quality work at the undergraduate level. In addition, each applicant must:

1. Complete and submit, together with the \$50.00 application fee, both parts of the application for admission to graduate study.
2. Submit two transcripts from each college or university attended; if the transcript from an applicant's accredited home institution includes coursework taken abroad, then separate transcripts from the foreign institution are not required.
3. Submit acceptable scores on the General Test of the Graduate Record Examination. Some departments also require an acceptable score on the Subject test of the Graduate Record Examination. If so, the Subject test must be taken in the discipline the student wishes to enter. Several programs accept the Miller Analogies test.
4. For some departments, submit the names, addresses, and telephone numbers of at least three persons who will give an estimate of the aptitude and capacity of the applicant for graduate study. Letters of recommendation are required by some departments;
5. Complete any supplemental application and test materials required by the major department.

Note: Applicants to the MFA program in Art and Design and to the piano performance, organ performance, orchestral instrument performance, voice performance, choral conducting, instrumental conducting, piano pedagogy, and jazz studies concentrations are not required to submit GRE scores.

In addition to the requirements listed above, a prospective student seeking Full Graduate Status admission to the Master of Arts for Teachers (M.A.T.) degree program in mathematics must:

- a. Show proof of having earned a current license to teach mathematics from the Professional Standards Commission of the state of Georgia;
- b. Have earned a minimum 2.5 undergraduate grade-point average calculated on all work attempted in which letter grades were awarded;

Graduates from nonaccredited institutions may be able to validate their degrees by taking additional undergraduate coursework at accredited institutions. An applicant wishing to validate a degree in order to be considered for admission to one of the graduate degree programs in this college must first discuss the matter with the appropriate associate dean of the College of Arts and Sciences, who, after consulting with the student's major department, will determine the additional courses that must be taken. Approval of the associate dean is required before the student's application file can be reviewed by an academic department/school.

3040.20 Admission to Special Graduate Status

The use of Special Status admission is solely the prerogative of the department to which application has been made. Special Graduate Status may be given to applicants who show promise but are not able to fulfill all the requirements for admission to Full Graduate Status at the time they apply. A student who qualifies for Full Graduate Status will be given preference where the number of applicants accepted is limited. Students admitted under the Special Status category are informed of expectations or conditions in the letter of admission. Students admitted to Special Status may be dismissed from their programs if their departments feel that they are not making satisfactory progress toward promotion to Full Status.

Each department/school has its own guidelines for the use of Special Graduate Status admissions. Special Graduate Status may be used to accommodate an applicant who:

1. Has an academic background that is difficult to evaluate but that provides sufficient evidence to indicate the applicant's potential for graduate study in the area;
2. For some valid reason has not been able to complete the application file prior to the deadline but whose file nevertheless indicates the applicant's potential for graduate study in the area;
3. Is an undergraduate student enrolled at Georgia State University within 18 hours of graduation and who has a 3.5 cumulative grade-point average;
4. Requires some additional preparation for graduate study as determined by the director of graduate studies of the department in which the student intends to major.

A student must be in full graduate status in order to earn a degree. At least 20 semester hours of graduate coursework must be completed after the student is admitted to Full Status.

3040.25 Nondegree Admission

Nondegree status is provided for students who wish to take a limited number of graduate courses that relate to their academic or professional backgrounds but do not lead to an advanced degree. A student seeking admission with Nondegree standing should submit completed application forms, application fee, transcripts from all colleges or universities attended, and a list of courses he or she wishes to take. Applicants wishing to take nondegree psychology courses must first contact the Department of Psychology for approval.

Courses taken in this status will generally not apply toward any subsequent degree. A student is admitted to this status at the option of the department concerned and when adequate facilities are available. Applicants for the nondegree status should consult the departmental director of graduate studies to learn about any additional requirements or policies that pertain to nondegree admission.

Admission to Nondegree status does not warrant or secure

admission to any degree program. Some departments do not accept nondegree students. Please contact the departmental director of graduate studies for further information.

3040.30 Changing Semester of Application

Applicants who do not complete their application files by the appropriate application deadline may request that their applications be considered for the following semester. Such requests must be made in writing to the Office of Graduate Studies. Applicants who request a change in the date of entry on their applications for more than one semester or who request a change in the degree or major area for which they originally applied must submit a new application and fee to the Office of Graduate Studies.

3040.35 Changing Semester of Entry

Admission to a graduate program is valid only for the semester, the degree, and the major specified in the letter of acceptance. An applicant who is admitted and does not intend to enroll should notify the Office of Graduate Studies in writing of this decision as soon as possible. Applicants may request that their acceptance be updated for one semester and this request should be made in writing to the Office of Graduate Studies. Applicants who request an update of their acceptance must submit written notification of any change in information that has occurred since the initial application was submitted. Academic work completed by applicants subsequent to their acceptance must be documented by additional official transcripts. All updated information and transcripts should be sent to the Office of Graduate Studies. The admitting department/school reserves the right to review the application materials again. Applicants who wish to update their acceptance beyond one semester must submit a new application and fee.

3040.40 Reentry Students

Students of Georgia State University who have not registered for coursework here during the previous 12 months must file a reentry application in the Office of the Registrar/Student Services (227 Sparks Hall) by the appropriate deadline published in the online *Registration Guide* at www.gsu.edu/registrar for the semester in which they wish to reenter. Students who have attended other colleges and/or universities must have official transcripts of all coursework taken sent to the Office of Graduate Studies, College of Arts and Sciences, prior to the reentry deadline for the appropriate semester.

Reentering students are subject to the regulations of the Graduate Bulletin and the degree program current at the time of reentry.

The College of Arts and Sciences does not allow transient students to reenter.

3040.45 Transient Students

An applicant seeking admission as a transient student must be a graduate student in good standing at another

institution. Admission requirements include completed application forms, application fee, a list of courses the applicant wishes to take, and a letter of good standing from either the graduate dean or the registrar of the student's institution.

Admission to transient status is for one semester only on a space-available basis. A student not in good standing or one who is ineligible to return to his or her institution will not be admitted. No guarantee is made that a transient student will be able to secure the courses desired. The reporting of grades earned to the student's institution is the responsibility of the student.

3040.50 International Students

It is the policy of Georgia State University to encourage the enrollment of students from other countries. The university subscribes to the basic concept that only through education and understanding can mutual respect, appreciation, and tolerance of others be accomplished. The recognition of the values of cultural exchange is inherent in our philosophy of education and is predicated on an awareness of the need to foster better cooperation, friendship, and understanding among the peoples of the world. In this regard, we welcome international students to our campus because we believe in a cultural exchange program that will be beneficial to our own student body, to the international students involved, and to metropolitan Atlanta.

Georgia State University reserves the right to admit only those international applicants who are academically qualified and who have proven their ability to meet the financial requirements while in attendance. Applicants needing a student visa are required to provide proof of financial support for at least the first year of their degree program.

International students with a student visa are required to carry a full course of study during every semester except the summer semester. Only international students who already reside in the United States may be considered for nondegree or special graduate status admission.

In addition to meeting the regular admission requirements, prospective international applicants must demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). Although a score of 550 on the TOEFL (213 on the computer-based version) will be considered the minimum that will enable a student to successfully pursue graduate work at Georgia State, individual departments may either require a higher score or may find, having carefully reviewed the applicant's credentials, that a TOEFL score between 500 and 547 (173 and 210 on the computer-based version) is acceptable after taking into consideration the applicant's opportunity to take ESL courses upon arrival at Georgia State. In general, applicants with a score below 500 will only be considered for admission under extraordinary circumstances.

Additional testing of skills in English will be required of all newly-admitted international students who come from non-English speaking countries. Prior to registration for the first semester, international students are required to attend a special orientation, held by the Office of International Services and

Programs, where they must take the Georgia State Test of English Proficiency (GSTEP) offered by the Department of Applied Linguistics and English as a Second Language. Students who miss the orientation should arrange with the department to take the GSTEP before classes begin or as soon as possible thereafter. Students with acceptable scores on the examination may proceed with their regular academic coursework. Students whose scores indicate a lack of English proficiency will be required to take an ESL course or courses as a regular part of their graduate coursework. Any ESL courses required under this provision will be considered part of the student's normal course load.

GSTEP scores for each student will be sent by the Department of Applied Linguistics and English as a Second Language to the Office of Graduate Studies along with a recommendation regarding the additional language course(s) that the student should take. The Office of Graduate Studies will then send the information to the appropriate departmental director of graduate studies, who will ensure that the student takes the recommended ESL course(s). The Office of Graduate Studies will monitor the implementation of this procedure.

Academic credentials must be original documents with authorized signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly "notarized" or "attested to" copy. The notarization should be done by the proper institutional official or by the Ministry of Education in the home country. Documents in a language other than English must be accompanied by translations. Translations should be made by the home country embassy or an appropriate official, and the original copies of the translations, acceptably notarized as described above, must be provided. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME), the Institute of International Education (IIE), the student's home embassy, the American embassy, or the language faculty of a regionally-accredited U.S. college or university will be acceptable. Students who already attend school in the U.S. can arrange to have their institutions certify photocopies of original documents, and students in the Atlanta area can arrange for the Office of Graduate Studies to certify photocopies of required foreign academic credentials.

3040.55 Academic Advisement

It is the responsibility of the student to know and to satisfy any and all conditions that pertain to admission and to the satisfactory completion of degree requirements. Students may obtain advisement from the appropriate graduate faculty adviser or from the departmental director of graduate studies.

3040.60 Courses and Course Load

Courses numbered 6000 and above are open only to graduate students. Each graduate course will carry three semester hours of academic credit unless otherwise indicated. Fifteen semester hours is the maximum student load per semester; nine semester hours is the normal load and is the

basis for defining a full residence semester. Students who wish to register for more than 15 hours of coursework must obtain the approval of the departmental director of graduate studies. Students who wish to register for more than 20 hours must have the prior approval of the associate dean.

3050 Graduate Teaching and Research Assistantships

Each academic department in the College of Arts and Sciences offers opportunities for qualified students who have been accepted into one of the graduate degree programs to work as laboratory, research, or teaching assistants. Graduate assistants work as tutors, aid faculty members in research projects, supervise laboratories, and teach undergraduate courses. Students interested in graduate assistantships should contact the directors of graduate studies in their departments for specific information.

3060 Calculation of Grade Point Average

In departments where a new application is required from the master's to the doctoral program, master's and doctoral cumulative GPAs will be calculated separately. In departments where only one application is required for entry into a continuous graduate program, the cumulative GPA will remain combined. All credits earned while a student is in nondegree status that are used to fulfill requirements to the master's degree will be calculated into the cumulative master's GPA. Nondegree credits not applied to master's degree requirements will not be calculated into the GPA.

3070 Scholastic Warning

A graduate student whose cumulative grade-point average falls below 3.0 at the end of a semester or who fails to maintain the level of academic performance required by the major department will, when possible, be sent a letter of scholastic warning from the appropriate associate dean of the College of Arts and Sciences. Some departments have additional requirements for academic performance. Students should consult their departments to determine any additional requirements.

3080 Scholastic Termination

A graduate student is subject to scholastic termination from the Division of Graduate Studies for the following reasons:

1. Failure to achieve a 3.0 cumulative grade-point average by the end of the next 18 semester hours of enrollment in letter-graded courses after the GPA has fallen below a 3.0;
2. Failure to maintain the level of academic performance required by the major department;
3. A second failure on the General Examination in the M.A., M.S., or Ph.D. degree programs.

The student who may be subject to scholastic termination will be notified of termination by an associate dean of the College of Arts and Sciences.

3090 Foreign Language or Equivalent Research Skill Requirement

Some departments in the College of Arts and Sciences require students to demonstrate proficiency in either one or two foreign languages, in an alternative research skill, or in a combination of the two. An alternative research skill is a proficiency obtained in an adjunct area that is ordinarily not a degree requirement in the student's degree program. Students should consult their individual directors of graduate studies for specific departmental requirements.

An international student whose native language is not English and who demonstrates proficiency in English to the Department of Applied Linguistics and English as a Second Language may be exempted from one foreign language requirement. Exceptions to this policy may be allowed only with departmental approval and by means of approved substitutions of equivalent research skills.

Courses taken to satisfy the foreign language requirement will not count toward the total hours of coursework a student must take in order to obtain a degree.

3100 Completion of Requirements

All credits presented for the master's degree must have been earned within seven calendar years of the date of the degree. All credits presented for the doctoral degree must have been earned within ten years of the date of the degree.

3110 Transfer Credit

A maximum of six semester hours of approved graduate credit from other institutions may be accepted toward a master's degree program and a maximum of 30 semester hours may be accepted toward a doctoral degree. Transfer credit must be approved no later than the end of the second semester in Full Graduate Status. Transferred credits will be included in the time limitations placed on credits applicable to graduate degrees. For the policy concerning application of work taken at other institutions in the doctoral program, see the departmental requirements for the Doctor of Philosophy degree.

Note: The acceptance of transfer credit is not automatic; it must be approved by the departmental director of graduate studies.

3120 Course 6999

Course 6999 in any department that offers graduate work is designed to assist the graduate student with a particular curriculum problem. Credit of from one to a maximum of four semester hours may be earned. To be eligible, a student must

have Full Graduate Status and must have the approvals of the instructor, the chair of the department, and the appropriate associate dean of the college. Application forms for Course 6999 may be obtained from either the academic department or the Office of Graduate Studies and must be submitted for approval prior to the close of registration for the semester in which the credit is to be earned. Registration for Course 6999 will be permitted only when an alternative course is not available.

3130 Course 8999

Most departments that offer graduate degrees also offer Course 8999, Thesis Research. Typically, credit of from one to a maximum of 15 hours per semester may be earned. Biology 8999 may be taken from one to a maximum of 25 hours per semester.

3140 Degree Requirements

3140.10 Doctor of Philosophy

The Doctor of Philosophy degree is awarded in recognition of the attainment of independent and comprehensive scholarship in a selected field. The Ph.D. emphasizes research in conjunction with the mastery of a substantial body of knowledge. Specific degree requirements may be tailored by the faculty to meet the needs of the individual student.

In order to qualify for the Doctor of Philosophy degree, the student must fulfill the following general requirements:

1. **Residence:** Four semesters of residence are required, two of which must be consecutive; during all four semesters the student must register for at least six hours of coursework. A Doctor of Philosophy degree shall be conferred only on that student who holds a distinguished record of academic achievement and has maintained a cumulative grade-point average of at least 3.0 for a minimum period of three academic years of postbaccalaureate study. On the recommendation of the major department and with the approval of the appropriate Associate Dean, up to one-half of the residence requirement may be waived on the basis of competence obtained through coursework completed elsewhere.
2. **Foreign Language Requirement:** Some departments require students to demonstrate proficiency in either one or two foreign languages, in an alternative research skill, or in a combination of the two. An international student whose native language is not English and who demonstrates proficiency in English to the Department of Applied Linguistics and English as a Second Language may be exempted from a foreign language requirement. For specific departmental requirements, students should consult their departmental director of graduate studies.
3. **General Examination:** Students must pass a departmentally administered general examination. An Examination Committee shall be appointed by the chair of the major department. The committee shall consist of a minimum of three members, at least two of whom shall be on the faculty of the major department. The general examination shall be written or oral, or both. The examination may be repeated once following a minimum interval of six months either with the original committee or a duly constituted new committee. The examination must be passed at least one academic year prior to the conferral of the degree. The student who fails the examination for the second time will be subject to termination.
4. **Admission to Candidacy:** In order to be admitted to candidacy the student must have met the language or equivalent research skill requirement, if any; must have passed the general examination; and must have a departmentally approved dissertation proposal.
5. **Dissertation:** A dissertation is required of all candidates for the doctoral degree. A Dissertation Committee, of which the dissertation adviser shall be chair, shall pass on the acceptability of each dissertation. The committee shall be nominated by the student and appointed by the chair of the major department. Two-thirds of the committee must approve the dissertation in order that it be acceptable as a fulfillment of degree requirements. Dissertations must be microfilmed by ProQuest. The student, with the concurrence of his or her adviser and the chair of the department, may stipulate that microfilming be delayed for a period of two years. A student may choose to have the dissertation copyrighted.
6. **Research Hours:** Each student must register for 20 semester hours of dissertation research.
7. **Final Examination:** There shall be a final oral examination that should be directed primarily to the defense of the dissertation. This examination shall be administered by a committee appointed by the chair of the department.

proficiency test. International students who will be using English to satisfy the foreign language requirement will take the EFLRE, and the result will be sent to the student's academic department and copied to the Office of Graduate Studies. Because GSTEP results are considered by the Department of Applied Linguistics and English as a Second Language to be current for two years, students who wish to satisfy the foreign language requirement within the first two years of their arrival at Georgia State need only take the oral portion of the EFLRE and may use the GSTEP results already on file in the Department of ESL if those results are satisfactory. Students who wait longer than the two year period will be required to take the complete EFLRE, which means retaking the GSTEP.

The English for Foreign Language Requirement Exam (EFLRE) requires students to perform satisfactorily on the GSTEP as well as on an oral

3140.20 ABD Status for Graduate Students

Graduate students who have completed all departmental and College of Arts and Sciences requirements for their doctoral degrees except for their dissertation and related exams or defenses may be admitted into ABD (all but dissertation) status in the College of Arts and Sciences. This title will be based on the positive recommendation of the graduate program director and following successful review and certification of their other doctoral program requirements by the Office of Graduate Studies, College of Arts and Sciences. This designation does not change any time limits for completion of degree requirements.

3140.30 Master of Arts / Master of Science

The requirements stated below are the minimum requirements established by the College of Arts and Sciences for the awarding of the Master of Arts and the Master of Science degrees. In addition to any other departmental requirements, the student seeking either of these degrees must fulfill the following general requirements.

1. **Coursework:** A minimum of 27 semester hours of graduate coursework with a minimum cumulative grade-point average of 3.0 is required. At least 20 hours of graduate coursework must be completed after admission to Full Graduate Status. In addition, students taking the thesis option must successfully complete at least six semester hours in Course 8999 in the major department. If desired, up to 6 semester hours of the 27-hour requirements may be taken in a related field or fields of study.
2. **Foreign Language:** some departments require students to demonstrate a reading proficiency in a foreign language or an approved equivalent research skill.
3. **General Examination:** some departments require students to pass a departmentally administered general examination.
4. **Demonstration of Research Competence.**
 - a. **Thesis:** Ordinarily a thesis is required of all candidates for a master's degree. A Thesis Committee, of which the thesis adviser shall be chair, shall pass on the acceptability of the thesis. The committee consisting of at least two members shall be nominated by the student and appointed by the chair of the major department. Two-thirds of the committee must approve the thesis in order that it be acceptable to the Office of Graduate Studies.
 - b. **Nonthesis:** A nonthesis option is available in some departments. In lieu of the thesis, research competence must be demonstrated on the basis of a research paper or a creative project. A committee of at least three members of the faculty, of which the student's adviser will serve as chair, will pass on the acceptability of the paper or project. Two-thirds of the committee must indicate approval.

3140.40 Master of Fine Arts / Master of Art Education

The School of Art and Design offers graduate degrees in seven studio disciplines and in art education. Applicants to studio disciplines are expected to have an undergraduate art degree or its equivalent and appropriate professional skills. Applicants to art education are expected to have an undergraduate art degree or its equivalent and a bachelor's level teaching certificate. Details for degree requirements and application procedures are listed under the "School of Art and Design" section of this catalog.

The Department of English offers a Master of Fine Arts degree in creative writing. Applicants should submit strong portfolios of poetry or fiction and demonstrate seriousness regarding character, situation, and genre forms and a high regard for the power of language. Details for degree requirements and application procedures are listed under the "Department of English" section of this catalog.

3140.50 Master of Arts for Teachers

The Master of Arts for Teachers degree is offered in mathematics and provides advanced training in both mathematics and in the field of education. Applicants to this program must have a license to teach mathematics from the Professional Standards Commission of the state of Georgia. The program consists of a minimum of 36 semester hours of study at the graduate level. Each student's program will be planned in such a way as to maximize the relationship between the undergraduate preparation and the competency required for the M.A.T. degree. Students with deficiencies will be expected to complete more than the minimum course requirements. The department will determine the number of hours required in the major and related fields. Degree requirements are listed under the "Department of Mathematics and Statistics" section of this catalog.

3140.60 Master of Music

The School of Music offers graduate degrees in several areas of music. Applicants for these programs are expected to have an undergraduate major in music or its equivalent. All students pursuing the Master of Music degree must pass a general examination, which shall include written and/or oral parts, the precise combination of which is to be at the discretion of the major area advisers. See the "School of Music" section of this catalog for details.

3140.70 Master of Heritage Preservation

The College of Arts and Sciences offers a Master of Heritage Preservation degree program. This program is interdisciplinary in nature, but currently is housed in the Department of History. For further information, refer to the description in the "Heritage Preservation Program" section of this catalogue, or consult Professor Richard Laub, Director of the program, at 404/651-2250.

3140.80 Specialist in Education Degree

A Specialist in Education degree with a major in Teaching and Learning and a concentration in art education, foreign language education, or music education is offered by the College of Education in conjunction with the School of Art and Design, the Department of Modern and Classical Languages, and the School of Music, respectively, in the College of Arts and Sciences. Descriptions of admission and program requirements are outlined in the College of Education section of this catalog.

3150 Student Appeals Procedure

The appeals procedure for students enrolled in courses or academic programs in the College of Arts and Sciences is available in the departmental and administrative offices of the college.

Students may request deviations from the regulations in the College of Arts and Sciences section of this catalog by applying for approval to the Graduate Petitions Committee. Students considering such a petition should consult the Office of Graduate Studies to determine procedures and to obtain appropriate forms. This petitions procedure does not apply to departmentally-based regulations.

3160 Department of Anthropology and Geography

Kathryn A. Kozaitis, Chair

Anne Sutherland, Director of Graduate Studies for Anthropology

Dona J. Stewart, Director of Graduate Studies for Geography

Degree offered: Master of Arts

3160.10 Master of Arts in Anthropology

The Master of Arts (M.A.) degree program in anthropology is designed to provide rigorous training in anthropological theories, methods, and skills. The program is dedicated to the investigation of a broad range of issues, processes, and problems that shape human social behavior and promote cultural change. The program is organized on the principle that for anthropological knowledge to be useful, human problems must be understood within their sociocultural, political-economic, and historical contexts. The anthropology program utilizes resources in metropolitan Atlanta to promote student learning and emphasizes the study of complex society and public engagement in medical, educational, and other social service settings.

Students choose one of two tracks for graduate study

depending on their career goals in anthropology. The General Program is designed for students seeking comprehensive training in anthropological method and theory, often in anticipation of pursuing an academic career in anthropology or enhancing their education in another discipline. The Applied Program provides more specialized training for a career in applied anthropology, emphasizing how anthropological knowledge can be used to address contemporary social problems. In order to provide graduate students with training specific to their career goals, both tracks offer a thesis and nonthesis option.

The M.A. program is designed to be completed in two years. During the first year, all students in both the general and applied tracks are required to demonstrate competence in the basic theories and methods of anthropology through completion of a four-course core curriculum. This includes training in the use of qualitative and quantitative methods to develop critical perspectives on sociocultural issues. Additional coursework is completed in consultation with the faculty. During their second year, students are expected to develop their own areas of interest and expertise within the broader framework of the program. Students are encouraged to take advantage of the resources in our sister program in geography, other departments and schools at Georgia State University, and of neighboring institutions such as Emory University, Georgia Institute of Technology, the Atlanta University Center, the Center for Disease Control and Prevention, and the Medical College of Georgia.

3160.20 Applied Cultural Research Project (ACRP)

The program offers opportunities for graduate students to participate in applied research projects.

3160.30 Master of Arts in Geography

The department offers the Master of Arts (M.A.) degree in geography with thesis and nonthesis options. Students seeking the M.A. degree in geography may develop a specialization in either urban studies, geotechnology, or physical geography/environmental studies. Further information concerning specific courses applicable to each of these specializations is available in the departmental publication, *Guidelines for Graduate Studies in Geography*, which may be obtained from the department.

Students with professional goals are encouraged to enroll in the departmental internship program. This program is coordinated by the geography faculty, who assist students in selecting an appropriate sponsor. Geography students have interned with a diverse group of sponsors, including local and regional planning agencies, federal and state governments, and numerous private corporations. Graduate credit earned in the internship course may be applied toward minimum credit requirements. Applications and internship qualifications can be obtained from the department.

Students in the geography program can pursue an M.S. degree with a concentration in earth science through a collaborative degree program with the geology department. The

M.S. Degree in Geology with Earth Science concentrations follows all admission requirements of the M.S. degree in Geology; the degree is conferred by the geology department. The program has three concentrations: hydrologic sciences, natural resource management and environmental studies, and Geographic Information Science. Thirty-six hours are required for completion of this degree. Thesis and nonthesis options are available. Further information is provided at www.gsu.edu/~wwwgeo.

3160.40 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Anthropology and Geography has the following requirements:

1. Applicants to the M.A. degree program in anthropology must submit:
 - a. Two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in anthropology.
 - b. A supplemental application form provided by the department.
2. Applicants to the M.A. degree program in geography must submit:
 - a. Two letters of recommendation.
 - b. A statement of educational/career goals.

3160.50 Degree Requirements

Master of Arts in Anthropology

General Program

Thesis Option (33 hours)

Nonthesis Option (36 hours)

The following courses are required:

1. Anth 8000 Theory and Praxis (3)
 Anth 8040 Seminar in Anthropology (3)
 Anth 6620 Quantitative Methods (3)
 Anth 6630 Qualitative Methods (3)
2. Up to six hours of graduate courses outside the anthropology program
3. Additional 6000/8000 level anthropology courses in area of specialization to achieve a total of 27 semester hours for thesis option and 33 semester hours for nonthesis option.
4. Proficiency in a foreign language or approved research skill.
5. A general written and oral examination must be passed on or near the completion of coursework requirements.
6. Six semester hours of Anth 8999, Thesis Research (thesis option only)
7. Thesis defense (thesis option only).
8. Completion of Anth 8990, Research Practicum (3) (nonthesis option only).

Applied Program

Thesis Option (33 hours)

Nonthesis Option (36 hours)

The following courses are required:

1. Anth 8000 Theory and Praxis (3)
 Anth 8050 Seminar in Applied Anthropology (3)
 Anth 6620 Quantitative Methods (3)
 Anth 6630 Qualitative Methods (3)
2. Up to six hours of graduate courses outside the anthropology program
3. Additional 6000/8000 level anthropology courses in area of specialization to achieve total of 24 semester hours for thesis option and 33 semester hours for nonthesis option.
4. Proficiency in a foreign language or approved research skill.
5. A general written and oral examination must be passed on or near the completion of coursework requirements.
6. Anth 8910 Internship (3)
7. Six semester hours of Anth 8999, Thesis Research (thesis option only)
8. Thesis defense (thesis option only).

Master of Arts in Geography

Thesis option (36 hours)

Nonthesis option (36 hours)

Early in their coursework, students must select advisers to direct their programs of study and to appoint either their general examination and thesis or their research project committees.

1. Geog 8001, Methods of Geographic Research, to be taken the first time offered after the student's admission to the program.
2. Cartography training equivalent to Geog 6518. This course may count toward the departmental minimum credit hour requirements.
3. Geog 6520, Quantitative Spatial Analysis (This requirement may be waived if student has equivalent training).
4. Nine semester hours of coursework at the 8000 level.
5. Remaining hours in student's area of specialization chosen from graduate level courses.
6. Six semester hours of Geog 8999, Thesis Research, (thesis option only) or three semester hours of Geog 8990, Research Practicum, (nonthesis option only).
7. Proficiency in a foreign language or in an approved research skill. Courses taken to fulfill this requirement may not count towards the departmental minimum credit hour requirements.
8. A general written and oral examination must be passed on or near the completion of coursework requirements.
9. Thesis (thesis option only).

Students taking the nonthesis option must take three additional semester hours of graduate level coursework in lieu of Geog 8999 and complete a nonthesis research project (Geog 8990 Practicum). Students may attempt to fulfill the practicum requirement twice, but only three semester hours of Geog 8990 can be counted toward their degree requirements.

Professional Certificate in Geographic Information Science

Geographic Information Science (GIS) is a rapidly growing discipline, with applications in numerous fields, including government planning, natural resources management, environmental studies, real estate analysis, marketing, transportation planning and management, crime analysis, epidemiology, and urban growth management, among others. A strong demand exists for proficient users of GIS technology. The graduate-level Professional Certificate Program in GIS will provide the skills to acquire, process, analyze, and appropriately display geographic data, locally or on the Internet. It is designed to facilitate those students working toward graduate degrees in a variety of disciplines, as well as those who use GIS in the workplace and would like to obtain systematic training in the technology without having to complete a graduate degree. The Certificate Program consists of five courses with a total of 16-18 credit hours, including elective courses from a variety of departments/programs. Please contact the Department of Anthropology and Geography for more information.

The professional certificate in Geographic Information Science is designed to provide individuals who need to utilize GIS technology in their professional lives with the skills to acquire, process, analyze, and appropriately display geographic data.

GIS Certificate Requirements (16-18)

- 1. Admission to the program: B.A. or B.S. in a related field. A statement of intent, GRE scores, and transcripts must be provided to the Graduate School as part of the application.

Students lacking appropriate background may be required to take prerequisite courses.

2. Required Courses (12)

The student must take the following courses:
GEOG 6518 Digital Cartography (4)
(GEOG 2206 Introductory Mapping and Geographic Information Science (3) is the prerequisite for GEOG 6518. This prerequisite may be waived if the student has taken a similar courses before or can demonstrate equivalent experience.)
GEOG 6532 Geographic Information Systems (4)

Select one:

GEOG 6534 Advanced Geographic Information Systems (4)
GEOG 6530 Introduction to Remote Sensing (4)

3. Elective Courses (3)

The student must take one of the following courses(3):
GEOG 6536 Internet GIS and Visualization (4)
GEOG 6648 Biogeography (3)
GEOG 6762 Economic Geography (3)
GEOG 6764 Urban Geography (3)
GEOG 6766 Urban Transportation (3)
ANTH 6200 Urban Anthropology (3)

ANTH 6440 Epidemiology and Anthropology (3)
ANTH 6550 Field School in Anthropology (3)
ANTH 6590 Archaeological Field Methods (3)
With the approval of the department Director of Graduate Studies, one of the following courses from other departments/programs at Georgia State University may be substituted for the elective course:
CJ 8010 Contemporary Criminal Justice
BIOL 6053 Field Ecology
GEOG 6640 Geomorphology
GEOG 6650 Applied Hydrology
GEOG 6530 Introduction to Remote Sensing (if not taken in section 2)
GEOL 6007 Hydrogeology
HIST 8600 Introduction to Historic Preservation
MK 8200 Marketing Research
PAUS 8021 Urban Planning and Demography
POLS 8115 Urban Political Behavior
PSYC 8520 Environmental Psychology
RE 8060 Applied Real Estate Market Analysis
SOCI 8266 Urban Sociology

4. Practical Training (1-3)
GEOG 6832 Internship (3) or
GEOG 6834 Applied Research in GIS (1-3)
(Both may be taken for credit.)

5. Examination
The student must pass an examination of GIS knowledge and applications. The certificate will be issued to students who complete the above requirements, including graduate students enrolled in the non-degree programs.

Students receiving GLA, GRA, or GTA support must be registered for 15 semester hours of credit during the semester in which they receive support. One of those courses may be Geog 8060, Teaching Practicum, or Geog 8065, Nonthesis Research. Geog 8060 or Geog 8065 will not count toward the total credit hours required for the master's degree.

Applicants may obtain additional information about the Department of Anthropology and Geography by contacting:

Director of Graduate Studies
Department of Anthropology and Geography
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-3232
monarch.gsu.edu

3170 Department of Applied Linguistics and English as a Second Language

Gayle Nelson, Chair
 John Murphy, Director of Graduate Studies
 Degree offered: Master of Arts and Doctor of Philosophy

The department offers a Master of Arts (M.A.) degree in applied linguistics that integrates the study of second language acquisition theory with practical applications. Both the theoretical and practical aspects of the program focus on the language acquisition needs of adolescent and adult learners of English as a second language or English as a foreign language.

3170.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Applied Linguistics and English as a Second Language has the following requirements:

1. A typed statement of professional and academic goals that is at least two to three pages in length.
2. Three letters of recommendation, preferably from academic references.
3. For nonnative speakers of English, official scores on the Test of English as a Foreign Language, including the Test of Written English (TWE).

3170.20 Degree Requirements Master of Arts (36-hour program)

1. The following core courses:

AL 8240	General Linguistics
AL 8250	Second Language Acquisition
AL 8320	Sound System of English
AL 8330	Intercultural Communication
AL 8450	Approaches to Teaching Second Languages
AL 8460	English Grammar for ESL/EFL Teachers
AL 8900	Practicum in Teaching English to Speakers of Other Languages.
2. Fifteen hours (5 courses) of elective courses from within the department.
3. Portfolio that includes (a) Table of Contents, (b) Resume, (c) Classroom-Based Experience and Teaching Documentation, (d) Master's Paper/Project, and (e) Professional Development Documentation.
4. Language Requirement that is intended to ensure that all graduates have had the experience of studying a second or foreign language. The requirement can be met in one of the following ways:
 - a. Successful completion of one academic year of a university-level foreign language sequence (three quarters or two semesters of the same language), or
 - b. Successful completion of two quarters or one semester of a non-Western language, or
 - c. One year living/studying abroad as an adult, or
 - d. Acquisition of English as a second language for international students.

Ph.D. Program in Applied Linguistics Program Description

The Department offers a Doctor of Philosophy (Ph.D.) program in response to societal needs resulting from the current status of English as the language of international communication. This worldwide use of English in programs and institutions of higher education has created a need in two areas. The first urgent need is research on an assortment of interrelated topics: language learning by adults who will use English for academic purposes, effective teaching of adult language learners, and the nature of English as an academic language. The second need is for doctoral faculty who can teach in educational programs that prepare master's level teachers of English as a Second/Foreign Language.

Ph.D. students may focus on a range of topics. Research, for example, may be related to issues in second language writing, reading, listening, or speaking; analysis of academic language; assessment; teacher cognition; classroom dynamics; sociolinguistics; or the role of culture in second language acquisition.

Admission to the Ph.D. Program

Requirements for admission include (1) a master's degree in applied linguistics or a related field, (2) teaching experience in a second or foreign language, and (3) GRE scores appropriate for doctoral level work. Non-native speakers of English must submit TOEFL scores of at least 600 on the paper-based test or 250 on the computer-based test and a score of at least 5 on the Test of Written English or the TOEFL Writing Test. At the master's level, successful Ph.D. applicants would have had at least a 3.5 on a 4.0 scale with the strength of the M.A. program taken into consideration. Students who demonstrate prior experience with adult language learners and/or English for Academic Purposes will be preferred. In addition, students who demonstrate research potential based on an M.A. thesis or research papers submitted as part of the application process will be preferred. New students will be admitted only in the fall semester.

Applicants must submit the following materials:

1. Completed graduate program application form
2. Two copies of official transcripts from all colleges attended.
3. Official verbal, qualitative and analytic scores on the GRE and, if applicable, official scores on the TOEFL, including the TWE
4. Three letters from academic references
5. Sample of academic writing (published or unpublished)
6. Statement of professional and academic goals that includes a response to the following: Why are you seeking a Ph.D. in Applied Linguistics (specifically in the Department of Applied Linguistics and ESL at Georgia State University)?
7. Current C.V.

Ph.D. Program: Components and Requirements

The Ph.D. program in applied linguistics consists of five main components and requirements:

1. Required and elective coursework

2. Language requirement
3. Qualifying paper
4. Comprehensive exams
5. Dissertation

Coursework

In the first two years of doctoral study, students will take five required core courses (15 semester hours) in conjunction with an additional 15 semester hours of coursework and 21 semester hours of dissertation credit. For students whose MA is not in Applied Linguistics, check the website for prerequisite courses.

The courses in the program over four content areas include the following:

- Area I: Research Methods and Applications
- Area II: Language Analysis
- Area III: Language, Cognition, and Communication
- Area IV: Language Teaching and Teacher Development

The five required core courses (15 hours) from Areas I to IV are the following:

- AL 9100 Quantitative Research Methods (Area I)
- AL 9120 Qualitative Research Methods (Area II)
- AL 9200 Linguistic Theory in Applied Linguistics (Area II)
- AL 9300 Current Issues in Adult Second Language Acquisition (Area III)
- AL 9400 Current Issues in the Preparation of Second Language Teachers (Area IV)

Language Requirement

Teacher-scholars who work in the field of applied linguistics need to experience second language study and use. This experience may take different forms.

- Successful completion (a grade of “B” or better) in a minimum of four semesters of university language study, or
- A minimum of one year living in a country where English is not the primary language and learning and using a language of the country, or
- The acquisition of additional language(s) as a child or adult.

Students whose language study does not fit one of these three categories are required to successfully complete four semesters of language study or an intensive program that covers at least four semesters of work.

Qualifying Paper

A qualifying paper, usually based on a paper from a course within the program, must be submitted by September 1 of the second year.

Comprehensive Examination

After students complete their coursework, they take comprehensive exams. Students receive three topics and have two weeks to write responses to all three.

Dissertation

When students have passed their comprehensive exams, they officially begin work on their dissertation. The dissertation process consists of three stages: a proposal, research and

writing, and an oral defense.

Students may obtain additional information about the Department of Applied Linguistics and English as a Second Language by contacting the:

Director of Graduate Studies
Department of Applied Linguistics and English as a
Second Language
Georgia State University
P.O. Box 4099
Atlanta, Georgia 30302-4099
(404) 651-3650 or (404) 651-3224
e-mail: jmmurphy@gsu.edu
www.gsu.edu/alesl

3180 School of Art and Design

Ralph Gilbert, Director
Nancy Floyd, Director of Graduate Studies
Degrees Offered: Master of Fine Arts, Master of Art
Education, and Master of Arts

The Master of Fine Arts (M.F.A.) degree program emphasizes the development of competence in eight areas of concentration: ceramics; drawing, painting and printmaking; graphic design; jewelry design and metalsmithing; photography; sculpture; and textiles.

The Master of Art Education (M.A.Ed.) degree allows students to strengthen art content while developing skill in the teaching of art at all levels. Students who hold degrees in either art or art education are encouraged to apply. Students with an art degree but not teacher certification will have to meet prerequisites for initial teacher certification before continuing with required master's coursework. The program is designed so that graduates may pursue further study at the Specialist in Education or doctoral level.

The Master of Arts (M.A.) degree in art history prepares candidates for professional activities in museums, galleries, and slide libraries, and in the fields of historic preservation, conservation, and art criticism. The program also prepares students for graduate work at the doctoral level.

All degree programs of the School of Art and Design are accredited by the National Association of Schools of Art and Design.

The School of Art and Design participates with the College of Education in offering a Specialist in Education (Ed.S.) degree, with a concentration in art education. Admission and degree requirements are outlined in the “College of Education” chapter of this catalog.

Nondegree graduate status prepares students to enter a graduate degree program or to take classes for personal enrichment or teacher certification renewal. Students may take up to six credit hours (two courses) at the 6000 level in a discipline of their choosing.

3180.10 Application Procedures

The School of Art and Design admits students from a variety of undergraduate backgrounds who have a record of academic excellence and demonstrated skill in a visual art discipline. The applicant must specify one of the above degrees and the area of concentration on the application form. Information and applications for graduate assistantships are available from the Director of Graduate Studies in the School of Art and Design.

Applications for graduate programs are reviewed in the fall (for spring semester) and in the spring (for summer and fall semesters). Each applicant must satisfy the general requirements of the Graduate Division of the College of Arts and Sciences. Art work samples required for M.F.A. and M.A.Ed. applications should be submitted to the School of Art and Design, Director of Graduate Studies. Incomplete or improperly prepared applications and portfolios may not be reviewed.

Early Admission. The School of Art and Design conducts an early admission review. Awards of assistantships and studio space assignments are made at this time for the following academic year. Students are encouraged to apply to this early admission date, February 15, in order to be considered for these assistantships and assignments.

3180.20 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the School of Art and Design has the following requirements:

M.F.A. Degree

Applicants for the M.F.A. degree must submit the following items:

1. A statement, not to exceed four hundred words, outlining the applicant's purpose and goals in pursuing graduate study. This statement should be included with the other application materials sent to the Office of Graduate Studies, College of Arts and Sciences.
2. A portfolio containing a minimum of 20 slides of recent work.

Slides should be labeled with the applicant's name and should be numbered to correspond to a list of slides on a separate sheet of paper. This sheet should contain dimensions, medium, date, title, and any other pertinent information about the work. The slide should have a red dot attached to the bottom left corner on the front side. All slides should be inserted into top loading plastic slide sheets.

Portfolios can be delivered by hand or mailed to the Director of Graduate Studies in the School of Art and Design. Portfolios may be picked up at the same location after applicant has received notification from the Director of Graduate Studies of the School of Art and Design. Portfolios sent by mail or express must have a return address and must be accompanied by return postage or they will not be returned. In order to be processed for review, mailed portfolios must be postmarked by

the deadline listed in this catalog.

The School of Art and Design will take reasonable care of the handling of portfolio materials but will not be held responsible for damage or loss.

M.A.Ed. Degree

Specific admission requirements for the M.A.Ed. degree include the following:

1. An undergraduate major appropriate to the intended major at Georgia State University.
2. A high standard of overall undergraduate achievement, usually a grade-point average of 3.0 or higher.
3. A statement, not to exceed four hundred words, outlining the applicant's purpose and goals in pursuing graduate study. This statement should be included with the other application materials sent to the Office of Graduate Studies, College of Arts and Sciences.
4. Slides of at least ten examples of the applicant's studio work. The portfolio should contain both two and three dimensional work. It should reflect basic skill in drawing and design and sufficient advanced skill in one area for the applicant to successfully study that area in depth on the graduate level. Applicants should use the requirements for submission of portfolios described above under the section on additional requirements for the M.F.A. degree.
5. A portfolio of at least ten examples of work by the applicant's students if the applicant has taught. The portfolio should represent a variety of media and reflect quality in design, craftsmanship, originality, complexity, and historical or cultural content. For the submission of slides, applicants should use the requirements for submission of portfolios described above under the section governing the M.F.A. degree. A list of work by the applicant's students must also be included in this section of the portfolio. It should indicate the name of the artist, the medium, and the grade level. Applicants who do not hold a teaching certificate are not required to submit student work at this time. Course requirements for these applicants will include presentation of examples of student work.

Applicants to the M.A.Ed. degree program who would like to supplement their portfolios before making official application are encouraged to enroll in the School of Art and Design as post baccalaureate or nondegree graduate students. Application forms for post baccalaureate status may be requested from the Undergraduate Admissions Office at Georgia State University. Application forms for nondegree graduate status are available from the Office of Graduate Studies of the College of Arts and Sciences, 404/ 651-2297. Applicants are encouraged to meet personally with a member of the art education faculty to familiarize themselves with requirements of the program before application.

M.A. Degree

Specific admission requirements for the M.A. degree in art history include the following:

1. A high standard of overall undergraduate achievement.
2. Undergraduate coursework in art history. Applicants normally should have a minimum of five upper-level courses or the equivalent.
3. A one-page statement of purpose describing the current interests in art history and an indication of long-range career goals.

Applicants must submit a writing sample such as a term paper from an upper level art history course. Applicants to the art history graduate program are also encouraged to meet personally with a member of the art history faculty.

The school advises nondegree applicants to consult initially with the school's Graduate Office, then with faculty in the desired discipline(s). For reference to the appropriate contacts, call the main art office at 404/ 651-2257. Students should proceed by filling out parts one and two of the application form and submitting full transcripts. Also, students should include a description of the types of classes they want to take. Students do not need to submit GRE, MAT, or TOEFL scores. A portfolio is required for work in the Studio area (Ceramics, Drawing and Painting, Interior Design, Jewelry Design and Metalsmithing, Photography, Printmaking, Sculpture, and Textiles). Art Education and Art History areas do not require a portfolio. If students decide at some later date to apply these classes to a degree program, they must apply and be accepted to a program and then petition to have the courses applied.

3180.30 Degree Requirements

Master of Fine Arts, Studio (60 hours)

1. Thirty hours of coursework in a studio concentration.
2. Twelve hours of coursework in art history.
3. Six hours of non-art electives or art electives from outside the area of concentration.
4. Twelve hours of thesis research in the appropriate studio area.
5. A written thesis.
6. A graduate thesis exhibition.

Each student must pass a review after completing 24 hours of coursework.

A list of required and recommended courses for each concentration is available from either the Office of the School of Art and Design or the Director of Graduate Studies.

Master of Art Education (36 hours)

Prerequisites

Students accepted into the program with a degree in art but without teacher certification must complete the following prerequisites that lead to initial teacher certification before continuing with the graduate program. Students should consult closely with an adviser on the sequencing of these courses, portfolio reviews, and tests required for initial certification.

Graduate Art Education courses leading to initial certification may not be counted toward the M.A.Ed. Degree:

1. Twenty-four hours of the initial certification sequence to include:

AE 6200	Art for Preschool Through Fifth Grade (3)
AE 6300	Art for Middle and Secondary Schools (3)
AE 6400	Media, Technology, and Visual Presentation (3)
AE 6900	Art Theory and Criticism in Art Education (3)
AE 4750, AE 4760, AE 4700, AE 4780	Student Teaching (12)
2. Nine hours of core courses in education:

EXC 2010	Exceptional Children and Instruction (3)
EPY 7080	Psychology of Learning and the Learner (3)
EPSF 7120	Social and Cultural Foundation of Education (3)
 3. Any art studio or art history course required as part of the undergraduate art education program and not previously taken. With permission of the instructor, such work may be taken at the graduate level and counted toward the graduate degree.

Students accepted into the program with a degree in art but without teacher certification may complete the following art education courses in one year: AE 6200, AE 6300, AE 6400, AE 6900, as well as AE 6765 and AE 6775. During the next school year, these students can accept a position as an art teacher with a provisional certificate. Following the completion of AE 6785 and AE 6795 during the first year of teaching, these students will have all the requirements for a T-4 teaching certificate.

Course of Study for M.A.Ed. Program in Art Education (36 hours)

1. Three hours of AE 8010, Philosophy and Curriculum.
2. Three hours of AE 8020, Learning Theories.
3. Three hours of art history coursework.
4. Nine hours of coursework in a studio concentration.
5. Three hours of electives chosen from the area of art education, art studio or art history.
6. Three hours of coursework in the area of the psychology of learning, to be selected from:

EPY 7080	The Psychology of Learning and Learners (3)
EPY 7090	The Psychology of Learning and Learners: The Young Child (3)
EPY 7100	The Psychology of Learning and Learners: Preadolescent/ Adolescent (3)
7. Three hours of coursework in the areas of philosophical and social foundations of education, to be selected from:

EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)
8. Three hours of research methodology, to be selected from:

EPRS 7900	Methods of Research in Education (3)
EPRS 7910	Action Research (3)
EPRS 7920	Classroom Testing, Grading, and Assessment (3)

9. Six hours of AE 8999, Thesis Research.

Upon completion of 18 hours of graduate coursework, each art education student is asked to bring in papers and studio work completed for the program. Faculty and students will discuss strengths and goals for the remainder of the program. Upon completion of 30 hours of graduate coursework, each student is asked to bring in papers and studio work completed for the entire program. At that point a student may be asked to take additional coursework to remediate clear weaknesses in skills or knowledge needed for completion of the degree. Often the student uses the meeting to discuss with the faculty member ideas for the thesis requirement.

The thesis in art education may concentrate solely on an art education issue, or explore a studio-oriented or art history-oriented problem that is tied to an art education issue. A thesis in art education may include a thesis exhibition.

Master of Arts in Art History (36 hours)

Students should refer to the departmental program brochure for specific details concerning the art history degree program. The following information is a brief overview of the various degree options.

1. Twenty-one hours of coursework consisting of seven art history lecture courses or seminars with a minimum of three seminars (AH 6000 or AH 8000 level).
2. Three hours of AH 8010, Methodology and Historiography.
3. Six hours of electives in related areas chosen with the approval of an adviser.
4. Comprehensive exam.
5. Thesis proposal approved by the thesis committee.
6. Six hours of AH 8999, Thesis Research.
7. Thesis approved by the thesis committee.

Upon entering the program, students must select advisers to direct their programs of study. Students are responsible for making appointments with their advisers and for being familiar with the requirements for the degree as set forth in the departmental program brochures. Students must work closely with their advisers to make sure that they correctly progress towards the degree.

Students should take one course in three of five general areas of study. These areas include: Ancient Art; Medieval, Renaissance, and Baroque Art; Modern Art; Art of Africa and the African Diaspora; and Art of the Americas. Students should determine the distribution of courses in consultation with their advisers.

Candidates for the Master of Arts degree in art history must demonstrate a reading knowledge of either French or German. The language requirement should be fulfilled no later than the end of the first year (or 18 hours) of graduate work. This requirement may be adjusted by petition of the student if

his/her major area of research requires learning a language other than French or German. The foreign language reading requirement may be satisfied by passing a reading examination administered by the Department of Modern and Classical Languages. The reading tests, offered once a semester, emphasize translation ability. Students are permitted to take the exam more than one time, if necessary.

Candidates for the Master of Arts degree in art history are required to pass a written comprehensive examination after the completion of their course work and prior to undertaking work on the thesis. Art history faculty can provide detailed guidelines for the exam to students upon acceptance to the program.

Applicants may obtain information about the School of Art and Design by contacting the:

Director of Graduate Studies
School of Art and Design
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-2257
www.gsu.edu/~wwwart
email: gbeasley@gsu.edu

3190 Department of Biology

Phang C. Tai, Chair

Teryl Frey, Associate Chair

Barbara Baumstark, Director of Instructional Programs

W. W. Walthall, Director of Master's Program

George Pierce, Program Director, AEM

Delon Barfuss, Program Director, CMBP

Teryl K. Frey, Program Director, MGB

Timothy Bartness, Program Director, N&B

Degrees offered: Master of Science and Doctor of Philosophy

Biology faculty members are actively engaged in a wide variety of research endeavors. Research efforts are concentrated in the following specific areas: **applied and environmental microbiology (AEM), cellular and molecular biology and physiology (CMBP), molecular genetics and biochemistry (MGB), and neurobiology and behavior (N&B).**

Graduate research assistantships and teaching assistantships in the department are available to qualified students admitted to the graduate program. In addition, students may also qualify for support from grants and contracts in connection with their research programs.

The Department of Biology accepts applications for all semesters. In order to be considered for graduate assistantships, applicants must have all application materials in the department by the last Friday in January. Foreign applicants should allow at least two months for processing of their application materials.

3190.10 Additional Admission Requirements

In addition to the general requirements of the College of

Arts and Sciences, the Department of Biology has the following requirement:

Applicants must complete and submit the Supplemental Application form for Biological Sciences.

3190.20 Degree Requirements Master of Science

Students are considered to be pursuing the nonthesis option unless otherwise noted. Acceptance into the thesis option requires the submission of a thesis proposal (approved by a three-member faculty committee that includes the thesis adviser) to the departmental Director of Graduate Studies.

Nonthesis Option (40 hours):

1. Forty hours of classroom coursework, to be selected from 6000- and 8000-level courses, which must include:
 - a. One course in biochemistry. This requirement may be waived if the student has taken and successfully completed an equivalent undergraduate course with a grade of B or higher.
 - b. Two hours of Seminar (Biol 6970 or 8700). Students may take one hour of each or two hours of 8700.
2. The successful completion of a laboratory- or literature-based research paper. In order to satisfy this requirement, the student must select a major professor and enroll in Biol 8888, nonthesis MS Research. A maximum of four credit hours of Bio 8888 may be counted toward the 40-hour course requirement.

Thesis Option (40 hours):

1. Twenty-six hours of classroom coursework, to be selected from 6000- and 8000-level courses, which must include:
 - a. One course in biochemistry. This requirement may be waived if the student has taken and successfully completed an equivalent undergraduate course with a grade of B or higher.
 - b. Two hours of Seminar (Biol 6970 or 8700). Students may take one hour of each or two hours of 8700.
2. An orally defended thesis proposal
3. Fourteen hours of Biol 8999, Thesis Research.
4. A thesis.
5. A final presentation, directed primarily to the defense of the thesis.

Requirements for Biology M.S. Program with Interdisciplinary Emphasis in Bioinformatics

Bioinformatics has grown from the creation of large biological databases that required computational approaches for efficient manipulation and analysis to a multi-faceted discipline that also includes microarray technology, statistical analysis, and molecular modeling. We offer nonthesis and thesis options for this interdisciplinary degree. The nonthesis option requires a minimum of 40 semester credit hours of coursework and a nonthesis report. The thesis option requires a minimum of 26 semester hours of coursework and 14 credit hours of research.

Biology and Chemistry courses must be selected from

courses numbered 6000 and 8000. (Biol and Chem 7000-7999 are not applicable toward the M.S. Degree in Biology.) Math and Computer Science courses at the 7000 level that serve as prerequisites for 6000 and 8000-level interdisciplinary courses may be applied towards the coursework requirement.

Coursework must include:

- a. One course in biochemistry of at least three hours [normally Chem 6600 (5 hours) or Chem 6610 (3 hours)], although higher level courses may be selected. This requirement may be waived if the student has successfully passed an equivalent undergraduate course with a grade of B or better (in the case that the biochemistry work is waived, the student must still complete requisite hours of coursework).
- b. Biol 6564 (Advanced Genetics), 4 hours.
- c. Biol 8630 (Bioinformatics), 4 hours.
- d. Two hours of Biol 6970 or Biol 8700. Students may take one hour of each or two hours of Biol 8700.
- e. Twelve hours of interdisciplinary coursework to be selected from among the following:

CSc 6310	Parallel and Distributed Computing (4) (Prerequisites: CSc 7350 (Java) (3) and CSc 7351 (C++) (3))
CSC 6730	Scientific Visualization (4) (Prerequisites: CSc 7350 (Java) (3) and CSc 7351 (C++) (3))
CSc 6350	Software Engineering (4) (Prerequisites: CSc 6999 (Data Structures) (3), CSc 7350 and 7351 are prerequisites for CSc 6999)
CSc 6710	Database Systems (4) (Prerequisites: CSc 6999 (Data Structures) (3), CSc 7350 and 7351 are prerequisites for CSc 6999)
CSc 8710	Deductive Databases and Logic Programming (4) (Prerequisite: CSc 6710)
Math 6544	Biostatistics (3)
Math 6548	Methods of Variance and Analysis of Regression (3) (Prerequisite: Math 6544 or Biol 6744 (Biostatistics))
Stat 8050	Statistics for Bioinformatics (Prerequisite: Math 6544 or Biol 6744)
Stat 8540	Multivariable Methods in Biostatistics (3) (Prerequisite: Math 6544 or Biol 6744)

For the Nonthesis Option:

1. Thirteen hours of electives which may include:
 - a. Biology courses including four hours of research (Biol 8800)
 - b. Chem 6110 (Physical Chemistry, 2 hours) and Chem 6450 (Molecular Modeling, 2 hours); Prerequisite: Chem 6110
 - c. Additional computer science or math and statistics

courses in excess of the 12 hour requirement.

2. The successful completion of a laboratory or literature-based research paper on a *topic within the area of bioinformatics*. The guidelines for the research paper are similar to those for the Biology, M.S. nonthesis research paper; *however, one of the committee members must be from the math or computer science department.*

For the Thesis Option:

1. An approved and successfully defended thesis proposal. The guidelines for the written proposal and oral defense are similar to those for the Biology M.S. thesis proposal; *however, the thesis topic must be in the area of bioinformatics and one of the thesis committee must be from the math or computer science department.*
2. Fourteen hours of Biol 8999 (Thesis Research).
3. A thesis *on research done in the area of bioinformatics.*
4. A final oral presentation directed primarily to defense of the thesis.

Doctor of Philosophy

The Department of Biology offers programs leading to the Doctor of Philosophy (Ph.D.) degree in biological sciences. Specialized programs of study are provided in the following core disciplines: **applied and environmental microbiology, cell biology and physiology, molecular genetics and biochemistry, and neurobiology and behavior.**

General Requirements: At least 84 hours of graduate credit are required for the Ph.D. in biological sciences. To satisfy the minimum requirements for the degree, the student must complete successfully:

1. 24 hours of graduate classroom coursework, which must include:
 - a. Discipline-specific core courses (8 hours)
 - b. Discipline-specific electives (8 hours)
 - c. Discipline-specific topics and seminar (8 hours, which must include at least 4 hours of topics and one hour of Biol 8550)
2. Proficiency in biochemistry. This requirement can be fulfilled by completion of Chem 6600 or waived if the student has completed an equivalent undergraduate or graduate level course with a grade of B or higher. Substitution of an equivalent discipline-related subject (appropriate to the student's program of study) will be considered on a case-by-case basis and requires prior written approval of the Biology Graduate Committee.
3. Sixty hours of biology research (Biol 8800 or 9999). At least 30 hours must be Biol 9999.
4. A qualifying examination.
5. A dissertation.
6. A final oral presentation, directed primarily to the defense of the dissertation.

Specific Requirements: The following coursework constitutes the minimum core requirements for each discipline. Substitutions in the curriculum may be made based on the

recommendation of the student's research adviser and require the prior written approval of the Biology Graduate Committee. Students will be expected, however, to demonstrate knowledge of all material covered in discipline-specific core courses (below) during the qualifying examination.

Applied and Environmental Microbiology: Biol 8610 and 8410.

Cell Biology and Physiology: Biol 6248 and 8220.

Molecular Genetics and Biochemistry: Biol 8610 and 8620.

Neurobiology and Behavior: Biol 8010 and 8020.

Applicants may obtain additional information about the Department of Biology or specific disciplines by contacting:

LaTasha Morrison Warren

Graduate Coordinator

Department of Biology

Georgia State University

P. O. Box 4010

Atlanta, Georgia 30302-4010

Phone: (404) 651-2759

E-mail: biogrd@panther.gsu.edu

www.gsu.edu/~wwwbio

3200 Department of Chemistry

Alfons L. Baumstark, Chair and Director of Graduate Studies

Degrees offered: Master of Science and Doctor of Philosophy

Chemistry faculty members are actively engaged in a wide variety of research projects. Active research programs are pursued in analytical, organic and biophysical chemistry and biochemistry with an option in bioinformatics. The department currently brings in over three million dollars in external research funds annually. A Ph.D. in geochemistry is available in collaboration with the Laboratory for Advanced Studies in Geochemistry.. See the Department of Geology section of this catalog for details.

Graduate assistantships are available to qualified students. In addition, students may qualify for support from grants and contracts in connection with their research program. The David Withers Boykin Graduate Fellowship in Medicinal Chemistry is awarded to a doctoral student studying in the field of medicinal chemistry. Other available awards include the Ambrose Pendergrast Fellowship (organic chemistry/biochemistry) and the Solvay Fellowships (analytical chemistry). Inquiries concerning assistantships and other support should be made to the Graduate Coordinator in the Department of Chemistry. The Department of Chemistry accepts applications for all semesters. Early submission is encouraged for assistantship considerations.

3200.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Chemistry has the

following requirements:

1. Applicants should have an undergraduate degree in chemistry. However, consideration will be given to applicants with undergraduate degrees in biology, physics, or related fields who have substantial background in and knowledge of chemistry.
2. M.S. program: Applicants to the M.S. program must submit the Supplemental Application for Graduate Program in Chemistry, a list of three individuals who can evaluate the applicant's potential to do graduate work in chemistry (submission of reference letters helpful but optional), and a statement of educational/career goals.
3. Ph.D. program:
 - a. Applicants to the Ph.D. program must arrange for submission of three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in chemistry.
 - b. A detailed statement of educational/career goals and research interests must be provided.

3200.20 Degree Requirements

Students should refer to the departmental program brochures for the specific details for each degree program. The following information is a brief overview of the various degree options.

Master of Science, thesis option (32 hours)

Satisfactory completion of:

1. Twenty-six hours of approved graduate coursework selected from 6000- and 8000-level courses. Eight of the 26 hours may be taken in a related field or fields (upon approval). Two hours of Chem 8800 are required.
2. Minimum of six hours of Chem 8999, Thesis Research.
3. Proficiency in a foreign language or in an approved research skill.
4. A general examination.
5. A thesis.
6. A thesis defense.

Master of Science, nonthesis option (36 hours)

Satisfactory completion of:

1. A minimum of 36 hours of approved coursework to be selected from 6000- and 8000-level courses:
Prerequisite: consent of the instructor and school director.
 - a. Eight hours of graduate-level biology or related field coursework may be applied toward the degree upon departmental approval.
 - b. One hour of Chem 8800, Seminar in Chemistry, must be included.
 - c. Three hours of Chem 8910 may be counted toward the 36-hour required course requirement.
 - d. The coursework must be approved by the Director of Graduate Studies in the Department of Chemistry.

2. Proficiency in a foreign language or in an approved research skill.
3. The successful completion of an approved laboratory or literature research paper under the direction of a faculty adviser.

Requirements for Chemistry M.S. Program with Interdisciplinary Emphasis in Bioinformatics

Bioinformatics has grown from the creation of large databases that required computational approaches for efficient manipulation and analysis to a multi-faceted discipline that also includes microarray technology, statistical analysis, and molecular modeling.

The department M.S. degree with emphasis in bioinformatics is available in both the nonthesis and thesis options described above with the following modifications.

Math and computer science classes at the 7000 level that serve as prerequisites for 6000- and 8000-level interdisciplinary classes may be applied toward interdisciplinary coursework requirement. At least one course in biochemistry (Chem 6600 or above) and Chem 8630 or equivalent must be included in requirement one above. In addition, 12 hours of interdisciplinary coursework may be applied toward the degree selected from the following partial listing:

Biol 6500	Human Genetics (4) [Prerequisite: Biol 3900 (Genetics) (3)] or
Biol 6564	Advanced Genetics (4) [Prerequisite: Biol 3900 (Genetics) (3)]
CSc 6310	Parallel and Distributed Computing (4) [Prerequisites: CSc 7350 (3) (Java) and CSc 7351 (C++) (3)]
CSc 6730	Scientific Visualization (4) [Prerequisites: CSc 7350 (Java) (3) and CSc 7351 (C++) (3)]
Math 6548	Methods of Variance and Analysis of Regression (3) [Prerequisite: Math 6544 or Biol 6744 (Biostatistics) (3)]
Stat 8050	Statistics for Bioinformatics (3) [Prerequisite: Math 6544 or Biol 6744 (Biostatistics) (3)]
Stat 8540	Multivariable Methods in Biostatistics (3) [Prerequisite: Math 6544 or Biol 6744 (Biostatistics) (3)]
Biol 6744/Math 6544	(Biostatistics) (3) is required to fulfill the research skill requirement.

For the nonthesis option, the approved laboratory or literature research paper must be on a topic within the area of bioinformatics. For the thesis option, one of the thesis committee members must be from outside the department.

Doctor of Philosophy

The Department of Chemistry offers a program leading to the Doctor of Philosophy (Ph.D.) degree in Chemistry. The Ph.D. degree is offered in biochemistry, organic chemistry, biophysical chemistry, and analytical chemistry. A bioinformatics option is available in each of the four core disciplines.

At least 80 hours of graduate credit are required for the Ph.D. degree. In order to satisfy the minimum requirements for the degree, students must complete successfully:

Foreign Language/Research Skill Requirement: A reading proficiency in one foreign language or an equivalent research skill - e.g., computer language, technical writing, advanced statistics, electronics, etc. - (departmental approval necessary) is required. Students with M.S. degrees have already satisfied the language requirement. Credit hours used to fulfill this requirement do not count in the 80 hours.

1. Thirty hours of approved graduate core coursework.
2. Forty hours of research, at least 20 hours of which must be Dissertation Research.
3. Ten additional hours of graduate course electives or research.
4. Satisfaction of the foreign language (research skill) requirement.
5. A written and an oral qualifying general examination.
6. A dissertation.
7. A final oral examination, directed primarily to the defense of the dissertation.

Specific requirements: The following coursework illustrates the minimum curriculum requirements for each discipline. Substitutions in the curriculum may be made based on the recommendation of the student's research adviser and require the prior written approval of the Director of Graduate Studies and the departmental chair. Students will be expected to demonstrate knowledge of all material covered in the core courses during the qualifying examination.

Biochemistry

- A. Core courses (9 hours) - To be selected from Chem 6600, 6610, 6840, 8360, 8370, or approved substitutes;
- B. Area Electives (6 hours) - To be selected from Chem 6400, 6410, 8510, or approved substitutes;
- C. Interdisciplinary Electives in Biology (6 hours) or approved substitutes;
- D. Topics, Electives and Seminar (6-19 hours) - To be selected from Chem 6050, 6450, 8800, 8900, 8910, 8970, or approved substitutes;
- E. Research (40 hours) Chem 8900, 8910, 9999 (at least 20 hours must be 9999).

Biophysical Chemistry

- A. Core courses: (9 hours). Chem 6110, 6120, and/or 8510 and choice of Chem 6190, 6370, 6740, 6792, 8360, 8370, or approved substitutes;
- B. Area Electives: (6 hours) - To be selected from Chem 6600, 6610 and/or Chem 6400, 6410 and/or Biol 6890, 8500, 8750 or approved substitutes;
- C. Interdisciplinary Electives in Biology (6 hours) or approved substitutes;
- D. Topics, Electives and Seminar (6-19 hours) - To be selected from Biol/Chem 8970, Biol 8700; Chem 6050, 6450, 8800 and other approved electives;
- E. Research (40 hours) Chem 8900, 8910, 9999 (Minimum of 20 hours must be 9999).

Organic Chemistry

- A. Core courses (9 hours) Chem 6400, 6410, and 6330, 8400, or approved substitutes;
- B. Area Electives (6 hours) - To be selected from Chem 6600, 6610, 6370, 8510, or approved substitutes;
- C. Interdisciplinary Electives in Biology (6 hours) or approved substitutes;
- D. Topics, Electives and Seminar (6-19 hours)- To be selected from Bio/Chem 8970, Bio 8700, Chem 6050, 6450, 8800, 8900, 8910, 8970, or approved substitutes;
- E. Research (40 hours) Chem 8900, 8910, 9999 (at least 20 hours must be 9999).

Analytical Chemistry

- A. Core courses (9 hours) Chem 6015, 6850, and 6870 (Chem 6860) or approved substitutes;
- B. Area Electives (6 hours) to be selected from Chem 6370, 6400, 6410, 8510, or approved substitutes;
- C. Interdisciplinary Electives in Biology (6 hours) or approved substitutes;
- D. Topics, Electives and Seminar (6-19 hours) to be selected from Bio/Chem 8970, Bio 8700, Chem 6050, 6450, 8800, 8900, 8910, 8970, or approved substitutes;
- E. Research (40 hours) Chem 8900, 8910, 9999, (at least 20 hours must be 9999).

Bioinformatics

- A. Core courses: Biochemistry/Organic/Biophysical Analysis (9)
- B. Area Electives: Appropriate electives for core discipline selected in A or approved substitutes.
- C. Interdisciplinary Electives in Biology (6) or approved substitutes.
- D. Computer Science Courses (Electives and Seminar) (19)
 1. 12 hours from CSc*, Math and/or Chem/Bio Informatics courses or approved substitutes
*[CSc 6260, 6310, 6730, 6840, 8710, 8711, and Stat 8090, 8440, 8540, 8561, 8630, 8660, and 8670 are possible choices.]
 2. Chem/Bio courses to fulfill requirement or approved substitutes.
- E. Research (40)
Approved research courses (minimum of 20 hours of 9999)

Detailed information about graduate degree programs in the Department of Chemistry may be obtained by contacting:
 Graduate Coordinator
 Department of Chemistry
 MSC 8L0378
 Georgia State University
 33 Gilmer Street SE, Unit 8
 Atlanta, Georgia 30303-3088
 Phone: 404/651-1664
 FAX: 404/651-1416
 e-mail: cheavp@panther.gsu.edu
 website: chemistry.gsu.edu/gsu.chem.shtml

3210 Department of Communication

Carol K. Winkler, Chair

Cynthia Hoffner, Area Director of Graduate Studies (M.A. in Mass Communication)

Greg M. Smith, Area Director of Graduate Studies (M.A. in Film, Video, and Digital Imaging; Ph.D. in Moving Image Studies)

David Cheshier, Area Director of Graduate Studies (M.A. in Human Communication; Ph.D. in Public Communication)

Degrees offered: Masters of Arts in Communication and Doctor of Philosophy in Communication Studies

The Master of Arts degree in communication is a multidisciplinary degree designed to prepare communication professionals and academicians for the demands of the twenty-first century. Each student may select an area of concentration from the following: (1) film, video, and digital imaging; (2) human communication and social influence; and (3) mass communication. Required core classes are designed to provide coherence to the multidisciplinary offerings of the program by providing an overview of the communications field and by introducing concepts common and debated in all areas of communication.

The Ph.D. in Communication Studies is designed to prepare students for positions both in academe and in communication industries. Students may select one of two potential areas of emphasis: public communication or moving image studies. The public communication track explores public discourse and mass-mediated or computer-mediated environments. The moving image studies track concentrates on how the visual and performing arts are being transformed in the digital age.

3210.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Communication has the following requirements:

1. Applicants to the M.A. program must submit:
 - a. A statement of educational or career goals.
 - b. Two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in communication.
 - c. An above-average undergraduate grade-point average (a minimally qualified applicant typically will achieve at least a 3.0).
 - d. A sufficiently high score on the verbal portion of the Graduate Records Examination prior to consideration for acceptance into the graduate degree program.
2. Applicants to the Ph.D. program must submit:
 - a. A statement of educational or career goals.
 - b. Three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Communication.
 - c. An above average undergraduate and master's grade point average.

d. Satisfactory scores on the General Test of the GRE (and, for international students, the TOEFL Examination).

e. A writing sample that demonstrates their ability to conduct and effectively present academic research.

NOTE: All applicants for the Ph.D. in communication must have earned a master's degree before entering the program.

Students who have substantial records of professional experience in a communication field may also provide a one page summary of their experience.

The Department of Communication reviews applications for spring and fall semesters for applicants to the M.A. program. Ph.D. applicants will be admitted in the fall only. To be assured of consideration for funding, applications must be received in the department by February 1. Deadline for applications for the fall semester is April 15th; the spring semester deadline is October 15th. In addition, the department will not consider requests for Special Graduate Status admission.

3210.20 Degree Requirements

Master of Arts (Research Thesis option: minimum 36 hours)

1. Six hours of core courses: Comm 6010 and Comm 6030.
2. Eighteen to 24 hours of courses designated by the area of concentration.
3. Up to six hours of coursework in related fields.
4. Proficiency in a foreign language or approved research skill.
5. Six hours of Comm 6990, Thesis Research.
6. A successful prospectus defense.
7. A research thesis.
8. A successful research thesis defense.

Master of Arts (Creative thesis option: minimum 36 hours)

1. Six hours of core courses: Comm 6010 and Comm 6030.
2. Eighteen to 27 hours of courses designated by the area of concentration.
3. Up to nine hours of coursework in related fields.
4. Proficiency in a foreign language or approved research skill.
5. At least three hours of Comm 6990, Thesis Research
6. A successful prospectus defense.
7. A creative thesis project.
8. A successful creative thesis defense.

Doctor of Philosophy in Communication Studies (Minimum of 68 hours beyond the master's degree)

1. Nine hours of core courses (Ph.D. Proseminar and three hours of Communication Pedagogy).
2. Twenty-seven hours in area of concentration (public communication or moving image studies).
3. Nine to twelve hours of research tools (approved courses that fall within the general categories of research design, observational methods, ethnography, computer programming, statistics, foreign language, and digital media methods).

4. Twenty hours of dissertation research.
5. A written comprehensive examination.
6. An oral examination.
7. A dissertation.
8. A dissertation defense.

Applicants may obtain additional information about the Department of Communication by contacting:

Director of Graduate Studies
Department of Communication
Georgia State University
University Plaza
Atlanta, Georgia 30303-3083
(404) 651-3200
communication.gsu.edu
email: gsmith@gsu.edu

3220 Department of Computer Science

Martin D. Fraser, Chair
Rajshekhar Sunderraman, Director of Graduate Studies
Degrees offered: Master of Science and Doctor of Philosophy

The M.S. degree program in computer science provides students with advanced training in the fundamental principles and processes of computation. The program focuses on the technical aspects of both software and hardware. Computer science faculty are actively engaged in a wide variety of research endeavors. Research efforts are concentrated in artificial intelligence and neural nets, computer architecture, database, graphics and visualization, networks, parallel and distributed computing, programming languages, simulation, and software engineering. Graduate laboratory, research, and teaching assistantships are available to graduate students.

The Department of Computer Science offers a program leading to the Doctor of Philosophy (Ph.D.) degree in Computer Science. A bioinformatics option is available. A baccalaureate or master's degree in computer science, or its equivalent, is required for admission. The department encourages applications from high-tech and teaching professionals and those with non-computer science, but closely related degrees. Pursuing the Ph.D. program part-time is possible, so working professionals are encouraged to consider applying. Competitive financial aid is available for full-time Ph.D. students along with tuition waivers.

The computer science department accepts applications for the M.S. program each semester and for the Ph.D. program only fall semester with the general deadlines applying. However, in order to be considered for graduate assistantships, applicants must have all application materials in by February 1 for fall semester and by August 1 for spring semester. No financial aid is offered to new applicants for summer semesters.

Hard copies of the forms for letters of recommendations, statement of background and goals, and financial aid may be obtained from the department, or downloaded from the department's web site at www.cs.gsu.edu.

3220.10 M.S. Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Computer Science has the following requirements:

1. A baccalaureate degree in computer science, or its equivalent. While we welcome capable students with non-computer-science degrees, they may need some foundation courses.
2. A supplemental application for computer science.
3. A statement of background and goals.
4. Three letters of recommendations from individuals who can evaluate the applicant's potential for graduate work in computer science.

3220.20 M.S. Degree Requirements

1. Foundation coursework: If any of the following foundation courses in Computer Science or Mathematics have not been taken in another program, these must be completed at the earliest. 4000-level foundation courses must be taken as their 6000-level counterparts by graduate students.
 - a. Foundation coursework in computer science, with a grade of B or higher in each.
 - Data Structures (CSc3410)
 - Computer Architecture (CSc4210)
 - Operating Systems (CSc4320)
 - Programming Languages (CSc4330)
 - Software Engineering (CSc4350)
 - Automata (CSc4510)
 - Design and Analysis of Algorithms (CSc4520)
 - b. Foundation coursework in mathematics that includes a standard elementary calculus sequence (Math 2211 and Math 2212) and Discrete Mathematics (Math 2420), with a grade of B or higher in each.
2. CSc8900: Seminar in Computer Science (1 hour). A research training course which must be taken in the first semester.
3. Twenty-four hours of graduate-level courses in the Department of Computer Science, selected in consultation with an academic advisor, and approved by the Director of Graduate Studies, with a grade of B or higher in each course.
 - a. Sixteen hours of computer science courses at the 8000-level, exclusive of Research, Thesis Research, and Independent Study courses.
 - b. An additional eight hours of graduate-level coursework, exclusive of Research, Thesis Research and Independent Study courses.
4. Thesis/Project (6-8 hours)
 - a. Thesis Option: Six hours of Thesis Research (CSC 8999) A thesis committee must be set up no later than two semesters after completing any foundation courses. This work should culminate in the writing of a thesis. The thesis must be defended successfully in an oral examination. This examination will pertain to, but is not limited to, the subject matter of the thesis.

b. Project Option: Four hours of CSc 8980R in which the student completes a project and an additional four hours of graduate-level coursework in computer science at the 6000 level or above exclusive of Foundation Research, Thesis Research, and Independent Study courses. The project must be supervised by a computer science graduate faculty adviser. The student must write a report on the project and pass an oral final examination given by an ad hoc faculty committee headed by the project adviser. This examination will pertain to, but is not limited to, the subject matter of the project.

3220.30 Master's of Science in Computer Science Interdisciplinary Emphasis in Bioinformatics Degree Requirements

1. **Foundation Coursework (any that are not done):** Math 2211, 2212, 2420, CSc 3410, 4210, 4320, 4330, 4350, 4510, 4520, 4630 with B or better in each.
2. **Graduate Coursework (26 hours): Computer Science (12 hours):** CSc 8630 and two other 8000-level classroom taught courses. **Biology (8 hours):** Biol 7800, Molecular Cell Biology; Biol 7810, Molecular Cell Biology Laboratory; and Biol 7900, Genetics; or Biol 6564, Advanced Genetics. **Chemistry (3 hours):** Chem 6150, Introduction to Biophysical Chemistry. Alternatives to Chem 6150 include Chem 6110 or 6120, or 6600 or 8900-0. **Mathematics/Statistics (3 hours):** Math 6544, Bio-statistics.
3. **Thesis/Project (6-8 hours):** 6 hours of CSc 8999 (thesis) or 4 hours of CSc 8980R (project) and an additional classroom taught 6000-level or higher computer science course.

3220.40 Ph.D. Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Computer Science has the following requirements:

- A baccalaureate or master's degree in computer science or its equivalent. While we welcome capable students with non-computer science degrees, they may need some foundation courses.
- A supplemental application for computer science.
- A statement of background and goals.
- Three letters of recommendation from individuals who can evaluate the applicant's potential for Ph.D. work in computer science.
- GRE (General) score.
- Minimum GPA 3.00/4.00.

3220.50 Ph.D. Degree Requirements

Note: Must maintain 3.5 GPA in coursework at Georgia State University.

1. Foundation Coursework. If any of the following

foundation courses in computer science or mathematics has not been taken in another program, these must be completed at the earliest. 4000-level foundation courses must be taken as their 6000-level counterparts by graduate students.

a. Foundation coursework in computer science with a grade of B or higher in each.

CSc 3410	Data Structures
CSc 4210	Computer Architecture
CSc 4320	Operating Systems
CSc 4330	Programming Languages
CSc 4350	Software Engineering
CSc 4510	Automata
CSc 4520	Design and Analysis of Algorithms

b. Foundation coursework mathematics that includes a standard elementary calculus sequence (Math 2211 and Math 2212) and Discrete Mathematics (Math 2420), with at least a "B" in each.

2. Ph.D. Coursework (48 hours)
Of these 48 hours, no more than 12 hours can be taken at the 6000 level. These 12 hours exclude any of the foundation courses previously listed.
 - CSc 9990: Seminar in Computer Science (1 hour)

A research training course which must be taken in the first semester.

- Required Coursework (24 hours)
Choose six of the following seven topics (take classroom taught CSc courses):

1. Algorithms
 2. Computer Architecture
 3. Operating Systems
 4. Parallel and Distributed Computing
 5. Programming Languages
 6. Software Engineering
 7. Theory of Computation
- Electives (23 hours)

1. To be chosen in concert with dissertation committee and approved by dissertation committee. Should reflect student interest, coursework related to research area, etc.
2. A maximum of 11 hours can be directed study or research.
3. A minimum of three hours and a maximum of nine hours from outside the department.
 - a. Qualifying Examination (by third semester, excluding summers)
 - Offered each fall (October) and spring (April); written examination.
 - Three areas: computer architecture, automata and formal languages, algorithm analysis and design.
 - Maximum two attempts: three grades (pass, marginally pass, fail). Must *pass* all three. If *two pass* and one *marginally pass* in first attempt, then repeat only *marginally pass*; otherwise repeat all.
 - Second attempt must be taken at the next

available examination date.

b. Dissertation Committee

- Major adviser plus at least three other members.
- One member must be from outside the department. Major adviser and at least two other members must be computer science graduate faculty.
- To be formed as soon as potential research area and a major adviser has been identified.
- This committee should be consulted to plan electives and possibly required courses to ensure depth in the research area. (If this committee has not been set up, the initial faculty adviser assigned to the student must be consulted.)
- Additional technical writing, mathematics, or computer skill courses may also be suggested by this committee based on the student's background.

4. Candidacy Examination (within two years of qualifying examination)

The candidacy examination consists of two parts, both administered at around the same time:

- Research Proficiency
- To be administered by the dissertation committee to assess the student's ability to conduct independent research *in and around* the student's research area.
- Format and content to be determined by dissertation committee; typically would be a combination of written and oral components in some courses related to the research area and may involve literature surveys and critical reviews.
- Research Proposal
- Written proposal on research to be carried out, and an oral presentation to the dissertation committee.

Upon successful completion of the candidacy examination, a student is declared a candidate for the doctoral degree. An unsuccessful result in the candidacy examination would require the student to take the candidacy examination a second and last time within three semesters (excluding summer).

5. Dissertation (24 hours of CSc 9999).
6. Written dissertation and oral defense.

Applicants may obtain additional information about the Department of Computer Science by contacting:

Director of Graduate Studies
Department of Computer Science
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-2253
www.cs.gsu.edu

3230 Department of English

Matthew Roundané, Chair

Thomas L. McHaney, Director of Graduate Studies

Calvin Thomas, Associate Director of Graduate Studies

Degrees offered: Master of Arts, Master of Fine Arts, and Doctor of Philosophy

The Department of English offers comprehensive graduate programs for students who wish to concentrate their studies in British or American literature; creative writing; rhetoric, composition, and technical and professional writing. In addition to its traditional offerings, the department provides an opportunity for training in scholarly and textual editing through several long-term publishing and editing projects.

The department offers the Master of Arts (M.A.), the Master of Fine Arts (M.F.A.), and the Doctor of Philosophy (Ph.D.) degrees. The M.A. and Ph.D. degree programs provide concentrations in literature, creative writing, and rhetoric, composition, and technical and professional writing; the M.F.A. degree program allows students to concentrate in either poetry or fiction. The M.A. degree program prepares students for further graduate study or careers in writing, editing, technical communications, research, or business. The M.F.A. and Ph.D. degree programs prepare students to write, to teach, and to conduct scholarly research. The M.F.A. degree usually requires three to four years of study to complete the coursework, examinations, and a substantial creative thesis. The Ph.D. degree usually requires four to six years to complete the coursework, examinations, and a dissertation.

The graduate faculty consists of members whose specializations cover the entire range of literature in English, as well as literary theory, folklore, rhetoric, composition, technical and professional writing, and creative writing.

Once registered in a graduate degree program, a student may acquire a Georgia State e-mail address.

3230.10 Transfer Credit

No more than six semester hours or two courses of graduate work completed at another accredited college or university and approved by Georgia State may be applied to a graduate degree in English. All transferred coursework must correspond to courses offered in the Georgia State Department of English. Such transferred coursework must have a grade of B (3.0 grade-point average) or higher.

3230.20 Financial Aid

Students interested in scholarships and student loans should consult the Office of Student Financial Aid. The Department of English has a limited number of graduate assistantships for both M.A. and Ph.D. students. Students interested in such assistantships should request an application from the Department of English. Also, there are a limited number of Graduate Teaching Fellowships, providing tuition waivers and stipends for four years, awarded by the Department of English to beginning doctoral students with superior qualifications. The Paul Bowles Graduate Fellowship

is awarded annually to an entering fiction writing student who has been admitted to the M.F.A. or Ph.D. program. The Virginia Spencer Carr Graduate Fellowship is also awarded annually to a graduate student in English. Further information about these fellowships and application forms are available from the Department of English. The deadline for submission of a fellowship application is earlier than the deadline for admission.

3230.30 Grades

Throughout their coursework students must maintain a 3.0 average or higher. Only those courses in which students earn a grade of A or grade of B will be credited toward a degree.

3230.40 Academic Warning and Dismissal

A graduate student whose cumulative grade-point average (GPA) falls below 3.0 at the end of any semester will receive a warning from the Graduate Office of the College of Arts and Sciences. At the end of the next 18 hours of enrollment, the student must achieve a 3.0 cumulative GPA, or the College of Arts and Sciences will dismiss the student.

3230.50 Nondegree and Transient Student Admission

Students may be admitted on a nondegree status only if classroom space is available. Preference will be given to degree students. Students must complete an application, submit two transcripts of all previous college or university work, and provide a list of courses they wish to take. Only six credit hours earned while on nondegree status may later be applied to degree programs. Transient students must reapply each semester.

3230.60 Further Information

Application forms, information about the Graduate Record Examination (GRE), and other materials are available at www.gsu.edu/~wwweng/graduate.html or from the Director of Graduate Studies. If you have any questions about graduate studies in English, please call 404/651-2900 to make an appointment to see the Director of Graduate Studies or write to the Director of Graduate Studies, Department of English, Georgia State University, University Plaza, Atlanta, GA 30303-3083.

3230.70 Master of Arts

The Department of English offers four master's degree programs:

1. Master of Arts with an emphasis in literary studies;
2. Master of Arts with an emphasis in rhetoric, composition, and technical and professional writing;
3. Master of Arts with an emphasis in creative writing; and
4. Master of Fine Arts in creative writing (M.F.A.).

Admission

Applicants should be aware that admission is competitive and that meeting the minimum admission requirements does not guarantee admission to the M.A. program. Before entering the program a student must have completed a bachelor's degree with a major in English or its equivalent from an accredited college or university with a minimum grade-point average of 3.0 in the undergraduate major. The Department of English admits students to its M.A. and M.F.A. programs for the spring and fall semesters of each academic year. The Director of Graduate Studies in English will consider only complete admission files. Applicants are responsible for seeing that their admission files are complete by the deadlines for admission published in the current edition of this catalog. The deadline for submission of a fellowship application is earlier than the deadline for admission. All application materials, unless otherwise noted, should be sent to the Office of Graduate Studies, College of Arts and Sciences, MSC 7F0870, Georgia State University, 33 Gilmer Street, Unit 7, Atlanta, GA 30303. The applicant should supply the following materials:

1. A statement of purpose that includes a brief explanation of what the student hopes to accomplish, a clear indication of which degree program the applicant is seeking admission to, and (if the applicant has not yet completed a bachelor's degree) an indication of the term in which the applicant expects to receive the degree;
2. Competitive scores (no more than five years old) on the general GRE test;
3. Two official transcripts of all previous college or university work;
4. Two recommendations sent directly from persons who testify to the applicant's ability to do graduate work (copies of the required forms are available in the Graduate Office, College of Arts and Sciences, in the Department of English, or on the application website);
5. A critical writing sample of approximately ten to fifteen pages;
6. Applications to the M.A. program in creative writing and the M.F.A. program must also include the following: A portfolio of poetry consisting of a minimum of 10 poems, or for fiction three short stories or 50 pages of a novel in progress.

The portfolio should not be sent with the rest of the application to the Graduate Office of Arts and Sciences. Instead, it should be sent to the Director of Graduate Studies, Department of English, Georgia State University, University Plaza, Atlanta, GA 30303-3083. A cover letter accompanying the portfolio must indicate the applicant's desired degree program, intended semester of enrollment, and social security number, and a C.V. should be attached. The M.F.A. is a more rigorous and substantial degree than the M.A. with an emphasis in creative writing. Only students whose portfolios show exceptional promise will be admitted to the M.F.A. program.

Registration and Advisement

Approximately one week before registration begins, the

Office of the Registrar will post registration time-ticket assignments on the web and students can find out the date and time of their registration by entering the GoSOLAR website. The Director of Graduate Studies in the Department of English will act as advisor to all entering students. Students are responsible for making appointments with the Director of Graduate Studies for advisement and for being familiar with the requirements for their degree as set forth in this catalog. Students are encouraged to select a specific faculty academic advisor early in the program.

Foreign Language Requirement

Candidates for the M.A. degree must demonstrate reading proficiency in one foreign language or proficiency in an approved research skill in order to complete the degree program. Students who choose French, German, or Spanish may meet the foreign requirement by achieving a Level 2 pass in the chosen language of the CLEP Examination (CollegeLevel Examination Program, administered monthly by the University's Testing Service). Students who choose these and other foreign languages may also meet this requirement by passing the foreign language reading proficiency examination offered by the Department of Modern and Classical Languages, or by receiving a grade of B or higher in an appropriate foreign language course at the level of 2002 or higher taken during the M.A. program. Foreign language courses taken during undergraduate or postbaccalaureate enrollment may not be used for the second option, though they should enable the student to pass one of the proficiency examinations. Foreign language reading courses that use only English translations of foreign language texts are not applicable at any time. Alternative research skills are approved by the Director of Graduate Studies in English.

The M.A. Examination

The M.A. examination is offered twice a year. Dates are posted in the Department of English. Before taking the examination, students must have completed all coursework or be finishing it that semester. A student must sign up for the examination at least two weeks before the examination date.

The examination for students concentrating in literary studies or creative writing lasts four hours and consists of three parts: (1) a brief test on literary and rhetorical terms; (2) an essay analyzing one passage selected by the examination committee from a previously posted list of six passages representative of six periods of English and American literature; and (3) an essay comparing and contrasting two passages, one written before 1798 and one written in 1798 or later, also selected from the previously posted list of passages.

The examination for students concentrating in rhetoric, composition, and technical and professional writing is a take-home exam.

Each examination will be graded by three professors who will not be informed of the identity of the examinee. Students will be notified by mail of the results. Students who fail the examination may take it a second time. Those who fail the examination twice will be dismissed from the degree program. Specific instructions for the examination and examples of past

examination questions and of successful answers are available to students preparing for the examination. These may be picked up in the Office of the Director of Graduate Studies.

The M.F.A. examination is described in the section devoted to that degree program.

Time Limit

All requirements for a master's degree must be completed within seven years.

Master of Arts, Emphasis in Literary Studies Coursework

Candidates for the M.A. with an emphasis in literary studies must satisfactorily complete 24 hours of graduate coursework. English 8000 (Bibliography) and English 8060 (Literary Criticism) or English 8070 (Contemporary Literary Theory) are required. Students should take these courses as early as possible in their programs. In selecting courses students should fill in chronological gaps in their undergraduate programs in English and American literature rather than narrowly specializing in a particular area.

Thesis Option

After completing all other requirements for the degree, a student should choose either the thesis or the nonthesis option. If a student chooses the thesis option, it is the student's responsibility to select a topic and to find a faculty member who will direct the thesis and two other faculty members who will serve on the thesis committee. Only members of the graduate faculty may direct theses.

Before beginning to write the thesis, M.A. students must submit a written prospectus for approval by their thesis committee, with whom the thesis director and student should schedule meeting. The prospectus should include the following:

1. a description of the subject, including a statement of the way the proposed approach to the subject differs from, contributes to, or modifies the existing scholarship on the subject;
2. a description of the proposed method of treatment and an account of the research necessary to complete it; and
3. a preliminary bibliography, including a discussion of the availability of materials.

The thesis must conform in all matters of documentation to the most recent edition of the *MLA Style Manual and Guide to Scholarly Publishing*. The Graduate Office of the College of Arts and Sciences has specific standard requirements for format. The student is responsible for conforming to those standards. Most theses are between 50 and 100 pages in length. By the time the thesis is completed, a student must have registered for at least six hours of English 8999 (Thesis Research).

Nonthesis Option

Students who choose the nonthesis option will take six

hours of additional graduate coursework in English beyond the required 24 hours. Such students will graduate with a minimum of 30 hours of graduate coursework in which they have earned either a grade of A or a grade of B. Students must also submit a research paper (15 to 20 pages) to be evaluated and approved by a committee of three faculty members, including the Director of Graduate Studies in English. The paper must be submitted to the Director of Graduate Studies at least two weeks prior to the deadline for the submission of the paper to the College of Arts and Sciences in the semester in which the student intends to complete the degree.

Master of Arts, Emphasis in Rhetoric, Composition, and Technical and Professional Writing Coursework

Candidates for the M.A. with an emphasis in rhetoric, composition, and technical and professional writing must satisfactorily complete 24 hours of graduate coursework, including 15 hours of rhetoric and composition courses. English 8125 (Writing and Research Methodology) is required. Students should take this course as early as possible in their programs.

Thesis and Nonthesis Options

Candidates for the M.A. with this emphasis have the same thesis and non-thesis options as candidates with an emphasis in literary studies.

Master of Arts, Emphasis in Creative Writing

For a comparison between this program and the M.F.A. program, see the section on the M.F.A.

Coursework

Candidates for the M.A. with an emphasis in creative writing must satisfactorily complete 27 hours of graduate coursework, including 12 hours of creative writing, at least 9 of which must be 8020 or 8030 (workshops in creative writing), depending on the student's chosen genre. A student must complete either 8160 (Form and Theory of Literary Craft) or 8200 (Contemporary Literature). Rather than narrowly specializing in a particular area of literature in other courses, a student should select courses that complement the student's undergraduate program in order to achieve a lively understanding of a broad range of English and American literature.

Thesis

The creative writing thesis must contain at least 35 pages of poetry or 60 to 100 pages of fiction. It must include an introduction or an afterword in which the student discusses his or her approaches, styles, methods, and influences. The nonthesis option is not available to M.A. candidates with an emphasis in creative writing. By the time the thesis is completed, a student must have registered for at least six hours of English 8999 (Thesis Research).

Master of Fine Arts in Creative Writing

The M.F.A. is a more rigorous and substantial degree than the M. A. with an emphasis in creative writing. Only students

whose portfolios show exceptional promise will be admitted to the M.F.A. program, and the requirements for completion of the program are more strenuous than for the M.A. in Creative Writing.

Coursework

The M.F.A. student must complete satisfactorily at least 48 hours of graduate coursework. Any student who receives more than one grade of C during his or her program will be dropped from the M.F.A. program. The coursework must include the following:

1. Fifteen to 21 hours of English 8020 (Poetry Writing) or 8030 (Fiction Writing);
2. Fifteen to 21 hours of English and American literature and/or folklore;
3. Three hours of English 8160 (Form and Theory of Literary Craft) in the student's chosen genre;
4. Three hours of English 8200 (Contemporary Literature) in the student's chosen genre; and
5. Six hours of 8999 (Thesis Research).

Students who enter the M.F.A. program with an M.A. in English or creative writing must satisfy a different set of course requirements totaling 36 hours:

1. Fifteen to 18 hours of English 8020 (Poetry Writing) or 8030 (Fiction Writing);
2. Six to 9 hours of English and American literature and/or folklore;
3. Three hours of English 8160 (Form and Theory of Literary Craft) in the student's chosen genre;
4. Three hours of English 8200 (Contemporary Literature) in the student's chosen genre; and
5. Six hours of English 8999 (Thesis Research).

Regardless of previous coursework at other institutions, M.F.A. students must take Engl 8160 (Form and Theory) and all required workshops while in residency at Georgia State University.

M.F.A. Examination

Before students can take the M.F.A. examination, they must have completed all coursework and the foreign language requirement. The M.F.A. examination is a two-part written test based on a reading list available to students when they enter the program. The examination will be administered in two four-hour sessions on separate days. A student may take this exam in either spring or fall semester. Students must give the Director of Graduate Studies written notification of their intention to take the examination by the departmental deadline. Each examination will be graded by at least three faculty members who will not be informed of the identity of the examinee.

Thesis

The M.F.A. thesis must be a minimum of 50 pages long for a manuscript of poems or a minimum of 150 pages for a manuscript of prose fiction. It must include an introduction or an afterword in which the student discusses his or her approaches, styles, methods, and influences. After students

have completed initial work on the manuscript, they will meet with their committee to edit the thesis. By the time the thesis is completed, a student must have registered for at least six hours of English 8999 (Thesis Research).

3230.80 Doctor of Philosophy

The Ph.D. degree programs prepare students to write, to teach on the college and university levels, and to conduct scholarly research. At the end of their Ph.D. courses, students should have a good knowledge of most periods of English and American literature and will have taken courses in their area of specialization.

Admission

Applicants should be aware that admission is competitive and that meeting the minimum admission requirements does not guarantee admission to the Ph.D. program. Before entering the Ph.D. program, students are generally expected to have completed a master's degree in English or its equivalent from an accredited college or university. Certain exceptional students may be admitted to the Ph.D. program with only a B.A. The Department of English admits students to its doctoral programs for the spring and fall semesters of each academic year. The Director of Graduate Studies in English will consider only complete admission files. Applicants are responsible for seeing that their admission files are complete by the deadlines for admission published in this catalog. All application materials, unless otherwise noted, should be sent to:

Office of Graduate Studies
College of Arts and Sciences
MSC 7F0870
Georgia State University
33 Gilmer Street, Unit 7
Atlanta, GA 30303

All applicants must submit the following materials:

1. Two official transcripts of all previous college or university work;
2. Two recommendations sent directly from persons who testify to the applicant's ability to do graduate work (copies of the required forms are available in the Graduate Office, College of Arts and Sciences, in the Department of English, or on the application website);
3. Competitive scores (no more than five years old) on the General portion of the GRE;
4. An essay composed by the applicant stating goals and career objectives; and
5. A ten to fifteen page critical writing sample.
A student who wishes to specialize in creative writing must also submit the following:
6. A portfolio consisting of a minimum of ten poems, three short stories, or 50 pages of a novel in progress.

The portfolio should not be sent with the rest of the application to the Graduate Office of Arts and Sciences. Instead, it should be sent to the Director of Graduate Studies, Department of English, Georgia State University, University Plaza, Atlanta, GA 30303-3083. With the portfolio, the student must submit a current C.V. and a cover letter stating the

applicant's desired degree program, intended semester of enrollment, and social security number.

Advisement

The Director of Graduate Studies will serve as the student's initial faculty advisor, whom the student should consult regularly. A student should choose an area of specialization and select a permanent advisor in that area as soon as possible.

Doctoral Degree Plans

Students may choose to follow any of four plans. Plan 1 focuses on literary history and criticism. Plan 2 is an interdisciplinary program that includes 12 hours of coursework in a related field or minor. Plan 3 emphasizes rhetoric and advanced writing courses. Plan 4 emphasizes creative writing.

Basic Coursework and Residency Requirements

Depending on the plan chosen by a student, the total credit hours required vary from 50 to 56 beyond the M.A. To fulfill the residency requirement for the Ph.D. degree, students must enroll for a minimum of 6 hours per term for 4 semesters. Two of these semesters must be consecutive. Each plan has further particular coursework requirements which are specified below.

Foreign Languages / Research Skill

Candidates for the Ph.D. degree must demonstrate either reading proficiency in two foreign languages or reading fluency in one foreign language. Upon recommendation of the student's dissertation committee, the Director of Graduate Studies in English, and the department chair, and with the approval of the Graduate Dean of Arts and Sciences, students may substitute an equivalent research skill for one foreign language. The substitute research skill must be demonstrably useful to the area of specialization and may be certified in any appropriate department by earning a grade of B or higher.

A proficiency certification received at the M.A. level within the last seven years may be counted as one of the two certifications, if the student chooses. Students who choose to demonstrate proficiency in German, Spanish, or French may attain a Level 2 score on the CLEP (College Level Examination Program) Foreign Language examination. Students who choose these and other languages may attain certification by passing a translation examination administered by the Department of Modern and Classical Languages or receiving a grade of B or higher in a foreign language course at the level of 2002 or higher taken during the Ph.D. program. Foreign language courses taken during undergraduate or postbaccalaureate enrollment may not be used for the second option, though they should enable the student to pass the proficiency examination. Reading courses that use only English translations of foreign language texts are not applicable at any time.

Reading fluency in one foreign language, which will most likely be the same language for which reading proficiency was demonstrated during an M.A., may be certified by receiving a grade of B or higher in a 3000level or higher foreign language course where all the readings are in the designated language.

Reading courses that use only English translations of foreign language texts are not applicable at any time. Students demonstrating fluency should consult with the Director of Graduate Studies in English before enrolling for a course.

Qualifying Examinations

Students must write examinations in two areas. A student's major examination will be in the area in which the student plans to write the dissertation and will last four hours. The student's minor examination will be in an area chosen by the student in consultation with his or her advisor and will last three hours. The two examinations need not be taken in the same semester. Examinations are not offered in the summer. Students must give the Director of Graduate Studies in English written notification of their intention to take either a major or minor examination by the departmental deadline. The broad areas for examination, which in practice may be subdivided, are as follows:

- English Language
- Medieval Literature
- Renaissance Literature
- Restoration and Eighteenth-Century Literature
- Victorian Literature
- British Romanticism
- American Literature to 1830
- American Literature from 1830 to 1914
- American Literature from 1914 to 1945
- American Literature from 1945 to the present
- Twentieth Century World English Literature (British Isles, Commonwealth, Post-Colonial)
- Rhetoric, Composition, and Technical and Professional Writing
- Literary Theory
- Fiction (restricted to creative writing students)
- Poetry (restricted to creative writing students)

Each examination will test the student's understanding of primary and secondary works. Each student will create a bibliography of such works in consultation with a faculty member specializing in the area. This bibliography will be a modification of a standard bibliography in the area kept on file with the Director of Graduate Studies. The modified bibliography must be approved by the student's examining committee before the letter of intent is submitted. Each examination will involve a reasonable degree of comprehensiveness and a reasonable degree of specialization within the area.

Students pursuing the Ph.D. with an emphasis in creative writing must take their examinations in Fiction and Poetry. The English Language examination will cover three of the following fields: Old English, Middle English, History of the English Language, and American English. A student who chooses to write an English Language examination (either major or minor) must indicate in the letter of intent the three fields on which he or she wishes to be tested. Examinations in Rhetoric, Composition, and Professional and Technical Writing may draw on several different sub-areas for both major and minor specializations, and this is generally possible for other area examinations.

Each qualifying examination will be graded by at least three

faculty members. A student must pass each examination on either the first or second try in order to remain in the Ph.D. program. Examples of past examination questions and of successful answers are available to students preparing for the examination.

Doctoral Candidacy

After passing the Ph.D. qualifying examinations, students must register for candidacy by completing a form available from the Director of Graduate Studies in English.

Dissertation

Doctoral students must submit a dissertation acceptable to the Department of English and to the Graduate Office of the College of Arts and Sciences. Stages in the preparation of the dissertation include the following: choosing a dissertation director and dissertation committee, submitting a dissertation prospectus, defending the dissertation prospectus, writing the dissertation, defending the dissertation.

Soon after completing written doctoral examinations a doctoral student must submit to his or her dissertation committee a written dissertation prospectus that should include the following:

1. A description of the subject, including a statement of the way the proposed approach to the subject differs from, contributes to, or modifies the existing scholarship on the subject;
2. A description of the proposed method of treatment and an account of the research necessary to complete it; and
3. A preliminary bibliography, including a discussion of the availability of materials.

After consulting informally with the dissertation director and the other members of the student's dissertation committee, the student must defend the prospectus orally in a meeting with the committee. If the committee judges the student's prospectus to be acceptable, the student will be given permission to proceed with the project.

While writing the dissertation, the student must register for at least 20 hours of English 8999 (Thesis Research).

Each student must pass an oral defense of the dissertation administered by the members of the student's dissertation committee and the departmental Director of Graduate Studies.

Time Limit

Work on the doctorate must be completed within ten years of admission to the program.

Particular Requirements of Individual Ph.D. Plans

Plan 1: Literary History and Criticism

Students must complete at least 30 hours of coursework beyond the M.A. level, plus 20 hours of dissertation research. The following coursework requirements must be completed during the Ph.D. program unless they have already been satisfied during a student's M.A. program:

1. Six hours of language study (Old English, Middle

- English, History of the English Language, American English);
2. English 8000 and 9012;
3. Three hours, English 8060 or 8070;
4. Six hours, English literature before 1660 (not including Old English or Middle English);
5. Nine hours, English literature after 1660;
6. Six hours, American literature;
7. Eighteen hours of electives from the Department of English.

Plan 2: Interdisciplinary Studies

Plan 2 provides for an interdisciplinary approach to the study of language and literature with a relevant minor field (e.g., folklore, history, philosophy, or art). The minor field should be one in which the student has some experience, such as an undergraduate minor.

Students in this plan must complete at least 30 hours of coursework in English beyond the M.A. level, with 12 hours in the related discipline, plus 20 hours of dissertation research. The following coursework requirements must be completed during the Ph.D program unless they have already been satisfied during a student's M.A. program:

1. Six hours of language study (Old English, History of the English Language, Middle English, American English);
2. English 8000 and 9012;
3. Three hours, English 8060 or 8070;
4. Six hours, English literature before 1660 (not including Old English or Middle English);
5. Nine hours, English literature after 1660;
6. Six hours, American literature;
7. Twelve hours of coursework in a related discipline (The selection of courses must be approved by the Director of Graduate Studies and must be completed during the Ph.D. program.); and
8. Six hours of electives from the Department of English.

Plan 3: Rhetoric, Composition, and Technical and Professional Writing

Students in this plan must complete at least 30 hours of coursework beyond the M.A. level, plus 20 hours of dissertation research. The following coursework requirements must be completed during the Ph.D program unless they have already been satisfied during a student's M.A. program:

1. Six hours of language study (Old English, History of the English Language, Middle English, American English) or 6 hours of literature in an area relevant to the student's concentration;
2. English 8125 and 9012;
3. Eighteen hours of rhetoric, composition, and technical and professional writing courses.

Plan 4: Creative Writing

Students who specialize in creative writing must take either poetry or fiction as their major examination and must choose the other genre as their minor area. They must complete 36 hours of graduate coursework beyond the M.A. level, with 12 of those

hours in creative writing workshops in the student's major genre, plus 20 hours of dissertation research. The following coursework requirements must be completed during the Ph.D program unless they have already been satisfied during a student's M.A. or M.F.A. program, except students must take all required workshops and both Form and Theory courses while in residency at Georgia State University.

1. Six hours of language study (Old English, History of the English Language, Middle English, American English);
2. Three hours of Literary Theory (English 8060 or 8070 are recommended);
3. Six hours, English literature before 1660 (not including Old English or Middle English);
4. Nine hours, English literature after 1660;
5. Six hours, American literature;
6. Three hours, English 8200 in the student's major genre.
7. Six hours, English 8160 in the student's major and minor genres; and
8. Twelve hours, English 8020 or 8030 in the student's major genre to be completed during the Ph.D. program.

Applicants should consult the Department of English website (www.gsu.edu/~wwweng/graduate.html) for information about faculty, programs, application procedures and requirements for degrees or call or write the Director of Graduate Studies at the following address:

Department of English
Georgia State University
University Plaza
Atlanta, Georgia 30303-3083
(404) 651-2900
www.gsu.edu/~wwweng
email: tmchaney@gsu.edu

3240 Department of Geology

Timothy E. LaTour, Chair

W. Crawford Elliott, Director of Graduate Studies

Degrees offered: Master of Science and Doctor of Philosophy (in collaboration with the Departments of Chemistry and Biology)

The Master of Science (M.S.) degree program in the Department of Geology offers a broad range of courses that prepare students for research and careers as professionals. Both thesis and nonthesis option programs are offered. The nonthesis option is normally selected within the first year of study. Research efforts are in the following broad areas: igneous and metamorphic geochemistry, hydrogeology, petrology, sedimentology, and structural geology.

An M.S. degree in Geology with concentrations in Earth Science is also offered in addition to the traditional M.S. degree option described in the previous paragraph. This newly established degree program is a collaborative effort between the departments of Geography/Anthropology and Geology. The M.S. degree in Geology with Earth Science Concentrations follows all admission requirements of the current M.S. degree in Geology, and Geology is the degree-conferring department. The program has three concentrations: hydrologic sciences, natural

resources management and environmental studies, and Geographic Information Science. Thirty-six hours are required for completion of the M.S. degree in Geology with Earth Science Concentrations. Thesis and nonthesis options are available. Further information is provided at www.gsu.edu/~wwwgeo.

The Doctor of Philosophy degree in Geology is offered in collaboration with the Departments of Chemistry and Biology. This program culminates in a dissertation containing the results of distinctive and original research scholarship carried out by the candidate. The dissertation must be defended publicly and judged to be a significant contribution in the advancement of science.

Graduate assistantships are available for qualified thesis-option Master's students and Ph.D. students. Masters students in the nonthesis option must participate in an internship or equivalent limited research project and submit a report to the graduate faculty on the findings of this project.

Applications for admission are accepted for all three semesters. International students and students requesting graduate assistantships must have submitted their complete application by March 15 to be considered for admission fall semester and by September 15 for spring semester.

3240.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Geology has the following requirements for the M.S. and Ph.D. degree programs:

1. Three letters of recommendation from individuals who can evaluate the applicant's potential for graduate work in geology.
2. A statement of educational or career goals.
3. A bachelor's degree in geology or other physical science or engineering.
4. Foundation coursework (0-46 hours)
These courses are in addition to the required courses (below) and are assigned as part of the admission process. They can be exempted if equivalent work has been completed with grades of C or higher. Note: Field Geology is not required for students taking the nonthesis option for both the M.S. degree in Geology or the M.S. degree in Earth Sciences.
 - a. Geology (0-26 hours)

Geol 1121	Introductory Geosciences I (4)
Geol 1222	Introductory Geosciences II (4)
Geol 3002	Introduction to Earth Materials (4)
Geol 4006	Sedimentary Environments and Stratigraphy (4)
Geol 4013	Structural Geology and Tectonics (4)
Geol 4009	Field Geology (6) (M.S. in Geology or M.S. in Earth Sciences, thesis-option only)
 - b. Allied Disciplines (0-20 hours)

Calculus: Math 2211 (4) and Math 2212 (4)
 Physics: Phys 1111 (4) or Phys 2211 (4)
 Chemistry: Chem 1210 (4) and Chem 1220 (4)

3240.20 Degree Requirements

Master of Science, thesis option (36 hours)

1. Geology courses (19-23 hours)

Geol 6002	Introduction to Oceanic Environments (3)
Geol 6003	Aqueous Geochemistry (4)
Geol 6004	Optical Mineralogy and Petrology (4)
Geol 6005	Geology of Georgia (3)
Geol 6006	Sedimentary Environments and Stratigraphy (4)
Geol 6007	Hydrogeology (4)
Geol 6008	Rock Fracture and Fluid Flow (4)
Geol 6009	Field Geology (6)
Geol 6011	Principles of Paleontology (2)
Geol 6012	Advanced Quantitative Hydrogeology (3)
Geol 6013	Structural Geology (4)
Geol 6042	Analytical Methods (3)
Geol 6097	Topics in Geological Sciences (1-3)
Geol 6640	Geomorphology (4)
Geol 6650	Applied Hydrology (4)
Geol 8000	Advanced Physical and Historical Geology (4)
Geol 8001	Soils, Clay, and Weathering (4)
Geol 8007	Life of Cenozoic Era (4)
Geol 8010	Chemical Petrology (3)
Geol 8014	Deformation and Tectonics (4)
Geol 8050	Geology of Moon and Mars (4)
Geol 8097	Directed Study in Geology (1-3)
Geol 8500	Introduction to Geophysics (4)
2. Seminar (1-2 hours)

Geol 6095	Seminar in Geological Sciences
3. Extra departmental courses (3-6 hours): An approved list of courses is available from the Geology Department
4. Foreign language: Proficiency in a foreign language or in an approved research skill in computer programming. This requirement can be fulfilled by taking an approved course or by taking an examination.
5. Thesis Requirement. Thesis Research and pass oral examination of thesis. (9 hours)

Geol 8999	Thesis Research
6. Thesis Defense

Master of Science, Nonthesis Option (36 hours)

1. Geology Courses (22-26)

Geol 6002	Introduction to Oceanic Environments (3)
Geol 6003	Aqueous Geochemistry (4)
Geol 6004	Optical Mineralogy and Petrology (4)
Geol 6005	Geology of Georgia (3)
Geol 6006	Sedimentary Environments and Stratigraphy (4)
Geol 6007	Hydrogeology (4)
Geol 6008	Rock Fracture and Fluid Flow (4)
Geol 6009	Field Geology (6)

Geol 6011	Principles of Paleontology (2)	A. Core courses: Geology (11 hours). To be selected from Geol 8001, 6003, 8010, or other approved substitutes;
Geol 6012	Advanced Quantitative Hydrogeology (3)	B. Minor Area electives: (13 hours). To be selected from Geology - Geol 6004, 6006, 6009; Analytical Chemistry - Chem 6850, 6860, 6800, 8900A; Biophysical Chemistry - Chem 6000, 6010, 6190, 6110, 6580; Organic Chemistry - Chem 6400, 6410, 6450, 8900; or other approved substitutes;
Geol 6013	Structural Geology (4)	C. Interdisciplinary elective: (6 hours). To be selected from Chemistry or Biology or approved substitutes;
Geol 6042	Analytical Methods (4)	D. Special Topics, Electives and Seminar: (10 hours) . To be selected from Geol 6008, 6095, 6097, 6640, 6650; Biol 6439, 6458; Chem 6600, 6610, 6490; or other approved substitutes; and
Geol 6097	Topics in Geological Sciences (1-3)	E. Research: (40 hours). To be selected from Geol 8097, Geol 9999 (a minimum of 20 hours are selected from Geol 9999).
Geol 6640	Geomorphology (4)	
Geol 6650	Applied Hydrology (4)	
Geol 8000	Advanced Physical and Historical Ecology (4)	
Geol 8001	Soils, Clay, and Watering (4)	
Geol 8007	Life of the Cenozoic Era (4)	
Geol 8010	Chemical Petrology (3)	
Geol 8014	Deformation and Technics (4)	
Geol 8050	Ecology of Moon and Mars (4)	
Geol 8097	Directed Study in Geology (1-3)	
Geol 8500	Introduction to Geophysics (4)	
2. Seminar (1-2 hours)
Geol 6095 Seminar in Geological Sciences
 3. Extra departmental Courses (6-9 hours). An approved list of courses is available from the Geology Department
 4. Directed Study (3 hours)
Geol 8097 Directed Study in Geology
 5. Comprehensive Examination: Pass a general written examination taken within the first year of study.
 6. Foreign language: Proficiency in a foreign language or in an approved research skill in computer programming. This can be fulfilled by taking a course or taking an examination.
 7. Submission and approval of research project paper.

Doctor of Philosophy

The Doctor of Philosophy (Ph.D.) degree in geology is offered in collaboration with the Departments of Chemistry and Biology. At least 80 hours of graduate credit are required for the Ph.D. degree. In order to satisfy the minimum requirements for the degree, students must complete successfully:

1. Thirty hours of approved graduate core coursework.
2. Forty hours of research, at least 20 hours of which must be Dissertation Research.
3. Ten additional hours of graduate course electives.
4. Satisfaction of the foreign language (research skill) requirement.
5. A written and oral qualifying general examination.
6. A dissertation.
7. A final oral examination directed primarily to the defense of the dissertation.

Specific requirements: In the list of requirements that follows, the minimum number of credit hours required in each category is indicated and the courses that can be taken to fulfill these requirements are listed in parentheses. Credit will be given only for those geology courses in which the student receives a grade of B or higher. Category C may be used as the minor area of specialization if approved by the examination committee. Substitutions may be made by the graduate director in Category C with written approval of the Department of Geology.

Foreign language/research skill requirement: A reading proficiency in one foreign language is required. An equivalent research skill such as computer language, technical writing, advanced statistics, electronics, etc. may be substituted for the foreign language (departmental approval required). Students with M.S. degrees which had a foreign language requirement satisfies the foreign language requirement. Note: credit hours used to fulfill the language requirement do not count in the 80 hours.

Advanced Certificate in Hydrogeology

The goals of the advanced certificate in hydrogeology program in the Department of Geology are to provide students with a comprehensive education in the theoretical and applied aspects of hydrogeology, to provide usable skills for professional employment with state and federal agencies and private industry, to serve as a resource for the protection and management of groundwater resources of the state and region, and to serve as a resource for the extension and expansion of current knowledge in hydrogeology. The program in hydrogeology addresses the areas of groundwater quality, groundwater availability, and management strategies.

Students have access to computers, logging equipment, drilling equipment, geophysical and water quality instrumentation, and vehicles.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Geology has the following requirements for the certificate program in hydrogeology:

1. Three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in geology. Professionals working in the field of groundwater hydrology must submit at least one letter of recommendation from their employers, documenting the applicant's professional experience and performance.
2. A statement of interests and career goals.
3. A baccalaureate degree in geology. Nongeologists

with degrees in engineering or physical sciences also will be considered, but they must complete coursework in physical and historical geology. In order to satisfy this requirement, these applicants may take Geol 1121 and Geol 1122 prior to applying. Ordinarily, grades of A will be expected in order to demonstrate mastery of these subjects.

4. All students must have completed courses equivalent to the following:
Calculus: MATH 2211 (4) and MATH 2212 (4)
Physics: PHYS 1111 (4) or PHYS 2211 (4)
Chemistry: CHEM 1210 (4) and CHEM 1220 (4)

Certificate Requirements

1. Students must complete with a grade of C or higher six semester courses in hydrogeology.
2. Students must complete the program with a minimum 3.0 grade-point average in order to receive a certificate.

Applicants may obtain additional information about the graduate programs offered by the Department of Geology by contacting the:

Director of Graduate Studies
Department of Geology
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-2272
Fax (404) 651-1376
<http://www.gsu.edu/~wwwgeo>
email: geowce@panther.gsu.edu

3250 Program in Heritage Preservation

Richard Laub, Director
Degree offered: Master of Heritage Preservation

The Master of Heritage Preservation (M.H.P.) degree program is designed to train professionals in the field of cultural resource management. The program seeks, first, to acquaint students with the broad range of disciplines that constitute the field of heritage preservation. Second, it seeks to develop skills in administration, research, analysis, field survey, and interpretation that will be necessary in professional practice. Third, it provides practical experience in heritage conservation through classroom practice, team research projects, and internships in the field.

The Program in Heritage Preservation offers a degree in which the student can choose to concentrate in either historic preservation or public history.

The program seeks to provide trained personnel for careers in (1) cultural resource planning and management on the local, state, and federal levels; (2) administration of historical sites, historical societies and commissions, and museums; and (3) research positions in public and private agencies.

The program consists of a series of overview courses in the field including archeology, history, folklore, architectural

history, and cultural geography that are complemented by specialized courses in preservation administration and law. Students choose a specialty area for more coursework, such as archeology, planning, architectural history, public history, or historical research. Finally, students engage in research projects through an interdisciplinary research seminar and an internship with an agency that specializes in historic preservation or public history.

3250.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Program in Heritage Preservation has the following requirements:

1. Three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work.
2. A statement of educational and career goals.

3250.20 Degree Requirements Master of Heritage Preservation (45 hours) Historic Preservation Track

1. Forty-five hours of graduate coursework distributed among the following five areas:

Area 1. Cultural Resources (15 hours). To gain an overview of the field of heritage preservation, students must take five of the following six courses. Students with undergraduate or graduate backgrounds in one of these disciplines may be exempted by the program director from one or more courses in Area 1.

Anth 8240	Public Archeology
Hist 8690	American Architectural History
Folk 8200	Folklore
Geog 8025	Seminar in Cultural Geography of the United States
Hist 8600	Introduction to Historic Preservation
Hist 8635	The U.S. City

Area 2. Law (3 hours). To acquire knowledge and skills in the administrative aspects of the field, students must take a course in law. The following course is recommended:

Hist 8610	Preservation Law

Area 3. Buildings and Environment (6 hours). In order to understand the preservation of interiors of historic buildings and their landscaped environments, students will take courses in the history of interior design, the history of landscape architecture, and the preservation of building materials.

Hist 8620	Conservation of Historic Building Materials
Hist 8650	Historic American Landscapes and Gardens
ID 8650	History of Interior Design

Area 4. Area of Concentration (12 hours minimum). In order to tailor their programs to such career interests as neighborhood revitalization, preservation planning, preservation administration, research and analysis,

restoration finance, or architectural evaluation, students will select appropriate courses from preservation disciplines represented in the program. Courses may be taken from one or several disciplines and will be selected with the approval of the program director.

Area 5. Applied Studies (6-9 hours). In order to gain experience in the practical work of heritage preservation, students will take courses that require preservation research projects and that offer the opportunity to see the operations of preservation organizations. For these purposes, there are internships, directed studies, and thesis options available to students where classroom and seminar knowledge may be applied to actual preservation needs. Students will take the following courses, or appropriate substitutes, approved by the program director:

Hist 8700 Case Studies in Historic Preservation
Hist 8680 Internship (3-6 hours)

2. Students must pass a general oral examination.

Public History Track

1. For students who choose to concentrate their studies in the Public History track, 15 graduate courses are required, distributed among the following four areas.

Area 1. Historical Foundations (5 courses). Students must take the following course:

Hist 8890D Special Topics: History and the Public
Students must select four of the following courses:

Hist 6920 Oral History
Hist 7010 Issues and Interpretations in American History
Hist 8000 Introduction to Historical Research
Hist 8050 Southern Cities
Hist 8060 Seminar in the History of the South
Hist 8635 The U.S. City

Area 2. Professional Concentrations (select 5 courses)

Folk 6020 American Folk Crafts
Hist 6940 Administration and Use of Historical Archives
Hist 8640 Preservation Planning
Hist 8670 Seminar in Archival Administration and Use
Hist 8700 Case Studies in Historic Preservation
Hist 8720 Museum Studies
PAUS 8211 Administration of Nonprofits

Area 3. Electives (3 courses)

Anth 6480 Ethnographic Analysis
Anth 8240 Public Archaeology
Folk 6020 American Folk Crafts
Folk 8200 Folklore
Geog 6644 Environmental Conversation
Geog 6760 Cultural Geography
Geog 8025 Cultural Geography of U.S.
Hist 6320 Metropolitan Atlanta
Hist 8050 Southern Cities
Hist 8060 Seminar in the History of the South
Hist 8600 Introduction to Historic Preservation
Hist 8610 Preservation Law
Hist 8620 Conservation of Historic Building Materials

Hist 8640 Preservation Planning
Hist 8645 Historic Resources Evaluation
Hist 8650 Historic Landscapes and Gardens
Hist 8660 Case Studies in International Preservation
Hist 8690 American Architectural History
Hist 8840 Seminar in Urban History
PAUS 8211 Nonprofit Management
PAUS 8221 Fundraising for Voluntary Nonprofit Organizations
PAUS 8231 Nonprofit Leadership
PAUS 8241 Marketing in the Nonprofit Sector
Other graduate courses in history at the discretion of the program director. Other courses in documentary film, etc., at the discretion of program director and with permission of other program directors.

Area 4 Capstone Courses (2 courses). Students must take the following two courses:

Hist 8890 Special Topics: Case Studies in Public History
Hist 8680 Internship

Alternate courses may be substituted with the approval of the Director of the Heritage Preservation Program

2. Students are required to complete a general oral examination.

Certificate Program in Heritage Preservation

The College of Arts and Sciences offers a certificate in heritage preservation. The certificate program is open to students who are enrolled in graduate degree programs and in good academic standing at Georgia State University in such programs as history, anthropology, urban studies, public administration, and real estate. Others may apply for the certificate program using the same procedure as that used to apply for the MHP degree, and the same standards will apply. Students accepted into the certificate program will have graduate standing, with all the attendant responsibilities and privileges.

The certificate in heritage preservation requires completion of 18 hours of coursework, to be taken in two or more departments, and successful completion of a general examination. Students must maintain a 3.0 grade-point average in order to receive a certificate. While graduate credit from other institutions may, by petition, be applied toward the certificate, normally not more than six hours will be accepted.

1. The required coursework is divided into the three following areas; students must take two courses from each area:
 - a. Preservation Overview. Students must take both courses.

Hist 8600	Introduction to Historic Preservation
Hist 8700	Case Studies in Historic Preservation
 - b. Cultural Resources. Students must choose two courses.

Anth 8240	Public Archeology
Hist 8690	American Architectural History
Folk 8200	Folklore

Geog 8025 Seminar in Cultural Geography of the United States

Hist 8635 The U.S. City

- c. Preservation Specialties. Students may choose two of the following courses, or others approved by the director of the program.

Hist 8050 Southern Cities

Hist 6320 Metropolitan Atlanta (Geog 6768, Soci 6279)

Hist 8610 Preservation Law

Hist 8620 Conservation of Historic Building Materials

Hist 8650 Historic American Landscapes and Gardens

Hist 8660 Case Studies in International Preservation

Hist 8640 Preservation Planning

2. Students must pass a general written examination.

Applicants may obtain additional information about the program in heritage preservation by contacting:

Heritage Preservation Program

Georgia State University

University Plaza

Atlanta, Georgia 30303

(404) 651-2250

www.gsu.edu/~wwwher

email: hisrel@langate.gsu.edu

3260 Department of History

Hugh Hudson, Chair

David McCreery, Director of Graduate Studies

Degrees offered: Master of Arts and Doctor of Philosophy

The Master of Arts (M.A.) degree program prepares students to teach in junior, community, or small liberal arts colleges; for careers in the management and use of historical records in archives or museums and in historic preservation; and for admission into a doctoral program in history. The department has recently introduced a concentration in world history at the M.A. level.

The Doctor of Philosophy (Ph.D.) degree program concentrates primarily on United State history and European history, with additional fields in Asian, Latin American, African and Middle-Eastern history. Students are encouraged to specialize in a wide range of areas including labor, urban, twentieth-century United States, twentieth-century European history, world history, historic preservation, and public history. The program prepares students to teach in junior, community, small liberal arts, and senior colleges; for productive postdoctoral research in history; and for careers in public service.

3260.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of History has the following requirements:

- A. Master of Arts—Full Graduate Status Admission
 1. An undergraduate major in history or its equivalent, which include survey courses in both American and European history.
 2. Acceptable scores on the General (Aptitude) Test of the Graduate Record Examination.
 3. A high standard of undergraduate achievement, normally an overall “B” average.
 4. Three letters of recommendation from faculty members (preferably in history) with whom the applicant has studied.
 5. Official transcripts of all previous college and graduate level work.
 6. An application fee.
- B. Doctor of Philosophy—Full Graduate Status Admissions
 1. Criteria for Admission
 - a. An overall average of “B” or its equivalent in undergraduate and graduate work with a “B” average or its equivalent in the major field (history).
 - b. Ordinarily, the M.A. degree in history. Additional coursework may be required if the department deems previous graduate work inadequate for Ph.D. study in history.
 - c. Acceptable scores on the General (Aptitude) Test of the Graduate Record Examination.
 - d. Foreign language skills deemed adequate by the department. This will normally include evidence of proficiency in at least one foreign language.
 - e. Positive evidence of research aptitude and skill, such as M.A. thesis and a sample of the applicant’s research and written work.
 - f. A statement of the applicant’s educational and professional goals.
 - g. Recommendation from three faculty members (preferably in history), who have had the student in graduate course.
 - h. An application fee.
 2. Procedural Rules
 - a. The Department of History may require a personal interview with the Ph.D. applicant.
 - b. Admission to the Ph.D. program is not automatic on the completion of the M.A. in history at Georgia State University.
 - c. Normally, a student may not take the three degrees—the bachelor’s, master’s and doctorate—in the Department of History at Georgia State University.

3260.20 Degree Requirements

Master of Arts

1. Six courses in history, four of which must be in courses offered exclusively for graduate students, and which must include:
 - a. One course in U.S. history
 - b. One course in European history
 - c. One course in African, Asian, Latin American, or

- Middle Eastern history
- d. History 8000
- e. One course from among Hist 7010, 7020, or 7030
(This course may also be used to satisfy a, b, or c above.)
- f. Two courses of electives in history
- 2. Two courses in a related field of study, which may be in the Department of History or another academic department.
- 3. Hist 8005 Introduction to Graduate Studies in History
- 4. Proficiency in one foreign language
- 5. A general oral examination to be taken within one semester after completion of coursework. This examination will be conducted by a committee that will consist of at least three faculty members with whom the student has taken coursework. The examination may be repeated once following a minimum interval of three months. A student who fails the examination for the second time will be subject to scholastic termination. Committees for both the thesis and the nonthesis option are nominated by the student and appointed by the chair of the department.
- 6a. Thesis option:
 - a. One course in Hist 8999, Thesis Research
 - b. A thesis prospectus, approved by a director and a second reader, and a thesis.
- 6b. Nonthesis option:
 - a. One course in 9000-level directed research
 - b. Two acceptable articles of journal length, based on original research, one of which shall be submitted for publication. A separate review board composed of the student's adviser and two other faculty members will judge the acceptability of each article.

World History Concentration

The Department of History offers a concentration in World History at the M.A. level. The concentration combines the theoretical and empirical frameworks of world history with opportunities to conduct more detailed research within chosen areas of interest. Students will apply theoretical approaches and empirical methodologies that support the comparative study of societies and cultures as well as the interconnections among different world regions.

The requirements fit into the framework of a regular M.A. in history, with several more specific stipulations as noted below:

1. As in the regular History M.A., the six required history courses, including one each in (a) U.S.; (b) European; and (c) African, Asian, Latin American, or Middle Eastern history. Either the U.S. or the European course should have a world dimension, which is also desirable for the course chosen above under (c). In addition, students must take:
 - Hist 7030 Issues and Interpretation in World History
 - Hist 8000 Introduction to Historical Research
 One of the two elective history courses must be in world history.

2. **One of the two required courses in a related field of study must be from another department.**
3. Foreign language, oral examination, and requirements for the thesis or nonthesis option are the same as for a regular MA.

The Program Director will advise students on courses qualifying as world history. Students may petition the World History Committee for the inclusion of other courses with conspicuous world dimensions.

The department also offers the Master of Heritage Preservation degree, including a track in Public History, and certificates in Historic Preservation and Public History. Interested students should contact Richard Laub, Director of the Historic Preservation program.

Doctor of Philosophy

1. Twelve courses, of which ten must be taken in graduate history courses and two may be taken in an allied field outside the department. One course must be in 9000-level directed research unless the student is exempted by the department. Each student must take Hist 7010, 7020, and 7030. Each student will select four fields from the areas listed below to prepare for their General Examination:
 - a. One each from A, B, and C
 - b. One from any of the four areas (A, B, C, or D).

Area A. United States History

1. United States before 1800
2. United States in the Nineteenth Century
3. United States in the Twentieth Century
4. United States Foreign Relations
5. The American South
6. African-American History

Area B. European History

1. Ancient History
2. Medieval and Renaissance
3. Early Modern Europe
4. Europe Since 1789
5. Early Modern Britain
6. Modern Britain, Ireland, and the British Empire
7. Russian and Soviet History

Area C. African, Asian, Latin American, and Middle Eastern

1. Africa
2. East Asia
3. South Asia
4. Latin America
5. Middle East

Area D. Topics in History and Allied Fields

1. Archival Administration
2. Historic Preservation and Public History
3. History of Gender
4. Labor History
5. Urban History

6. World History
 7. Anthropology and History
 8. An appropriate allied field approved in consultation with the student's advisor and the graduate director.
2. Hist 8005 Introduction to Graduate Studies in History (unless completed at the M.A. level).
 3. The student must successfully complete a reading-knowledge examination in two foreign languages (see number 7). In certain circumstances, an alternate research skill may be substituted for one foreign language.
 4. Students in the doctoral program are required to be in residence for four semesters, two of which must be consecutive. In all four semesters, the students must register for at least eight hours of coursework.
 5. Under completion of the foreign language requirements and the coursework in the doctoral program, the doctoral student will be required to complete successfully a general examination (consisting of written and oral parts) which shall be administered by an examination committee.
 - a. The general examination will cover the four fields which the student has chosen for his/her doctoral work. There will be two major fields in which the student will be required to take both written and oral examinations. One of these fields must be that in which he/she intends to write his/her doctoral dissertation. There will be two minor fields in which the student will be required only to take an oral examination.
 - b. The oral part of the general examination will be scheduled within one week of the completion of the last part of the written examination. All members of the examination committee will participate in the oral part of the examination.
 - c. At the conclusion of the general examination, the members of the examination committee will determine whether the student has passed or failed. A unanimous vote of the committee is required to pass. Should a student fail the general examination, the committee shall determine the conditions under which the student may be permitted to re-take the examination or portions thereof in accordance with the regulations of the Office of Graduate Studies, School of Arts and Sciences. The examination may be repeated once following a minimum interval of six months. A student who fails the examination a second time will be subject to termination. The examination must be passed at least one academic year prior to the conferral of the degree.
 6. On the successful completion of the written and oral parts of the general examination, the student will be required to submit a prospectus of his/her dissertation to a scheduled meeting of members of his/her dissertation committee, which will normally comprise three professors of the Department of History faculty, who are nominated by the student and appointed by

the chair of the department. The prospectus will include a carefully prepared and closely reasoned statement or exposition of the topic or subject which the student has chosen to research in consultation with his/her dissertation adviser. The acceptance or rejection of the student's prospectus and dissertation will be the responsibility of the dissertation committee.

7. After completing the foreign language, coursework, general examination, and dissertation prospectus requirements, the student will be admitted to candidacy for the degree.
8. The student must complete satisfactorily a dissertation and earn not less than 20 hours of credit in History 9999 (Dissertation Research), supervised by the dissertation director. Four copies of the dissertation, presented in acceptable form, must be submitted to the Director of Graduate Studies; two copies will be deposited in the Pullen Library, a third in the Department of History, and a fourth returned to the Ph.D. student.
9. Dissertation Defense. Upon completion of the dissertation, the candidate will be required to pass a final examination which shall be devoted to a defense of the dissertation. The examination will be conducted by the candidate's dissertation committee.

Applicants may obtain additional information about the Department of History by contacting the:
 Director of Graduate Studies
 Department of History
 Georgia State University
 University Plaza
 Atlanta, Georgia 30303
 (404) 651-2250
www.gsu.edu/~wwwwhis
 email: hisdjm@panther.gsu.edu

3270 Department of Mathematics and Statistics

Jean H. Bevis, Chair
 George J. Davis, Director of Graduate Studies
 Degrees offered: Master of Arts in Mathematics; Master of Science in Mathematics with concentrations in bioinformatics, biostatistics, discrete mathematics, scientific computing, statistics, and statistics and allied field; and Master of Arts for Teachers

The Master of Arts (M.A.) and the Master of Science (M.S.) degree programs in mathematics provide education at the graduate level in algebra, analysis, applied mathematics, and statistics. Students completing these degrees are prepared for positions in industry, government, business, college teaching, and for advanced study in mathematics.

The M.S. degree in mathematics is offered with no concentration, or with one of six possible concentrations. Four of the concentrations are in statistics, one is in discrete mathematics, and one is in scientific computing.

The concentrations in statistics are programs designed for persons who wish to prepare for careers as professional statisticians in industry, business, or government. These programs provide advanced training in applied statistics for those who are presently working in areas that use statistics, as well as for those who plan to enter these areas. The programs present an optimal balance among the broad range of statistical techniques, mathematical methods, and computation.

The concentrations in discrete mathematics and scientific computing are designed for persons who wish to combine their study of mathematics with selected areas in discrete mathematics and computer science. Opportunities exist to apply this study to related areas outside the department.

The Master of Arts for Teachers (M.A.T.) degree program provides advanced training for secondary-school teachers of mathematics. This program combines advanced work in both mathematics and education to deepen, strengthen, and broaden the student's understanding of mathematics and the teaching of mathematics.

Majors are encouraged to consider carefully the career objectives they wish to pursue after graduation. Early selection of these objectives may suggest the degree programs or concentrations that will prepare students for their chosen careers. Faculty who serve as advisors for graduate majors will discuss with majors the degree programs and concentrations available to them.

The Department of Mathematics and Statistics accepts applications for all three semesters. However, in order to be considered for graduate assistantships for the fall semester, applicants must complete the application process in the Office of Graduate Studies in sufficient time for the department to receive it by March 1. This process often takes several weeks. International applicants should allow at least two additional months for processing of applications for admission.

3270.10 Master of Arts and Master of Science in Mathematics (with thesis)

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics or its equivalent.
2. Courses in mathematics equivalent to at least two of the following:
 Math 4435/6435 Linear Algebra
 Math 4661/6661 Advanced Calculus I
 Math 4751/675 Mathematical Statistics I

Degree Requirements

1. Twenty-four hours of graduate level courses (exclusive of 8820 and 8999 courses).

- a. The following courses are required:
 Math 8110 Real Analysis I
 Math 8120 Real Analysis II
 Math 8200 Advanced Matrix Analysis
 Stat 8561 Linear Statistical Analysis I
 - b. One additional three-hour 8000-level course in Mathematics.
 - c. Nine additional hours of graduate level coursework from the Department of Mathematics and Statistics or in a related field selected in consultation with an advisor and approved by the Director of Graduate Studies. These may include no more than six hours (e.g. two courses) in a related field. Any courses which are used in area 2 of the "Additional Admission Requirements" section of this catalog cannot be applied toward the degree.
2. Six hours of Thesis Research (Math 8999)
 3. Additional Requirements
 - a. A thesis
 - b. A thesis defense

3270.20 Master of Science in Mathematics - Concentration in Bioinformatics (with thesis)

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics, statistics, or its equivalent.
2. Courses in mathematics equivalent to:
 Math 4435/6435 Linear Algebra
 Math 4751/6751 Mathematical Statistics I
 Math 4752/6752 Mathematical Statistics II

Degree Requirements

1. A minimum of 27 hours of graduate-level courses (exclusive of 8820 and 8999 courses). The required courses must come from all of the three core groups.

Statistics Core:

The following courses are required:

Stat 8050	Statistics for Bioinformatics (3)
Stat 8540	Advanced Methods in Biostatistics (3)
Stat 8561	Linear Statistical Analysis I (3)

Either:

Stat 8660	Statistical Analysis of Directions, Shapes and Images (3)
Stat 8670	Computational Methods in Statistics (3)

Biology Core:

The following courses are required:

Biol 8630	Bioinformatics (4)

Either:

Biol 6564	Advanced Genetics (4)
Chem 6600	Biochemistry I (5) or
Chem 6610	Biochemistry II (3)

Computer Science Core:

Choose two courses from the following list:

CSc 6310	Parallel and Distributed Computing (4)
CSc 6350	Software Engineering (4)
CSc 6710	Database Systems (4)
CSc 6730	Scientific Visualization (4)
CSc 8710	Deductive Databases and Logic Programming (4)

2. Six hours of thesis research, Stat 8999
3. Additional requirements:
 - a. thesis
 - b. thesis defense

3270.30 Master of Science in Mathematics - Concentration in Biostatistics (with thesis)

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics, statistics, or its equivalent.
2. Courses in mathematics equivalent to:

Math 4435/6435	Linear Algebra
Math 4751/6751	Mathematical Statistics I
Math 4752/6752	Mathematical Statistics II

Degree Requirements

1. Twenty-four hours of graduate level courses (exclusive of 8820 and 8999 courses).
 - a. The following courses are required:

Stat 8440	Survival Analysis
Stat 8540	Advanced Methodologies in Biostatistics
Stat 8561	Linear Statistical Analysis
 - b. Nine additional hours of Statistics courses at the 8000-level, from the Department of Mathematics and Statistics.
 - c. Six additional hours of graduate level coursework from the Department of Mathematics and Statistics or in a related field selected in consultation with an advisor and approved by the Director of Graduate Studies. The courses listed as Additional Admission Requirements in section 2 above and other 6000-level Statistics courses are excluded.
2. Six hours of Thesis Research (Math 8999).
3. Additional Requirements
 - a. A thesis
 - b. A thesis defense

3270.40 Master of Science in Mathematics - Concentration in Discrete Mathematics (with thesis)

Additional Admission Requirements

In addition to the general examinations of the College of

Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics or its equivalent.
2. Courses in mathematics equivalent to at least two of the following:

Math 4420/6420	Graph Theory
Math 4435/6435	Linear Algebra
Math 4441/6441	Modern Algebra I

Degree Requirements

1. Twenty-four hours of graduate level courses (exclusive of 8820 and 8999 courses).
 - a. The following courses are required:

Math 8200	Advanced Matrix Analysis
Math 8220	Abstract Algebra
Math 8420	Advanced Topics in Graph Theory
Math 8440	Combinatorics
 - b. One additional 8000-level course in mathematics
 - c. Nine additional hours of graduate level coursework from the Department of Mathematics and Statistics or in a "related field" selected in consultation with an adviser, and approved by the Director of Graduate Studies. These may include no more than six hours (e.g., two courses) in a related field. At most one of the courses listed in section 2 of "Additional Admission Requirements" above can be applied toward the degree.
2. Six hours of Thesis Research (Math 8999)
3. Additional requirements
 - a. thesis
 - b. thesis defense

3270.50 Master of Science in Mathematics - Concentration in Scientific Computing (with thesis)

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics, computer science, or its equivalent.
2. Courses in mathematics and computer science equivalent to at least two of the following:

CSC 3410	Data Structures
Math 4435/6435	Linear Algebra
CSC 4610/6610	Numerical Analysis I

Degree Requirements

1. Twenty-four hours of graduate level courses (exclusive of 8820 and 8999 courses).
 - a. The following courses are required:

Math 8200	Advanced Matrix Analysis
CSC 8620	Numerical Linear Algebra

 If an equivalent course has not already been taken

as part of another program:

CSC 652 Design and Analysis of Algorithms
CSC 6620 Numerical Analysis II

- b. The following courses are required, if not already taken as part of another program. Only one of these may count toward the degree.

Math 6435 Linear Algebra
CSC 6610 Numerical Analysis I.

- c. Six additional hours of 8000-level coursework selected in consultation with an advisor and approved by the Director of Graduate Studies.
d. Additional graduate-level courses in mathematics, computer science, or a related field to total 24 hours selected in consultation with an advisor and approved by the Director of Graduate Studies.

There are many options for coursework in this area, including:

Math 6211 Optimization
Math 6253 Introduction to Operations Research

Math 8510 Applied Mathematics
Math 8530 Topics in Applied Mathematics
CSC 6330 Programming Language Concepts
CSC 6730 Scientific Visualization
CSC 6820 Computer Graphics Algorithms
CSC 8520 Applied Combinatorics and Graph Theory

CSC 8610 Advanced Numerical Analysis

2. Six hours of Thesis Research (Math 8999)
3. Additional Requirements
 - a. A thesis
 - b. A thesis defense

3270.60 Master of Science in Mathematics - Concentration in Statistics (with thesis)

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics, statistics, or its equivalent.
2. Courses in mathematics equivalent to:
Math 4435/6435 Linear Algebra
Math 4751/6751 Mathematical Statistics I
Math 4752/6752 Mathematical Statistics II

Degree Requirements

1. Twenty-four hours of graduate level courses (exclusive of 8820 and 8999 courses).
 - a. The following courses are required:
Math 8200 Advanced Matrix Analysis
Stat 8561 Linear Statistical Analysis I
 - b. Twelve additional hours of Statistics courses at the 8000-level, from the Department of Mathematics and Statistics.

- c. Six additional hours of graduate level coursework from the Department of Mathematics and Statistics or in a related field selected in consultation with an adviser, and approved by the Director of Graduate Studies. The courses listed as Additional Admission Requirements in section 2 above and other 6000-level Statistics courses are excluded.

2. Six hours of Thesis Research (Math 8999).
3. Additional Requirements
 - a. A thesis
 - b. A thesis defense

3270.70 Master of Science in Mathematics - Concentration in Statistics (nonthesis option)

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics, statistics or its equivalent
2. Courses in mathematics equivalent to:
Math 4435/6435 Linear Algebra
Math 4751/6751 Mathematical Statistics I
Math 4751/6752 Mathematical Statistics II

Degree Requirements

1. Thirty-six hours of graduate level courses (executive of 8999 courses).
 - a. The following courses are required
Math 8200 Advanced Matrix Analysis
Stat 8561 Linear Statistical Analysis I
 - b. Eighteen additional hours of Statistics courses at the 8000-level from the Department of Mathematics and Statistics.
 - c. Twelve additional hours of graduate level coursework. At least six of these from the Department of Mathematics and Statistics, and at most six hours in a related field selected in consultation with an adviser and approved by the Director of Graduate Studies. The courses listed as Additional Admission Requirements in section 2 above and other 6000-level statistics courses are excluded.
 - d. At most three hours of the 36 can be in Stat 8820.
2. Additional Requirements
 - a. A general examination
 - b. A research paper or written report of a laboratory experience. This requirement can be satisfied by taking Stat 8820.

3270.80 Master of Science in Mathematics - Concentration in Statistics and Allied Field

Additional Admission Requirements

In addition to the general requirements of the College of

Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. A baccalaureate degree in mathematics, statistics, or its equivalent.
2. Courses in mathematics equivalent to:
Math 4435/6435 Linear Algebra
Math 4751/6751 Mathematical Statistics I
Math 4752/6752 Mathematical Statistics II

Degree Requirements

1. Thirty-six hours of graduate level courses (exclusive of 8999 courses).
 - a. The following courses are required:
Math 8200 Advanced Matrix Analysis
Stat 8090 Applied Multivariate Analysis
Stat 8561 Linear Statistical Analysis I
Stat 8630 Experimental Designs
 - b. Twelve additional hours of graduate Statistics courses, at least six hours of which must be taken at the 8000-level from the Department of Mathematics and Statistics. The courses listed as Additional Admission Requirements in section 2 above and other 6000-level Statistics courses are excluded.
 - c. Twelve hours of graduate courses in an allied field — a single area of application selected in consultation with an adviser and approved by the Director of Graduate Studies.
 - d. At most three hours of the 36 can be in Stat 8820.
2. Additional Requirements
 - a. A general examination
 - b. A research paper or a written report of a laboratory experience. This requirement can be satisfied by taking Stat 8820

3270.90 Master of Arts for Teachers in Mathematics

The philosophy and theme of the Master of Arts for Teachers degree are as follows.

Philosophy: The faculty believes that mathematics should be taught for understanding and derives its philosophy of teacher education from this belief. The philosophy is to develop in prospective teachers an understanding of mathematics, an enthusiasm for mathematics, and a desire to communicate that understanding and enthusiasm to students in secondary schools.

Theme: The teacher as enthusiastic communicator of mathematical understanding.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics has the following requirements:

1. Be a graduate of an accredited college with a baccalaureate degree in mathematics, mathematics education, or its equivalent.
2. Have an earned, current license to teach mathematics, from the Professional Standards Commission of the

state of Georgia.

3. Have earned a minimum 2.5 undergraduate grade-point average calculated on all work attempted in which letter grades were awarded.
4. Present acceptable scores on the Graduate Record Examination.
5. A prospective applicant must also submit two transcripts from each college attended, and names, addresses, and telephone numbers of at least two persons who will give an estimate of the aptitude and capacity of the applicant for graduate study.
6. Courses in mathematics equivalent to at least two of the following:
Math 4435/6435 Linear Algebra
Math 4661/6661 Advanced Calculus I
Math 4751/6751 Mathematical Statistics I

Degree Requirements

1. Thirty-six hours of graduate-level courses (exclusive of 8999 courses).
 - a. One of the following three courses:
Math 8200 Advanced Matrix Analysis;
Math 8220 Abstract Algebra;
Stat 8561 Linear Statistical Analysis I.
 - b. Eight additional (three-hour) graduate-level mathematics courses, including at least three courses (nine semester hours) numbered above 7100. Math 6751 must be one of these courses unless a course equivalent to Math 4751/6751 was completed prior to being admitted.
 - c. Three education courses are required, as follows:
 - i. Either EPRS 7900, Methods of Research in Education or EPRS 7910, Action Research;
 - ii. One of the three courses:
EPSF 7100 Critical Pedagogy;
EPSF 7110 Multicultural Education;
EPSF 7120 Social and Cultural Foundations of Education.
 - iii. Either EPY 7080, The Psychology of Learning and Learners or EPY 7100, The Psychology of Learning and Learners: Preadolescent/Adolescent.
2. Additional Requirement. A general examination. Applicants may obtain additional information about the Department of Mathematics and Statistics by contacting:
Director of Graduate Studies
Department of Mathematics and Statistics
Georgia State University
University Plaza
Atlanta, Georgia 30303
404/651-2253
www.mathstat.gsu.edu

3280 Department of Modern and Classical Languages

John Austin, Chair

Bruno Braunrot, Director of Graduate Studies
Degree offered: Master of Arts

The Department of Modern and Classical Languages offers the Master of Arts (M.A.) degree in French, German, and Spanish. The Master of Arts degree emphasizes advanced study in the language, culture, and literature of the student's specialty, including courses of particular interest to foreign language teachers.

The Department of Modern and Classical Languages also supervises an Ed.S. program through the College of Education. For further information please contact the Director of Graduate Studies, Department of Middle-Secondary Education and Instructional Technology, Georgia State University.

3280.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts & Sciences, the Department of Modern and Classical Languages has the following requirements:

1. An undergraduate major or its equivalent in the language to be studied.
2. A minimum of three literature courses, including the introductory course, or equivalent.
3. A complete dossier which must include: (a) a letter of intent expressing the objectives of the student in entering the program; (b) two letters of recommendation from people familiar with the candidate's academic work (dossiers will not be considered without both letters); (c) a writing sample in the target language; and (d) completion of an interview with the Director of Graduate Studies or a member of the Graduate faculty. (At the discretion of the Graduate Committee, an entrance exam may be required.)

3280.20 Degree Requirements Master of Arts

- A. Literature Option (30 hours):
 1. Basic Requirements:
 - a. Twenty-four hours of coursework of which 18 hours must be taken in the student's major field
 - b. A written general examination
 - c. An oral examination
 - d. Proficiency in a foreign language other than the student's major
 - 2a. Thesis Option:
 - a. A written thesis proposal
 - b. Six hours of thesis research
 - c. A thesis
 - d. A thesis defense
 - 2b. Nonthesis Option:
 - a. Six hours of additional graduate coursework.
 - b. A research paper.
- B. Language, Pedagogy, and Applied Linguistics Option (36 hours):

Basic Requirements:

 1. Twenty-one hours of coursework in Literature,

Language, and Pedagogy in the student's major field.

2. Fifteen hours of coursework in Applied Linguistics
3. A written examination
4. An oral examination
5. A portfolio

A student must have a grade-point average of 3.0 or higher in all required courses in order to receive the master of arts degree. Only courses passed with a grade of "B" or better will count toward the degree.

Applicants may obtain additional information about the Department of Modern and Classical Languages by contacting the:

Director of Graduate Studies
Department of Modern and Classical Languages
Georgia State University
University Plaza
Atlanta, Georgia 30303
<http://www.gsu.edu/languages>
email: bbraunrot@gsu.edu or mclgraduate@gsu.edu
404/651-2265

3290 Programs in Translation and Interpretation

Annette G. Cash, Director

Qualification for entrance into either program is based on achievements on an appropriate proficiency examination. Candidates for the program in translation must pass a written examination in English and in the language of specialization. Candidates for the program in interpretation must pass written and oral examinations in both the source and target languages. Candidates who are not considered admissible because of insufficient knowledge of the proposed working language or deficiencies in their general backgrounds will be advised to consider preparatory courses in the Department of Modern and Classical Languages or in another department. The entrance examination is offered at regular intervals each year for entrance in the fall semester. However, the course sequence in Translation or Interpretation cannot be initiated unless there is a sufficient enrollment. Thus, there is no guarantee that the Translation and Interpretation programs in French, German, and Spanish can be offered routinely every year. In some cases there will be a delay in initiating a sequence until a critical mass of qualified students is available.

In addition to demonstrating proficiency by means of the admission examination(s), candidates must demonstrate an appropriate educational background. Normally, applicants will be expected to have an American undergraduate degree or the equivalent. Candidates without a baccalaureate degree must provide evidence of educational and professional activities and accomplishments indicating that they have the prior experience needed to be successful in translation or interpretation. Students accepted into the program will not be permitted to enroll in graduate courses taught outside the Program in Translation and Interpretation unless they have applied and

been admitted to the M. A. program in the Department of Modern and Classical Languages. Students with a baccalaureate degree (or the equivalent) from an accredited institution are eligible to take undergraduate courses.

3290.10 Translation

This program provides professional training in written translation for students who wish to acquire proficiency in a specific language combination. The student's progress will be monitored closely, and the student's potential for completing the program will be evaluated at the end of each individual course.

The program includes one class in comparative stylistics, one class in general translation, two classes in specialized translation, and a final translation workshop. Students must complete each one of these courses with no grade lower than a grade of B and must receive a score of at least a grade of B on the exit examination in order to receive a certificate.

3290.20 Interpretation

This program provides professional training in both medical and legal interpretation for those who wish to become interpreters. At the present time, the program is only offered in Spanish. Admission to the program in interpretation presupposes completion of the course of study in translation, or demonstration of proficiency in written translation at a comparable level, in addition to oral proficiency in the student's source and target languages.

The program is comprised of classes in medical and legal (state and federal court) interpretation. The interpretation program involves a class in the introduction to the field of interpretation, a class in medical interpretation, and two classes in legal interpretation (state court system and federal court system). Each student's progress and potential for successful completion of the program will be evaluated each semester. Students must complete these courses with no grade lower than a B, and must receive a score of at least a B on the exit examination in order to receive a certificate.

Although individual courses in both areas are assigned graduate credit, none of the 7000-level courses listed below may be used to fulfill requirements in regular degree programs of the Department of Modern and Classical Languages.

All courses in each program are required and should be taken in the prescribed sequence.

The following courses comprise the translation sequence in French, German, and Spanish: Fren 7135, 7140, 7142, 7145, and 7146; Gmn 7135, 7140, 7142, 7145, and 7146; Span 7135, 7140, 7142, 7145, and 7146

The following courses comprise the interpretation sequence in Spanish: Span 7150, 7152, 7155, and 7157.

Applicants may obtain additional information about the programs in translation and interpretation by contacting:

Director, T & I Program
Department of Modern and Classical Languages
Georgia State University
University Plaza

Atlanta, Georgia 30303-3083
404/651-2265
www.gsu.edu/languages
email: mclgraduate@gsu.edu

3300 School of Music

John B. Haberlen, Director
David E. Myers, Associate Director and Director of Graduate Studies
Degree offered: Master of Music*

- * Specialist in Education through the College of Education
- * Ph.D. in Teaching and Learning (Music Education Concentration) through the College of Education

The mission of the School of Music is to provide a comprehensive, rigorous, and innovative academic program that is consistent with the urban context and mission of Georgia State University, and that serves the pursuit of artistic, professional, and scholarly excellence.

The School of Music offers a Master of Music degree that prepares students for careers in music and for further specialized study in music at the doctoral level. The graduate degree includes specializations in performance (keyboard instruments, orchestral instruments, and voice), composition, choral conducting, instrumental conducting, piano pedagogy, jazz studies, and music education. Complete descriptions of these programs may be obtained by contacting the Graduate Office of the School of Music. In addition to courses and degree programs, the School of Music offers concerts, recitals, lectures, and workshops that are open to all students and to the community. The School of Music is an accredited institutional member of the National Association of Schools of Music.

The School of Music is located in the historic Fairlie Poplar District in downtown Atlanta. The four buildings which comprise the Music Complex are all located in the same block. They are the Haas-Howell Building at 75 Poplar Street; the Rialto Center for the Performing Arts at 80 Forsyth Street, the Standard Building at 92 Luckie Street, and the Aderhold Learning Center. Some classes are held in the Art and Humanities Building at 10 Peachtree Center Avenue. Chamber music concerts and faculty and student recitals are presented in the Recital Hall in the Art and Humanities Building while large ensembles perform in the newly renovated Rialto Center Theater, a state-of-the-art performance venue seating 950. The administrative offices are on the fifth floor of the Haas-Howell Building.

A Specialist in Education (Ed.S.) degree with a major in teaching and learning with a concentration in music education is offered by the College of Education in conjunction with the School of Music of the College of Arts and Sciences. A Ph.D. in Teaching and Learning with a concentration in music education is also offered through the College of Education. Students may contact the School of Music for further information on the Ed.S. and Ph.D. programs. Admission and program requirements are outlined in the College of Education chapter of this catalog.

3300.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the School of Music has the following requirements:

1. Applicants must have an undergraduate degree or concentration in music.
2. Applicants are required to take placement examinations in music history and music theory before registering for coursework. Those applicants whose examination scores reveal deficiencies will be required to take appropriate additional coursework, which will not be applied to the graduate degree.

3300.20 Degree Requirements

Concentration in Performance: (35 to 36-hour program, depending on concentration)

In order to be admitted to these concentrations, applicants must demonstrate outstanding performance ability in an audition before a faculty committee. Auditions should be arranged in accordance with the schedule available from the School of Music Graduate Office.

Applicants for a concentration in performance should contact the School of Music for details concerning audition requirements and to obtain an audition appointment.

Piano Performance: (36 hours)

1. Thirty-six hours of graduate credit.
2. A piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study, or successful completion of Mus 6360.
3. A lecture recital.
4. Two recitals: Mus 8490, Chamber or Ensemble Recital, and Mus 8590, Solo Recital.
5. A comprehensive examination.

Organ Performance: (35 hours)

1. Thirty-five hours of graduate credit.
2. Two recitals: Mus 8490, Chamber or Ensemble Recital, and Mus 8590, Solo Recital.
3. A comprehensive examination.

Orchestral Instrument Performance: (36 hours)

1. Thirty-six hours of graduate credit.
2. Two recitals: Mus 8490, Chamber or Ensemble Recital, and Mus 8590, Solo Recital
3. A comprehensive examination.

Voice Performance: (36 hours)

Applicants must submit undergraduate recital programs and a list of repertoire studied at the undergraduate level.

1. Thirty-six hours of graduate credit.
2. A recital: Mus 8590, Solo Recital.
3. A comprehensive examination.

Composition (36 hours)

1. Thirty-six hours of graduate credit.
2. A piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study.
3. A comprehensive examination.
4. A final project in composition: Mus 8910.
5. A composition recital: Mus 8890.

Choral Conducting (36 hours)

Applicants must submit the following materials: (1) an audio tape or videotape recording of a recent choral concert; (2) at least three printed programs of concerts or church services that have been performed within the last four years; (3) a repertoire list of choral music conducted and sung and of music performed in applied areas. Each applicant should also have concurrent employment as a choir director; evidence of such employment should accompany the application.

1. Thirty-six hours of graduate credit.
2. Mus 8690, Choral Conducting Project.
3. A comprehensive examination.

Instrumental Conducting (36 hours)

Applicants must submit the following:

1. A videotape of a rehearsal and an audiotape or videotape of one or more recent performances by an ensemble that they have conducted.
2. A list of works that they have conducted in the past three years.
3. A list of works performed on their major instrument at the undergraduate level.
4. Evidence of current employment as an instrumental conductor or access to an appropriate instrumental ensemble.

Applicants should expect to demonstrate their conducting and rehearsal techniques in a live performance with their own ensemble or a university ensemble.

1. Thirty-six hours of graduate credit.
2. Mus 8970, Instrumental Conducting Project.
3. A comprehensive examination.

Students may follow one of two tracks, an orchestral track or a band/wind ensemble track.

Piano Pedagogy (36 hours)

Applicants to this concentration are required to play an audition including works from four historical periods. All works must be performed from memory. Applicants should audition in accordance with the schedule available from the School of Music.

1. Thirty-six hours of graduate credit.
2. A piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study, or successful completion of Mus 6360, Advanced Keyboard Skills.
3. Teaching in the Piano Pedagogy Laboratory Program.
4. A piano pedagogy project: Mus 7970, Piano Pedagogy III.

5. A recital: Mus 8420, Piano Pedagogy Degree Recital.
6. A comprehensive examination.

Jazz Studies (36 hours)

Admission to the concentration in jazz studies is based on examination of one or more of the following: original compositions, arrangements, scholarly papers, audition, and professional experience.

A tape or live audition is required. The applicant must have had prior experience in improvisation. At the audition the applicant must demonstrate an acceptable level of proficiency in the styles of swing, bebop, funk, and contemporary jazz. The evaluators will take into consideration the applicant's background, interests, and education.

1. Thirty-six hours of graduate credit.
2. A final project consisting of a public performance.
3. A comprehensive examination.

Music Education (36 hours)

Each applicant should (1) have either a teaching certificate in music from the state of Georgia or an equivalent certificate, or be eligible to receive such certification, and (2) have concurrent or prior teaching experience of at least one year. Applicants to this concentration must submit acceptable scores from either the Graduate Record Examination or from the Miller Analogies Test.

1. Thirty-six hours of graduate credit.
2. MUS 7300, Directed Study in Music Education or an elective course.
3. A comprehensive examination.

3300.30 Applied Music Levels

Applied music at the 6000 (1 credit)-, 7000 (2 credits)-, and 8000 (3 credits)-levels is available for students who have already been admitted to the degree program in the School of Music in Full or Special Graduate Status. Applied music levels carrying one, two, or three hours of credit are assigned to individuals by the School of Music, and lessons are arranged by the student and the assigned instructor. Students should consult the School of Music office for the appropriate course and computer number.

Applicants may obtain additional information about the School of Music by contacting the:

Office of Graduate Studies
School of Music
Georgia State University
P.O. Box 4097
Atlanta, GA 30302-4097
404/651-3513; 651-3676
www.gsu.edu/~wwwmus
email: mgcarter@gsu.edu

3310 Department of Philosophy

George H. Rainbolt, Chair
Steven Rieber, Director of Graduate Studies
Degree offered: Master of Arts

The department's M.A. program serves two different communities of students. First, it serves those who desire the preparation an M.A. provides before seeking admission to a Ph.D. program. Second, it serves those who seek the M.A. as a terminal degree to advance their chosen careers.

There are four distinct tracks leading to the M.A. in philosophy: the traditional track, the applied ethics track, the religious studies track, and the J.D./M.A. track. The traditional program is designed for those who plan to seek the Ph.D. in philosophy or have a general interest in philosophy. Students who wish to use their philosophical knowledge and skills in business, government, social service, health service, or religious institutions should consider the applied ethics track. This track may also be the best choice for those who wish to seek a Ph.D. in philosophy with a concentration in applied ethics. The religious studies track is designed for those who plan to seek the Ph.D. in religious studies or have a general interest in religious studies. The J.D./M.A. track, offered in conjunction with the College of Law at Georgia State University, allows students to receive the M.A. in philosophy and the J.D. in four years instead of the five that would normally be required. In exceptional cases, students who have particular philosophical interests are allowed to follow an individual track.

3310.10 Degree Requirements Master of Arts

Requirements of the Traditional, Applied Ethics, and Religious Studies Tracks (See below for additional requirements specific to each of these three tracks as well as the degree requirements of the J.D./M.A. and individual tracks.)

1. Twentyfour hours of graduate coursework in philosophy. The following courses do not count towards the 24-hour requirement: Phil 8960, 8970, 8900, 8980, 8999.
2. Distribution requirements
 - a. 8000level requirementat least one course at the 8000 level. The following courses do not count towards the 8000level requirement.

Phil 8950	Directed Reading
Phil 8960	Research in Philosophy
Phil 8970	Teaching Philosophy
Phil 8900	Internship
Phil 8980	Teaching Philosophy Practicum
Phil 8999	Thesis Research
 - b. History Requirement—at least one of the following courses:

Phil 6010	Plato
Phil 6020	Aristotle
Phil 6030	Special Topics in Ancient Philosophy
Phil 6040	Augustine and Aquinas
Phil 6050	Special Topics in Modern Philosophy
Phil 6060	Kant

Phil 6080	Wittgenstein
Phil 6090	Special Topics in Continental Philosophy
- c. Ethics and Social/Political Philosophy Requirement—at least one of the following courses:
- | | |
|-----------|---|
| Phil 6650 | Religion and Ethics (This course counts, at the student's choice, towards either the Religious Studies requirement or the Ethics and Social/Political Philosophy requirement but not both.) |
| Phil 6700 | Ethics |
| Phil 6710 | Biomedical Ethics |
| Phil 6800 | Social and Political Philosophy |
| Phil 6820 | Philosophy of Law |
| Phil 6850 | African American Ethical and Legal Issues |
- d. Metaphysics and Epistemology Requirement—at least one of the following courses:
- | | |
|-----------|------------------------|
| Phil 6100 | Epistemology |
| Phil 6130 | Philosophy of Science |
| Phil 6300 | Metaphysics |
| Phil 6330 | Philosophy of Mind |
| Phil 6530 | Philosophy of Language |
- A general examination or an additional course which meets the 8000-level requirement indicated above. Students interested in pursuing the Ph.D. are encouraged to take and pass the general examination. An additional 8000-level course used to satisfy this requirement does not count towards the 24 hours of graduate coursework required for the degree.
 - Six hours of thesis research.
 - A thesis.
 - An oral thesis defense.

In addition to the above requirements, there are requirements specific to the traditional, applied ethics, and religious studies tracks.

The Traditional Track

The traditional program is designed for those who plan to seek the Ph.D. in philosophy or have a general interest in philosophy.

- Phil 6500, Symbolic Logic (This requirement may be fulfilled by passing the departmental examination in symbolic logic.)
- At least one additional course which meets the 8000level requirement indicated above.

The Applied Ethics Track

Students who wish to use their philosophical knowledge and skills in business, government, social service, health service, or religious institutions should consider the applied track. This track may also be the best choice for those who wish

to seek a Ph.D. in philosophy with a concentration in applied ethics.

- Phil 6500, Symbolic Logic (This requirement may be fulfilled by passing the departmental examination in symbolic logic.)
- In addition to the course taken to fulfill the Ethics and Social/Political philosophy requirement, at least two of the following courses:

Phil 6700	Ethics
Phil 6710	Biomedical Ethics
Phil 6800	Social and Political Philosophy
Phil 6820	Philosophy of Law
Phil 6850	African American Ethical and Legal Issues
Phil 8700	Seminar in Ethics (This course counts, at the student's choice, towards either the Applied Ethics requirement or the 8000level requirement but not both.)
Phil 8450	Ethical Issues in Organizations (This course counts, at the student's choice, towards either the Applied Ethics requirement or the 8000level requirement but not both.)
Phil 8800	Logic in Communication (This course counts, at the student's choice, towards either the Applied Ethics requirement or the 8000level requirement but not both.)
Phil 8900	Internship

The Religious Studies Track

The religious studies track is designed for those who plan to seek the Ph.D. in religious studies or have a general interest in religious studies. Complete at least two of the following courses:

Phil 6200	Religion in American
Phil 6220	Theories of Religion
Phil 6250	African American Religion
Phil 6270	Women and Religion
Phil 6450	Judaism in the Modern World
Phil 6570	Special Topics in Islam
Phil 6610	Hinduism
Phil 6620	Confucianism and Taoism
Phil 6625	Zen and Shinto
Phil 6650	Religion and Ethics (This course counts, at the student's choice, towards either the Religious Studies requirement or the Ethics and Social/Political Philosophy requirement but not both.)
Phil 6670	Church and State
Phil 6910	Issues in Religious Studies
Phil 8210	Seminar in Religious Studies (This course counts, at the student's choice, towards either the Religious Studies requirement or the 8000level requirement but not both.)

The J.D./M.A. Track

The J.D./M.A. track, offered in conjunction with the College of Law at Georgia State University, allows students to receive the M.A. in philosophy and the J.D. in four years instead of the usual five.

The J.D./M.A. track is a demanding course of study. Each student in the track is assigned an adviser from the College of Law faculty and an adviser from the faculty of the Department of Philosophy. Students must work closely with their advisers to make sure that they correctly progress towards the degrees.

1. Nine hours of qualifying courses in law. (The student will, in consultation with her or his advisers, select the most appropriate three courses.)
2. Fifteen hours of graduate coursework in philosophy with the following distribution requirements:
 - a. One course which meets the 8000level requirement indicated above.
 - b. Either Phil 6700, Ethics or Phil 6800, Social and Political Philosophy.
 - c. In addition to the courses taken to fulfill requirements 2.b., at least one of the following courses:

Phil 6700	Ethics
Phil 6710	Biomedical Ethics
Phil 6820	Philosophy of Law (If the student has already taken Law 7295, Jurisprudence, credit for Phil 6820, Philosophy of Law, will be given only if the J.D. adviser and the M.A. adviser determine that Phil 6820, Philosophy of Law, would not substantially duplicate Law 7295, Jurisprudence.)
Phil 6800	Social and Political Philosophy
Phil 6850	AfricanAmerican Ethical and Legal Issues
Phil 6870	Philosophical Perspectives on Women
Phil 8450	Ethical Issues in Organizations
Phil 8700	Seminar in Ethics
Phil 8870	Seminar in Feminist Philosophy
 - d. Epistemology Requirementat least one of the following courses:

Phil 6100	Epistemology
Phil 6130	Philosophy of Science
Phil 8100	Seminar in Epistemology
Phil 8800	Logic in Communication
 - e. Metaphysics Requirement—at least one of the following courses:

Phil 6300	Metaphysics
Phil 6330	Philosophy of Mind
Phil 6530	Philosophy of Language
Phil 8000	Seminar in Worldviews and Human Nature
Phil 8300	Seminar in Metaphysics
3. Either Phil 6820, Philosophy of Law or Law 7295, Jurisprudence. Phil 6820, Philosophy of Law, counts

towards requirement 2.C. and Law 7295, Jurisprudence, counts towards requirement 1. (If one of these two courses has been taken, credit for the second will be given only if the J.D. adviser and the M.A. adviser determine that the second would not substantially duplicate the first.)

4. A general examination or an additional course which meets the 8000-level requirement indicated above. Students interested in pursuing the Ph.D. are encouraged to take and pass the general examination. An additional 8000-level course used to satisfy this requirement does not count towards the 24 hours of graduate coursework required for the degree.
5. Six hours of thesis research.
6. A thesis.
7. An oral thesis defense.

Other Notes Concerning the J.D./M.A. Track

Students must independently meet the admission requirements of the Department of Philosophy and the College of Law. Admission to the College of Law creates no presumption favoring admission to the Department of Philosophy. Admission to the Department of Philosophy creates no presumption favoring admission to the College of Law.

Students on the J.D./M.A. track may, if they wish, count one 8000-level course towards both the 8000level requirement and one other requirement. For example, Phil 8300 might fulfill both the 8000-level requirement and the Metaphysics Requirement.

The Department of Philosophy will only grant credit for those law courses in which the student earns a grade of 80 or higher.

Law students may not take any philosophy courses while completing the firstyear law curriculum.

The J.D. degree must be completed within six years of the initial semester of enrollment in the J.D. program.

Students enrolled in the J.D./M.A. program may subsequently elect not to pursue both degrees and may remain in either the J.D. or M.A. program, but any hours earned in a degree program from which a student withdraws will not be credited toward a degree granted by the program in which the student remains.

The Individual Track

Designed for exceptional cases, the individual track allows students to propose innovative programs of philosophical study. Proposals for an M.A. on the individual track must be approved by the Graduate Committee. Proposals must be submitted before the student has completed four of the eight courses required for the degree. Proposals must include all of the following:

1. Twentyfour hours of graduate coursework in philosophy.
2. Phil 6500, Symbolic Logic (This requirement may be fulfilled by passing the departmental examination in symbolic logic.)
3. At least one course which meets the 8000level

requirement indicated above.

4. A general examination or an additional course which meets the 8000-level requirement indicated above. Students interested in pursuing the Ph.D. are encouraged to take and pass the general examination. An additional 8000-level course used to satisfy this requirement does not count towards the 24 hours of graduate coursework required for the degree.
5. Six hours of thesis research.
6. A thesis.
7. An oral thesis defense.

Additional Restrictions Which Apply to All Tracks

1. Only one Phil 8950, Directed Readings, course may be counted towards the degree. Additional Phil 8950 courses may be taken but they will not count towards the degree.
2. Only six hours of credit transferred from another institution may be applied towards the Georgia State M.A.

The M.A. with Distinction

Students who meet all of the following four requirements shall be awarded the M.A. with distinction:

1. A graduate Georgia State philosophy GPA of 3.50 or higher.
2. Passing the general examination.
3. A thesis that, upon vote of the committee grading the thesis, is judged to merit distinction.
4. The Director of Graduate Studies judges that the student's record at Georgia State University is one of distinction.

Applicants are strongly encouraged to review the additional information about the Department of Philosophy which has been placed on its web site, www.gsu.edu/philosophy.

Applicants may obtain additional information about the Department of Philosophy by contacting the:

Director of Graduate Studies
Department of Philosophy
Georgia State University
P.O. Box 4089
Atlanta, Georgia 30302-4089
404/651-2277
www.gsu.edu/philosophy
email: srieber@gsu.edu

3320 Department of Physics and Astronomy

William H. Nelson, Chair
H. Richard Miller, Director of Graduate Studies, Astronomy
Unil A.G. Perera, Director of Graduate Studies, Physics
Degrees offered: Master of Science and Doctor of Philosophy
The Department of Physics and Astronomy works closely

with the graduate students on theoretical and experimental research in the following areas: atomic physics, biophysics, molecular physics, nuclear physics, condensed matter physics, astronomy, and astrophysics.

3320.10 Degree Requirements

Master of Science (30 hours)

1. Twenty-four hours of graduate coursework, which must include the following 13 hours of 8000-level courses:

Phys 8010	Advanced Classical Mechanics
Phys 8100	Advanced Electromagnetic Theory I
Phys 8110	Advanced Electromagnetic Theory II
Phys 8210	Quantum Mechanics I

 Other course requirements may apply for biophysics and applied physics options. Contact the relevant graduate director for details.
2. No more than one hour of Astr/Phys 6300 and one hour of Astr/Phys 6310 can be applied to the M.S. degree.
3. Proficiency in a foreign language or in an approved research skill.
4. A general examination.
5. Six hours of Phys 8999, Thesis Research.
6. A thesis.
7. A thesis defense.

Master of Science, Concentration in Astronomy (30 hours)

1. Twenty-four hours of graduate coursework, which must include:
 - a. Astr 6000, Fundamentals of Astrophysics.
 - b. Nine additional hours of 8000-level graduate astronomy courses.
 - c. No more than one hour of Astr/Phys 6300 and one hour of Astr/Phys 6310 can be applied to the M.S. degree.
2. Proficiency in a foreign language or in an approved research skill.
3. A general examination.
4. Six hours of Phys 8999, Thesis Research.
5. A thesis.
6. A thesis defense.

Master of Science, Nonthesis Option (36 hours)

1. Students pursuing a nonthesis M.S. with a concentration in physics must complete all four of the following core courses; students pursuing a nonthesis M.S. with a concentration in astronomy must complete Astr 6000 and at least two of the following four core courses:

Phys 8010	Advanced Classical Mechanics
Phys 8100	Advanced Electromagnetic Theory I
Phys 8110	Advanced Electromagnetic Theory II
Phys 8210	Quantum Mechanics I

 All students must also complete at least two of the

following courses:

Phys 8120	Plasma Physics
Phys 8220	Quantum Mechanics II
Phys 8310	Statistical Mechanics
Phys 8410	Atomic Physics
Phys 8510	Condensed Matter Physics
Phys 8610	Nuclear Physics
Phys 8650	Fundamentals of Particles and Interactions
Astr 8000	Stellar Atmospheres
Astr 8100	Stellar Structure and Evolution
Astr 8200	Galactic Structure
Astr 8300	The Interstellar Medium
Astr 8450	Cosmology
Astr 8600	Stellar Spectroscopy
Astr 8700	Relativistic Astrophysics

2. No more than one hour of Astr/Phys 6300 and one hour of Astr/Phys 6310 can be applied to the M.S. degree.
3. Proficiency in a foreign language or in an approved research skill.
4. A general examination.
5. A research paper.

Doctor of Philosophy (71 hours beyond the baccalaureate degree in either physics or astronomy)

1. Students must either complete or exempt Phys 6510, 6520, 6810 and 7600. Exemption from these courses may be granted on the basis of testing or of having successfully completed similar courses elsewhere. Students not exempting at least two courses must take more than the 71 minimum hours required for the degree.
2. Students must have competence in the following areas of mathematics: matrix algebra, vector and tensor analysis, partial differential equations, Fourier series and boundary value problems, and complex variables.
- 3a. Students seeking a Ph.D. degree in physics must complete at least 22 hours of core courses (biophysics or applied physics options may replace some of the core courses with other relevant courses) including:

Phys 8010	Advanced Classical Mechanics
Phys 8100	Advanced Electromagnetic Theory I
Phys 8110	Advanced Electromagnetic Theory II
Phys 8210	Quantum Mechanics I
Phys 8310	Statistical Mechanics

 And two of the following courses:

Astr 6000	Fundamentals of Astrophysics
Astr 8000	Stellar Atmospheres
Astr 8100	Stellar Structure and Evolution
Astr 8200	Galactic Structure
Astr 8300	The Interstellar Medium
Astr 8450	Cosmology
Astr 8700	Relativistic Astrophysics
Phys 8120	Plasma Physics
- 3b. Students seeking a Ph.D. degree in astronomy must

complete at least fifteen hours of core courses

including:

Astr 6000	Fundamentals of Astrophysics
Astr 6100	Astronomical Techniques and Instrumentation

And at least three of the following:

Phys 8010	Advanced Classical Mechanics
Phys 8100	Advanced Electromagnetic Theory I
Phys 8110	Advanced Electromagnetic Theory II
Phys 8210	Quantum Mechanics I
Phys 8310	Statistical Mechanics

- 4a. Students seeking a Ph.D. degree in physics must complete:

Phys 8220.	Quantum Mechanics II

 At least 12 additional hours of 8000-level physics courses. No more than three hours of Phys 8910 (Directed Study) can count towards the degree.
- 4b. As an alternate to the standard program, applied physics and biophysics options are available. Students seeking any of these options may have to satisfy specific course requirements. Contact the relevant graduate director for details.
- 4c. Students seeking a Ph.D. degree in astronomy must complete at least 21 additional hours of 8000-level astronomy courses, including at least two (but no more than three) hours of Astr 8900 (Seminar). No more than three hours of Astr 8910 (Directed Study) can count towards the degree.
5. Satisfactory completion of one hour of Phys 6300 or Astr 6300 (Teaching Physics/Astronomy) and two hours of Phys 6310 or Astr 6310 (Teaching Physics/Astronomy Lab Practicum).
6. A minimum of 20 hours of either Phys 9999 or Astr 9999 (Doctoral Dissertation Research) must be completed; only 21 counts towards the 71 hours for the Ph.D. The applied Physics option will have more specific requirements. Contact the research adviser/graduate director for details.
7. Satisfaction of the foreign language/research skill requirement. (Contact the department for details.)
- 8a. Students seeking a Ph.D. degree in physics must take the physics general examination, administered as a written examination, after taking Phys 8210, 8010, 8100, and either Astr 6000 or Phys 8310. Biophysics option students may substitute one or two of the examination subjects with the approval of the research adviser and the graduate director.
- 8b. Students seeking a Ph.D. degree in astronomy must take the first astronomy general examination, administered as a written examination covering the fundamentals of astronomy, within a year of entering the program.
- 8c. Students seeking a Ph.D. degree in astronomy must also take the second general examination, administered as a written and oral examination, after passing at least twelve hours of 8000-level astronomy courses and at least nine hours of required 8000-level physics

courses.

9. Students pursuing the Ph.D. degree are strongly urged to satisfy the requirements for the M.S. (nonthesis option) as soon as possible after entering the program. See the appropriate director of graduate studies for details.
10. An oral presentation discussing the student's proposed dissertation research.
11. A dissertation.
12. An oral examination on the completed dissertation.

Prior to registration each semester, students must be advised by either the chair of the department or the appropriate director of graduate studies.

Applicants may obtain additional information about the Department of Physics and Astronomy by contacting the:

Director of Graduate Studies (indicate either Physics or Astronomy)

Department of Physics and Astronomy
Georgia State University
University Plaza
Atlanta, Georgia 30303
404/ 651-3221 (for Physics)
404/ 651-1368 (for Astronomy)
www.phy-astr.gsu.edu
email (physics): uperera@gsu.edu
email (astronomy): miller@chara.gsu.edu

3330 Department of Political Science

F. Glenn Abney, Chair
Allison Calhoun-Brown, Director of Graduate Studies
Degrees offered: Master of Arts and Doctor of Philosophy

The general purpose of the Master of Arts (M.A.) degree program is to assist and to guide students in the development of analytical and critical capabilities through inquiry into political and governmental processes. The basic objective of the program is to provide education for persons interested in pursuing careers in teaching, research, or the professional practice of public service and politics. Students can choose either a degree program that will provide them with a general knowledge of the discipline, or one that will provide them with a specialization in international affairs or the professional practices of government and politics.

A Doctor of Philosophy (Ph.D.) prepares students for careers in teaching and research. Students enhance their skills by furthering their knowledge of the literature of the discipline, increasing their methodological ability, and writing a dissertation.

3330.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Political Science has the

following requirements:

1. Applicants to the M.A. degree program must:
 - a. Submit acceptable scores on the verbal, quantitative, and analytical sections of the GRE.
 - b. Have a 3.0 cumulative undergraduate grade-point average and the equivalent of at least a minor in political science.
 - c. Submit two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in political science.
 - d. Submit official transcripts from all colleges and/or universities applicant has attended.
 - e. Submit personal statement of goals for political science degree.
2. Applicants to the Ph.D. degree program must:
 - a. Submit acceptable scores on the verbal, quantitative, and analytical sections of the GRE.
 - b. Have a 3.3 cumulative master's grade-point average and substantial prior coursework in political science preferably with a thesis.
 - c. Submit three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in political science.
 - d. Submit official transcripts from all colleges and/or universities attended.
 - e. Submit personal statement of goals for political science degree.

3330.20 Degree Requirements Master of Arts (33 hours)

Specializations:

General Political Science
International and Comparative Studies
Professional Political and Governmental Practices
Joint Master of Arts in Political Science and Master of International Business

Specialization in General Political Science

1. PolS 8800: Elements of Research Design and PolS 8810: Uses of Intermediate Statistical Methods in Political Science Research.
2. Seven graduate courses. Students should take one course in three of five areas of study. These areas include American government and politics, comparative politics, international politics, public policy and administration, and political theory. Two of the seven courses may be taken outside the department, with the approval of the Graduate Director.
3. Thesis Option:
 - a. A minimum of six hours of PolS 8999, Thesis Research.
 - b. A thesis.
 - c. A thesis defense.
4. Non-Thesis Option (Students wishing to pursue a doctoral degree should not choose this option.):
 - a. Six hours of additional graduate courses in political science

- b. A research paper completed according to departmental guidelines.

Specialization in International and Comparative Studies

1. PolS 8800: Elements of Research Design and PolS 8810: Uses of Intermediate Statistical Methods in Political Science Research.
2. PolS 8200: Comparative Politics and PolS 8400: International Politics.
3. Five courses chosen from the areas of comparative and international politics. Two of these courses may be taken in other departments with the approval of the departmental Director of Graduate Studies.
4. Thesis Option:
 - a. A minimum of six hours of PolS 8999, Thesis Research
 - b. A thesis
 - c. A thesis defense.
5. Nonthesis Option (Students wishing to pursue a doctoral degree should not choose this option.):
 - a. Six additional hours of graduate courses in comparative and international politics.
 - b. A research paper completed according to departmental guidelines.

Specialization in Professional Governmental and Political Practices

Based on the belief that career paths in public service and politics require individuals to have multiple professional and political skills, the department offers this concentration. This program is a terminal degree with a nonthesis option. Students wishing to pursue a doctorate should write a thesis and take the methodology requirements of the general M.A. program.

1. Each student should take 11 courses from the following areas of practice. Six of these courses should be ones with asterisks beside them, and there should be two courses with an asterisk in at least three of the eight areas below. All students must include within the 11 courses the two courses in methods with two asterisks beside them.
 - A. Political Communication & Negotiation Practices
 - * Public Opinion & Political Communication
 - * Political Negotiation
 - * Media and Politics
 - B. Campaign & Election Practices
 - * Electoral Behavior
 - * Campaign Organization & Mgt.
 - * Survey Research
 - C. Lobbying Practices & Group Behavior
 - * Studies in American Legislative Process
 - * Studies in Political Parties & Interest Groups
 - Presidential Politics
 - Southern Politics
 - African-American Politics
 - Women & Politics
 - D. Administrative Practices
 - * Bureaucratic Politics

- * Public Budgeting & Finance
- * Administrative Law
- Program Planning and Evaluation

E. Federal Practices

- * American Constitutional Law
- * Seminar in Civil Liberties
- * State Government
- * Urban Government
- American Political Thought

F. Public Policy & Political Economy Practices

- * Comparative Political Economy
- Politics of the Environment
- Politics of Social Welfare
- Politics of Education
- Studies in Public Policy

G. International Practices

- * International Political Economy
- * International Law
- * International Development
- * International Organizations
- European Politics
- Latin American Politics
- U.S.-China Relations
- Asian Politics
- Middle East Politics
- African Politics
- U.S. Foreign Policy

H. Methodological Practices

- ** Research Design
- ** Intermediate Statistics
- Survey Research
- Applied Political Research & Demography
- Studies in Political Research

I. * Internship (3 or 6 hours)

2. Up to three courses in departments outside of Political Science may be used if relevant and with permission of the Graduate Director.
3. A research paper completed according to departmental guidelines and oral examination.
4. Students may earn credentials in each of the following areas:
 - A. Political Communication & Campaigning.
Requirements: Take five courses from areas A, B, and C above and have a grade point average of 3.3 in those courses.
 - B. American Federalism & Administrative Practices
Requirements: Take five courses in Areas D and E and earn a grade point average of 3.3 in those courses.
 - C. Policy Analysis & Political Economy
Requirements: Take five courses in Area F and H (not including Research Design and Intermediate Statistics) and earn a grade point average of 3.3 in those courses.
 - D. International Practices
Requirements: Take five courses in Area G and earn a grade point average of 3.3 in those courses.
 - E. Applied Methodological & Social Science Statistics

cal Skills

Requirements: Take five courses in Area H and earn a grade point average of 3.3 in those courses.

These credentials are also available to students in the general M.A. and Ph.D. programs. Credentials are also available as a stand-alone option.

Joint Master of Arts in Political Science and Master of International Business

The purpose of this joint degree is to prepare students for business and/or governmental careers in the new global economy. Increasingly, international businesses impinge on nation-states just as national politics and international agreements impact business operations. The joint curriculum that this program offers purposes to combine political economy and international processes in order to meet this emerging educational need.

Each student must apply and be accepted separately to the graduate programs of the Department of Political Science and the Department of International Business. Students must complete the requirements for each degree. For students who are applying to the political science program as part of the joint degree program, GMAT scores may be submitted instead of GRE scores. Upon completion of the requirements, students will be awarded both a master's in political science and a master's in international business. The joint degree program allows students to use some courses in each department to satisfy the requirements of the other. Students reduce the total number of credit hours needed to complete both programs from 66 to 48 by pursuing the joint degree. Please see the Master of International Business section for more information on the International Business degree.

Degree Requirements

1. PolS 8800 Elements of Research Design
PolS 8810 Uses of Intermediate Statistics.
2. PolS 8200 Comparative Politics
PolS 8400 International Politics
3. Seven courses (21hours) from the areas of comparative and international politics. The Department of Political Science will accept the three required courses in the Master of International Business curriculum toward the 21 hours required for the elective coursework portion of the degree.
4. A research paper completed according to departmental guidelines.

Doctor of Philosophy

1. PolS 8800 Elements of Research Design
PolS 8810 Uses of Intermediate Statistical Methods in Political Science Research.
2. A minimum of thirty hours beyond the M.A., excluding PolS 8800 and PolS 8810.
3. A general examination in three of the following fields: American government and politics, comparative politics, international politics, public policy and

administration, and political theory. In order to take these exams, a student must have a 3.4 grade-point average in political science courses taken in the Ph.D. program at Georgia State University. Students may choose to take examinations in two fields if they also take a subfield examination in one of these two fields. Students must register for PolS 8900 during the semester of the exams. Students may take the exams twice if necessary.

4. Satisfaction of the foreign language and research skill requirement: In addition to the required PolS 8800 and 8810, students must demonstrate further research competency by either taking one additional methodology course (to be approved by the Graduate Director) or passing a foreign language proficiency examination administered by the Department of Modern and Classical Languages. Ph.D. students with a major in Comparative Politics must present a foreign language. The Department strongly urges students to complete this requirement before taking the comprehensive examination.
5. Twenty hours of PolS 8999, Thesis Research.

Applicants may obtain additional information about the Department of Political Science by contacting the:

Director of Graduate Studies
Department of Political Science
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-3152
www.gsu.edu/~wwwpol
email: polinfo@langate.gsu.edu

3340 Department of Psychology

Mary K. Morris, Chair
Roger Bakeman, Director of Graduate Studies
Degrees offered: Master of Arts and Doctor of Philosophy

The Department of Psychology offers courses of study leading primarily to the Doctor of Philosophy (Ph.D.) degree. A Master of Arts (M.A) degree is completed by students without one as part of their courses of study. The master's level education of graduate students focuses upon basic psychological knowledge and methodologies common to the science and profession of psychology in general. Although students typically begin more specialized coursework at this level, the master's degree is intended as preparation for continued learning in pursuit of the doctoral degree. Doctoral-level study then provides students the opportunity to acquire the additional knowledge and skills necessary for professional careers in teaching, research, clinical service, and consultation.

The doctoral-level education of advanced graduate students focuses upon more specialized coursework and

supervised experiences in the department's five program areas. The program areas are Clinical Psychology, Community Psychology, Developmental Psychology, Neuropsychology and Behavioral Neuroscience, and Social/Cognitive Psychology. The areas of specialization within the program areas are defined by the interests of the faculty and will change as the interests of the faculty change. This reflects the intent of the faculty that the affairs of the department will be conducted within a scholarly context that encourages diversity, growth, and change.

The facilities of the department permit work in cognition, development, behavioral neuroscience, neuropsychology, learning, infant behavior, sensation and perception, motivation, aging, social psychology, assessment, individual psychotherapy, group and family therapy, behavior therapy, and community psychology. Students may work with both human and nonhuman populations. Human populations include all age ranges and a variety of ethnic and socioeconomic backgrounds. Nonhuman populations include several species ranging from hamsters to the great apes.

The graduate program in clinical psychology is accredited by the American Psychological Association. A respecialization program of study in clinical psychology is offered to psychologists who have earned the Doctor of Philosophy degree from the Department of Psychology at an accredited institution.

3340.10 Policy on Nondegree Admission

Students may take no more than six hours of coursework in nondegree status without petitioning the department for an exception to this policy. Students enrolled in nondegree status in a psychology graduate course may not at the same time be applicants to a degree program and may not apply for admission to a graduate degree program in the department for one year following the semester in which the nondegree course was taken. Applications for nondegree admission may be obtained from the Department of Psychology. Application deadlines for nondegree status are the same as the general deadlines for the College of Arts and Sciences and can be found in the section of the catalog entitled "Admission Policies."

3340.20 Admission Deadlines

Applications for all programs are considered for the fall semester only. The Application for Graduate Study, \$25 application fee, and all supporting materials (transcripts, GRE scores, letters, and supplemental form) must be postmarked by January 5 for admission the following fall.

3340.30 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Psychology has the following requirements:

1. Applicants are expected to have a background in psychology, although an undergraduate major is not

required. A minimum of four courses is required: psychological statistics, a course in research methods in psychology, plus two or more content courses in psychology on the junior or senior level. It is recommended that applicants to the clinical program take abnormal psychology as one of the content courses.

2. The applicant must submit scores that are well above average on the general test of the Graduate Record Examination.
3. A student in possession of a graduate degree or coursework who is admitted to graduate study may be accorded advanced standing after an evaluation of previous graduate work. The evaluation ordinarily will be conducted during the first semester of enrollment. If the student's previous graduate work did not include courses equivalent to the required core courses and a thesis, these will be required. Students given full credit for master's work elsewhere will have one year in which to complete all work stipulated as conditions of admission or transfer of credit.
4. Each student must fill out the Supplementary Form for Graduate Study in Psychology.

3340.40 Degree Requirements Master of Arts (33 hours)

A complete statement of the departmental requirements for the Master of Arts and Doctor of Philosophy degrees may be obtained from the Department of Psychology. General requirements are indicated below. Satisfactory progress through the program is expected in a timely manner, and when students fail to meet progress guidelines set by the department they may be dismissed. Furthermore, there are departmental regulations concerning maintenance of active status, leaves of absence, and reentry into the program. Graduate students must be aware of these regulations. The M.A. degree requires a thesis and 33 hours of coursework as outlined below.

1. Fifteen hours of core courses.
2. Twelve additional hours of graduate psychology courses.
3. Six hours of Psyc 8999, Master's Thesis Research.
4. A thesis.
5. A thesis defense.

Doctor of Philosophy

A minimum of 95 postbaccalaureate hours, 62 of which must be taken at Georgia State University, are required for the Doctor of Philosophy degree. Credit for up to 33 hours is possible for students with master's degrees from other institutions with the approval of the departmental Graduate Program Committee and the College of Arts and Sciences Division of Graduate Studies. Upon petition, 6 hours of work may be taken at other institutions. Students meeting particular program area requirements frequently find it necessary to take more than the minimum of 95 hours of credit.

Additional requirements include:

1. A master's degree based on a written thesis.
2. A minimum of one year's full-time residence.

3. Sixty-two credit hours of coursework beyond the master's degree.
4. Nine hours of Psyc 9980, Readings for General Examination.
5. Twenty hours of Psyc 9999, Doctoral Dissertation Research.
6. A general examination, which consists of both written and oral parts, to be taken after the student has completed the coursework required by the program.
7. A dissertation.
8. A dissertation defense.
9. Clinical Psychology students: one year of internship at a site approved by the American Psychological Association. (The majority of these sites are outside the state of Georgia.)

Applicants may obtain additional information about the Department of Psychology by contacting the:
 Graduate Admissions Adviser
 Department of Psychology
 Georgia State University
 University Plaza
 Atlanta, Georgia 30303
 404/651-1622
www.gsu.edu/~psychology
 email: psyadvise-g@langate.gsu.edu

3350 Department of Sociology

Donald Reitzes, Chair
 Toshi Kii, Director of Graduate Studies
 Degrees offered: Doctor of Philosophy and Master of Arts

The Department of Sociology offers the Doctor of Philosophy (Ph.D.) degree program and the Master of Arts (M.A.) degree program, providing students with both a broad exposure to the discipline of sociology as well as in-depth study in special areas of expertise. Qualified students are accepted into the Ph.D. program after their completion of either a baccalaureate degree or a master's degree. Qualified students are also accepted into the M.A. program after their completion of a baccalaureate degree. The broad knowledge of sociology comes through coursework in a variety of substantive areas, as well as through training in research methodology, statistics, and theory. Most of the faculty's interest and expertise lie in three broad areas: Family and the Life Course, Race and Urban Studies, and Gender and Sexuality. The department's approach is to enable students to apply sociological principles in a real-world environment and to foster a close working relationship between faculty and graduate students.

The goal of the department is to provide the following: (1) a general intellectual foundation that supports the student's analytic understanding of social life; (2) a sound methodological background that prepares the student for social research and policy evaluation; and (3) a rich and specialized

body of knowledge that equips the student for the practice of sociology in both the public and private sectors. Students are offered many opportunities to become actively involved in the discipline at the state, regional, or national levels.

The Doctor of Philosophy (Ph.D.) degree program prepares students for careers in teaching, research, community service, or management. The Master of Arts (M.A.) degree program prepares students for positions in research, middle-level management, community service, or continued education toward a doctoral degree.

3350.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Sociology has the following requirements:

1. Students applying for the Doctor of Philosophy program from a baccalaureate program:
 - a. Applicants must submit scores on the verbal, quantitative, and analytical sections of the GRE.
 - b. Although an undergraduate major in sociology is not required, applicants must have completed undergraduate courses in research methods and social statistics. Applicants seeking the Doctor of Philosophy degree who have not completed these courses should complete them at another school or apply for and complete them in postbaccalaureate status at Georgia State University.
 - c. Applicants must complete the supplementary application form provided by the Department of Sociology.
 - d. Applicants must submit three (3) letters of recommendation from faculty personally acquainted with the applicant's academic achievements.
 - e. Applicants must submit a sample of their written scholarly work (e.g., their term/research paper).
2. Students applying for the Doctor of Philosophy program from a master's program:
 - a. Applicants must submit scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination.
 - b. Although a master's degree in sociology is not required, only students who have an accredited master's degree, or who have nearly completed the master's degree, will be considered for the Ph.D. program. Applicants must have completed master's level coursework in research methods, statistics, and sociological theory. If they have not had these courses, they must complete them as additional courses prior to enrolling in Ph.D. courses in these areas.
 - c. Applicants must complete the supplementary application form provided by the Department of Sociology.
 - d. Applicants must submit three (3) letters of recommendation from faculty personally acquainted with the applicant's academic achievements.

- e. Applicants must submit a sample of their written scholarly work (e.g., their Master's thesis or term/research paper).
3. Students applying for the Master of Arts program:
 - a. Applicants must submit scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination.
 - b. Although an undergraduate major in sociology is not required, applicants must have completed undergraduate courses in research methods and social statistics. Applicants seeking the Master of Arts degree who have not completed these courses should complete them at another school or apply for and complete them in postbaccalaureate status at Georgia State University.
 - c. Applicants must complete the supplementary application form provided by the Department of Sociology.
 - d. Two letters of recommendation.
 - e. Applicants are encouraged to submit a sample of their written work.

3350.20 Degree Requirements

Doctor of Philosophy

Seventy-two semester credit hours (43 semester hours of coursework and 29 semester hours of non-coursework including dissertation research, qualifying examination, and directed project) beyond the Master of Arts degree, consisting of a Doctoral Core (A), Specialty Coursework (B, C, or D), and Others (E) below:

- A. Doctoral Core Required Coursework (16):

Soci 8201	Social Inequality (3)
Soci 8342	Qualitative Methods in Sociology (3)
Soci 9010	Multivariate Sociological Data Analysis (4)
Soci 9020	Advanced Research Methodology (3)
Soci 9030	Sociological Theory II (3)

NOTE: The prerequisite for Soci 8342 is Soci 8020: Research Methods or its equivalent; the prerequisite for Soci 9010 is Soci 8010: Intermediate Sociological Statistics; the prerequisite for Soci 9020 is Soci 8020: Research Methodology; and the prerequisite for Soci 9030 is Soci 8030: Sociological Theory I. If a student has not completed a prerequisite (or its equivalent) in his or her M.A. program, then the needed prerequisite course must be completed first, and the credit hours for it may *not* be applied toward the doctoral degree. Students who do not have an undergraduate degree or an M.A. degree in sociology must complete Soci 8000: Proseminar in Sociology, and the credit hours for it may *not* be applied toward the doctoral degree.

- B. Family and the Life Course Specialty (FLC)
 1. FLC Required Coursework (6 hours):

Soci 8101	Family Sociology
Soci 8102	Life Course Sociology
 2. FLC Electives (12 hours):

Choose four courses (at least one from each subsection):

Subsection A: Family Courses:

Soci 8140	Family Studies
Soci 8142	Families in Cross-cultural Perspective
Soci 8144	Family Diversity
Soci 8150	Sexual and Intimate Violence
Soci 8152	Birth and Parenthood
Soci 8154	Children and Childhood
Soci 8156	Sexuality and Society
Soci 8216	Sociology of Gender

Subsection B: Life Course Courses:

Soci 7100	The Field of Aging
Soci 7110	Aging Policy and Services
Soci 8110	Social Psychology
Soci 8112	Adult Socialization
Soci 8116	Sociology of Aging
Soci 8118	Aging, Health, and Disability
Soci 8120	Aging and Long-Term Care
Soci 8122	Death, Dying, and Loss
Soci 8380	Sociology of Education

C. Race and Urban Specialty (RUS)

1. RUS Specialty Required Coursework (6 hours):

Soci 8212	Race and Ethnic Relations
Soci 8226	Urban Sociology

2. RUS Specialty Electives (12 hours):

Choose 4 courses:

Soci 6279	Metropolitan Atlanta
Soci 8142	Families in Cross-Cultural Perspective
Soci 8210	Industrial Sociology
Soci 8218	Political Sociology
Soci 8220	Social Movements
Soci 8222	Deviance and Social Control
Soci 8224	Criminology
Soci 8228	Contemporary Urban Research
Soci 8340	Population Dynamics
Soci 8346	Sociology of Drugs
Soci 8380	Sociology of Education

D. Gender and Sexuality Specialty (GS)

1. GS Specialty Required Coursework (6 hours):

Soci 8156	Sexuality and Society
Soci 8216	Sociology of Gender

2. GS Specialty Electives (12 hours):

Choose 4 courses:

Soci 8101	Family Sociology
Soci 8102	Life Course Sociology
Soci 8110	Social Psychology
Soci 8116	Sociology of Aging
Soci 8144	Family Diversity
Soci 8150	Sexual and Intimate Violence
Soci 8152	Birth and Parenthood
Soci 8154	Children and Childhood
Soci 8208	Work and Occupations
Soci 8222	Deviance and Social Control
Soci 8230	Medical Sociology

Soci 8340 Population Dynamics

- E. All FLC, RUS, and GS Specialties require (38 semester hours):
1. Free/General Electives (9 hours):
Students use their remaining credit hours to enroll in other courses that interest them. Students may choose freely from any course offered in Sociology or selectively in other departments following consultation with a faculty adviser. Students may choose additional courses from the above lists, no more than two courses (6 hours) from outside the department, and directed readings (no more than six hours).
 2. A written Departmental qualifying examination.
 3. Soci 9970: Readings for Qualifying Examinations (3 hours).
 4. A general examination or project in the student's specialty.
 5. Soci 8940: Directed Project (3 hours).
 6. A dissertation proposal.
 7. Soci 9999: Dissertation Research (20 hours).
 8. An approved dissertation.

NOTE:

1. At least 60 of the hours listed above must be completed at Georgia State University. Students with post-MA degree coursework from other accredited institutions may petition to transfer up to 12 hours. Students must maintain a cumulative grade-point average of "B" or better, and must receive a grade of "B" or better in the required courses. If a student receives a grade other than an A or B in the required courses, he or she must repeat the courses the very next time they are offered to rectify the grades.
2. Students with post-master's credit from other accredited institutions of higher learning may transfer up to 12 hours of coursework towards the degree following petition to, and approval by, the departmental Director of Graduate Studies and the Office of Graduate Studies of the College of Arts and Sciences.
3. The total number of hours must include a minimum of 54 hours in sociology, 24 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
4. Students entering the Ph.D. Track with a limited background in sociology (e.g., those with an M.A. degree in another field, and those out of school for many years) are required to take Soci 8000: Proseminar in Sociology early in their coursework, although the credit hours will not be applied toward the Ph.D. degree.
5. If a student in the Ph.D. Track has not completed Social Statistics, Research Methodology, Sociological Theory, or their equivalents in his/her master's program, these courses must be taken as non-credit prerequisites for Qualitative Methods in Sociology, Multivariate Sociological Data Analysis, Advanced

Research Methodology, and Sociological Theory at the doctoral level.

6. Students must register for Soci 9970: Readings for Qualifying Examinations (3-9 hours) in the semester in which they prepare for the qualifying examination.
7. Students must register for Soci 8990: Research or Teaching Practicum (3-9 hours) while they are appointed as GRA, GTA, and/or GLA.
8. Students who are appointed as GTA III must complete Soci 9000, Teaching Sociology and Soci 9001, Teaching Internship.

Master of Arts

1. Twelve (12) hours of required coursework:

Soci 8000	Proseminar in Sociology
Soci 8010	Intermediate Sociological Statistics
Soci 8020	Research Methodology
Soci 8030	Sociological Theory I
2. Eighteen hours (18) of elective coursework. With the approval of the director of graduate studies in the Department of Sociology, no more than six of these hours may be in fields other than sociology, provided they are relevant to the student's academic program. No more than six hours of Soci 8970: Directed Reading are permitted.
3. Six (6) hours of Soci 8999: Thesis Research (non-coursework)
4. A thesis.
5. A thesis defense.

NOTE: Up to six hours may be transferred by petition from other accredited institutions. Students must receive a cumulative average of "B" or better and must receive a grade of "B" or better in the required courses. If a student receives a grade other than an A or B in the required courses, he or she must repeat the courses the very next time they are offered to rectify the grades.

Applicants may obtain additional information about the Department of Sociology by contacting:

Director of Graduate Studies
 Department of Sociology
 Georgia State University
 P. O. Box 5020
 Atlanta, Georgia 30302-5020
 Tel: 404/651-2285
 Fax: 404/651-1712
 E-mail: socinfor@gsu.edu
 Home Page: www.gsu.edu/~wwwsoc

3360 Women's Studies Institute

Linda A. Bell, Director
 Allaine Cerwonka, Director of Graduate Studies
 Degree offered: Master of Arts

The Master of Arts (M.A.) degree program in Women's Studies is interdisciplinary and global and proceeds from feminist perspectives that examine the intersections of gender

with race, class, nationality, ethnicity, sexuality, and gender identity (among others), interrogating social structures, institutions, ideologies, and the influence of these intersections in other academic disciplines. Students are prepared to enter doctoral programs in women's studies in related disciplines, e.g., sociology or the humanities, and professions such as law and social work. The M.A. degree in Women's Studies can also enhance a career in government, nonprofits, or business, or can serve as a background for activism.

3360.10 Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Women's Studies Institute has the following requirements:

1. Two letters of recommendation addressing the ability of the student to undertake graduate study.
2. A statement of educational and/or career goals.
3. Students seeking a M.A. degree are admitted to the program once a year (to begin in fall semester). Applicants seeking graduate assistantships or the Ethel Woodruff Draper Research Fellowship in the Development of Young Women must submit all application materials to the Office of Graduate Studies, College of Arts and Sciences by February 1 to be considered for the first decision-making process. Later applications may be considered, depending upon availability of funds.

3360.20 Degree Requirements

Master of Arts (36 hours)

1. Thirty hours of graduate coursework, 12 hours of which are required (WSt 8001, WSt 8002, WSt 8003, and WSt 8004) and 18 hours of WSI courses, courses cross-listed with other departments, or approved courses in other departments.
2. Proficiency in a foreign language or in an approved alternative research skill.
3. A written comprehensive examination, consisting of a portfolio of two papers, one a preliminary thesis proposal and the other a critical or analytical paper. These papers are submitted to the graduate faculty after the student has completed 30 hours of coursework.
4. A minimum of six hours of Thesis Research (WSt 8999)
5. A thesis, approved by the student's thesis committee.

3360. Graduate Certificate in Women's Studies

Requirements:

A Graduate Certificate in Women's Studies is available to eligible graduate students who successfully complete four graduate courses in Women's Studies. "Successful completion" means a grade of B or better in each. Two of those must be WST 8001 and WST 8002. Remaining courses must be drawn from courses bearing a WST prefix and only one course can originate from the student's home department.

Eligibility:

The following individuals are eligible:

- Students who are enrolled in an M.A. or Ph.D. program in another department at Georgia State University, who declare in writing to the Women's Studies Institute their intentions to work on the certificate before taking a third WST course, and who submit evidence to the Institute when the requirement for the certificate has been completed;
- Others who apply to the Women's Studies Institute for the certificate program and who meet the same requirements as other graduate students entering the M.A. program, except that the GRE may be waived for those who have graduate degrees;
- Students in the Women's Studies Institute M.A. degree program who are unable to complete the program and who have completed the requisite coursework.

4000 College of Education

(See Section 8000 for Educator Preparation.)

4010 Office of the Dean

10th floor, College of Education Building, 404/651-2525
<http://education.gsu.edu>

Ronald P. Colarusso, Dean
 Gwen Benson, Associate Dean and Director of the Alonzo A. Crim Center for Urban Educational Excellence
 Edith M. Guyton, Associate Dean and Director of Graduate Studies
 John Fleischmann, College Administrative Officer
 William L. Curlette, Director of Research and Director of the Educational Research Bureau

The information contained in this chapter applies to programs, course offerings, and requirements specific to the College of Education. However, the information in this chapter is to be considered supplemental to the general university information found in the preceding chapters of this catalog. Therefore, students should familiarize themselves thoroughly with general information on registration, fees and refunds, academic regulations, student life, and campus services. All policies, regulations, and requirements explained in the preceding chapters of this catalog also apply to the College of Education.

4020 Mission of the College of Education

The mission of the College of Education at Georgia State University is to provide leadership and scholarship for the betterment of education and human development (Strategic Plan 2002-2007).

4030 Accreditation

The Professional Education Unit at Georgia State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC. This accreditation includes the basic and advanced levels of professional education programs offered at the institution through the College of Education and the College of Arts and Sciences. Teacher education programs are approved by the Professional Standards Commission of the State of Georgia.

The rehabilitation counseling program in the College of

Education is accredited by the Council on Rehabilitation Education (CORE). All other master's and doctoral counseling programs are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) of the American Counseling Association. The doctoral programs in counseling psychology and school psychology are accredited by the American Psychological Association (APA). Master's, specialist, and doctoral programs in educational leadership are recognized by the University Council for Educational Administration. The communication disorders program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

4040 Research and Instructional Resources

4040.10 Alonzo A. Crim Center for Urban Educational Excellence

350 College of Education Building, 404/651-1154
<http://education.gsu.edu/cuee/>

The Alonzo A. Crim Center for Urban Educational Excellence works in partnership with the larger Georgia State University community, other universities, school systems, social agencies, and community organizations. Current work includes (a) The Peachtree Urban Writing Project, a national writing project site and a collaboration with the Atlanta Public School System, Morehouse College, and Spelman College; (b) The Atlanta Partnership for Arts in Learning, Inc., an education program that brings teaching and artists together to integrate music, visual arts, drama, dance, story telling, poetry, and arts technology into the classroom settings and other learning environments; and (c) The Benjamin E. Mays Lecture Series, an annual lecture series that highlights and presents outstanding educators to Atlanta. The director of the center is Dr. Gwen Benson.

4040.20 Applied Physiology Laboratory

G18 Sports Arena, 404/651-2536
<http://www.gsu.edu/%7Ewwwkin/apl.html>

The Applied Physiology Laboratory serves the research, teaching, and service needs of the Department of Kinesiology and Health. The director of the laboratory is Dr. Andrew Doyle.

4040.30 Biomechanics and Ergonomics Laboratory

137 Sports Arena, 404/651-2536
<http://education.gsu.edu/bjohnson>

The GSU Biomechanics and Ergonomics Laboratory (BEL) was established in 1989 to enhance biomechanical research productivity in the areas of sport and exercise activities, medical rehabilitation, and industrial and occupational activities. The director of the laboratory is Dr. Ben Johnson.

4040.40 Bureau for Students with Multiple and Severe Disabilities

800 College of Education Building, 404/651-2310
<http://education.gsu.edu/gbsd1/>

The bureau was established to provide technical assistance to teachers in Georgia who teach students with varying multiple and severe disabilities. This assistance has been provided in the form of regional workshops and yearlong staff development training. The director is Dr. Paul Alberto.

4040.50 Center for Research on School Safety, School Climate and Classroom Management

351 College of Education Building, 404-651-3438
[http://education.gsu.edu/cps/CPS_Research/CPS_Research\(SchoolOffice\).htm](http://education.gsu.edu/cps/CPS_Research/CPS_Research(SchoolOffice).htm)

The Center for Research on School Safety, School Climate and Classroom Management consists of faculty and staff members representing a broad span of academic orientations including education, psychology, nursing, social work, law, and criminal justice. The mission of the Center is to coordinate and support scholarly efforts to gain a fuller understanding of the variables affecting school safety, school climate and classroom management. This is accomplished by stimulating interdisciplinary basic and applied research in these areas, and by facilitating educational and outreach efforts that focus on our growing understanding of variables and interventions that affect school safety, school climate and classroom management. The acting director is Dr. Joel Meyers.

4040.60 Center for the University System of Georgia Reading Consortium

6th floor, College of Education Building, 404/651-2516
<http://msit.gsu.edu/Readingconsortium>

The Center for the University System of Georgia Reading Consortium provides opportunities for statewide collaboration

among professionals engaged in improving the literacy performance of students P-12. The Center is established as a consortium of reading faculty, classroom teachers, and representatives of the Department of Education, Professional Standards Commission, Board of Regents, and Chancellor's office. The mission of the Center is to design and promote professional development in literacy instruction for classroom teachers. The director of the center is Dr. Joyce Many.

4040.70 Educational Research Bureau

330 College of Education Building, 404/651-3951
<http://www.gsu.edu/%7Ewwwerb/>

Sponsored by the Department of Educational Policy Studies, the bureau provides assistance in the areas of research design, methodology, and statistical application. Office hours are posted each term. The director of the bureau is Dr. William C. Curlette.

4040.75 Instructional Technology Center

2nd floor, College of Education Building, 404/651-2457
<http://itc.gsu.edu/>

The Instructional Technology Center serves faculty, students, and prekindergarten through twelfth-grade educators by encouraging and supporting technological confidence and expertise in the areas of teaching, collaboration, and consulting. Computers, peripheral equipment, software, and multimedia programs are available on an open-access basis. The center has a video studio and editing facilities. Faculty may arrange individual demonstrations or instruction in use of software programs and technology.

The center circulates educational materials, including textbooks, CD roms, laserdisc series, and manipulatives. Preview facilities are available. Space is provided for students working on instructional projects.

The Instructional Technology Center also operates computer labs located on the first floor of the College of Education Building. The labs provide space for scheduled computing classes and technology workshops. During the building's normal operating hours, students have free access to the labs when they are not being utilized for classes. Call the Instructional Technology Center for information and appointments. The director of the center is Dr. Steve Harmon.

4040.80 Principals' Center

Fourth floor, College of Education Building, 404/651-3274
<http://www.principalscenter.org/>

The Principals' Center, in cooperation with participating Atlanta-area school districts, has three purposes: administrator assessment, administrator development, and service to the profession through research and dissemination activities. The center is administered within the Department of Educational

Policy Studies. The director of the center is Dr. Carol McGrevin.

Assessment. The center's Metro-Atlanta Assessment Project is designed to improve the quality of education leaders at the building level through more informed selection procedures and a clinical approach to professional development. The center established this accredited leadership assessment project in cooperation with the National Association of Secondary School Principals.

Administrator Development. This component of the Principals' Center develops materials and processes to support implementing a systematic approach to in-service development for existing building-level administrators. The development component provides one major annual conference on a topic of current interest to principals, establishes opportunities for networking among principals, and provides professional development workshops and seminars for principals throughout the year.

Service to the Profession. The research branch of the Principals' Center is designed to undertake longitudinal studies associated with the assessment project as well as to conduct research and to extend theory into the nature of administrative and school effectiveness. Emphasis is placed on the practical application of such research. In addition, a major responsibility is to collect and to disseminate current research findings relative to educational administration. This research component publishes a periodic newsletter and a compendium of successful practices, both of which provide ways for principals to write about their profession and to keep informed about current practices and research findings.

4040.85 Saturday School

367 College of Education Building, 404/651-2581
<http://education.gsu.edu/saturdayschool/>

Saturday School is offered by the College of Education at Georgia State University. Classes are held on the downtown main campus from 9 a.m. to noon on 5 consecutive Saturdays in the spring, fall and winter. The school provides innovative educational opportunities for gifted children 4 years old through 8th grade. The director of the Saturday School is Dr. John Kesner.

4040.90 Speech-Language-Hearing Clinic

8th floor, College of Education Building, 404/651-3627
<http://education.gsu.edu/epse/NW3/3cd/3cdlhc.htm>

The Speech-Language-Hearing Clinic is operated by the Department of Educational Psychology and Special Education to provide practice and experience for students in the master's level communication disorders program offered through the College of Education. Students who are identified by faculty as needing evaluation may be referred to the clinic. The director of the clinic is Dr. Debra Schober-Peterson.

4050 Student Organizations

Many student organizations exist on the campus to help students achieve social, professional, academic, and cultural goals, and all students are encouraged to participate in student events and organizations as their interests develop. Student activities and organizations are provided for regularly enrolled students. The following are organizations open to students in the College of Education. For membership information, contact the person or department indicated.

Adlerian Society - Roy Kern, Department of Counseling and Psychological Services

Alpha Upsilon Alpha - Lori Elliott, Department of Middle-Secondary Education and Instructional Technology

Chi Sigma Iota - Fran Mullis, Department of Counseling and Psychological Services

Delta Pi Epsilon - Department of Middle-Secondary Education and Instructional Technology

Doctoral Fellows - Edith Guyton, Dean's Office. This organization offers a unique opportunity for doctoral students to interact on a professional and social basis with students from different departments within the College of Education and at various stages in their doctoral student careers. This goal is accomplished through round table discussions and seminars which may include a guest lecturer. Doctoral fellows meet once each term. Membership is open to all doctoral students in the College of Education. Visit <http://www.gsu.edu/~wwwedf/> for additional information.

Kappa Delta Pi - Elisa Tate, Dean's Office (membership is by invitation)

National Student Speech-Language-Hearing Association—Mary Rambow, Department of Educational Psychology and Special Education

Recreation and Leisure Studies - Carol Mushett-Johnson, Department of Kinesiology and Health

Student Georgia Association of Educators - Lee Daily, Department of Middle-Secondary Education and Instructional Technology

4060 Students' Responsibilities

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the university as well as the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an adviser or other university authority. Each student should become especially familiar with the chapters of this catalog that present the academic requirements for the degree being sought, the offerings and requirements of the student's major department, and any changes published in the *Schedule of*

Classes bulletin each academic term.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Academic Assistance and Graduate Admissions when changes are made by the College of Education. It is especially important that each student note that it is the individual student's responsibility to keep apprised of current graduation requirements for his or her particular degree program.

4070 Teacher Certification

Authority to recommend for certification rests with the dean of the College of Education. Questions about certification and certification requirements should be directed to the appropriate department. See the "Educator Preparation" chapter of this catalog for further information.

Graduate admission information may be obtained from the Office of Academic Assistance and Graduate Admissions, 300 College of Education Building, 30 Pryor Street 404/651-2540 or on the College of Education's web site at <http://education.gsu.edu>. Teachers interested in adding art, music, or foreign language certification should contact the graduate office in the College of Arts and Sciences, 800 Haas-Howell Building (404/651-2297). Add-on certification at the master's and specialist degree levels requires admission at the graduate level. Certification at either of these degree levels requires a grade of B or higher in each course.

4080 College of Education Honors Day

The College of Education recognizes graduate students who demonstrate outstanding academic and professional achievements. College and departmental awards are given each spring at the College of Education Honors Day ceremony.

The Department of Counseling and Psychological Services awards the Chet W. Harris Memorial Scholarship and the Kenneth and Mary Matheny Scholarship.

The Department of Early Childhood Education offers the Outstanding Ed.S. Leadership Award to an educational specialist student in recognition for outstanding leadership in the program and in the education profession.

The Department of Educational Policy Studies gives an Educational Policy Studies Outstanding Dissertation Award, an Educational Policy Studies Outstanding Student Award, the J. Everette DeVaughn Outstanding Student Award, the Judson Sapp Award, and the George W. Stansbury Dissertation Scholarship Award. These awards are given for academic excellence, leadership, service to the department and educational community, and professional promise.

The Department of Educational Psychology and Special

Education gives the Nicholas R. Castricone Award for genuine caring and involvement with individuals with an intellectual disability that demonstrates an exceptional level of commitment; the Glen Vergason Scholarship, for deserving minority or disabled graduate students; an award for the Outstanding Master's Student in Special Education in recognition of outstanding scholarship and service in the master's degree program; an award for the Outstanding Clinician in Communication Disorders, for excellence and creativity in clinical skills; recognition for Outstanding Specialist Project in Special Education, for an Ed.S. project of especially high quality and potential impact on the education of students with disabilities; an award for Outstanding Student in Educational Psychology, for outstanding scholarship, teaching, and/or service in educational psychology; recognition of the Outstanding Masters Thesis in Educational Psychology, for a master's thesis of especially high quality and potential impact on education; recognition of the Outstanding Dissertation in Special Education for a recent dissertation of exceptional quality; recognition of the Outstanding Dissertation in Educational Psychology, for a recent dissertation of exceptional quality; recognition of the Outstanding Doctor of Philosophy graduate in Special Education, for significant professional excellence and an established record of significant accomplishments that contribute to the profession; Outstanding Alumnus Award for outstanding achievement in his or her chosen field; and the Marie C. Keel Award, for effective supervision of mentoring of EPSE students.

The Department of Kinesiology and Health offers three awards to graduate students for scholarship and professional promise: Graduate Program Award in Sports Medicine, Graduate Program Award in Exercise Science, and Graduate Program Award for the Ed.S. in Physical Education.

The Department of MiddleSecondary Education and Instructional Technology gives the Specialist Award to an Ed.S. student in recognition of professional achievement and ability to work toward a chosen goal, and the Doctoral Award to the doctoral student who has demonstrated professional excellence and service to the department and educational community.

Honor Society: Kappa Delta Pi. The purpose of Kappa Delta Pi, an international honor society in education, is to promote excellence in and recognize contributions to education. Membership is by invitation only. Invitations are extended to undergraduate and graduate students in the fields of education exhibiting high academic scholarship, commendable personal qualities, and worthy educational ideals. Members of Kappa Delta Pi are eligible to apply for national and local scholarships. The local scholarship is the Dr. Kay Crouch Scholarship, described in the "Financial Information" section earlier in this catalog. Contact Elisa Tate, Dean's Office, College of Education (404/651-1011).

4090 Office of Academic Assistance and Graduate Admissions

300 College of Education Building, 404/651-2539

Jan Hudgins, Director

Sharon Spurley, Senior Academic Adviser

Carla Woods, Academic Adviser

The College of Education provides the Office of Academic Assistance and Graduate Admissions for the benefit of its students and for applicants to its graduate programs. The purposes of this office are to:

- Dispense application information and materials;
- Receive and evaluate application materials for graduate study in the College of Education;
- Explain catalog regulations;
- Administer policies for the college and the university; and
- Refer students to other sources of assistance in the university.

Applicants who are denied admission into nondegree, master's, and specialist programs are counseled by the Office of Academic Assistance and Graduate Admissions as needed by appointment only.

Applicants needing assistance with application procedures may send questions via e-mail to EducAdmissions@gsu.edu or call 404/651-2540.

4090.10 Department and Faculty Advisement

Each department in the college provides advisement and counseling to students enrolled in its degree programs. Master's degree-seeking students and all specialist and doctoral degree-seeking students are assigned a faculty adviser to confer with about academic and career development, the selection of electives, and any aspect of the student's major area of study. The initiative for contact with the faculty adviser lies with the student, who may also have ready access to other members of the faculty.

4100 Changing Major or Degree Status

A Georgia State University graduate student who wishes to change to a different graduate major must complete an application form and supply all required admission materials for the new major. In the College of Education, coursework completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major's program description and the credits meet all other College of Education guidelines for degree completion *and* if the student's new program adviser approves the application of previously earned credits toward the new

program. If the new major is offered by another college, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted in nondegree status who wishes to become admitted in a degree-seeking status must complete an application form and supply all required admission materials for the new degree program. He or she does not have to pay the application fee an additional time. No more than nine semester hours of coursework taken while the student is admitted as a nondegree student may be applied to a master's or doctoral program in the College of Education.

4110 Required Change of Catalog Edition

A College of Education student (a) who reenters the university after a period of one or more years during which time he or she did not earn academic credit at Georgia State University or (b) who reenrolls at Georgia State University after having attended another institution in any status other than as a college-approved transient student *must* change to the current catalog edition. He or she must meet all requirements of the current catalog edition.

4120 Credit by Examination

A student displaying exceptional ability in certain areas of knowledge may be permitted with the approval of the dean to receive credit for a particular course by successfully completing a departmental examination. Credit by examination cannot be used to meet semester-hour requirements for the 27-hour residency. Students are directed to contact their department to make arrangements for taking an examination. The departmental representative responsible for administering the examination will secure the appropriate Credit by Examination form from the Office of Academic Assistance and Graduate Admissions to ensure that the student receives proper credit. The following graduate courses have been approved for credit by examination:

EXC 7370	American Sign Language I (3)
EXC 7380	American Sign Language II (3)
EXC 7870	Basic Braille (2)
EPRS 7900	Methods of Research in Education (3)
EPRS 8530	Educational Statistics I (3)

4130 Tuition Waivers for Nonresident Students

The college awards a limited number of tuition waivers for nonresident students each academic term. The waivers are distributed based on recommendations from the individual academic departments. A College of Education student interested in a tuition waiver should contact his or her department for more information.

4140 Courses

The faculty has designated prerequisites for many College of Education courses. Students are expected to have completed a course's prerequisites prior to the first day of class. If a student has appropriate academic and professional experience, he or she may ask that the instructor or department allow him or her to register for a course without having completed the published prerequisites for a course; however, the instructor and department are under no obligation to allow that student to enroll without his or her having completed the prerequisites. In some courses, the student may be administratively withdrawn from the course if the instructor or department discover that he or she had not completed the course's prerequisites.

Only students admitted to a doctoral program may enroll in College of Education courses numbered 9000 or higher. No course numbered 5000 to 5999 may be applied toward the requirements of any degree program offered by the college.

4150 Directed Readings Course

A directed readings course is assigned for an individual project or readings under supervision. An application for a directed readings course is available from the Office of Academic Assistance and Graduate Admissions and requires consultation with the instructor of choice to develop the topic of study, approval of the student's adviser, and approval of the department chair of the chosen instructor's department. A directed readings course may not be substituted for a course that is part of the regular course curriculum of the college.

4160 Practica and Internships

4160.10 Application Deadlines

Graduate students, with the exception of all counseling and special education students, should apply for graduate internships or practica no later than the last day of classes of the term one full term prior to expected placement. Applications may be obtained from the Office of Academic Assistance and Graduate Admissions (300 College of Education Building). Students in the Department of Counseling and Psychological Services should contact that department (404/651-2550) for practica deadlines and applications.

Students in the Department of Educational Psychology and Special Education should contact the department (404/651-2310) for practica applications and deadlines.

Educational Leadership students do not need to apply for practica nor internships.

The practica supervisor or student teaching supervisor has the authority to withdraw a student from a classroom experience if the student's performance constitutes a detriment to the students in the class, and if such removal is necessary, the student will be given a grade of F for the course.

4160.20 Policies and Criteria

Specific information regarding policies related to practica and internship placement may be obtained from the student's department. In addition, all students are required to contact their advisers and chair of the department in which the practicum or internship is to take place for additional criteria and specific requirements of the practicum and internship experiences.

4170 Academic Petitions and Appeals

There are petitions and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University colleges would follow the College of Education procedures when a request involves College of Education courses or program requirements.

4170.10 Petition for Waiver or Variance

This petition is for use by students in the College of Education who are seeking a waiver or variance from an established policy, procedure, rule, or guideline governed by the College of Education. All proposed deviations from the program of study as contained in the student's program as it is published in the appropriate graduate catalog must have prior approval of the student's adviser, the department chair, and the college dean. The student must complete a student petition for waiver or variance form for each proposed program deviation. The petition form can be obtained from the Office of Academic Assistance and Graduate Admissions (300 College of Education Building). This petition form must be submitted by the end of the term prior to the term in which the exception is needed.

4170.20 Student Petition for Resolution

This petition is for use by students seeking resolution to academic treatment within the College of Education thought by the student to be injurious, unjust, or wrong. A student who believes he or she has suffered academically because of such treatment should contact the department that offers the course or program in which the treatment occurred to obtain a Student Petition for Resolution form. Within 10 days following the student's written request, the department chair schedules a meeting with student and professor. The student must submit the Petition for Resolution and required attachments to the appropriate department chair before the end of the term in which the academic problem occurred or in the case of a final grade petition within 30 calendar days after the first week of classes of the following term.

4170.30 Student Appeal Procedure

Any student in the College of Education may appeal to the College of Education Student Affairs Committee for review of a

College of Education petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within 30 working days following decision of the petition process. To initiate an appeal, the student must contact Dr. Beth Farokhi, Liaison to the Appeals Panel, Office of the Dean, 404/651-2843, for an appointment.

4180 Faculty/Departments

The faculty of the College of Education is organized into six departments. Graduate courses are offered by all of these departments.

Specific departments, their locations, telephone numbers, websites, department chairs, and faculty members are listed here. Also shown are the prefixes of the graduate courses taught by these faculty. Course descriptions appear in the "Course Descriptions" chapter of this catalog. Listed below are faculty members responsible for the design and instruction of College of Education courses and programs.

4180.10 Department of Counseling and Psychological Services

950 College of Education Building, 404/651-2550
<http://education.gsu.edu/cps/>

JoAnna White, Chair

Faculty: Ancis, Arthur, Ashby, Brack, Cadenhead, Chang, Chung, Dew, Dock, Edwards, Hill, Hutchinson, Katrin, Kern, Matheny, J. Meyers, Mullis, Ripley, Sampson, Siegel, Varjas, Weed, White

Degree Programs: Professional Counseling (M.S., Ed.S.), Rehabilitation Counseling (M.S.), School Counseling (M.Ed., Ed.S.), School Psychology (M.Ed., Ed.S., Ph.D.), Counseling (Ph.D.), Counseling Psychology (Ph.D.)

Course Prefix: CPS

4180.20 Department of Early Childhood Education

550 College of Education Building, 404/651-2584
<http://education.gsu.edu/ece/>

Brenda Moss Galina, Chair

Faculty: Anastasi, Barney, Benham, Carter, Collier, Dangel, DiSario, Galina, Guyton, Hart, A. Hilliard, Howery, Jarrett, Cliff Johnson, Jordan, S. Kaufman, Kesner, D. Lee, Matthews, B. Meyers, Najee-Ullah, Saxton, L. Smith, Turner, Whittaker-Brown

Degree Programs: Early Childhood Education (B.S.Ed., M.Ed., M.Ed./A.P.P., Ed.S., Ph.D.)

Course prefix: ECE

4180.30 Department of Educational Policy Studies

450 College of Education Building, 404/651-2582
<http://education.gsu.edu/eps/>

John H. Neel, Chair

Faculty: Baez, Boyles, Curlette, Davis, Dobbs, Freeman, Furlow, Gowen, Hayashi, A. Hilliard, Hutcheson, Irvine, Kawulich, Lakes, McGrevin, McWilliams, Monaco, Neel, Oshima, Payton-Stewart, Rogers, Rubenstein, Sherman, Talburt, Urban

Degree Programs: Educational Leadership (M.Ed., Ed.S.), Educational Research (M.S.), Social Foundations of Education (M.S.), Educational Policy Studies (Ph.D.)
 Course Prefixes: EPEL, EPHE, EPRS, EPS, EPSF

4180.40 Department of Educational Psychology and Special Education

835 College of Education Building, 404/651-2310
<http://education.gsu.edu/epse/>

David B. Center, Chair

Faculty: Alaimo, Alberto, Benson, Center, Colarusso, Dangel, Easterbrooks, Flores, Fredrick, Gallagher, Greenberg, Hawkins, Heflin, Heller, Hill, A. Hilliard, Houchins, Hughes, Irving, Kruger, Laures, Lederberg, Morris, O'Rourke, Rambow, Ronski, Schober-Peterson, Shippen, M. Smith, Steventon, Thompson, Zabrocky

Degree Programs: Behavior/Learning Disabilities (M.Ed.), Communication Disorders (M.Ed.), Educational Psychology (M.S., Ph.D.), Multiple and Severe Disabilities (M.Ed.), Special Education (Ed.S.), Education of Students with Exceptionalities (Ph.D.)

Course prefixes: EPY, EXC

4180.50 Department of Kinesiology and Health

137 Sports Arena, 404/651-2536
<http://www.gsu.edu/~wwwkin/>

Jeffrey C. Rupp, Chair

Faculty: Appleberry, Blankenship, Brandon, Calloway, Doyle, Ingalls, B. Johnson, Metzler, Mushett-Johnson, Nagal, S. Owen, Pitts, Rupp, Shapiro, Thompson, Tis, T. Walker

Degree Programs: Health and Physical Education (B.S.Ed., M.Ed.), Exercise Science (B.S., M.S.), Recreation (B.S.), Sports Administration (M.S.), Sports Medicine (M.S.), Sport Science (Ph.D.)

Course prefix: KH

4180.60 Department of Middle-Secondary Education and Instructional Technology

639 College of Education Building, 404/651-2510
<http://msit.gsu.edu>

Mary B. Deming, Chair

Faculty: Albers, Brown, Burns, Calandra, Deming, Dias, Elliott, Fox, Hanna, Harmon, J. Lee, Lucy, Many, Nosegbe-Okoka, B. Patterson, N. Patterson, Schaefer, Schultz, Sharpe, Shoffner, Smith, C. Thomas, Wang

Degree Programs: English Education (M.Ed., M.Ed./A.P.P.), Library Media Technology (M.L.M.), Mathematics Education (M.Ed., M.Ed./A.P.P.), Middle Childhood Education (B.S.Ed., M.Ed.), Reading, Language, and Literacy Education (M.Ed.), Science Education (M.Ed., M.Ed./A.P.P.), Social Studies Education (M.Ed., M.Ed./A.P.P.), Instructional Technology (M.S., Ph.D.), Teaching and Learning (Ed.S., Ph.D.)

Course prefixes: EDCI, EDLA, EDMT, EDRD, EDSC, EDSS, ELMT, IT, TSLE

4190 Graduate Admissions

All documents and other materials submitted by or for persons in connection with their interest in consideration for admission to a program become the property of this institution and cannot be returned at any time. It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all materials have been submitted to the Office of Academic Assistance and Graduate Admissions by the application deadline. Incomplete applications will not be processed.

Admission is for entry in a specific major and concentration, when appropriate. A student who has been admitted to a graduate degree program may not change to a different major without receiving formal approval of an application for the new major. The applicant must meet all College of Education and departmental minimum criteria and all prerequisites for the new major.

4190.10 Retention of Records

If an applicant fails to complete enrollment for the term in which admission was sought, the application must be renewed, and submission of such additional credentials and information as may be requested by the Office of Academic Assistance and Graduate Admissions will be required. Application files are retained for a maximum of one year.

A student who earns credit in a master's or specialist level program and later becomes inactive may be required to reestablish his or her file. A transcript of graduate credit earned at Georgia State University will be maintained indefinitely by the Office of the Registrar.

4190.20 Changing Term of Entry

Admission is for the academic term the applicant indicates on his or her application unless otherwise indicated by the acceptance letter. An accepted applicant who does not attend the term of acceptance may reactivate his or her application for up to two academic terms immediately following the original term provided that current admission criteria are met. A written request is required. Admission for a subsequent term is not guaranteed or automatic.

After the expiration of one calendar year, the applicant must submit a new application in keeping with university requirements for residency status verification, and the applicant must meet current admission criteria. The applicant may be required to resubmit supporting materials such as official transcripts, test scores, or other required materials.

Any applicant who does not enroll for the academic term for which he or she was accepted must notify the Office of Academic Assistance and Graduate Admissions in writing so that his or her records may be updated to a future academic term and so faculty approvals may be obtained if necessary. Some programs only admit students during particular terms, and it may be the case that postponing enrollment delays beginning the program by a calendar year, in which case, the applicant would have to reapply as described above.

Deadlines for notification to change entry term are as follows:

Fall term	May 1
Spring term	October 1
Summer term	February 1

If the deadline falls on a weekend or on a university holiday, requests to change term of entry will be accepted until the end of the next business day following the deadline.

4190.30 General Application Procedures and Information

Applications for graduate study can be downloaded from <http://education.gsu.edu>. Applications can also be requested from the Office of Academic Assistance and Graduate Admissions, Georgia State University College of Education, 300 College of Education Building, Atlanta, Georgia 30303-3083, 404/651-2540.

Applications and supporting materials must be filed with the Office of Academic Assistance and Graduate Admissions at the above address well in advance of the desired term of entry. Each applicant must allow adequate lead time for admissions processing, because there is no provision for temporary or trial admission pending completion of the application procedures described here. International students should see the "Admissions for Special Categories" section of this chapter for additional admissions information.

Application deadlines vary by program. The closing dates for receipt of applications and all supporting documents for each of the academic terms are listed in the information about each degree program in this chapter. Materials submitted are not returned to the applicant and are not transferable to other institutions.

4190.40 Admission Decisions and Notifications

Admission decisions are based upon official transcripts of all prior college-level work, official results of standardized tests, and other pertinent sources of information. The College of Education reserves the right to investigate the health, character, and personality of each applicant.

Admission decisions are communicated in writing to applicants as soon as practical after all application materials have been received and evaluated. Admission decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant to do so.

4190.50 Reentry

A graduate student who has not registered for a course at Georgia State University during the previous 12 months must complete a reentry application prior to enrolling. Reentry applications are available from the Office of the Registrar (227 Sparks Hall; 404/651-2383).

Reentry admission is not automatic. A student applying for reentry must reenter the program into which he or she was most recently admitted, and he or she must be able to meet all current admission criteria for that program. Some graduate programs do not accept reentry students; a student interested in one of these programs must complete a new graduate application and follow the application procedures for that program.

A reentry applicant must have two official transcripts sent from any college or university he or she has attended since last attending Georgia State University. Transcripts should be sent to Office of the Registrar, Georgia State University, Atlanta, GA 30303-3083. Deadlines for reentry applications are published each term in the on-line Registration Guide at www.gsu.edu/registrar.

Students who are unable to attend the semester for which reentry was originally requested should complete a new reentry application for the semester that they wish to attend.

Students who have not registered for two calendar years or more must satisfy the degree requirements of the graduate catalog in effect at the time of reentry. If their academic program no longer exists at the time of reentry, they may not reenter but instead must apply for a new degree program.

4190.60 Visiting Student Admission

A student enrolled as a regular student in a degree program in another accredited college or university may apply to register for a particular academic term at Georgia State University as a transient student. Such a student is one who expects to return to the college or university in which previously enrolled and must have permission from that institution to attend Georgia State University. Although the university cannot guarantee the availability of specific courses for transient students nor assume responsibility for advisement, every effort will be made to assist students unfamiliar with the university.

An applicant desiring to enroll as a transient student must submit the following materials to the Office of Academic Assistance and Graduate Admissions, 300 College of Education Building, Georgia State University, Atlanta, GA 30303 by the deadline date given in the "Application Deadlines" section for the term of intended entry: (1) an Application for Admission to Graduate Study at Georgia State University, (2) a nonrefundable application fee of \$25.00, and (3) a "Letter of Good Standing" sent directly to the Office of Academic Assistance and Graduate Admissions from the institution the applicant is currently

attending, indicating the specific Georgia State University course(s) being approved. The Letter of Good Standing should be addressed to Director Jan Hudgins at the address above.

Georgia State University students currently pursuing degree programs in the College of Education must secure permission from their academic adviser prior to enrolling as transient students at another institution. Transient authorization must be obtained through the Office of Academic Assistance and Graduate Admissions.

4190.70 Admission for Persons 62 Years of Age or Older

Pursuant to the provisions of an amendment to the Georgia Constitution adopted November 2, 1976, the Board of Regents of the University System of Georgia has established rules with respect to enrollment of persons 62 years of age or older. To establish eligibility for such enrollment, one must:

1. Be classified as a resident student under the residency regulations of the Board of Regents; be 62 years of age or older at the time of registration; and present a birth certificate or other comparable written documentation of age to the residence auditor, and
2. Meet all regular Georgia State University admissions requirements as an entering undergraduate, transient, or graduate student.

Having established eligibility, individuals may enroll as regular students, for regular credit, in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies or laboratory fees. In addition, students under this program will have all usual student and institutional records maintained. These students must meet all regular, appropriate degree requirements before receiving a degree.

4190.80 International Applicant Admission

It is the policy of Georgia State University to encourage the enrollment of students from other countries. The university subscribes to the principles of international education and to the basic concept that only through education and understanding can mutual respect, appreciation, and tolerance of others be accomplished. The recognition of the values of cultural exchange is grounded in our philosophy of education and is predicated on an awareness of the need to foster better cooperation, friendship, and understanding among the peoples of the world. In this regard, we welcome international students to our campus because we believe such a cultural exchange will be beneficial to our entire student body, to our international students in particular, and to metropolitan Atlanta.

Georgia State University reserves the right to admit only those international applicants who are academically qualified and who have proved their ability to meet the financial requirements while in attendance. Applicants needing a student visa are required to show financial capability for their full degree program and may be required to have an amount equal

to the estimated cost of the first academic year on deposit at Georgia State University before a certificate of eligibility will be issued. Continuation of the visa after the first calendar year may require further proof and certification of the applicant's financial ability.

International students applying from abroad must have application, fees, and supporting documentation on file in the Office of Admissions approximately six months prior to the beginning date of the academic term for which they seek admission.

International students with a student visa are required to carry a full course of study in each academic term excluding summer. A full course of study at Georgia State University is nine semester hours for graduate students.

A special information pamphlet for international applicants/students is available upon request from the Office of Admissions. The pamphlet indicates the degree programs available, admission requirements, fees, and other basic information helpful to applicants from other countries.

In addition to meeting the regular admission requirements, prospective international applicants must demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). The TOEFL is not required for an applicant holding a degree from a U.S. college or university or whose native language is English.

Prior to registration for the first term, each international student is required to attend an international student orientation offered through the Office of International Student Services and Programs.

The College of Education reserves the right to test international applicants with regard to their skills in English. Accepted applicants will be notified if any testing is required.

Academic credentials must be original documents with authoritative signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have those credentials sent from such institutions, the applicant should forward a duly "notarized" or "attested to" copy. The notarization should be done by the proper institutional officer or by the Ministry of Education in the home country. Documents in a language other than English must be accompanied by translations. Translations should be made by the home country embassy or an appropriate official, and the original copies of the translations, acceptably notarized as described above, must be provided. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) or the Institute of International Education (IHE) will be acceptable.

The application materials of foreign origin of all international applicants must be evaluated by an independent evaluation service. An application form for evaluation is included with all application packets mailed outside the United States. International applicants residing in the United States may contact the Office of Academic Assistance and Graduate Admissions at 404/651-2540 for the application for evaluation form.

4190.90 Admissions Appeals and Requests for Exceptions to Admissions Criteria

The following information describes the procedures for submitting an appeal or a request for an exception to the application of University System of Georgia and College of Education admission criteria for all graduate degrees and programs offered by the college.

Admissions Appeals Based on Procedural Error

Any applicant denied admission to a graduate degree or program of study may make an appeal of that decision provided that the basis of the appeal is that the individual or group that has made the negative admissions decision has done so in error in terms of the appropriate or accurate application of stated admissions criteria.

An appeal on grounds of error is made first to the college's Graduate Admissions Appeals and Exceptions Committee. Subsequent levels of appeal include the dean of the College of Education, the vice president for academic affairs, the president of the university, and the Board of Regents of the University System of Georgia.

Requests for Exception to Admissions Criteria

University System of Georgia Admissions Criteria. An applicant denied admission to a teacher education graduate degree or program based on minimum criteria set by the University System of Georgia may request an exception to those criteria by submitting such a request first to the College of Education Graduate Admission Appeals and Exceptions Committee. In such cases, no person or group at Georgia State University has the authority to make exceptions, except as specifically provided in University System criteria. However, a recommendation supporting or not supporting the applicant's request will be sent forward at each level of appeal in this order: the dean of the College of Education, the vice president for academic affairs, and the president of the university. The final decision on the request for an exception to University System criteria will be made at the level of the Board of Regents of the University System of Georgia.

College of Education Admissions Criteria. An applicant for nondegree status, a nonteacher education master's degree, or an Ed.S. or Ph.D. degree program may request an exception to admission criteria. A request for exception to graduate admission criteria is made first to the Graduate Admission Appeals and Exceptions Committee. Subsequent levels of appeal are the dean of the College of Education, the vice president for academic affairs, the president of the university, and the Board of Regents of the University System of Georgia.

Departmental Admission Criteria. An applicant who meets college criteria but is denied admission based on department criteria may request an exception by contacting the department offering the program. The

department will explain procedures for the applicant to follow to seek the exception. Only a positive recommendation from the department shall be transmitted to the Graduate Admissions Appeals and Exceptions Committee for further consideration. Applicants denied admission based on an application of department criteria who do not receive an exception to the department's criteria may appeal such a decision to the Graduate Admissions Appeals and Exceptions Committee (404/651-2539).

Submitting Appeals and Requests for Exception to Admission Criteria

Applicants denied admission based on college-wide criteria who wish to appeal an admission decision, or who desire a request for exception, begin by submitting an admission exception/appeal form to the Office of Academic Assistance and Graduate Admissions within 14 days of the date of the letter of admission denial. That office will submit the request for review and recommendation to the Graduate Admission Appeals and Exceptions Committee.

In preparing the request for exception to admission criteria, the denied applicant may use all of the resources at his or her command to persuade the committee that admission should be granted. A substantial part of the recommendation of the committee will be based on how well the denied applicant is able, in writing, to persuade the members of the committee that he or she should be admitted even though he or she does not meet admission criteria.

The committee will determine its recommendation based on the documents it has available. The committee's recommendation will be made to the dean of the College of Education, who will notify the applicant of his or her decision, in writing only, before the final day to register without penalty for the upcoming term.

4200 Academic Discipline

4200.10 Scholastic Warning

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on *scholastic warning*. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student's program of study. The original grade in a course that has been repeated is *not* dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required coursework, if the cumulative GPA is at least 3.00, then the student will return to good standing.

A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may *audit* those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

A graduate student on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required coursework but whose latest term's grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the student will return to good standing. A student may not graduate while on scholastic warning.

4200.20 Scholastic Suspension

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term's GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a *Petition for Readmission After Scholastic Suspension* form and a reentry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by the following deadlines:

To reenter Fall Term	June 15
To reenter Spring Term	October 15
To reenter Summer Term	March 1

4200.30 Scholastic Probation

A student who is reinstated after scholastic suspension will be on *scholastic probation*. If the student's graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education. If the student's cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

4200.40 Scholastic Exclusion

A student may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.

4210 Master's Degree Admissions

http://education.gsu.edu/coe/content/adm_req.htm

4210.10 Master of Education, Master of Library Media, and Master of Science Applications

All applicants must submit the following items and meet stated criteria:

1. College of Education Application for Graduate Admission.
2. Nonrefundable application fee of \$50.00 (check or money order). Checks or money orders should be made payable to Georgia State University in U.S. currency; do not send cash. The application fee is nonrefundable, and it does not apply toward registration fees.
3. University Information Sheet.
4. Two official transcripts of all previous college-level work must be sent directly to the Office of Academic Assistance and Graduate Admissions. Request transcripts by writing the registrar of each college or university previously attended. Official transcripts must be sent directly from each institution previously attended. Current or former Georgia State University students do not have to provide transcripts from Georgia State University.
 - a. Undergraduate Degree. Applicants must hold an undergraduate degree from a regionally accredited college or university with a major in or with coursework that meets prerequisites for the planned graduate field of study. Applicants to advanced programs in Early Childhood Education, English Education, Health and Physical Education, Mathematics Education, Middle Childhood Education, Science Education, and Social Studies Education must be certified at least at the bachelor's level in the corresponding teacher certification area. Applicants to the Educational Leadership program or to the Reading, Language, and Literacy Education program must be certified at the bachelor's level in a teacher certification area. Applicants to the programs in Exercise Science, Sports Administration, and Sports Medicine must have an appropriate undergraduate major and coursework as determined by the department. An applicant who does not hold appropriate certification or academic background may be allowed entry contingent on the completion of prerequisite coursework identified by the program's department. Such prerequisite coursework cannot be counted toward completion of program requirements.
 - b. Undergraduate Grade Point Average. Applicants must have earned a grade point average of no less than 2.50 calculated on all undergraduate work attempted in which letter grades were awarded. Individual programs may have a higher standard.
5. Test scores from the Graduate Record Examination (GRE) General Test (Verbal and Quantitative subtests only). Test scores must be from an examination taken within the five years prior to the term of admission to the program. Each applicant must present a minimum combined Verbal and Quantitative score of 800 to be considered for admission. Students wishing to arrange to take the GRE should contact the Educational Testing Service by writing to GRE/ETS, CN 6004, Princeton, NJ 08541-6004.
6. Goals Statement. Each applicant must submit a goals statement of 300 to 500 words. An applicant to the Sports Administration program must submit a statement of professional goals indicating specific area of interest.
7. Letters of Recommendation. Each applicant must submit two letters of recommendation. An applicant to the Educational Leadership program must submit at least one letter from a school principal or immediate supervisor (if not school-based). An applicant to the Sports Administration program must submit at least one letter from an academic source. An applicant to the Professional Counseling, Rehabilitation Counseling, School Counseling, or School Psychology programs must submit three letters of recommendation.
8. Résumé. Each applicant must submit a brief résumé indicating educational, professional, and volunteer experience. An applicant for the program in Urban Teacher Leadership must document at least one year of teaching experience; an applicant for the program in Educational Leadership must document at least three years of successful school experience. An applicant for the Sports Administration program must submit a complete history of his or her sports background.
9. Praxis I Assessment. An applicant who plans to complete a program to seek initial certification in the State of Georgia must present passing scores (as determined by the State of Georgia) on the Praxis I Assessment or present exemption scores from the GRE, the SAT, or the ACT. Applicants who are already certified in the State of Georgia do not have to meet the Praxis I Assessment requirement. Visit <http://www.teachingandlearning/index.html> to learn more about the Praxis I Assessment.
10. Faculty Interview. An applicant may be asked to participate in an interview with program faculty.
11. Writing Sample. An applicant to the School Psychology program must submit a writing sample in addition to the goal statement. Contact the Department of Counseling and Psychological Services (404/651-2550) for more information.

4210.20 Application Deadlines

To begin: All materials must be received by:

Fall term	May 1
Spring term	October 1
Summer term	February 1

Deadline Exceptions

Communication Disorders: Applications accepted for summer and fall only; all materials must be received by January 15.

Early Childhood: Applications accepted for summer only; all materials must be received by February 1.

Educational Psychology: Applications accepted for summer and fall must be received by February 1. Applications accepted for spring must be received by October 1.

Professional Counseling: Applications accepted for summer and fall only; all materials for summer must be received by February 1; all materials for fall must be received by May 1.

School Counseling: Applications accepted for summer only; all materials must be received by February 1.

Rehabilitation Counseling and School Psychology: Applications accepted for fall only; all materials must be received by February 1.

4210.30 Dual Enrollment Admission

A dual enrollment option is available for master's students who wish to earn simultaneously a Master of Science with majors in Educational Research and Professional Counseling. Only these two majors may be combined in this manner. A description of program requirements for the Educational Research/Professional Counseling program is provided following the program description for the master's program in Educational Research later in this chapter.

Dual enrollment applicants to the M.S. major in Educational Research and the M.S. major in Professional Counseling must meet all entrance requirements and follow the application procedures for each of the separate majors. Participation in the dual enrollment program is contingent upon the student's being admitted to both majors prior to completion of either program and approval of the program director, Dr. William L. Curlette. Students who apply simultaneously for both majors but who are admitted to only one will be admitted to that major and may reapply for the other by the deadline for a subsequent academic term.

4210.40 Concurrent Master's/Ed.S. Admission

Applicants for the Master of Education degree with a major in School Psychology must concurrently apply for the Specialist in Education degree with the same major. Applicants for the Master of Education degree in School Counseling and applicants for the Master of Science degree in Professional Counseling may be considered for concurrent admission to the Specialist in Education degree with the same major. The applicant must meet the minimum admission requirements as listed in the Specialist Programs section of this chapter. Completion of both the M.Ed. and Ed.S. in School Psychology can lead to recommendation for initial certification in School Psychology in the State of Georgia. Admission to these programs is concurrent; however, completion of degree requirements occurs sequentially.

4210.50 Multiple Master's Degrees

A student who holds a degree from the College of Education may qualify for a different master's degree of this

college. To qualify, he or she must meet all admission requirements for the second degree and thereafter fulfill all requirements for the second master's degree. Along with all other requirements, the student must have received satisfactory credit for a minimum of 27 semester hours of coursework that have not been applied to satisfy the requirements of any other degree.

4210.60 Minimum Requirements for All Master's Degrees

1. A student must earn an overall grade point average of 3.00 calculated on all graduate coursework attempted. Some departments require a grade of B or higher in specific courses and program areas. Students are responsible for contacting their departments regarding specific academic requirements that exceed college-wide minimums.
2. A minimum of 36 semester hours of coursework is required.
3. A student must take a minimum of 27 semester hours of coursework at Georgia State University.
4. No coursework may be more than six calendar years old at the time of graduation except for coursework applied to the degree requirements in Professional Counseling, Rehabilitation Counseling, School Counseling, or School Psychology, which may be no more than seven calendar years old.
5. Each student must meet the comprehensive examination requirement of his or her program.

Comprehensive Examination Requirement

All master's-degree students must meet a comprehensive examination requirement in at least one of the following ways as determined by program faculty:

1. The student successfully completes a written comprehensive examination which can be taken only after the student has completed at least 27 semester hours of coursework in his or her program and which must be passed within three attempts. Only one attempt is permitted per academic term. Except for students majoring in Educational Leadership, students who do not pass their comprehensive examinations after three attempts will be scholastically excluded from the College of Education master's-degree program for which they were being examined.
2. The student completes and defends a master's project or master's thesis.

4220 Master's Degree Programs

http://education.gsu.edu/coe/content/adm_req.htm

Master's degree programs offered by the College of Education are listed alphabetically by degree then major. Semester hour amounts are shown in parentheses.

4230 Master of Education (M.Ed.)

4230.05 Behavior/Learning Disabilities (M.Ed.)

Certification areas: Emotional and Behavioral Disorders, Learning Disabilities, Mental Retardation, Interrelated Special Education.

Department of Educational Psychology and Special Education

Program Theme: Leadership and Scholarship Focused on Learning and Development

The program for the major in Behavior/Learning Disabilities prepares a student to teach children with emotional and behavioral disorders, learning disabilities, and mild mental retardation. The course of study meets the requirements for professional certification in Interrelated Special Education. A student is provided with coursework and practicum experiences resulting in knowledge of characteristics of the various exceptionalities as well as the ability to understand and apply appropriate curricula, methods of instruction, assessment, and classroom management procedures. Categorical certification can be obtained through a student's choice of practicum placement in the area of behavior disorders, learning disabilities, or mental retardation.

A student in this program who does not have current teacher certification in any field must be employed as a special education teacher or as a special education paraprofessional.

The master's degree program contains those courses required for professional certification. Georgia State University will only recommend an individual for certification who has completed a planned program developed with a faculty adviser.

Academic Preparation

A student entering this program should have completed coursework at the undergraduate or graduate level in each of the areas listed below. Coursework in all of these areas must be completed prior to the student's teaching field courses, but such coursework will not count toward the coursework requirements of the master's program.

Assessment of Exceptional Children
Behavior Modification
Human Growth and Development
Introduction to Exceptional Children
Language Development and Disabilities
Methods of Teaching Mathematics
Methods of Teaching Reading
Methods of Teaching Special Education
Student Teaching/Practicum

An applicant who does not have current teacher certification in any field must be employed either as a special education teacher or special education paraprofessional.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all

academic settings. Inappropriate or unprofessional conduct by a student may result in the student's being dropped from a course or a program. If such removal from a course is necessary, the student will receive the grade of F and may be judged ineligible to re-enroll in the course.

Program of Study

Substitutions may be made with the approval of the student's adviser for courses previously taken or other appropriate experiences.

A. Professional Studies (9).

Select one (3):

EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)

Select one (3):

EPRS 7900	Methods of Research in Education (3)

EPRS 7910	Action Research (3)

EPRS 7920	Classroom Testing, Grading, and Assessment (3)

Select one (3):

EPY 7080	The Psychology of Learning and Learners (3)

EPY 7090	The Psychology of Learning and Learners: The Young Child (3)

EPY 7100	The Psychology of Learning and Learners: Preadolescent and Adolescent (3)

B. Teaching Field/Major (24). The Department of Educational Psychology and Special Education requires that students earn a grade of B or higher in each course in the teaching field/major. If a student earns a grade below B in a course, he or she must repeat that course. A student will be allowed to repeat a course in this manner one time. Students who fail to earn a grade of B or higher after taking the course a second time will be scholastically excluded from this major.

Required (21):

EXC 7000	Collaboration with Parents and Professionals (3)
EXC 7110	Characteristics of Students with Behavior and Learning Disabilities (3)
EXC 7130	Assessment for Instructional Planning (3)
EXC 7150	Methods for Teaching Academics to Students with Behavior and Learning Disabilities (3)
EXC 7160	Strategies for Social and Emotional Behavior in Students (3)
EXC 7170	Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)
EXC 7190	Alternative Approaches to Reading

	Instruction for Students with Disabilities (3)
Select one (3):	
EXC 7931	Practicum II: Interrelated (3)
EXC 7932	Practicum II: Learning Disabilities (3)
EXC 7933	Practicum II: Mild Mental Retardation (3)
EXC 7934	Practicum II: Behavior Disorders (3)
EXC 7941	Practicum II: Interrelated (3)
- C. Elective (3).
Select one (3):
- | | |
|-----------|---|
| EDRD 7650 | Individualized Assessment and Instruction for At-Risk Readers (3) |
| EXC 7310 | Strategies for Challenging Behaviors (3) |
| EXC 7320 | Methods of Teaching Students with Autism (3) |
| EXC 7340 | Post-School Transition for Students with Disunities (3) |

Program total: minimum of 36 semester hours

4230.10 Communication Disorders (M. Ed.)

Department of Educational Psychology and Special Education

Program Theme: Special Educator as Decision Maker

The program for the major in communication disorders prepares speech-language pathologists to work with individuals of all ages who have communication disorders. The program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. It is designed to lead to the Professional Standards Commission licensure at the master's level, licensure by the Georgia Board of Examiners for Speech-Language Pathology and Audiology, and certification in speech-language pathology by the American Speech-Language-Hearing Association (ASHA).

Academic Preparation. A student entering this program must hold a baccalaureate degree in communication disorders or have completed coursework in each of the areas listed below:

Anatomy and Physiology for Communication
Augmentative Communication
Aural Rehabilitation
Behavioral or Social Science
Biological and Physical Science
Exceptional Children and Youth
Hearing Science and Disorders
Introduction to Communication Disorders
Introduction to Language Development
Introduction to Language Disorders
Mathematics
Phonetics
Sign Language
Student Teaching in Communication Disorders
Teaching Reading/Literacy

A student who has not completed study in each of the areas listed above may still gain admission to the program; however, he or she will be required to complete this coursework as part of the program of study. Such coursework will not substitute for program courses and will not count toward the master's degree minimum semester hour requirement.

In addition to the successful completion of academic coursework and a comprehensive examination, the student must also accumulate 400 clock hours of supervised clinical experience during practicum experiences to be eligible for graduation. Of the 400 clock hours, no less than 375 must be earned at the graduate level. The distribution of clock hours must comply with the current requirements as contained in the Communication Disorders program Student Handbook.

A student who has successfully completed all master's-degree program requirements as well as the additional coursework requirements described above will be recommended for professional certification. This recommendation is made only at the conclusion of all master's degree requirements. A student seeking licensure from the State of Georgia Professional Standards Commission must also achieve a passing score on the Praxis II Assessment for speech pathology before being recommended by Georgia State University.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student's being dropped from a course or a program. If such removal from a course is necessary, the student will receive the grade of F and may be judged ineligible to re-enroll in the course.

Program of Study

- A. Professional Studies (9). The following professional studies courses should be taken early in the student's program.
- | | |
|-----------------|---|
| Select one (3): | |
| EPSF 7100 | Critical Pedagogy (3) |
| EPSF 7110 | Multicultural Education (3) |
| EPSF 7120 | Social and Cultural Foundations of Education (3) |
| Select one (3): | |
| EPRS 7900 | Methods of Research in Education (3) |
| EPRS 7910 | Action Research (3) |
| EPRS 7920 | Classroom Testing, Grading, and Assessment (3) |
| Select one (3): | |
| EPY 7080 | The Psychology of Learning and Learners (3) |
| EPY 7090 | The Psychology of Learning and Learners: The Young Child (3) |
| EPY 7100 | The Psychology of Learning and Learners: Preadolescent and Adolescent (3) |
- B. Teaching Field/Major (48). The student must earn a grade of B or higher in all courses in the teaching field/major. If a student earns a grade below B in a course, that course must be repeated. A student will be

allowed to repeat a course one time. A student who fails to earn a grade of B or higher after taking the course a second time will be scholastically excluded from this major. If a student earns a grade below B in a practicum experience, the Communication Disorders faculty will review the student's progress in the program to determine if the student will be allowed to continue the program of study.

Required (48):

EXC 7450	Child Language Disorders (3)
EXC 7510	Neuroscience for Communication (3)
EXC 7520	Speech Sound Disorders (3)
EXC 7530	Voice Science and Disorders (3)
EXC 7540	Fluency Disorders (3)
EXC 7550	Adult Language Disorders (3)
EXC 7560	Diagnostic Methods of Speech and Language Disorders (3)
EXC 7570	Advanced Audiological Assessment (3)
EXC 7590	The Profession of Communication Disorders (2)
EXC 7600	Swallowing and Swallowing Disorders (3)
EXC 7610	Motor Speech Disorders (3)
EXC 7630	Policies, Procedures, and Programming in Communication Disorders (3)
EXC 7910	Clinical Practicum in Communication Disorders (7)
EXC 7950	Communication Disorders Medical Internship (6)

- C. Elective (3). Elective is to be selected with the consent of the major adviser from the following courses or another appropriate course:

Select one (3):

EXC 8310	Advanced Studies in Language Development (3)
EXC 8320	Advanced Studies in Child Communication Disorders (3)
EXC 8330	Advanced Studies in Adult Communication Disorders (3)

Program total: minimum of 60 semester hours

4230.15 Early Childhood Education (M. Ed.)

Department of Early Childhood Education
Program Theme: Educator as Decision Maker

This program is designed for the teacher who wishes to establish a learner-centered classroom. Through an integrated approach that provides choices and opportunities for decision making and dynamic group interactions, teachers participating in this collaborative master's program become partners with faculty in shaping the path or paths by which content is learned.

Program Philosophy

This program prepares educators to work with tomorrow's citizens. Its design is based on the assumption that learning is a constructive process that builds on the knowledge and experience of the learner. Certain beliefs characterize this program, including that learning happens in a social setting where children and teachers learn together and that meaningful learning occurs in the context of the university setting and in classrooms. With these beliefs as the core, this program provides opportunities for teachers to reflect and refine their understandings about teaching and learning.

Consistent with programmatic core beliefs, evaluation for all courses will be on-going. Therefore, IP ("in progress") grades will be assigned for each course each term. Upon completion of all programmatic requirements, traditional grades (A-F) will be assigned.

Program Requirements

In addition to the college-wide graduation requirement of an overall 3.00 grade point average (calculated on all graduate work attempted), the Department of Early Childhood Education requires that the student maintain satisfactory progress as he or she pursues the program of study. Any student who faculty believes is not making satisfactory progress toward fulfillment of degree requirements may be removed from the program.

Special Program Requirements

1. Participants must be employed as classroom teachers and hold certification in early childhood education, and they must have completed at least one year of teaching.
2. Applicants are interviewed by Early Childhood Education faculty for admission.
3. Participants must commit to four academic terms of continuous study and must register for a minimum of nine semester hours per term. Because of the special nature of this program, students who drop out will not be able to complete it unless they reapply. Because of the special nature of this program, students will not be able to substitute course prerequisites.
4. Participants must be willing to attend a three-day retreat scheduled during the first academic term of enrollment as a coursework requirement.
5. Students must participate actively in the design of the program structure, content, and assessments. Students may satisfy program requirements in a variety of settings and through a variety of experiences (e.g., seminars, class meetings, classroom research, group and/or individual projects, curriculum design, workshops).
6. Students will participate in the design of a capstone experience during the final academic term. This capstone will demonstrate the accumulated knowledge, skills, and attitudes acquired throughout the program.

In addition to the requirements listed above, the student must file a formal application for graduation with the Office of

the Registrar at least two academic terms in advance of the expected date of graduation to establish eligibility for graduation with the M.Ed. in Early Childhood Education.

In this program, the teacher functions as a collaborator with parents and children to focus on strategies for enhancing effective child learning. All coursework and instruction will incorporate reflective practice, collaboration, theories of child development, and strategies for managing classrooms and affirming diversity.

Program of Study

- A. Professional Studies (9).
Required (9):
 - EPRS 7910 Action Research (3)
 - EPSF 7120 Social and Cultural Foundations of Education (3)
 - EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
- B. Teaching Field/Internship (18).
Term 1 Block
Required (9):
 - ECE 7390 Curriculum in the Early Childhood Classroom I (3)
 - ECE 7410 Critical Issues in Early Childhood Education I (3)
 - ECE 7740 Internship in Early Childhood Classroom I (3)
Term 2 Block
Required (9):
 - ECE 7400 Curriculum in the Early Childhood Classroom II (3)
 - ECE 7420 Critical Issues in the Early Childhood Education II (3)
 - ECE 7750 Internship in Early Childhood Classroom II (3)
- C. Capstone Experience (9). Students admitted to the Reading Recovery Program may apply up to 6 semester hours of credit in appropriate Reading Recovery courses toward completion of the capstone experience.
Required (9):
 - ECE 7800 Capstone Experience (9)

Program total: minimum of 36 semester hours

4230.20 Early Childhood Education (M. Ed.) Alternative Preparation Program (APP)

Department of Early Childhood Education
Program Theme: Urban Educator as Decision Maker

Two distinct program groups are part of the Alternative Preparation Program—Georgia Teacher Alternative Preparation Program (GTAPP) with Fulton County Schools and Teach for America (TFA) with Atlanta Public Schools.

The initial certification program for the major in early

childhood education prepares teachers of young children (birth to 10 years) in an urban environment. The program is designed for people who already hold a baccalaureate or higher degree in a field other than education.

Applicants for this program must provide documentation of previous work experience and participate in interviews conducted by faculty and school-based personnel. The Department of Early Childhood Education reserves the right to specify additional criteria for applicants. More information on the application and selection process for Teach for America is available at <http://teachforamerica.org/>.

Coursework for GTAPP begins summer term (May session) of each academic year. Coursework for TFA begins fall term of each academic year. Courses run consecutively for both TFA and GTAPP. Completion of prerequisites in the program leads to a recommendation for initial certification. When funding is available, tuition for GTAPP candidates is paid by Fulton County Schools. In return, candidates must teach for a minimum of two years in a South Fulton County School. Candidates who choose to continue after certification and complete the additional 24 semester hours earn their Master of Education degrees. During this time, each candidate is required to be employed as a full-time teacher in an Atlanta or South Fulton County urban classroom and to participate in a mentoring experience. For application and supporting materials, please contact the Department of Early Childhood Education at ecemail@langate.gsu.edu or call 404/651-2584.

Summer Institute Prerequisites (GTAPP students only)

- Required (15):
 - ECE 6960 Seminar: Reading and Language Arts Curriculum for Young Children (6)
 - ECE 6970 Seminar: Math Curriculum for Young Children (3)
 - ECE 6980 Seminar: Managing Children and Instruction in Early Childhood Education (3)
 - ECE 6989 Seminar: Families, Young Children, and the School in Contemporary Society (3)

Prerequisites for Initial Certification (GTAPP and TFA students)

- Required (12):
 - ECE 6961 Seminar: Coaching, Curriculum, and Teaching I (6)
 - ECE 6971 Seminar: Critical Issues I (3)
 - ECE 6981 Seminar: Child Development and Learning I (3)
- Required (12):
 - ECE 6962 Coaching, Curriculum, and Technology II (6)
 - ECE 6972 Critical Issues II (3)
 - ECE 6982 Seminar: Child Development and Learning I (3)
- Required (6):
 - ECE 6963 Coaching, Curriculum, and Technology III (6)

Prerequisite totals: GTAPP, 45 semester hours; TFA, 30 semester hours

Program of Study (GTAPP and TFA students)**Required (24):**

ECE 6691	Mentorship in Urban Classroom (3)
ECE 6820	Teacher Reflection and Research I (3)
ECE 6821	Teacher Reflection and Research II (3)
ECE 6985	Seminar: Curriculum I (6)
ECE 6987	Seminar: Curriculum II (6)

Exit Requirements

Successful completion of all prerequisites and program coursework.

Successful completion of the Praxis II Assessment in the Early Childhood Education licensure area.

Program total: minimum of 24 semester hours

4230.25 Educational Leadership (M. Ed.)

Department of Educational Policy Studies
Program Theme: Improving Student Learning Through Effective Quality Leadership

The program for the major in Educational Leadership prepares leaders in the field of educational administration. Specifically, the program is for persons who are beginners in the field and who seek to fill leadership positions at the building level. The program is developed around a set of academic and field experiences that provide basic knowledge and skills for school leadership positions. Completion of the master's degree program meets the course requirements for the L-5 certification in the State of Georgia.

Program of Study

- A. Professional Studies (9)
Select one (3):
- | | |
|-----------|--|
| EPSF 7100 | Critical Pedagogy (3) |
| EPSF 7110 | Multicultural Education (3) |
| EPSF 7120 | Social and Cultural Foundations of Education (3) |
- Select one (3):
- | | |
|-----------|--|
| EPRS 7900 | Methods of Research in Education (3) |
| EPRS 7910 | Action Research (3) |
| EPRS 7920 | Classroom Testing, Grading, and Assessment (3) |
- Select one (3):
- | | |
|----------|---|
| EPY 7080 | The Psychology of Learning and Learners (3) |
| EPY 7090 | The Psychology of Learning and Learners: The Young Child (3) |
| EPY 7100 | The Psychology of Learning and Learners: Preadolescent and Adolescent (3) |
- B. Major (24). The student in a cohort group takes the following seven courses in sequence during three consecutive academic terms.

Required (18):

EPEL 7000	Leadership in Educational Organizations (3)
EPEL 7330	Legal Issues in Education (3)
EPEL 7410	Supervision of Instruction (3)
EPEL 7500	Human Resource Administration (3)
EPEL 7510	Issues of School Governance (3)
EPSF 7450	Curriculum Foundations for the Educational Leader (3)

Required (6):

EPEL 7680	Practicum (6)

C. Elective (3)

With adviser approval, the student selects one additional EPEL course.

Comprehensive Examination Requirement. Each student must successfully complete a written comprehensive examination to be taken only after completion of at least 27 semester hours of coursework. Only one attempt to pass the examination is allowed each academic term. Contact the department for a schedule and more information regarding this examination.

Program total: minimum of 36 semester hours

4230.30 English Education (M. Ed.)

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Reflective Professional

The program for the major in English Education requires initial preparation in secondary English education.

Program of Study

- A. Professional Studies (9).
The student should take the following professional studies courses early in the program.
Select one (3):
- | | |
|-----------|--------------------------------------|
| EPRS 7900 | Methods of Research in Education (3) |
| EPRS 7910 | Action Research (3) |
- Select one (3):
- | | |
|-----------|--|
| EPSF 7100 | Critical Pedagogy (3) |
| EPSF 7110 | Multicultural Education (3) |
| EPSF 7120 | Social and Cultural Foundations of Education (3) |
- Select one (3):
- | | |
|----------|---|
| EPY 7080 | The Psychology of Learning and Learners (3) |
| EPY 7100 | The Psychology of Learning and Learners: Preadolescent and Adolescent (3) |
- B. Teaching Field/Major (27)
Required (9):
- | | |
|-----------|--|
| EDLA 7150 | Literature for Middle and Secondary Education (3) |
| EDLA 7440 | Theory and Pedagogy in the Study of Literature (3) |

EDLA 7460	Theory and Pedagogy in the Study of Writing (3)
Select English Content (12): With the written consent of his or her adviser, the student selects coursework appropriate to his or her interests and plans from English courses offered at the 6000, 7000, or 8000 level. Select two Literacy Electives (6):	
EDCI 7800	Professional Inquiry (3)
EDLA 7940	Writing Workshop (3)
EDLA 8330	Language Variation and Learning (3)
EDRD 7260	Language and Literacy Development (3)
EDRD 7550	Linking Literacy Assessment and Classroom Instruction (3)
EDRD 7600	Theory and Pedagogy in the Study of Reading (3)
EDRD 7630	Literacy in the Content Areas (3)
EDRD 7650	Individualized Assessment and Instruction for At-Risk Readers (3)
EDRD 8280	Literacy for a Diverse Society (3)
EDRD 8550	Trends and Issues in Language and Literacy Education (3)
IT 7360	Technology for Educators (3)
TSLE 7250	Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)
TSLE 7260	Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
TSLE 7440	Methods and Materials for the Bilingual/English as a Second Language Teacher (3)

Alternative graduate courses at 6000 and 7000 levels in English, English Education, or related fields may be selected with the consent of the student's major adviser.

Program total: minimum of 36 semester hours

4230.35 English Education (M. Ed.) - Alternative Preparation Program

Department of Middle-Secondary Education and Instructional Technology

Program Theme: Educator as Reflective Professional

The program for alternative preparation in English Education provides initial teacher preparation for individuals holding bachelor's degrees in English.

All applicants must meet the College of Education's requirements for admission to graduate study. Additional admission requirements specific to this program include:

1. An undergraduate or graduate degree in English or the equivalent from a regionally accredited college or university (Coursework must have included at least 24 semester hours of upper-division or equivalent acceptable credit in English content, including a minimum of three semester hours in each of the following areas: American literature, British literature,

written composition, and history or structure of the English language.)

2. Three letters of recommendation as follows: (a) one academic or professional letter; (b) one letter from someone who can evaluate the applicant's personal qualifications, experience, and background in light of potential to work successfully with adolescents, and (c) one letter from a current work supervisor (if applicable).
3. Documentation of previous work experience.
4. Interviews conducted by faculty and school-based personnel.
5. Passing scores on the Praxis I Assessment.

Additional requirements may be specified by the department.

The M.Ed. Alternative Preparation Program is a carefully sequenced program. Students who do not follow the prescribed program sequence will be withdrawn from the program and may reapply to enter the next program cycle.

Each student is advised by a committee consisting of faculty from the College of Arts and Sciences and faculty from the College of Education. Exit requirements for this program are:

- Completion of all program coursework with a grade point average of no less than 3.00,
- Successful completion of the teaching internships with a grade of B or higher, and
- Successful presentation of a professional portfolio.

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the Praxis II Assessments for English and successfully completing:

1. All content courses recommended for each individual by MSIT and Arts and Sciences faculty upon admission to the program;
2. Students must complete EXC 2010, Exceptional Children and Youth (3), or its equivalent to be eligible for recommendation for certification in addition to the program of study requirements;
3. EPY 7080, The Psychology of Learning and Learners (3), or EPY 7100, The Psychology of Learning and Learners: Preadolescent and Adolescent (3); and
4. EDCI 6600, Introduction to Secondary Teaching (3); EDCI 7660, Practicum I (3); EDCI 7670, Practicum II (3); EDCI 7680, Practicum III (3); EDLA 6550, Principles of English Instruction (3); EDLA 7550, Theory and Pedagogy of English Instruction (3); and EDRD 7630, Literacy in the Content Areas (3)

Program of Study

- A. Professional Studies (12)
Required (3):
IT 7360 Technology for Educators (3)
Select one (3):
EPRS 7900 Methods of Research in Education (3)

EPRS 7910	Action Research (3)
	Select one (3):
EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)
	Select one (3):
EPY 7080	The Psychology of Learning and Learners (3)
EPY 7100	The Psychology of Learning and Learners: Preadolescent and Adolescent (3)

B. Teaching Field/Major (24)

Required (12):

EDCI 6600	Introduction to Secondary Teaching (3)
EDLA 6550	Principles of English Instruction (3)
EDLA 7550	Theory and Pedagogy of English Instruction (3)
EDRD 7630	Literacy in the Content Area (3)

Select Advanced Studies (12): In consultation with his or her advisement committee, the student selects coursework numbered 6000 or higher. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of English education. A minimum of 9 semester hours must be taken from the Department of English.

C. Internship (9)

Required (9):

EDCI 7660	Practicum I (3)
EDCI 7670	Practicum II (3)
EDCI 7680	Practicum III (3)

Program total: minimum of 45 semester hours

4230.40 Health and Physical Education (M. Ed.)

Department of Kinesiology and Health

Program Theme: Continuing Development for Effective Practice

Note: Admission to program is under revision. Contact department for details.

This program is designed for P-12 health and physical educators who wish to extend their content and pedagogical knowledge for improved professional practice. The program features an integration of health and physical education content where it is appropriate and includes a combination of coursework, simulated teaching, field experiences, and school-based inquiry components to assist teachers in their daily practices.

Program of Study

A. Professional Studies (9)

Required (9):

EPRS 7900	Methods of Research in Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)
EPY 7080	The Psychology of Learning and Learners (3)

B. Teaching Field (21)

Required (12):

KH 7250	Teaching Models for Health and Physical Education (3)
KH 7360	Contemporary P-12 Health and Physical Education Programming (3)
KH 7670	Practicum in Teaching Health and Physical Education (3)
KH 7780	Problems in School Health (3)
Select three (9) with adviser's consent:	
KH 6280	Psychology of Physical Activity (3)
KH 6940	Workshop in Kinesiology and Health (3)
KH 6960	Seminar (3)
KH 7200	Cultural Aspects of Sport (3)
KH 7270	Motor Learning (3)
KH 7500	Physiology of Exercise (3)
KH 7510	Biomechanics (3)
KH 7650	Adapted Physical Education (3)
KH 7700	Needs Assessment and Action Planning for Comprehensive School Health Education (3)

C. Inquiry for Practice (6)

Required (3):

KH 7820	Research Design (3)
	Select one (3):
KH 7830	Collaborative Action Research Project: Health (3)
KH 7831	Collaborative Action Research Project: Physical Education (3)
KH 7990	Master's Thesis (3)

Collaborative Action Research Project. As part of this program, each student must complete a Collaborative Action Research (CAR) project or a master's thesis. The CAR project must be preceded by an approved proposal that the student develops and writes in KH 7820. A student with an approved proposal must enroll in either KH 7830 or KH 7831 while the CAR project is being completed with a faculty adviser. Specific policies and procedures for the project will be provided at the beginning of KH 7820; students may also obtain them from program faculty. Successful completion of the CAR project fulfills the comprehensive examination requirements for this program.

Program total: minimum of 36 semester hours

4230.45 Mathematics Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Reflective Professional

The program for the major in mathematics education provides learning experiences for teachers who have been initially prepared in secondary mathematics education.

Program of Study

- A. Professional Studies (9)
Select one (3):
EPRS 7900 Methods of Research in Education (3)
EPRS 7910 Action Research (3)
Select one (3):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundations of Education (3)
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
- B. Teaching Field/Major (27)
Required (6):
EDCI 7800 Professional Inquiry (3)
EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3)
Select two (6):
EDMT 7360 Integration of Technology in Mathematics Instruction (3)
EDMT 8290 The Study of Learning and Instruction in Mathematics (3)
EDMT 8420 Topics in the School Mathematics Curriculum (3)
Select Advanced Studies in Mathematics (15): With the consent of his or her adviser, the student selects coursework numbered 6000 or higher related to mathematics. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of mathematics.

Program total: minimum of 36 semester hours

4230.50 Mathematics Education (M.Ed.)

Alternative Preparation Program
Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Reflective Professional

The program for alternative preparation in Mathematics Education provides initial teacher preparation for an individual holding a bachelor's degree in mathematics or its equivalent.

All applicants must meet the College of Education's requirements for admission to graduate study. Additional admission requirements specific to this program include:

1. An undergraduate or graduate degree in mathematics or the equivalent from a regionally accredited college or university (Coursework must have included at least 24 semester hours of upper-division or equivalent acceptable credit in mathematics content, including a minimum of three semester hours in each of four of the following areas: modern or abstract algebra [similar to Math 4441], linear algebra [similar to Math 4435], college geometry [similar to Math 4301], mathematical statistics [similar to Math 4751], and advanced calculus [similar to Math 4661]. The recency of completion of these courses will be considered.)
2. A minimum overall grade-point average of 2.75 for the four courses is used to meet the previous requirement.
3. Three letters of recommendation as follows: (a) one academic or professional letter; (b) one letter from someone who can evaluate the applicant's personal qualifications, experience, and background in light of potential to work successfully with adolescent; and (c) one letter from a current work supervisor (if applicable).
4. Documentation of previous work experience.
5. Interviews conducted by faculty and school-based personnel.
6. Passing scores on the Praxis I Assessment.

Additional requirements may be specified by the department.

The M.Ed. Alternative Preparation Program is a carefully sequenced program. Students who do not follow the prescribed program sequence will be withdrawn from the program and may reapply to enter the next program cycle.

Each student is advised by a committee consisting of faculty from the College of Arts and Sciences and faculty from the College of Education. Exit requirements for this program are:

- Completion of all program coursework with a grade point average of no less than 3.00,
- Successful completion of the teaching internships with a grade of B or higher, and
- Successful presentation of a professional portfolio.

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the Praxis II Assessments for mathematics and successfully completing:

1. All content courses recommended for student by MSIT and Arts and Sciences faculty upon admission to the program;
2. Students must complete EXC 2010, Exceptional Children and Youth (3), or its equivalent to be eligible for recommendation for certification in addition to the program of study requirements;

3. EPY 7080, The Psychology of Learning and Learners (3), or EPY 7100, The Psychology of Learning and Learners: Preadolescent and Adolescent (3); and
4. EDCI 6600, Introduction to Secondary Teaching (3); EDCI 7660, Practicum I (3); EDCI 7670, Practicum II (3); EDCI 7680, Practicum III (3);, EDMT 6560, Principles of Math Instruction (3); EDMT 7560, Theory and Pedagogy of Mathematics Instruction (3).

Program of Study

- A. Professional Studies (12)
Required (3):
IT 7360 Technology for Educators (3)
Select one (3):
EPRS 7900 Methods of Research in Education (3)
EPRS 7910 Action Research (3)
Select one (3):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundation of Education (3)
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
- B. Teaching Field/Major (24)
Required (9):
EDCI 6600 Introduction to Secondary Teaching (3)
EDMT 6560 Principles of Mathematics Instruction (3)
EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3)
Select Advanced Studies (15): In consultation with his or her advisement committee, the student selects coursework numbered 6000 or higher from the Department of Mathematics and Statistics.
- C. Internship (9)
Required (9):
EDCI 7660 Practicum I (3)
EDCI 7670 Practicum II (3)
EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4230.55 Middle Childhood Education (M. Ed.)

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Reflective Professional

The program for the major in Middle Childhood Education

provides learning experiences for teachers who have been initially prepared in middle childhood education. Each student's program should be planned in consultation with his or her major adviser.

Program of Study

- A. Professional Studies (9).
Students should take the following professional studies courses early in their programs:
Select one (3):
EPRS 7900 Methods of Research in Education (3)
EPRS 7910 Action Research (3)
Select one (3):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundations of Education (3)
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
- B. Teaching Field/Area of Advanced Study (24).
The student should take EDCI 7020 among the first 12 semester hours of program coursework. The student should take EDCI 8550 after completing at least 27 semester hours of program coursework.
Required (9):
EDCI 7020 Middle Schools in a Diverse Society (3)
EDCI 8550 Trends and Issues in Middle Childhood Education (3)
EDRD 7630 Literacy in the Content Areas (3)
Select two (6):
EDCI 7400 Dynamics of Interdisciplinary Teaching in the Middle Grades (3)
EDCI 7420 Assessment Issues in the Middle Grades (3)
EDCI 7800 Professional Inquiry (3)
IT 7360 Technology for Educators (3)

Advanced Study (9). Select one of the following five options:

Health Option

- Required (9):
KH 6940 Workshop in Kinesiology and Health (3)
KH 7700 Needs Assessment and Action Planning for Comprehensive School Health Education (3)
KH 7780 Problems in School Health (3)

Language Arts Option

Required (3):

EDLA 7150 Literature for Middle and Secondary Education (3)

Select two (6):

EDLA 7440 Theory and Pedagogy in the Study of Literature (3)

EDLA 7460 Theory and Pedagogy in the Study of Writing (3)

EDLA 7940 Writing Workshop (3)

EDRD 7260 Language and Literacy Development (3)

EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)

Any 6000 level or higher Engl course for which the student meets prerequisites

Mathematics Option

Required (6):

EDMT 7530 Mathematics Concepts for Middle Childhood Education I (3)

EDMT 8540 Mathematics Concepts for Middle Childhood Education II (3)

Select one (3):

EDMT 7360 Integration of Technology in Mathematics Instruction (3)

EDMT 8290 The Study of Learning and Instruction in Mathematics (3)

EDMT 8420 Topics in the School Mathematics Curriculum (3)

Any 6000 level or higher Math, Stat, or CSc course for which the student meets prerequisites

Science Option

Required (3):

EDSC 7120 Science Concepts and Issues (3)

Select two (6):

EDSC 7550 Theory and Pedagogy of Science Instruction (3)

EDSC 8600 Science in the School Curriculum (3)

Any 6000-level or higher Astr, Biol, Chem, Geol, or Phys course for which the student meets prerequisites

Social Studies Option

Required (6):

EDSS 7570 Social Studies Concepts and Issues (3)

EDSS 8420 Topics in the School Social Studies Curriculum (3)

Select one (3):

EDSS 7540 Theory and Pedagogy of Social Studies Instruction (3)

Any 6000 level or higher Anth, Econ, Geog, Hist, or PolS course for which the student meets prerequisites

C. Elective (3)

Select one course (3) numbered 6000 or higher.

Program total: minimum of 36 semester hours

4230.60 Multiple and Severe Disabilities (M. Ed.)

Certification areas: Behavior Disorders, Hearing Impairment (Deaf/Hard of Hearing), Interrelated Special Education/Early Childhood, Mental Retardation, Orthopedic Impairment

Department of Educational Psychology and Special Education

Program Theme: Special Educator as Decision Maker

The program for the major in multiple and severe disabilities prepares a student to teach children with moderate, severe, and profound mental retardation; autism; orthopedic impairment; hearing loss; or young children with disabilities. The student is provided coursework and practicum experiences resulting in knowledge of characteristics, curriculum, instructional strategies, and classroom management procedures. The program has tracks leading to certification in behavior disorders, intellectual disability, orthopedic impairment, hearing impairment, and interrelated special education/early childhood.

The master's degree program contains those courses required for professional certification within each certification area listed. For students wanting basic professional certification only, course requirements are available in the department office. Georgia State University will only recommend for certification an individual who has completed a planned program developed with his or her faculty adviser.

Academic Preparation

A student entering this program should have completed coursework at the undergraduate or graduate level in each of the areas listed below. This coursework should be taken before the student takes any program courses; none of this coursework will be counted toward the master's degree requirements. Students are not required to complete the coursework below prior to admission to the program; however, they will be required to complete a significant proportion of the coursework as prerequisites to program courses. It is, therefore, highly recommended that students address these requirements early in their matriculation. As noted certain prerequisite courses are required only for certain certification areas.

Applied Behavior Analysis (hearing impairment, interrelated special education/early childhood, orthopedic impairment)

Assessment of Exceptional Children (all)

Human Growth and Development (all)

Intermediate Level on Signed Communication Proficiency Inventory (deaf/hard of hearing)

Introduction to Exceptional Children (all)

Language Development and Disorders (hearing impairment)

Methods of Teaching Mathematics (orthopedic impairment, hearing impairment, interrelated special education/early childhood)

Methods of Teaching Reading (all)

Student Teaching/Practicum (all; for hearing impairment students, this experience must have been with deaf/hard of hearing children)

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student's being withdrawn from a course or a program. If removal from a course is necessary, the student will receive the grade of F and may be judged ineligible to re-enroll in the course.

Additional Information Regarding Hearing Impairment Certification

Students in the hearing impairment certification area who have not achieved signed communication proficiency are expected to acquire this skill. In addition to successful completion of the academic coursework and comprehensive examination, a student in the hearing impairment certification area also must complete approximately 600 clock hours of direct contact with students who are deaf or hard of hearing to be eligible for graduation. No more than 200 of these clock hours may be completed prior to admission to the program. The distribution of clock hours must comply with certification regulations from the Council on Education of the Deaf.

A student in the hearing impairment certification area program who successfully completes the requirements as described above and below and a comprehensive examination will be recommended for professional certification to the State of Georgia and to the Council on Education of the Deaf. This recommendation will be made only at the conclusion of all master's degree requirements.

Program of Study

Substitutions may be made for courses previously taken or other appropriate experiences with the consent of the student's major adviser and the department chairperson.

A. Professional Studies (9).

Select one (3):

- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Select one (3):

- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)

Select one (3):

- EPY 7080 The Psychology of Learning and Learners (3)
- EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
- EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)

B. Teaching Field/Major (minimum semester hours requirement varies by concentration area).

The student must earn a grade of B or higher in each course in the teaching field/major area. If the student earns a grade below B in a course, he or she must repeat that course. A student will be allowed to repeat a course in this manner one time. A student who fails to earn a grade of B or higher after taking the course a second time will be scholastically excluded from this major.

Select one of the following five concentration areas.

Behavior Disorders (Autism) Concentration (27)

Required (24):

- EXC 7020 Instructional Strategies for Students with Behavior and Learning Disabilities (3)
- EXC 7030 Applied Behavior Analysis (3)
- EXC 7160 Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities (3)
- EXC 7250 Characteristics of Severe Mental Retardation and Autism (3)
- EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
- EXC 7310 Strategies for Challenging Behaviors (3)
- EXC 7320 Methods of Teaching Students with Autism (3)
- EXC 7936 Practicum II: Autism (3)
- Select one (3):
- Comm 6910 Special Project (3)
- EXC 7170 Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)
- EXC 7340 Post-School Transition for Students with Disabilities (3)

Hearing Impairment (Deaf/Hard of Hearing) Concentration (33)

Required (33):

- EXC 7350 Psychosocial Characteristics of Deafness (3)
- EXC 7360 Language Development in Students Who are Deaf/Hard of Hearing (3)
- EXC 7390 Reading and Writing Instruction for Deaf/Hard of Hearing (3)
- EXC 7400 Methods of Teaching Students Who are Deaf/Hard of Hearing (3)
- EXC 7410 Educational Assessment of Atypical Deaf/Hard of Hearing Students (3)
- EXC 7420 Methods of Teaching Atypical Deaf/Hard of Hearing (3)
- EXC 7430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)

EXC 7480	Hearing Science and Disorders (3)
EXC 7490	Aural Rehabilitation (3)
EXC 7930	Practicum II: Deaf/Hard of Hearing (3)
EXC 7940	Practicum III: Deaf/Hard of Hearing (3)
Interrelated Special Education/Early Childhood Concentration (27)	
Required (24):	
EXC 7000	Collaboration with Parents and Professionals (3)
EXC 7010	Language Development and Language Disabilities (3)
EXC 7300	Assistive Technology for Students with Physical and Multiple Disabilities (3)
EXC 7320	Methods of Teaching Students with Autism (3)
EXC 7330	Physical and Health Management of Students with Disabilities (3)
EXC 7650	Characteristics of Young Children with Disabilities (3)
EXC 7660	Methods of Teaching Young Children with Disabilities (3)
EXC 7939	Practicum II: Early Childhood (3)
Select one (3):	
EXC 7190	Alternative Approaches to Reading Instruction for Students with Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities (3)
Mental Retardation Concentration (27)	
Required (24):	
EXC 7030	Applied Behavior Analysis (3)
EXC 7250	Characteristics of Severe Mental Retardation and Autism (3)
EXC 7260	Characteristics of Severe Physical and Multiple Disabilities (3)
EXC 7280	Methods for Teaching Students with Severe Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities (3)
EXC 7310	Strategies for Challenging Behaviors (3)
EXC 7330	Physical and Health Management of Students with Disabilities (3)
EXC 7935	Practicum II: Severe Mental Retardation (3)
Elective (3): Select one graduate-level course with consent of major adviser.	
Orthopedic Impairment Concentration (27)	
Required (24):	
Comm 6910	Special Project (3)
EXC 7190	Alternative Approaches to Reading Instruction for Students with Disabilities (3)

EXC 7260	Characteristics of Severe Physical and Multiple Disabilities (3)
EXC 7280	Methods for Teaching Students with Severe Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities (3)
EXC 7300	Assistive Technology for Students with Physical and Multiple Disabilities (3)
EXC 7330	Physical and Health Management of Students with Disabilities (3)
EXC 7937	Practicum II: Orthopedically Impaired (3)
Elective (3): Select one graduate level course with consent of major advisor.	

Program total: minimum of 36 semester hours; minimum of 42 semester hours for hearing impairment concentration

4230.65 Reading, Language, and Literacy Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Reflective Professional

The program for the major in Reading, Language, and Literacy Education provides for master's-level study of literacy processes and literacy instruction with specialization in reading instruction or teaching English as a second language. The reading instruction option prepares the student to work as a teacher of reading in grades P-12. The teaching English as a second language option leads to an endorsement for teaching English to Speakers of Other Languages (ESOL). Entry into the program for the major in Reading, Language, and Literacy Education requires a bachelor's-level certification in any area of teaching or a service certificate in speech-language pathology.

Program of Study

- A. Professional Studies (9).
Students are encouraged to complete the following professional studies courses early in their programs.
Select one (3):

EPRS 7900	Methods of Research (3)
EPRS 7910	Action Research (3)

 Select one (3):

EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)

 Required (3):

EPY 7080	The Psychology of Learning and Learners (3)
- B. Teaching Field/Major (27)
Required (6):

EDLA 7150	Literature for Middle and Secondary Education (3)

- EDRD 7260 Language and Literacy Development (3)
- Select one of the following options:
1. Reading Instruction (21)
Required (12):
EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
EDRD 7600 Theory and Pedagogy in the Study of Reading (3)
EDRD 7650* Individualized Assessment and Instruction for At-Risk Readers (3)
EDRD 8610 Supervision of School Literacy Programs (3)
- *Students who have been selected for training in Reading Recovery may substitute ECE 7360 for EDRD 7650.
- Select one (3):
EDLA 7440 Theory and Pedagogy in the Study of Literature (3)
EDLA 7460 Theory and Pedagogy in the Study of Writing (3)
EDRD 7630 Literacy in the Content Areas (3)
EXC 7190 Alternative Approaches to Reading Instruction for Students with Disabilities (3)
TSLE 7440 Methods and Materials for the Bilingual/English as a Second Language Teacher (3)
- Select two (6):
EDCI 7800 Professional Inquiry (3)
EDLA 7440 Theory and Pedagogy in the Study of Literature (3)
EDLA 7460 Theory and Pedagogy in the Study of Writing (3)
EDLA 7940 Writing Workshop (3)
EDRD 7630 Literacy in the Content Areas (3)
EDRD 8280 Literacy for a Diverse Society (3)
EDRD 8550 Trends and Issues in Language and Literacy Education (3)
EXC 7190 Alternative Approaches to Reading Instruction for Students with Disabilities (3)
IT 7360 Technology for Educators (3)
TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)
TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
TSLE 7440 Methods and Materials for the Bilingual/English as a Second Language Teacher (3)
- 2. Teaching English as a Second Language (21)
A student should contact his or her program adviser prior to enrolling in any course with the AL prefix.
Select one (3):
AL 8250 Second Language Acquisition (3)
TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)

- Select one (3):
AL 8330 Intercultural Communication (3)
TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
- Select one (3):
AL 8450 Approaches to Teaching Second/Foreign Languages (3)
TSLE 7440 Methods and Materials for the Bilingual/English as a Second Language Teacher (3)
- Select four (12):
EDCI 7800 Professional Inquiry (3)
EDLA 7440 Theory and Pedagogy in the Study of Literature (3)
EDLA 7460 Theory and Pedagogy in the Study of Writing (3)
EDLA 7940 Writing Workshop (3)
EDLA 8330 Language Variation and Learning (3)
EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
EDRD 7600 Theory and Pedagogy in the Study of Reading (3)
EDRD 7630 Literacy in the Content Areas (3)
EDRD 7650 Individualized Assessment and Instruction for At-Risk Readers (3)
EDRD 8280 Literacy for a Diverse Society (3)
EDRD 8550 Trends and Issues in Language and Literacy Education (3)
IT 7360 Technology for Educators (3)
AL 8240 General Linguistics (3)
AL 8270 Selected Topics in Applied Linguistics (3)
AL 8460 English Grammar for ESL/EFL Teachers (3)
AL 8480 Classroom Practices in Teaching English as a Second or Foreign Language (3)
- Other courses may be selected with consent of adviser.

Program total: minimum of 36 semester hours

4230.70 School Counseling (M.Ed.)

Department of Counseling and Psychological Services
Program Theme: Development of Professional Skills to Maximize the Student's Potential for Learning

The program for the major in School Counseling prepares students for State Certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in school counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Program Objectives

Upon conclusion of the program, graduates will:

1. Be able to provide counseling and educational services to all children in their schools.

2. Be able to design developmentally appropriate and comprehensive preventative guidance programs for their schools.
3. Be able to counsel children and adolescents individually and in small groups.
4. Be able to develop preventative classroom guidance units and to present them to large groups of students.
5. Be able to consult with teachers, parents, administrators, and community agencies.
6. Be aware of issues of diversity in school populations.
7. Understand students with special needs and their families.
8. Be familiar with research related to school counseling processes and outcomes.
9. Know the American Counseling Association and the American School Counselors Association codes of ethics and know how to deal with ethical dilemmas in the school setting.
10. Be aware of their legal responsibilities as school counselors
11. Be able to use technological skills in appropriate ways with students, parents, and other school staff.

Program Requirements

All school counseling students must complete CPS 6020 (Introduction to Elementary and Middle School Counseling) or CPS 6030 (Introduction to Secondary School Counseling) with a grade of B or higher. A grade lower than B requires repetition of the course. A student may not register for any other CPS course (except CPS 6410, 6150, 7260, 7300, and 7340) until he or she has completed CPS 6020 or CPS 6030 with a grade of B or higher.

The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule.

For an elementary-middle school counseling student to be eligible to begin the applied practice (CPS 7661), the following courses must be successfully completed: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500, and CPS 8400. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs.

For a secondary school counseling student to be eligible to begin the applied practice (CPS 7661), the following courses must be successfully completed: CPS 6030, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, and CPS 7500. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, applied practice, and internship classes. A student may be dropped

from a course, the program, or both if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student's behavior.

A school counseling student who does not already have initial certification in the State of Georgia must successfully complete EXC 2010 (Exceptional Children and Youth) and the appropriate Praxis II Assessment before Georgia State University will recommend him or her for certification in school counseling.

Departmental Endorsement Policy

The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study

A. Professional Studies (9)

Required (9):

CPS 8220	Advanced Development Psychology: Personality and Socialization (3)
EPRS 7900	Methods of Research in Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)

B. Teaching Field/Major (31)

Required (19):

CPS 6150	Ethical and Legal Standards in Counseling and Psychological Services (3)
CPS 6410	Interpersonal Skills I (3)
CPS 6450	Group Counseling Systems (3)
CPS 7260	Counseling Systems and Interventions (3)
CPS 7340	Social/Cultural Issues in Counseling and Psychological Services (2)
CPS 7500	Individual and Family Over the Life Span (3)
CPS 7550	Consultation in School Counseling (3)

Select one of the following two options (12):

1. Elementary-Middle Grades School Counseling

Required (12):

CPS 6020	Introduction to Elementary and Middle School Counseling (3)
CPS 7300	Career Theory, Assessment, and Intervention (3)
CPS 7450	Educational and Psychological Appraisal (3)
CPS 8400	Counseling Through Play (3)

2. Secondary School Counseling

Required (12):

CPS 6030	Introduction to Secondary School Counseling (3)
CPS 7300	Career Theory, Assessment, and Intervention (3)

CPS 7450	Educational and Psychological Appraisal (3)
CPS 8380	Family Systems and Interventions (3)

C. Applied Practice (8)

Required (3):

CPS 7661	Applied Practice I: School Counseling (3)

Required (5):

CPS 7681	Internship: School Counseling (5)

Program total: minimum of 48 semester hours**4230.75 School Psychology (M.Ed.)**

Department of Counseling and Psychological Services

Program Theme: Developing Professional School

Psychology Skills to Maximize Student's Potential for Learning

Philosophy

The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist must be well grounded in the philosophy and methods of education and must achieve a high level of understanding of the psychological processes such as learning, personality, and social competence.

Program Goals

The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to

1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child's life (i.e., parents, administrators, teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

Program Objectives

The master's degree program in School Psychology requires a minimum of 36 semester hours with a minimum cumulative grade-point average of 3.00. This program is ideally completed in four consecutive academic terms, commencing fall term. There are two major training thrusts in the School

Psychology program. The training first provides a knowledge base about schools, instructional methods, research methods, learning, and developmental issues. Secondly, application skills are developed in the area of cognitive and achievement testing as well as interviewing. Skills in both teacher and parent consultation are developed. Specific topics of study and development for the M.Ed. student are as follows:

Knowledge Base

1. The social system of school
2. Theories of learning and behavior change
3. Developmental psychology
4. Basic research methods
5. Human relations principles in interviewing
6. Techniques and principles of intellectual assessment
7. Techniques and principles of consultation in the schools
8. Characteristics of students with learning disabilities and intellectual disabilities

Skills Application

1. Cognitive assessment using major IQ instruments
2. Academic assessment using major achievement instruments
3. Interviewing students, teachers, and parents as part of the assessment task
4. Classroom observation and data collection
5. Parent-teacher consultation (conferences) regarding assessed skills and abilities
6. Participation in special education eligibility determination (learning disabled, mildly handicapped, and gifted)
7. Psychological report writing on initial and reevaluation for gifted, learning disabled, and mildly handicapped services.

This program does not lead to certification in the State of Georgia. The Master of Education degree major in School Psychology is prerequisite to the Specialist in Education (Ed.S.) degree with a major in School Psychology.

All school psychology students must complete CPS 6040, CPS 7490, and CPS 7510 with grades of B or higher. A grade lower than B requires repetition of the prespective course. Unless otherwise indicated, students may not register for any other CPS course until they have completed CPS 6040 with a grade of B or higher. For a school psychology student to be eligible to register for the practicum (CPS 7662), he or she must have completed the following courses: CPS 6040, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7490, and CPS 7510.

The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 7260, CPS 7340, CPS 7490, CPS 7510, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, applied practice, and internship classes. A student may be dropped

from a course, the program, or both if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student's behavior.

Departmental Endorsement Policy

The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study

- A. Professional Studies (9)
Required (9):
- | | |
|-----------|--|
| EPRS 7900 | Methods of Research in Education (3) |
| EPSF 7120 | Social and Cultural Foundations of Education (3) |
| EPY 7080 | The Psychology of Learning and Learners (3) |
- B. Major (27)
Required (27):
- | | |
|----------|--|
| CPS 6040 | Introduction to School Psychological Services (3) |
| CPS 6150 | Ethical and Legal Standards in Counseling and Psychological Services (2) |
| CPS 6410 | Interpersonal Skills I (3) |
| CPS 6450 | Group Counseling Systems (3) |
| CPS 7260 | Counseling Systems and Interventions (3) |
| CPS 7340 | Social/Cultural Issues in Counseling and Psychological Services (2) |
| CPS 7490 | Psychological Assessment |
- I: Intelligence (3)
CPS 7510 Psychological Assessment
- II: Achievement (3)
CPS 7570 Consultation in School Psychological Services (3)
CPS 7662 Applied Practice I: School Psychology (2)

Program total: minimum of 36 semester hours

4230.80 Science Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Reflective Professional

The program for the major in science education provides learning experiences for teachers who have been initially prepared in secondary science education.

Program of Study

- A. Professional Studies (9)
Select one (3):
- | | |
|-----------|--------------------------------------|
| EPRS 7900 | Methods of Research in Education (3) |
|-----------|--------------------------------------|

EPRS 7910	Action Research (3)
Select one (3):	
EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)
Select one (3):	
EPY 7080	The Psychology of Learning and Learners (3)
EPY 7100	The Psychology of Learning and Learners: Preadolescent and Adolescent (3)

- B. Teaching Field/Major (27)
Required (12):
- | | |
|-----------|--|
| EDCI 7800 | Professional Inquiry (3) |
| EDSC 7550 | Theory and Pedagogy in Science Instruction (3) |
| EDSC 8600 | Science in the School Curriculum (3) |
| IT 7360 | Technology for Educators (3) |
- Select Advanced Studies in Science (15): With the consent of his or her adviser, the student selects coursework numbered 6000 or higher and related to science. The coursework chosen should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of science.

Program total: minimum of 36 semester hours

4230.85 Science Education (M.Ed.) - Alternative Preparation Program

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Teacher as Reflective Professional

The major for alternative preparation in Science Education provides initial teacher certification for those holding bachelor's degrees in engineering, science, or a related area.

All applicants must meet the College of Education's requirements for admission to graduate study. Additional admission requirements specific to this program include:

- An undergraduate or graduate degree in engineering, a science field, or a related field from a regionally accredited college or university. A minimum of a major (24 semester hours) in a science area must be part of prior coursework.
- Three letters of recommendation as follows: (a) one academic or professional letter, (b) one letter from someone who can evaluate the applicant's personal qualifications, experience, and background in light of potential to work successfully with adolescents, and (c) one letter from a current work supervisor (if applicable).
- Documentation of previous work experience
- Interviews conducted by faculty and school-based personnel
- Passing scores on the Praxis I Assessment

Additional requirements may be specified by the department.

The M.Ed. Alternative Preparation Program is a carefully sequenced program. Students who do not follow the prescribed program sequence will be withdrawn from the program and may reapply to enter the next program cycle.

Exit requirements for this program are:

Completion of all program coursework with a grade point average of no less than 3.00,

Successful completion of the teaching internships with a grade of B or better, and

Successful presentation of a professional portfolio.

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the Praxis II Assessments for licensure in Science and successfully completing:

1. All content courses recommended for the student by MSIT and Arts and Sciences faculty upon the student's admission to the program;
2. Students must complete EXC 2010 Exceptional Children and Youth (3) or its equivalent to be eligible for recommendation for certification in addition to the program of study requirements;
3. EPY 7080 The Psychology of Learning and Learners (3) or
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3) and
4. EDCI 6600 Introduction to Secondary Teaching (3)
EDCI 7660 Practicum I (3)
EDCI 7670 Practicum II (3)
EDCI 7680 Practicum III (3)
EDSC 6550 Principles of Science Instruction (3)
EDSC 7550 Theory and Pedagogy of Science Instruction (3)

Program of Study

- A. Professional Studies (12)
Select one (3):
EPRS 7900 Methods of Research in Education (3)
EPRS 7910 Action Research (3)
Select one (3):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundations of Education (3)
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
Required (3):
IT 7360 Technology for Educators (3)
- B. Teaching Field/Major (24)

Required (9):

EDCI 6600 Introduction to Secondary Teaching (3)
EDSC 6550 Principles of Science Instruction (3)
EDSC 7550 Theory and Pedagogy of Science Instruction (3)

Select Advanced Studies (15): In consultation with his or her advisory committee, the student selects coursework numbered 6000 or higher related to science education. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of science education. Because graduates will be certified in broad-field science, additional undergraduate or graduate coursework may be required for the student to demonstrate competence in at least one of the science disciplines and secondary concentrations in the three other science specialties (biology, chemistry, earth/space science, and physics). The students advisory committee will approve the student's planned program of study after a transcript analysis of previous work and consultation with the student.

C. Internship (9)

Required (9):

EDCI 7660 Practicum I (3)
EDCI 7670 Practicum II (3)
EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4230.90 Social Studies Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology

Program Theme: Educator as Reflective Professional

The major in social studies education provides learning experiences for teachers who have been initially prepared in secondary social studies education.

Program of Study

- A. Professional Studies (9)
Select one (3):
EPRS 7900 Methods of Research in Education (3)
EPRS 7910 Action Research (3)
Select one (3):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundations of Education (3)
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)

- B. Teaching Field/Major (27)
Required (9):
- | | |
|-----------|--|
| EDCI 7800 | Professional Inquiry (3) |
| EDSS 8290 | Learning, Curriculum and Instruction in Social Studies (3) |
| EDSS 8420 | Topics in the School Social Studies Curriculum (3) |
- Select one (3):
- | | |
|-----------|---|
| EDSS 7540 | Theory and Pedagogy of Social Studies Instruction (3) |
| EDSS 7570 | Social Studies Concepts and Issues (3) |
- Other EDSS courses may be substituted with consent of his or her adviser.
- Select Advanced Studies in Social Studies (15): With consent of his or her adviser, the student selects coursework numbered 6000 or higher in the following areas: anthropology, economics, geography, history, political science, psychology, and sociology.

Program total: minimum of 36 semester hours

4230.95 Social Studies Education (M.Ed.) - Alternative Preparation Program

Department of Middle-Secondary Education and Instructional Technology

Program Theme: Educator as Reflective Professional

The program for alternative preparation in Social Studies Education provides initial teacher preparation for individuals holding bachelor's degrees in history or one or more of the social sciences.

All applicants must meet the College of Education's requirements for admission to graduate study. Additional admission requirements specific to this program include:

- An undergraduate or graduate degree in history or in one or more of the social sciences from a regionally accredited college or university. A minimum of a major (24 upper-division semester hours) in history or a social science must be part of prior coursework.
- Three letters of recommendation as follows: (a) one academic or professional letter, (b) one letter from someone who can evaluate the applicant's personal qualifications, experience, and background in light of potential to work successfully with adolescents, and (c) one letter from a current work supervisor (if applicable)
- Documentation of previous work experience
- Interviews conducted by faculty and school-based personnel
- Passing scores on the Praxis I Assessment

Additional requirements may be specified by the department.

Admission to the program occurs once each year. The M.Ed. Alternative Preparation Program is a carefully sequenced program.. Students who do not follow the prescribed program sequence will be withdrawn from the program and may reapply to enter the next program cycle.

Exit requirements for this program are:

- Completion of all program coursework with a grade point average of no less than 3.00,
- Successful completion of the teaching internships with a grade of B or higher, and
- Successful presentation of a professional portfolio.

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the Praxis II Assessments for licensure in Social Studies and successfully completing:

1. All content courses recommended for the student by MSIT and Arts and Sciences faculty upon the student's admission to the program;
2. Students must complete EXC 2010 Exceptional Children and Youth (3) or its equivalent to be eligible for recommendation for certification in addition to the program of study requirements;
3. EPY 7080 The Psychology of Learning and Learners (3) or EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3); and
4. EDCI 6600 Introduction to Secondary Teaching (3), EDCI 7660 Practicum I (3), EDCI 7670 Practicum II (3), EDCI 7680 Practicum III (3), EDSS 6560 Principles of Social Studies Instruction (3), EDSS 7540 Theory and Pedagogy of Social Studies Instruction (3).

Program of Study

- A. Professional Studies (12)
- Select one (3):
- | | |
|-----------|--------------------------------------|
| EPRS 7900 | Methods of Research in Education (3) |
| EPRS 7910 | Action Research (3) |
- Select one (3):
- | | |
|-----------|--|
| EPSF 7100 | Critical Pedagogy (3) |
| EPSF 7110 | Multicultural Education (3) |
| EPSF 7120 | Social and Cultural Foundations of Education (3) |
- Select one (3):
- | | |
|----------|---|
| EPY 7080 | The Psychology of Learning and Learners (3) |
| EPY 7100 | The Psychology of Learning and Learners: Preadolescent and Adolescent (3) |
- Required (3):
- | | |
|---------|------------------------------|
| IT 7360 | Technology for Educators (3) |
|---------|------------------------------|
- B. Teaching Field/Major (24)
- Required (9):
- | | |
|-----------|---|
| EDCI 6600 | Introduction to Secondary Teaching (3) |
| EDSS 6560 | Principles of Social Studies Instruction (3) |
| EDSS 7540 | Theory and Pedagogy of Social Studies Instruction (3) |

Select Advanced Studies in Social Studies (15): The student selects at least 15 semester hours of 6000-level and above coursework related to history and the social

sciences in consultation with his or her advisory committee. For the majority of students, this coursework will include nine semester hours from history and six semester hours from one of the following areas: anthropology, economics, geography, political science, psychology, and sociology. Because students will be certified in broad field social studies, additional undergraduate or graduate coursework may be required for the student to demonstrate competence in four of these five areas: behavioral sciences, economics, geography, history, and political science. The advisement committee will approve the student's planned program of study after a transcript analysis of previous work and consultation with the student.

C. Internship (9)

Required (9):

EDCI 7660	Practicum I (3)
EDCI 7670	Practicum II (3)
EDCI 7680	Practicum III (3)

Program total: minimum of 45 semester hours

4240 Master of Library Media (M.L.M.)

4240.10 Library Media Technology (M.L.M.)

Department of Middle-Secondary Education and Instructional Technology

Program Theme: Educator as Reflective Professional

This program prepares students to serve as school library media specialists and information technologists in the P-12 school environment. The focus is on administering media centers in modern school settings.

All students complete a 36-semester-hour program. Students who have bachelor's degrees from an accredited institution but who are not currently certified to teach must complete EXC 2010 (Exceptional Children and Youth). Each student must pass an exit examination, the Praxis II Assessment for Library Media Specialist, before he or she is eligible to receive the M.L.M. degree.

Upon successful completion of the M.L.M. program, the student will be recommended for State of Georgia professional certification.

Program of Study

A. Professional Studies (9)

Select one (3):

EPRS 7900	Methods of Research in Education (3)
EPRS 7910	Action Research (3)

Select one (3):

EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)

EPSF 7120	Social and Cultural Foundations of Education (3)

Required (3):

EPY 7080	The Psychology of Learning and Learners (3)

B. Field of Concentration (24)

Required (21):

ELMT 7020	Selection of Print and Nonprint Materials (3)
ELMT 7130	Selection and Use of Reference Sources (3)
ELMT 7140	Classification and Cataloging of Information Sources (3)
ELMT 7250	Survey of Literature for Young People (3)
ELMT 7370	Principles of Instructional Collaboration (3)
LMT 7410	Administration of Library Media Centers (3)
ELMT 8200	Computers in Library Media Management (3)
Select one (3):	
ELMT 7150	Production of Educational Materials (3)
ELMT 8390	Principles of Video Technology (3)
IT 7360	Technology for Educations (3)

C. Internship (3)

Required (3):

ELMT 7660	Internship in Library Media Technology (3)

Program total: minimum of 36 semester hours

4250 Master of Science (M.S.) Programs

4250.05 Educational Psychology (M.S.)

Department of Educational Psychology and Special Education

Study in educational psychology involves the application of the principles of psychology to the systematic study of education. A major in educational psychology allows a student to emphasize such content areas as learning, instruction, life-span development, applied behavior analysis, cognition, and socialization. The educational psychology program prepares a student to pursue a variety of career paths, including research, evaluation, and the applied practice of a number of disciplines. Those students who are currently certified or licensed in such fields as teaching, nursing, speech pathology, and physical therapy can further develop their expertise in these fields by studying the psychological principles of development and learning.

Advisory Committee

Study for the M.S. major in Educational Psychology is guided by a committee of three faculty members. After completing nine semester hours of work, the student must select two faculty members to be on his or her advisory committee. These two faculty members must approve the student's planned program of study. A third faculty member must be added before the student begins work on the master's thesis or master's project. Two of the three committee members (including the chair) must be from the Educational Psychology faculty.

Requirements

Students in Educational Psychology fulfill the college's Comprehensive Examination requirement by (1) completing a thesis or project and (2) completing an oral examination.

The master's thesis is either a basic or applied research project conducted by the student under the supervision of the chair of his or her advisory committee. The project generally consists of a comprehensive review of literature on a selected topic. A written prospectus describing in detail the proposed thesis or project must be submitted to and approved by all three members of the student's advisory committee before the work is begun.

On completion of the thesis or project, each student must complete an oral examination of approximately two hours. The examination will be administered by the student's advisory committee, and it will focus on the thesis or project work.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Only courses in which the student earns a grade of B or higher will be counted toward degree fulfillment. Failure to make progress in a timely manner or inappropriate or unprofessional conduct by a student may result in the student's withdrawal from a course or a program. If such removal from a course is necessary, the student will receive the grade of F for the course and may be judged ineligible to re-enroll in the course.

Program of Study

- A. Professional Studies (15)
- Educational Research* (6)
- Required (3):
- EPRS 7900 Methods of Research in Education (3)
- Select one (3): One additional EPRS course (3)

Social Foundations of Education (3)

Required (3):

One course with the EPSF prefix (3)

Educational Psychology (6)

For students completing a thesis:

Required (6):

EPY 7990 Master's Thesis (6)

For students completing a project:

Required (3):

EPY 7990 Master's Thesis (3)

Select one (3):

One course with the EPY prefix (3)

- B. Major (15)
The student selects a minimum of 15 semester hours of coursework in a field of Educational Psychology. At least 12 hours must be courses with the EPY prefix.
- C. Electives (6)
The student selects six semester hours of program-related coursework with consent of his or her adviser. The purpose of the elective hours is to enable a student to create a program of study to fit his or her individual intellectual interests.

Program total: minimum of 36 semester hours

4250.10 Educational Research (M.S.)

Department of Educational Policy Studies

Educational research involves the study of quantitative and qualitative research methods as they are applied to the systematic study of education. A major in Educational Research allows a student to have a concentration in statistics, measurement, program evaluation, survey research, computer applications, qualitative research, institutional research, or policy research. This degree prepares graduates to conduct research in the schools and in other settings.

Although the M.S. degree with a major in Educational Research is not a certification program, students who already hold a valid teaching certificate may take three elective courses within the degree that have been approved for the Leadership Endorsement for Instructional Supervision in the State of Georgia. If the student does not desire the courses for the endorsement, then three other elective courses are chosen which support the major.

Students who complete the leadership endorsement may then take a four-course add-on to the degree which, in conjunction with the endorsement courses, meets course requirements for L5 Educational Leadership certification in the State of Georgia. The four course add-on is an additional 12 semester hours beyond the hours required for the M.S. in Educational Research. Both the endorsement and certification have requirements beyond coursework that are listed in the Nondegree Certification and Endorsement Programs descriptions.

Advisory Committee

Study for the M.S. degree in Educational Research is guided by a committee of three faculty members. The adviser (committee chair) and one committee member should be from the student's major area. All members of the committee should hold doctorates.

Program of Study

- A. Professional Studies (9)
- Select one (3):
- EPRS 7900 Methods of Research in Education

- (3)
 EPRS 7910 Action Research (3)
 EPRS 7920 Classroom Testing, Grading, and Assessment (3)
 Select one (3):
 EPSF 7100 Critical Pedagogy (3)
 EPSF 7110 Multicultural Education (3)
 EPSF 7120 Social and Cultural Foundations of Education (3)
 Select one (3):
 EPY 7080 The Psychology of Learning and Learners (3)
 EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
 EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
- B. Major (18)
 Select courses (18): The student and his or her advisory committee select 18 semester hours of coursework in a concentration area. These courses are usually selected from EPRS course offerings; however, courses in other departments may be appropriate to include as part of the student's program. If the student desires to write a master's thesis and the advisory committee approves, the student must enroll in EPS 7990 for 6 semester hours as partial fulfillment of the 18 semester hour Major requirement. If the student does not intend to write a master's thesis, then he or she must enroll in EPS 7991 for 3 semester hours as partial fulfillment of the 18 semester hour Major requirement.
- C. Electives (9)
 Select three (9): With the consent of his or her advisory committee, the student selects 9 semester hours of electives. These electives must support either the concentration or understanding of the context in which educational research occurs. Courses which may be taken as electives and which meet the requirements for the leadership endorsement are EPEL 7000 Leadership in Educational Organizations (3), EPEL 7410 Supervision of Instruction (3), and EPSF 7450 Curriculum Foundations for the Educational Leader (3).

Program total: minimum of 36 semester hours

4250.15 Educational Research/ Professional Counseling (M.S.)

The Department of Educational Policy Studies and the Department of Counseling and Psychological Services offer a dual enrollment, master's-level program leading to a Master of Science degree with majors in Educational Research and Professional Counseling. This program provides the Educational Research student a content area in which to apply the educational research methodology and provides the Professional Counseling student the capability to combine research and evaluation with counseling in his or her work

setting. In general, this dual degree program provides the student with increased career opportunities both within academia and in the work setting.

Degree Requirements

Degree requirements are the same as those for each separate major. The one required course from the Professional Counseling major that may be counted toward the Educational Research major is EPRS 7900. Additionally, nine semester hours of electives in the Educational Research program may be courses used to complete professional studies or major requirements in the Professional Counseling program. Students are responsible for making sure they meet all prerequisites for courses taken in this program.

4250.20 Exercise Science (M.S.)

Concentrations: Fitness and Health Promotion; Exercise Physiology; Occupational and Sport Biomechanics
 Department of Kinesiology and Health

The program for the major in exercise science prepares students at the graduate level to enter fields of worksite health promotion or fitness, cardiac rehabilitation, or related clinical programs; or to perform research in exercise science, including occupational and sport biomechanics and exercise physiology. The program includes classroom, laboratory, research, and field experience in sport, occupational, and rehabilitative biomechanics, exercise physiology, fitness assessment, exercise program design, and program management and related interdisciplinary coursework. The concentration areas within the degree program provide advanced academic preparation for a successful career in the health and fitness field or for advancement to doctoral-level study.

Academic Preparation

Fitness and Health Promotion Concentration and Exercise Physiology Concentration

Students holding undergraduate degrees in physical education or health-related field (e.g., physical therapy, nutrition, respiratory therapy, nursing, or biology) or other departmentally approved degrees will be reviewed to determine if any undergraduate coursework must be completed prior to entry into the Exercise Science program. Minimum undergraduate coursework includes applied human musculoskeletal anatomy (KH 2220), human physiology (KH 2230), exercise physiology (KH 3650), biomechanics (KH 3600), fitness assessment and exercise prescription (KH 4630), and biochemistry or organic chemistry. Students with deficiencies in these areas will be required to take remedial coursework.

Occupational and Sport Biomechanics Concentration

Students holding undergraduate degrees in physical education, exercise science, engineering, physics, mathematics, or a health-related field (e.g., physical therapy, occupational therapy, or orthopedics) or other departmentally approved degrees will be reviewed to determine if any undergraduate coursework must be completed prior to entry into the Exercise

Science program. Minimum undergraduate coursework includes applied human musculoskeletal anatomy (KH 2220), calculus through differential equations (Math 3260), mechanical physics or engineering statics and dynamics, exercise physiology (KH 3650), and biomechanics (KH 3600). Students with deficiencies in these areas will be required to take remedial coursework.

Culminating Experience and Comprehensive Examination

A student in the Exercise Physiology concentration or the Occupational and Sport Biomechanics concentration must successfully produce and defend a master's project. A student in the Fitness and Health Promotion concentration must successfully complete an approved master's internship. Students should contact the Department of Kinesiology and Health (404/651-2536) for additional information about these requirements.

Program of Study

- A. Core (6)
 - Required (6):
 - KH 7500 Physiology of Exercise (3)
 - KH 7510 Biomechanics (3)
- B. Major/Electives (30)

The student selects one of the following three concentration areas (30):

 1. *Fitness and Health Promotion Concentration*

Select one (3):

 - EPRS 7900 Methods of Research in Education (3)
 - EPRS 8530 Educational Statistics I (3)
 - KH 7820 Research Design (3)
 - KH 7990 Master's Thesis (3)

Required (18):

 - KH 6280* Psychology of Physical Activity (3)
 - KH 7550 Fitness Assessment and Exercise Prescription (3)
 - KH 7620 Exercise Programming for Special Populations (3)
 - KH 7630 Fitness Program Management (3)
 - KH 7710 Practicum in Exercise Science (1)
 - KH 7750 Internship in Exercise Science (5)

*Students who have taken KH 4280 (Psychology of Physical Activity) may substitute another graduate course with consent of adviser.

Select three (9): courses should be selected from the list of recommended electives listed at end of program.
 2. *Exercise Physiology Concentration*

Select two (6):

 - EPRS 7900 Methods of Research in Education (3)
 - EPRS 8530 Educational Statistics I (3)
 - KH 7820 Research Design (3)

Required (6):

 - KH 7990 Master's Thesis (6)

Required (12):

 - Biol 7240 Human Physiology (3)

- KH 7530 Applied Anatomy for Sports Medicine (3)
- KH 7550 Fitness Assessment and Exercise Prescription (3)
- KH 8270 Advanced Topics in Exercise Physiology (3)

Select two (6): courses should be selected from the list of recommended electives listed at end of program.

3. Occupational and Sport Biomechanics Concentration

Select two (6):

- EPRS 7900 Methods of Research in Education (3)
 - EPRS 8530 Educational Statistics I (3)
 - KH 7820 Research Design (3)
- Required (6):
- KH 7990 Master's Thesis (6)
- Required (15):
- KH 7530 Applied Anatomy for Sports Medicine (3)
 - KH 8260 Advanced Biomechanics (3)
 - KH 8280 Occupational Biomechanics and Ergonomics (2)
 - KH 8840 Sport and Exercise Biomechanics (2)
 - KH 8850 Instrumentation in Biomechanics (2)
 - KH 8870 Biomechanics of Orthopedic Injuries (3)

Select one (3): course should be selected from the list of recommended electives listed at end of program.

Recommended electives for use in completing requirements in the above concentrations:

- Biol 7240 Human Physiology (3)
- Chem 6600 Biochemistry I (3)
- CPS 8500 Stress Management (3)
- EPRS 8600 Computer Use in Educational Research (3)
- EPY 8260 Psychology of Adulthood and Aging (3)
- HHS 7000 Clinical Application of Statistical Methods (3)
- HHS 7200 Health and the Older Adult (3)
- KH 6380 Introduction to Sports Management (3)
- KH 6960 Seminar (3)
- KH 7530 Applied Anatomy for Sports Medicine (3)
- KH 7810 Directed Readings and Research (3)
- KH 7820 Research Design (3)
- KH 7990 Master's Thesis (3)
- KH 8260 Advanced Biomechanics (3)
- KH 8270 Advanced Topics in Exercise Physiology (3)
- KH 8290 Cardiopulmonary Physiology (3)
- KH 8390 ECG and Exercise Stress Testing (3)
- KH 8850 Instrumentation in Biomechanics (3)
- Nutr 6104 Advanced Normal Nutrition (3)
- Nutr 7105 Geriatric Nutrition (3)
- Nutr 7106 Advanced Sports Nutrition (3)

Nutr 7108	Nutrition Assessment (3)
PT 8010	Skeletal Tissue Mechanics (3)
PT 8011	Skeletal Tissue Mechanics Lab (2)
PT 8350	Anatomy and Pathophysiology of Aging (3)
PT 8660	Applied Neurophysiology (3)
PT 8860	Skeletal Muscle Biology and Function (3)
PT 8861	Skeletal Muscle Biology and Function Lab (2)
PT 8870	Neuromuscular Adaptations for Functional Activities (3)
RT 6005	Clinical Cardiopulmonary Physiology (3)

The student may select another course or courses with the consent of his or her adviser.

Program total: minimum of 36 semester hours

4250.25 Instructional Technology (M.S.)

Department of Middle-Secondary Education and Instructional Technology

The program for the major in instructional technology provides students with the basic knowledge, skills, and attitudes required to perform as instructional technologists. An instructional technologist is a professional educator who can combine knowledge of the learning process, knowledge of instructional systems theory, and knowledge of various forms of media and learning environments to create the most effective and efficient learning experiences. The program is designed for individuals interested in working in the field of instructional technology in a wide variety of education, training, and development areas such as those found in P-12 schools, business, and industry. To meet the individual needs and interests of the instructional technology student, the program provides a maximum amount of flexibility in course selection. In addition, ample opportunities are provided for applying the competencies learned in the classroom to job-related situations.

Prerequisites

The applicant must aspire to or currently hold a position related to the application of instructional technology in an education or training environment. In addition, the applicant must possess basic computing technology skills.

Program of Study

- A. Professional Studies (9)
 Select one (3):
 EPRS 7900 Methods of Research in Education (3)
 EPRS 7910 Action Research (3)
 EPRS 7920 Classroom Testing, Grading, and Assessment (3)
 Select two (6):

EPSF 8440	Foundations of Curriculum Development (3)
EPY 7080	The Psychology of Learning and Learners (3)
EPY 8070	Understanding and Facilitating Adult Learning (3)

- B. Major (24)
 Required (15):
 IT 7100 Design of Performance and Instructional Systems (3)
 IT 7150 Analysis of Performance and Instructional Systems (3)
 IT 8000 Foundations of Instructional Technology (3)
 IT 8150 Managing Instructional Technology Projects (3)
 IT 8200 Diffusion and Adoption of Technological Innovation (3)
 Select three (9):
 IT 7230 Introduction to Interactive Learning Technologies (3)
 IT 7360 Technology for Educators (3)
 IT 8360 Design and Development of Multimedia for Education and Training (3)
 IT 8370 Advanced Studio Project (3)
 IT 8380 Instructional Simulations (3)
 IT 8390 Analysis of Education, Training, and Performance Support Centers (3)
 IT 8400 Advanced Authoring Technologies (3)
 IT 8420 Topics in Instructional Technology (3)
 IT 8430 Technology-Enabled Education and Training (3)
 IT 8440 eLearning Environments (3)
 IT 8550 Human Performance Technology (3)
 Other courses may be selected with consent of adviser.

- C. Internship (3)
 Required (3):
 IT 8660 Internship in Instructional Technology (3)

The student must have completed at least 24 semester hours of program coursework before taking IT 8660.

Exit Requirement: Students must achieve a satisfactory score on a written departmental examination and successfully present a portfolio of their work in instructional technology.

Program total: minimum of 36 semester hours

4250.30 Professional Counseling (M.S.)

Department of Counseling and Psychological Services

The program for the major in professional counseling is a noncertification program that prepares persons to function as counselors in mental health centers, governmental agencies, labor departments, employee assistance programs, community agencies, religious settings, and correctional agencies. This major is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Philosophy

The counselor employs skills, principles, and techniques to assist people to identify and resolve personal, social, career, intrapersonal, and interpersonal concerns.

Program Objectives

The counselor is prepared to:

- work individually and with groups of clients on educational, vocational, social, emotional, or personal problems.
- counsel and consult with diverse populations
- consult with other professionals and administrators concerning the client's development needs.
- participate in educational, social, and career assessment programs, including the interpretation of test results.
- provide information and understanding to clients in the areas of educational, social, and career planning.
- conduct and facilitate program evaluation and research efforts.
- practice according to the ethical codes of the American Counseling Association.
- use appropriate technology to assist clients with educational, social, and career planning.
- further their identity as a professional counselor through advocacy for the profession.

Requirements

A minimum of 48 semester hours of graduate coursework must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards.

Usually, six semester hours of the student's program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship.

All professional counseling students must complete CPS 6010 with a grade of B or higher. A grade lower than B requires repetition of the course. CPS 6010 is a prerequisite for most CPS courses. During the academic term in which CPS 6010 is first taken, other courses may be taken concurrently. However, when repetition of CPS 6010 is necessary, no other CPS coursework may be taken concurrently.

Students must successfully complete the following courses to take the comprehensive exam: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, CPS 7540, CPS 8100, CPS 8380, CPS 8460, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-

2550) for information on the comprehensive examination schedule.

For a professional counseling student to be eligible to begin the applied practice (CPS 7660), the student must successfully complete the following courses: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7450, CPS 7500, CPS 8100, and CPS 8460. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student's beginning his or her applied practice for one or more academic terms.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student's behavior.

Departmental Endorsement Policy

The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study

A. Professional Studies (11)

Required (8):

CPS 7340	Social/Cultural Issues in Counseling and Psychological Services (2)
CPS 7500	Individual and Family Over the Life Span (3)
EPRS 7900	Methods of Research in Education (3)
Select one (3):	
CPS 7970	Seminar (3)
CPS 8360	Psychological Change Strategies (3)
CPS 8400	Counseling Through Play (3)
CPS 8430	Interpersonal Skills II (3)
CPS 8500	Stress Management (3)
CPS 8620	Alderman Techniques with Families and Couples (3)

B. Major (29)

Required (29):

CPS 6010	Professional Identity and Ethics in Professional Counseling (3)
CPS 6410	Interpersonal Skills I (3)
CPS 6450	Group Counseling Systems (3)
CPS 7260	Counseling Systems and Interventions (3)
CPS 7300	Career Theory, Assessment, and Intervention (3)
CPS 7450	Educational and Psychological Appraisal (3)
CPS 7540	Consultation in Professional Counseling (3)
CPS 8100	Psychobehavioral Diagnosis (2)
CPS 8380	Family Systems and Interventions

	(3)
CPS 8460	Psychological Aspects of Addiction
	(3)
C. Applied Practice Sequence (8)	
Required (8):	
CPS 7660	Applied Practice I: Professional and Rehabilitation Counseling (2)
CPS 7680	Internship: Professional and Rehabilitation Counseling (6)

Program total: minimum of 48 semester hours

4250.35 Educational Research/ Professional Counseling (M.S.)

The Department of Educational Policy Studies and the Department of Counseling and Psychological Services offer a dual enrollment, master's-level program leading to a Master of Science degree with majors in Educational Research and Professional Counseling. This program provides the Educational Research student a content area in which to apply the educational research methodology and provides the Professional Counseling student the capability to combine research and evaluation with counseling in his or her work setting. In general, this dual degree program provides the student with increased career opportunities both within academia and in the work setting.

Degree Requirements

Degree requirements are the same as those for each separate major. The one required course from the Professional Counseling major that may be counted toward the Educational Research major is EPRS 7900. Additionally, nine semester hours of electives in the Educational Research program may be courses used to complete professional studies or major requirements in the Professional Counseling program. Students are responsible for making sure they meet all prerequisites for courses taken in this program.

4250.40 Rehabilitation Counseling (M.S.)

Department of Counseling and Psychological Services

The program for the major in rehabilitation counseling prepares the student for employment in a variety of corporate and agency rehabilitation settings. The rehabilitation counseling program is accredited by the Council on Rehabilitation Education (CORE). Students who complete the program are prepared to take the examination for certification as a certified rehabilitation counselor.

Philosophy

The rehabilitation counselor employs skills, instrumentation, and techniques to assist people to identify and resolve personal, social, vocational, intrapersonal, and interpersonal concerns.

Program Goals

The rehabilitation counselor is prepared to:

- work individually with clients on educational, vocational, social, emotional, or personal problems.
- consult with other professionals and administrators concerning the client's development needs.
- participate in psychological assessment programs, including the interpretation of test results.
- provide information and understanding to clients in the areas of educational, social, or vocational planning.
- conduct and facilitate local research efforts.

Requirements

A minimum of 48 semester hours of graduate coursework must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards.

Usually, six semester hours of the student's program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship.

During his or her first term of enrollment, each rehabilitation counseling student must complete CPS 6050 with a grade of B or higher. If the student does not complete CPS 6050 with a grade of B or higher, he or she may not register for any other CPS course until he or she has completed CPS 6050 with a grade of B or higher. A student will be allowed to retake CPS 6050 for this reason only once. CPS 6050 is offered only during fall term.

The following courses must be completed before the student may take his or her comprehensive examination: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7430, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule.

For a rehabilitation counseling student to be eligible to begin the applied practice (CPS 7660), he or she must have successfully completed the following courses: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7500, and CPS 8410. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student's beginning his or her applied practice for one or more academic terms. Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student's behavior.

Departmental Endorsement Policy

The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study

- A. Professional Studies (5)
Required (5):
 - CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
 - EPRS 7900 Methods of Research in Education (3)
- B. Major (32)
Required (32):
 - CPS 6050 Introduction to Rehabilitation Counseling Research and Practice (3)
 - CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
 - CPS 6410 Interpersonal Skills I (3)
 - CPS 6450 Group Counseling Systems (3)
 - CPS 7260 Counseling Systems and Interventions (3)
 - CPS 7300 Career Theory, Assessment, and Intervention (3)
 - CPS 7430 Assessment of Rehabilitation Potential (3)
 - CPS 7500 Individual and Family Over the Life Span (3)
 - CPS 8410 Medical and Psychological Aspects of Disability I (3)
 - CPS 8420 Medical and Psychological Aspects of Disability II (3)
 - CPS 8640 Psychological Aspects of Addiction (3)
- C. Applied Practice Sequence (8)
Required (8):
 - CPS 7660 Applied Practice I: Professional and Rehabilitation Counseling (2)
 - CPS 7680 Internship: Professional and Rehabilitation Counseling (6)
- D. Elective (3)
The student should contact the Department of Counseling and Psychological Services (404/651-2550) for a Rehabilitation Counseling program outline that suggests an appropriate elective.

Program total: minimum of 48 semester hours

4250.45 Social Foundations of Education (M.S.)

Department of Educational Policy Studies

Social foundations of education is a broadly conceived

field of educational study that derives its character from a number of academic disciplines and interdisciplinary studies. At Georgia State University, the disciplines involved in social foundations inquiry are history, philosophy, sociology, anthropology, and political science; the interdisciplinary field is cultural studies. The purpose of social foundations study is to bring intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives on education, both inside of and outside of schools. Applicants to the Master of Science program with a major in Social Foundations of Education must, in addition to standard admission requirements, (a) interview with program faculty, (b) submit a writing sample; and (c) submit three letters of recommendation, two of which should represent familiarity with the applicant's academic ability.

Advisory Committee

Each student's study for the M.S. degree in Social Foundations of Education in the Department of Educational Policy Studies is guided by a master's advising committee of three faculty members. One member of the Social Foundations faculty should be selected as the chair of the committee. The student and the chair will select two other members for the committee, at least one of whom must be a member of the Social Foundations faculty. The committee is responsible for planning the program of study and for directing master's thesis research or master's projects. During the last academic term of coursework, each student will be required to complete an oral examination. The examination, which is not to exceed two hours, will be administered by the candidate's committee.

Program of Study

- A. Professional Studies (15)
Select one (3):
 - EPRS 7900 Methods of Research in Education (3)
 - EPRS 7910 Action Research (3)
 - EPRS 7920 Classroom Testing, Grading, and Assessment (3)
- Select one (3):
 - EPSF 7100 Critical Pedagogy (3)
 - EPSF 7110 Multicultural Education (3)
 - EPSF 7120 Social and Cultural Foundations in Education (3)
- Select one (3):
 - EPY 7080 The Psychology of Learning and Learners (3)
 - EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
 - EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
- For students completing a master's thesis (6)
Required (6):
 - EPS 7990 Master's Thesis (6)
- or
- For students completing a master's project (6)
Required (3):

EPS 7991 Master's Project (3)
Select (3): a course with the EPSF prefix

B. Major (15)

The major in social foundations of education is fulfilled by taking a minimum of 15 semester hours of coursework from the social foundations offerings. Majors may represent the disciplines of history, philosophy, sociology, anthropology, and political science and the interdisciplinary field of cultural studies. These courses are selected from the following list. Courses in other program areas in the Department of Educational Policy Studies or other courses in the college or university may also be appropriate to include as part of the major with approval from the student's advisory committee.

Select five (15):

EPSF 7100	Critical Pedagogy (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)
EPSF 7450	Curriculum Foundations for the Educational Leader (3)
EPSF 8010	Cultural Studies in Education: Film (3)
EPSF 8040	Cultural Studies in Education: Gender (3)
EPSF 8050	Cultural Studies in Education: Poststructural and Feminist Theory (3)
EPSF 8260	Sociology of Inner-City Children (3)
EPSF 8270	Philosophy of Education (3)
EPSF 8280	Anthropology of Education (3)
EPSF 8310	Sociology of Education (3)
EPSF 8320	Politics and Education (3)
EPSF 8340	History of American Education (3)
EPSF 8440	Foundations of Curriculum Development (3)

C. Electives (6)

The elective requirement is fulfilled by taking a minimum of 6 semester hours chosen from graduate courses in other program areas, departments, and/or colleges in the university.

Program total: minimum of 36 semester hours

4250.50 Sports Administration (M.S.)

Concentration Areas: School, College, and Professional Sports Management; Facilities Management; Sports Club and Fitness Management; Sports Information; Sports Marketing and Promotions
Department of Kinesiology and Health

The program in sports administration is designed to prepare students for career opportunities in commercial and educational settings. High schools, colleges and universities, fitness centers, tennis clubs, sports instruction centers, sports arenas, athletic clubs, and professional sports teams are among

the many sports organizations and enterprises which require highly trained personnel.

Program of Study

A. Core Studies (9)

Required (6):

KH 6380	Introduction to Sports Management (3)
KH 7200	Cultural Aspects of Sport (3)
Select one (3):	
EPRS 7900	Methods of Research in Education (3)
Mk 8200	Marketing Research (3)

B. Major Concentration

Required (18):

KH 6560	Budgeting and Finance in Sports and Recreation (3)
KH 7150	Development and Revenue Generation in Sports (3)
KH 7410	Sports Marketing and Promotions (3)
KH 7610	Sports Law (3)
KH 7662	Internship in Sports Management I (3)
KH 7663	Internship in Sports Management II (3)

Select one of the following five concentration areas (9):

1. School, College, and Professional Sports Management Concentration

Required (6):

KH 7100	Administration of Sports Programs (3)
KH 7380	Planning and Management of Sports Facilities (3)
Select one (3):	
Comm 6600	Media Management and Marketing (3)
Comm 6660	Corporate Communication (3)
Comm 8720	Seminar in Writing for Mass Audiences (3)
EPEL 7510	Issues of School Governance (3)
EPEL 8350	Policy Formulation and Educational Decision Making (3)
EPHE 8320	College on University Law (3)
KH 6960	Seminar (3)
KH 7690	Practicum in Sports Administration (3)
KH 7810	Directed Readings and Research (3)
MBA 8412	Organizational Behavior (3)
MBA 8423	Law and Ethics in Business and Employment Environments (3)
MBA 8452	Systems and Operations Management (3)
MBA 8642	Marketing Management (3)
Mgt 8200	Organizing to Compete (3)
Mgt 8450	Organizational Development and Change (3)

Mgt 8580	Project Management (3)		
Mgt 8600	International Management (3)		
PAUS 8431	Management and Organizational Behavior (3)		Audiences (3)
HRM 8150	Human Resource Management (3)		
PolS 8700	Public Budgeting (3)		
PolS 8743	Public Personnel Administration (3)		
Other courses may be selected with consent of adviser:			
2. Facilities Management Concentration
- Required (3):**
- | | | | |
|---------|--|--|--|
| KH 7380 | Planning and Management of Sports Facilities (3) | | |
|---------|--|--|--|
- Select two (6):
- | | | | |
|--|--|--|--|
| Comm 6600 | Media Management and Marketing (3) | | |
| Comm 6660 | Corporate Communication (3) | | |
| Comm 8720 | Seminar in Writing for Mass Audiences (3) | | |
| EPEL 7510 | Issues of School Governance (3) | | |
| EPEL 8350 | Policy Formulation and Educational Decision Making (3) | | |
| EPHE 8320 | College and University Law (3) | | |
| KH 6960 | Seminar (3) | | |
| KH 7690 | Practicum in Sports Administration (3) | | |
| KH 7810 | Directed Readings and Research (3) | | |
| MBA 8412 | Organizational Behavior (3) | | |
| MBA 8423 | Law and Ethics in Business and Employment Environments (3) | | |
| MBA 8452 | Systems and Operations Management (3) | | |
| MBA 8642 | Marketing Management (3) | | |
| Mgt 8200 | Organizing to Compete (3) | | |
| Mgt 8450 | Organizational Development and Change (3) | | |
| Mgt 8580 | Project Management (3) | | |
| Mgt 8600 | International Management (3) | | |
| PAUS 8431 | Management and Organizational Behavior (3) | | |
| HRM 8150 | Human Resource Management (3) | | |
| PolS 8700 | Introduction to Public Administration (3) | | |
| PolS 8743 | Public Personnel Administration (3) | | |
| Other courses may be selected with consent of adviser. | | | |
3. Sports Clubs and Fitness Management Concentration
- Required (9):**
- | | | | |
|---------|--|--|--|
| KH 7380 | Planning and Management of Sports Facilities (3) | | |
| KH 7500 | Physiology of Exercise (3) | | |
| KH 7630 | Fitness Program Management (3) | | |
4. Sports Information Concentration
- Select two (6):
- | | | | |
|-----------|---|--|--|
| Comm 6600 | Media Management and Marketing(3) | | |
| Comm 6630 | Public Relations Writing (3) | | |
| Comm 8720 | Seminar in Writing for Mass Audiences (3) | | |
- Select one (3):
- | | | | |
|--|--|--|--|
| Comm 6620 | Problems in Public Relations (3) | | |
| Comm 6660 | Corporate Communication (3) | | |
| Comm 8050 | Principles of Persuasion (3) | | |
| KH 6960 | Seminar (3) | | |
| KH 7690 | Practicum in Sports Administration (3) | | |
| KH 7810 | Directed Readings and Research (3) | | |
| Phot 6050 | Photography (3) | | |
| Other courses may be selected with consent of adviser. | | | |
5. Sports Marketing and Promotions Concentrations
- Select two (6):
- | | | | |
|---------|---|--|--|
| Mk 8100 | Buyer Behavior (3) | | |
| Mk 8300 | Marketing Communications and Promotions (3) | | |
| Mk 8340 | Sales Management (3) | | |
| Mk 8600 | International Marketing (3) | | |
- Select one (3):
- | | | | |
|--|--|--|--|
| Comm 8050 | Principles of Persuasion (3) | | |
| KH 6960 | Seminar (3) | | |
| KH 7690 | Practicum in Sports Administration (3) | | |
| KH 7810 | Directed Readings and Research (3) | | |
| MBA 8642 | Marketing Management (3) | | |
| Mk 8110 | Marketing to Older Consumers (3) | | |
| Mk 8510 | Business-to-Business Marketing (3) | | |
| Mk 8620 | Product Management (3) | | |
| Mk 8800 | Services Marketing (3) | | |
| Mk 8900 | Strategic Market Planning (3) | | |
| Other courses may be selected with consent of adviser. | | | |
- Program total: minimum of 36 semester hours**
- ## 4250.55 Sports Medicine (M.S.)
- Department of Kinesiology and Health
- The program for the major in sports medicine prepares students for career opportunities in the field of athletic training. The program includes coursework and laboratory experiences in the prevention, management, evaluation, and rehabilitation of athletic injuries. The purpose of this program is to provide qualified candidates with in-depth experiences beyond entry-level athletic training expectations. Additionally, all students must complete a minimum of 400 hours of clinical experience in an approved setting as part of the degree program requirements.
- ### Prerequisites
- Candidates for this program must either be NATA certified athletic trainers or be eligible for NATA certification. Candidates may be eligible for NATA certification upon (a) graduation from a CAHEAA accredited undergraduate athletic training curriculum or (b) completion of the requirements established by

the NATA Board of Certification for internship. NATA is the National Athletic Trainers Association.

Additionally, a program applicant must provide three letters of recommendation, including one from the applicant's supervising NATA certified athletic trainer. Applicants may also be required to participate in a personal interview with faculty.

Program of Study

- A. Core (12)
Required (12):
EPRS 7900 Methods of Research in Education (3)
KH 7500 Physiology of Exercise (3)
KH 7510 Biomechanics (3)
KH 7530 Applied Anatomy for Sports Medicine (3)
- B. Major (24)
Required (15):
KH 7580 Concepts of Orthopedic Rehabilitation (2)
KH 7660 Practicum in Athletic Training (4)
KH 8265 Therapeutic Modalities in Orthopedic Rehabilitation (3)
KH 8300 Orthopedic Basis of Injury (3)
KH 8870 Biomechanics of Orthopedic Injuries (3)

For student's completing a master's thesis (9)

- Required (6):
KH 7990 Master's Thesis (6)
- Select one (3):
Biol 7240 Human Physiology (3)
Biol 7250 Human Physiology Laboratory (1)
HHS 6000 Research for the Health Professions (3)
KH 6560 Budgeting and Finance in Sports Recreation (3)
KH 7200 Cultural Aspects of Sport (3)
KH 7380 Planning and Management of Sports Facilities (3)
KH 7550 Fitness Assessment and Exercise Prescription (3)
KH 7610 Sports Law (3)
KH 7620 Exercise Programming for Special Populations (3)
KH 7820 Research Design (3)
KH 8290 Cardiopulmonary Physiology (3)
KH 8390 ECG and Exercise Stress Testing (3)
PT 8760 Orthopedic Physical Therapy of the Foot and Ankle (3)
RT 6005 Clinical Cardiopulmonary Physiology (3)

Other courses may be selected with consent of adviser.

For student's not completing a master's thesis (9)

- Select one (3):
KH 7990 Master's Thesis (3)
KH 8820 Scientific Inquiry in Sports Medicine (3)

Select two (6):

- Biol 7240 Human Physiology (3)
Biol 7250 Human Physiology Laboratory (1)
HHS 6000 Research for the Health Professions (3)
KH 6560 Budgeting and Finance in Sports and Recreation (3)
KH 7200 Cultural Aspects of Sport (3)
KH 7380 Planning and Management of Sports Facilities (3)
KH 7550 Fitness Assessment and Exercise Prescription (3)
KH 7610 Sports Law (3)
KH 7620 Exercise Programming for Special Populations (3)
KH 7820 Research Design (3)
KH 8290 Cardiopulmonary Physiology (3)
KH 8390 ECG and Exercise Stress Testing (3)
PT 8760 Orthopedic Physical Therapy of the Foot and Ankle (3)
RT 6005 Clinical Cardiopulmonary Physiology (3)
Other courses may be selected with consent of adviser.

Program total: minimum of 36 semester hours

4250.60 Urban Teacher Leadership (M.S.)

Department of Educational Policy Studies

The program for the major in urban teacher leadership creates a cadre of teachers who will become change agents that positively affect their classrooms, their schools, their communities, and their school districts as well as the national conversation about educational change. Specifically, the program is for teachers who will remain in their classrooms while assuming leadership roles in the schools and in the larger context of the school community. The program is developed around a set of academic and field experiences that provide basic knowledge and skills for leadership in collaboration, writing for change, reflective thinking, problem solving, and the advocacy of excellence in urban education.

This program has been developed specifically for teachers in urban school settings. Both experience in urban schools and urban research studies suggest that urban communities meet unique challenges that must be addressed by teachers in those schools. Students will collaborate inside and outside the classroom with cohort members, with university faculty, with community agencies, and with urban leaders. To complete the program, the student must develop a master's leadership project designed to effect school change.

Admission Requirements

Program applicants must meet minimum college admission criteria and have at least one year of teaching experience.

In addition to meeting the above criteria, applicants must interview with the program's advisory board and each applicant must submit a portfolio that includes the following:

- Evidence of a commitment to the academic success of all children
- Evidence of a high level of competence in a content area such as art, drama, literature, mathematics, science, or music
- Letters of recommendation from (1) a colleague, (2) a parent, (3) a former student, and (4) an administrator explaining the qualities of the applicant
- A written discussion of the applicant's professional goals
- Indication of leadership potential through documentation of work with other teachers, professional presentations at conferences, work with community agencies, work with parent groups, etc.
- Evidence of experience with urban children who live in low-income environments.

Comprehensive Examination

Completion of EPS 7990 fulfills the Comprehensive Examination requirement for this program.

Program of Study

- A. Professional Studies (12)
Required (12):

EPRS 7910	Action Research (3)
EPSF 7120	Social and Cultural Foundation of Education (3)
EPSF 8440	Foundations of Curriculum Development (3)
EPY 8250	Psychology of Adulthood and Aging (3)
- B. Major (18)
Required (15):

EPEL 7200	Community Resources and School Development (3)
EPEL 7680	Practicum (3)
EPEL 8620	Psychological Aspects of Leadership (3)
EPS 7990	Master's Thesis (3)
EPS 8970	Seminar in Educational Policy Studies (3)
IT 7360	Technology for Educators (3)
- C. Electives (6)
With the consent of his or her adviser, the student selects elective coursework related to improving the cohort's teaching practices.

Program total: minimum of 36 semester hours

4260 Specialist Degree Admissions and Programs

<http://www.gsu.edu/ed-adm/EDS.html>

4260.10 Specialist Degree Admissions

All applicants must submit the following items and meet stated criteria:

1. College of Education Application for Graduate Admission.
2. Nonrefundable application fee of \$50.00 (check or money order). Checks or money orders should be made payable to Georgia State University in U.S. currency; do not send cash. The application fee is nonrefundable and does not apply toward registration fees.
3. University Information Sheet.
4. Two official transcripts of all previous college-level work must be sent directly to the Office of Academic Assistance and Graduate Admissions. Request transcripts by writing the Registrar of each college or university previously attended. Official transcripts must be sent directly from each institution previously attended. Current or former Georgia State University students do not have to provide transcripts from Georgia State University.
- a. Graduate Degree and Certification. Applicants must hold a master's-level degree from a regionally accredited college or university. (Students concurrently applying for the master's program in Professional Counseling or School Psychology do not have to meet this criterion.) Applicants to the following programs must hold or be eligible for the master's-level certificate in the field of the intended major: Educational Leadership, School Counseling, School Psychology, and Special Education. An applicant to the program in Early Childhood Education or Teaching and Learning must hold a master's-level certificate, although the certificate does not necessarily have to be in the applicant's intended concentration area; see the Early Childhood Education and Teaching and Learning program descriptions for more information.
- b. Graduate Grade Point Average. An applicant must have a grade point average of no less than 3.25 calculated on all graduate coursework attempted for which letter grades were awarded.
5. Test scores from the Graduate Record Examination (GRE) General Test (Verbal and Quantitative subtests only). Test scores must be from an examination taken within the five years prior to the term of admission to the program. Each applicant must present a minimum combined Verbal and Quantitative score of 900 to be considered for admission. Students wishing to arrange to take the GRE should contact the Educational Testing Service by writing to GRE/ETS, CN 6004, Princeton, NJ 08541-6004. Some applicants can submit scores from the Miller Analogies Test (MAT) in lieu of GRE scores. Only applicants to the following programs may opt to make this substitution: Early Childhood Education; Educational Leadership; and Teaching and Learning. A minimum MAT score of 48 is required. Students wishing to arrange to take the MAT should

write to Miller Analogies Test, The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204.

6. Goals Statement. Each applicant must submit a 300- to 500-word goals statement.
7. Letters of Recommendation. Each applicant must submit two letters of recommendation. An applicant to the Educational Leadership program must submit a letter of recommendation from his or her school principal or administrative supervisor. Applicants to the Professional Counseling, School Counseling, and School Psychology programs must submit three letters of recommendation.
8. Resume. Each Ed.S applicant must provide a resume describing his or her professional employment and work-related experience, past educational endeavors, and volunteer activities. An applicant to the Ed.S. major in School Counseling must be currently working as a school counselor or have experience working as a school counselor. Each applicant to the Early Childhood Education, Educational Leadership, School Counseling, or School Psychology program must submit documentation of relevant work experience including one year of full-time employment as an educator in grades P-12. An applicant to the Special Education program must submit documentation of relevant work experience including two years of experience as a fully certified special educator. An applicant to the Early Childhood Education or the Teaching and Learning program must submit documentation of relevant work experience including three years of experience as a fully certified educator. Early Childhood Education applicants must be employed in an educational setting.
9. Faculty Interview. Qualified applicants to the Early Childhood Education program or the Special Education program must participate in interviews with program faculty.
10. Additional Requirements. Applicants to the Teaching and Learning program should contact the Department of Middle-Secondary Education and Instructional Technology at 404/651-2510 for additional information and admission requirements.
11. Writing Sample. An applicant to the School Psychology program must submit a writing sample in addition to the goals statement. Contact the Counseling and Psychological Services Department (404/651-2550) for more information.

Admission Deadlines

To begin:	All materials must be received by:
Fall term	May 1
Spring term	October 1
Summer term	February 1

Deadline Exceptions

Early Childhood Education: Admission occurs only for spring term each year; all materials must be received by October 1.

Special Education: Admission occurs only for fall term each year; all materials must be received by May 1.

4260.20 Specialist Degree Programs

The Specialist in Education (Ed.S.) degree for educator preparation programs is a terminal degree that advances educators in their instructional and leadership skills beyond the master's level of competence. The purpose of this applied degree is to extend the academic preparation and teaching skills of experienced classroom teachers and instructional leaders and to foster the application of these skills and abilities to a variety of educational settings. Persons interested in a research degree and a career in higher education are encouraged to consider a Doctor of Philosophy degree offered by the College of Education.

Educator preparation Ed.S. programs address the following objectives:

1. To develop advanced theoretical and practical knowledge in the areas of human growth and development, foundations of education, curriculum development, classroom practice, and educational measurement.
2. To develop and apply knowledge of theory and research in the areas of supervision and school organization to the development and assessment of staff in-service and supervision.
3. To develop and apply knowledge of research methodology to the assessment of curriculum content and organization and classroom practice.
4. To assist the student in preparation for the National Board for Professional Teaching Standards assessment.

The Ed.S. programs in Professional Counseling and Rehabilitation Counseling prepare counselors to function at higher levels of competence in their work settings.

Specialist Residency

Specialist residency requires each Ed.S. student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field. It also provides time for reading, reflection, and research appropriate for an advanced professional degree. Each department within the College of Education provides a variety of experiences designed for its Ed.S. students who are fulfilling residency requirements.

Each department determines specific activities and experiences that are required in its students' Ed.S. programs. These may include specific coursework requirements as well as other professional activities. During his or her first term of enrollment, the student should discuss with his or her Ed.S. adviser the specialist residency requirements specific to his or her program.

A residency plan must be formulated and reported via an Ed.S. Residency Form available from the student's department. The student and his or her adviser must plan activities to enable the student to fulfill the intent of the residency. The residency plan must be approved by the student's department

chair prior to the commencement of any residency activities. The department is responsible for verifying the student's completion of specialist residency requirements and for notifying the Office of Academic Assistance and Graduate Admissions of such completion.

Minimum Requirements for All Specialist Degrees

1. Only courses taken after admission to the Specialist in Education degree program may be used to fulfill program requirements for the Ed.S. degree.
2. A student must earn an overall grade point average of 3.00 calculated on all graduate coursework attempted while admitted to the Ed.S. program. Some departments require a grade of B or higher in specific courses and program areas. Students are responsible for contacting their departments regarding specific academic requirements that exceed college-wide minimums.
3. The student must complete a minimum of 27 semester hours of program coursework at Georgia State University.
4. A student seeking specialist-level teacher certification must have completed three years of appropriate school experience prior to completion of the Specialist in Education degree.
5. All students recommended by the College of Education for teacher certification at the specialist level, except for students majoring in School Counseling and School Psychology, shall have completed at least one 3-semester-hour course in each of the following areas: humanistic studies, behavioral studies, and research methods and findings. A grade of C or higher must be earned in each of these three courses.
6. No coursework may be more than six calendar years old at the time of graduation.

Comprehensive Examination

Early Childhood Education. All Ed.S. students in Early Childhood Education must complete an action research project and a capstone experience. To complete the action research project, students plan and implement a focused area of inquiry designed to provide a depth of engagement with research and practice. The capstone experience is a synthesis of participants' work in the program. It is developed in collaboration with faculty and colleagues with the purpose of reflecting on and sharing accomplishments.

Educational Leadership. The skill development phase of the Ed.S. degree in Educational Leadership culminates with EPEL 8690, in which the student implements a project of his or her own design in the field. The project is developed, refined, and approved while the student is enrolled in EPEL 8910. A final written report of the implemented project is required.

Professional Counseling. Successful completion of CPS 8660 satisfies the Comprehensive Examination requirement for this program.

School Counseling. Successful completion of CPS 8661 satisfies the Comprehensive Examination requirement for this program.

School Psychology. The student must pass the Praxis II

Assessment for certification in school psychology (Test No. 400), and his or her test scores must be reported to Georgia State University prior to his or her graduating.

Special Education. Each Ed.S. student must complete a scholarly study under the direction of his or her major adviser and one additional committee member selected from the department's faculty. Implementation of the study is done in conjunction with EXC 8990. The study must be approved prior to the student's enrollment in EXC 8990. Additionally, all Ed.S. students must pass an oral and/or a written examination.

Teaching and Learning. Each Ed.S. student must complete a scholarly study or project under the direction of his or her adviser or, with the consent of the adviser, another member of the department's faculty.

4270 Specialist in Education (Ed.S.)

4270.10 Early Childhood Education (Ed.S.)

Department of Early Childhood Education
Program Theme: Educator as Leader

The program for the major in early childhood is a terminal degree program planned to help teachers improve instructional and leadership skills. This applied program's primary purpose is to extend the academic and teaching skills of experienced classroom teachers and instructional leaders and to foster application of these skills in their classrooms and in school leadership. As a cohort group, participants will collaborate with university faculty and each other to do work inside and outside their schools and classrooms. Successful completion of the program leads to an Ed.S. degree and the Instructional Supervision and T.S.S. endorsements. After taking an additional nine semester hours of appropriate coursework, participants will be eligible for L5 certification in the State of Georgia.

The Ed.S. program incorporates the five core propositions of the National Board for Professional Teaching Standards (NBPTS), and working toward NBPTS certification can be included in the program.

Philosophy

The educational specialist program is based on the assumption that learning is a constructive process that builds on the knowledge and experience of the learner. Through an integrated approach that provides choices and opportunities for decisionmaking and dynamic group interactions, the program is designed around academic givens so that content areas have blurred edges, and participants partner with faculty to shape the paths by which content is learned. Certain beliefs characterize this program:

- All teachers can lead and contribute to accomplishing the work of the school.
- Constructivism is the primary basis of learning for children, adults, and organizations.
- Learning is facilitated by student choice.

- Instructors use instructional methods that are linked to and that model the way a student learns.
- Instructors' roles facilitate learning.
- Multiple continuous assessment procedures are necessary.
- The university involves faculty and students in developing the teacher education program based on the needs of the students and the professional judgment of the faculty.
- Learning and teacher education curriculum must be fundamentally connected to the school and classroom.
- Teacher educators promote classroom/school research as a way for teachers to explore the effects of changes made in their classrooms/schools.
- Patterns of relationships form the primary bases for human growth and development.
- Schools should be organized to foster shared responsibility for school governance, for professional growth, and for achievement of agreed-upon goals.

With these beliefs as the core, this program provides opportunities for teachers to reflect upon and refine their understanding about being a teacher and being a leader. Graduates of the Ed.S. program are viewed as educational leaders and decision makers in their schools and communities. Their primary professional responsibilities are related to being inspiring instructional leaders and interpreters of theory to practice in classroom instruction.

Requirements

Participants will be expected to:

- Choose an area of interest upon which to focus developing knowledge, skills, and attitudes.
- Study some area of interest in depth through both survey and analysis of professional literature.
- Conduct and report classroom/school-based action research.
- Document, interpret, synthesize, and present insights, discoveries, and benchmarks of their professional development during the program in written format.
- Facilitate and promote the professional development of others in the cohort through ongoing performance assessment activities.
- Use a variety of communication skills.
- Work with other professionals in their schools in collegial and leadership positions.
- Use technology in carrying out other program requirements.
- Reflect regularly in writing and discussions on professional readings, thoughts, and practice.

Program of Study

- A. Professional Studies (9)
 Required (3):
 EPEL 8000 Effective Leadership in Schools (3)
 Select one (3) with consent of adviser:
 ECE 8200 Standards for Elementary Teachers (3)
 EPEL 7330 Legal Issues in Education (3)

Select Humanistic Elective (3):

Select one appropriate course with consent of adviser.

B. Teaching Field/Major (24)

Required (12)

ECE 8010 Constructivist Leadership in Early Childhood Education (3)

ECE 8100 Accomplished Teaching (3)

ECE 8800 Capstone Experience (6)

Required (12):

ECE 8400 Curriculum and Teacher Development (6)

ECE 8920 Constructivist Theories and Research in Early Childhood Education (6)

C. Internship (6)

Required (6):

ECE 8680 Internship in Early Childhood Education II (6)

Program total: minimum of 39 semester hours

4270.20 Educational Leadership (Ed.S.)

Department of Educational Policy Studies

Program Theme: Improving Student Learning Through Effective Quality Leadership

The program for the major in educational leadership is designed to build the capacity of practicing administrators to lead their schools effectively. Applicants for the major must be fulltime, practicing educational administrators. L5 Educational Leadership certification is a prerequisite for entry into the program. The program may be designed to fulfill the requirements of L6 Educational Leadership certification by the State of Georgia.

Special Requirement

To graduate with an Ed.S. major in Educational Leadership, a student must earn a B or higher in all courses in the Ed.S. degree program. If a student earns a grade below a grade of B in a required course, the student with the advice and consent of his or her adviser may substitute another course for that requirement.

Program of Study

A. Professional Studies (6)

Select one (3):

EPSF 8260 Sociology of Inner-City Children (3)

EPSF 8270 Philosophy of Education (3)

EPSF 8280 Anthropology of Education (3)

EPSF 8310 Sociology of Education (3)

EPSF 8320 Politics and Education (3)

EPSF 8340 History of American Education (3)

Select one (3):

EPY 8050 The Psychology of Instruction (3)

EPY 8080 Memory and Cognition (3)

EPY 8140 Psychology of Classroom Interac-

- tion (3)
 EPY 8180 Development During School Age (5 to 18 Years) (3)
 EPY 8250 Psychology of Inner-City Children (3)
- B. Major (21)
 Required (12):
 EPEL 8020 Issues in Educational Leadership (3)
 EPEL 8260 Theory in Educational Leadership (3)
 EPEL 8690 Field Experience in Educational Leadership (3)
 EPEL 8910 Research and Research Methods in Educational Leadership (3)
 Select three (9) with consent of adviser:
 EPEL 8330 Advanced School Law (3)
 EPEL 8350 Policy Formulation and Educational Decision Making (3)
 EPEL 8420 Advanced Supervision (3)
 EPEL 8490 Economics of Public Education (3)
 EPEL 8530 Planning Educational Facilities (3)
 EPEL 8620 Psychological Aspects of Leadership (3)
 EPEL 8630 Sociological Aspects of Leadership (3)
 EPEL 8650 The Principal (3)
 EPEL 8970 Seminar in Educational Leadership (3)
 EPS 8360 Educational Policy Making and Analysis (3)
 Other appropriate courses numbered 8000 to 8999 may be selected.

Program total: minimum of 27 semester hours

4270.30 Professional Counseling (Ed.S.)

Department of Counseling and Psychological Services

The specialist degree for the major in professional counseling prepares counselors to function at higher levels of competence in their work settings.

A minimum of 30 graduate semester hours beyond the master's degree must be completed with a cumulative gradepoint average of at least 3.00.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Program of Study

- A. Advanced Research (3)

- Required (3):
 EPRS 8530 Educational Statistics I (3)
- B. Major (15)
 Required (15):
 CPS 8450 Advanced Group Counseling (3)
 CPS 8470 Crisis Intervention (3)
 CPS 8530 Professional Issues and Decisions (3)
 CPS 8650 Advanced Counseling Theory (3)
 CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)
- C. Electives (12)
 For elective options, the Department of Counseling and Psychological Services has developed tracks or areas of specialization. Students select from the following: assessment, research, child/adolescent, family, consultation, traumatology, career, gerontology, skills application, Adlerian family, health psychology, and mental health. Students can also develop their own areas of specialization. The tracks or areas of specialization are only an option for students. Students should contact the Department of Counseling and Psychological Services at 404-651-2550 for a list of specific courses in the tracks or suggested course electives.

Program total: minimum of 30 semester hours

4270.40 School Counseling (Ed.S.)

Department of Counseling and Psychological Services
 Program Theme: Developing Professional Skills to Maximize Student's Potential for Learning

The program for the major in school counseling (elementary, middle, or secondary) prepares certified school counselors to function at higher levels of competence in their work settings.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Program of Study

- A. Professional Studies (3)
 Required (3):
 EPRS 8530 Educational Statistics I (3)
- B. Teaching Field/Major (15)
 Required (15):
 CPS 8450 Advanced Group Counseling (3)
 CPS 8470 Crisis Intervention (3)

CPS 8480	Supervision of School Counseling Services (3)
CPS 8490	Current Trends and Ethical Issues in School Counseling (3)
CPS 8661	Applied Practice II: School Counseling (3)

C. Electives (12)

Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a School Counseling program outline that suggests appropriate electives.

Program total: minimum of 30 semester hours

4270.50 School Psychology (Ed.S.)

Department of Counseling and Psychological Services
Program Theme: Developing School Psychology Skills to Maximize Student's Potential for Learning

Philosophy

The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist has to be well grounded in the philosophy and methods of education and must achieve a high level of understanding of psychological processes such as learning, personality, and social competence.

Program Goals

The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to:

1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child's life (i.e., parents or guardians, administrators, and teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Administer programs of psychological services in the educational setting.
7. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

Objectives

In addition to the areas of knowledge covered under the master's level of training, the specialist program focuses on

emotional and behavioral development of the child's psychoeducational functions, introduction to concepts of behavioral management and treatment, and considerable study in the field of learning disorders. Counseling and consultation skills will be employed, with opportunities for utilizing family therapy techniques in the school setting. The program meets the State of Georgia renewable certification requirements and requires a minimum of 36 semester hours for a master's degree in this major and an additional 42 semester hours to qualify for certification recommendation. A twoterm internship in a public school setting is required as part of the coursework requirements for this program.

Specific topics of study and development at the specialist level include:

Knowledge Base

1. Individual counseling theory
2. Family counseling theory
3. Polycultural counseling theory
4. Legal, ethical, and professional issues in counseling and school psychology
5. Physiological aspects of human development
6. Psychological consultation from a systems approach
7. Principles of personality development and assessment

Skills Application

1. Use of projective techniques, objective tests, interviews, observations, behavior rating scales, and behavior checklists to assess social/emotional functioning in children and diagnose emotional dysfunction
2. Diagnosis of severe emotional dysfunction utilizing Georgia Special Education Guidelines and *DSMIV*
3. Psychological report writing to include gifted and all disability categories
4. Psychological consultation (i.e., through Student Support Team participation) on learning difficulties, intellectual disabilities, and social/emotional disorders
5. Participation in eligibility determination for Emotionally Behavior Disordered services
6. Individual student consultation/counseling/therapy
7. Family consultation/counseling/therapy for students with social/emotional difficulties
8. Participation in Individual Educational Plans (IEP) conferences

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Program of Study

- A. Professional Studies (9)
Required (9):
EPRS 8530 Educational Statistics I (3)

CPS 8200	Advanced Developmental Psychology: Cognition and Intellect (3)
CPS 8220	Advanced Developmental Psychology: Personality and Socialization (3)
B. Teaching Field/Major (33)	
Required (33):	
CPS 8380	Family Systems and Interventions (3)
CPS 8440	Social/Emotional Assessment of Children and Adolescents (3)
CPS 8530	Professional Issues and Decisions (3)
CPS 8540	Child/Adolescent Psychopathology (3)
CPS 8580	Child/Adolescent Development in Family (3)
CPS 8640	Administration and Supervision in Pupil Personnel Services for School Psychology (3)
CPS 8680	Internship in School Psychology (12)
EXC 7110	Characteristics of Students with Behavior and Learning Disabilities (3)

Program total: minimum of 42 semester hours

4270.60 Special Education (Ed.S.)

Concentration Areas: Applied Behavior Analysis; Assistive Technology; Research-based Instruction
Department of Educational Psychology and Special Education

Program Theme: Leadership and Scholarship Focused on Learning and Development

The program for the major in special education prepares a student to fulfill roles requiring higher levels of theory and professional competence in the areas of supervision, curriculum planning, and evaluation than would be expected of a classroom teacher.

A student concentrating in Research-based Instruction works toward National Board for Professional Teaching Standards certification.

Advisory Committee

Each Ed.S. student is advised by a twomember faculty committee responsible for program planning, field experiences, and comprehensive examination, including the specialist project.

The student must earn a grade of B or higher in all courses. If a student earns a grade below B in a course, that course must be repeated. A student will be allowed to repeat a course in this manner only once. A student who fails to earn a grade of B or higher after taking the course a second time will be scholastically excluded from this program.

Evaluation of a student's performance is continuous, and it

involves considerations of the student's performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student's being administratively withdrawn from a course or the program. If such removal from a course is necessary, the student will receive the grade of F for the course, and he or she may be judged ineligible to reenroll in the course.

Prerequisites

1. A master's degree in education and professional certification in an area of education of students with disabilities.
2. At least two year's of special education teaching experience at the time of entry such that the student will have completed at least three years of appropriate experience prior to graduation. The student must provide documentation of teaching experience.

An applicant who intends to pursue a concentration in Applied Behavior Analysis must complete a basic knowledge examination in applied behavior analysis prior to taking program coursework.

Program of Study

- A. Professional Studies (9)
Required (9):

EXC 8010	Advanced Study of Exceptional Students (3)
EXC 8430	Supervisory Practices in Special Education (3)
EXC 8980	Professional Investigation and Writing in Special Education (3)
- B. Major (18)
The student selects one of the following three concentration areas (18):
 1. *Applied Behavior Analysis Concentration*
Completion of this concentration leads to a certificate in Applied Behavior Analysis. Concentration prerequisite:

EPY 4190	Introduction to Behavior Modification (3)
<i>or</i>	
EXC 7030	Applied Behavior Analysis (3)
Required (18):	
EPY 8030	Advanced Applied Behavior Analysis (3)
EPY 8180	Development During School Age (5 to 18 Years) (3)
EPY 8850	Introduction to Single-Case Methodology (3)-
EPY 8860	Applications of Single-Case Methodology (3)
EXC 7310	Strategies for Challenging Behaviors (3)
EXC 7945	Practicum III: Applied Behavior Analysis (3)
 2. *Assistive Technology Concentration*

Concentration prerequisite: basic knowledge of computer functioning

Required (18):

Comm 6910	Special Project (3)
EXC 7300	Assistive Technology for Students with Physical and Multiple Disabilities (3)
EXC 7301	Assistive Technology for Students with Sensory Impairments (3)
EXC 8300	Advanced Topics in Curriculum and Assistive Technology (3)
EXC 8350	Advanced Topics in Curriculum and Instructional Technology (3)
EXC 8990	Educational Specialist Research Project (3)

3. *Research-based Instruction Concentration*

Required (12):

EXC 8270	Advanced Topics in Instruction and Learning Strategies (3)
EXC 8280	Advanced Topics in Functional Academics and Transition (3)
EXC 8290	Advanced Topics in Social and Emotional Behavior (3)
EXC 8990	Educational Specialist Research Project (3)

Select one (3):

EXC 8300	Advanced Topics in Curriculum and Assistive Technology (3)
EXC 8350	Advanced Topics in Curriculum and Instructional Technology (3)

Select one (3):

Select one 8000 level EPY course

C. Electives (6)

Select two (6): appropriate courses should be selected with the consent of major adviser.

Program total: minimum of 33 semester hours

4270.70 Teaching and Learning (Ed.S.)

A collaborative program between the College of Arts and Sciences and the College of Education

Department of Middle-Secondary and Instructional Technology

Program Theme: Educator as Inquirer, Program Leader, and Instructional Specialist

The Educational Specialist degree is a unique professional degree in the field of education, a degree that reflects a high level of knowledge and expertise. The Ed.S. program with a major in Teaching and Learning is intended for professional educators who demonstrate high levels of expertise in their areas of concentration and who wish both to develop those areas further and to develop themselves as inquirers, program leaders, and instructional specialists.

All candidates for the Ed.S. degree in Teaching and

Learning must meet the College of Education requirements for admission to Ed.S. programs, with the following qualifications, exceptions, and additions:

Applicants must have a master's degree in the area of concentration or have completed the equivalent of a major (18 graduate semester hours) in the area of concentration.

It is not necessary to hold a teaching certificate in the area of concentration; however, each candidate must show evidence of expertise and competence in the area of concentration. In the cases of art, music, and instructional technology, the candidate must submit a portfolio (electronic portfolio for instructional technology) of work, illustrating areas of competence. In the case of foreign language, the candidate must successfully pass a language competency test. Further information on the ways to demonstrate competence in the area of concentration is available from the department.

The applicant must have at least three years of experience as a fully certified teacher.

The applicant must submit a writing sample that is a statement of goals explaining why the applicant is pursuing admission to the program.

The applicant must provide three letters of recommendation, one of which must be from a faculty member in the area of concentration and one of which must be from a colleague with whom the applicant has worked.

Qualified applicants of the instructional technology education concentration must participate in interviews with program faculty.

Enrollment in this program is limited to the number of students who can be effectively mentored by available faculty.

The Ed.S. program in Teaching and Learning is especially for educators who have expertise in at least one of the following curricular/instructional areas of concentration. Upon admission to the program, the student will meet with a faculty adviser to discuss and plan the details of his or her program. Detailed planning documents for this program and for each concentration area are available from the Department of Middle-Secondary Education and Instructional Technology, the Department of Modern and Classical Languages, the School of Art and Design, and the School of Music. This program requires a minimum of 30 semester hours of coursework.

Program of Study

A. Professional Studies (9)

Required (9):

ECDI 8400	Dynamics of Teaching, Learning, and Curriculum Development (3)
EDCI 8900	Educational Inquiry (3)
EDCI 8960	Seminar in Leadership and Supervision in Teaching and Learning (3)

B. Teaching Field/Area of Concentration (21)

Select one of the following 11 concentration areas (21):

1. Art Education Concentration

Required (9):

AE 8010	Philosophy and Curriculum (3)
AE 8030	Leadership and Supervision in Art Education (3)

AE 8980	Special Problems (3)	TSLE 7260	Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
Select two (6):		TSLE 7440	Methods and Materials for the Bilingual/English as a Second Language Teacher (3)
AE 8020	Learning Theory (3)		
AE 8100	Seminar in Art Education (3)		
AE 8500	Directed Study (3)		
AE 8980	Special Problems (3)		
Select one (3): select one course in art education, art history, or an art studio area.		4. Instructional Technology Concentration	
Select one (3): select one course that supports the program of study with consent of adviser.		Required (12):	
2. English Education Concentration		EDCI 8990	Educational Specialist Scholarly Inquiry (3)
Required (6):		IT 7100	Design of Performance and Instructional Systems (3)
EDCI 8990	Educational Specialist Scholarly Inquiry (3)	IT 8150	Managing Instructional Technology Projects (3)
EDRD 8310	Theoretical Models and Processes of Literacy Learning (3)	IT 8200	Diffusion and Adoption of Technology Projects (3)
Select three (9):		Electives (9):	
EDLA 7440	Theory and Pedagogy in the Study of Literature (3)	EPEL 7000	Leadership in Educational Organizations (3)
EDLA 7460	Theory and Pedagogy in the Study of Writing (3)	Additional 8000 level IT courses or other relevant courses may be selected with consent of adviser.	
EDLA 7940	Writing Workshop (3)	5. Library Media Technology Concentration	
EDLA 8330	Language Variation and Learning (3)	Required (12):	
EDRD 8280	Literacy for a Diverse Society (3)	EDCI	8990 Educational Specialist Scholarly Inquiry (3)
EDRD 8550	Trends and Issues in Language and Literacy Education (3)	ELMT 8350	Special Libraries (3)
Other graduate literacy courses may be selected with consent of adviser.		ELMT 8360	Technical Processes and Integrated Systems (3)
Select two (6): select two Engl courses numbered 6000 to 8999 with consent of adviser.		ELMT 8370	Advanced Reference: On-line Searching Techniques (3)
3. Foreign Language Education (French, German, or Spanish) Concentration		Select three (9):	
Required (3):		ELMT 8150	Administration and Supervision of Media Services (3)
ForL 8850	Education Specialist Research and Portfolio Development (3)	EPEL 7000	Leadership in Educational Organizations (3)
Select three (9): select three courses in the major language numbered 6000 to 8999.		Hist 6940	Administration and Use of Historical Archives (3)
Select three (9):		Hist 8670	Seminar in Archives Administration and Use (3)
ForL 8223	Modern Foreign Language Pedagogy: Theory and Practice (3)	Hist 8680	Internship (3)
ForL 8225	Applied Linguistics for Foreign Language Teachers (3)	IT 8370	Advanced Studio Project (3)
ForL 8226	Teaching Literature in the Foreign Language Classroom (3)	IT 8390	Analysis of Education, Training, and Performance Support Centers (3)
ForL 8227	Teaching Culture in the Foreign Language Classroom (3)	IT 8420	Topics in Instructional Technology (3)
ForL 8250	Topics in Pedagogy (3)	Other courses may be selected with consent of adviser.	
AL 8330	Intercultural Communication (3)	6. Mathematics Education Concentration	
AL 8480	Classroom Practices in Teaching English as a Second or Foreign Language (3)	Required (3):	
AL 8550	Second Language Evaluation and Assessment (3)	EDCI 8990	Educational Specialist Scholarly Inquiry (3)
AL 8710	Research Design and Statistics for Applied Linguistics (3)	Select one (3):	
TSLE 7250	Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)	EDMT 8420	Topics in the School Mathematics Curriculum (3)
		EDMT 8550	Trends and Issues of Teaching Mathematics (3)
		Select one (3):	
		EDMT 7560	Theory and Pedagogy of Mathematics Instruction (3)

- EDMT 8290 The Study of Learning and Instruction in Mathematics (3)
- Select four (12): Select EDMT, Math, CSc, or Stat courses numbered 8000 to 8999 and courses related to the major themes of the program. *
7. Middle Childhood Education Concentration
Required (6):
- EDCI8550 Trends and Issues in Middle Childhood Education (3)
- EDCI8990 Educational Specialist Scholarly Inquiry (3)
- Select five (15): Select with consent of adviser courses numbered 8000 to 8999 that address the program theme, including at least three in one content area of teaching (language arts, mathematics, science, or social studies). *
8. Music Education Concentration
Required (12):
- Mus 8240 Research in Music Education (3)
- Mus 8260 Curriculum Development in Music Education (3)
- Mus 8580 Leadership and Supervision of Music Education (3)
- Mus 8980 Advanced Research Project in Music Education (3)
- Select one (3):
- Mus 7700 Psychology of Music Learning (3)
- Mus 8210 Arts, Education and the Community (3)
- Mus 8400 Philosophy of Music Education (3)
- Mus 8950 Practicum in Music Education (3)
- Other music education courses numbered 7000 or higher may be selected with consent of adviser.
- Select two (6): Graduate courses in music education, music history, music theory, performance, and conducting and other courses directly related to the student's teaching or research interests may be selected with consent of adviser.
9. Reading Education Concentration
Required (6):
- EDCI8990 Educational Specialist Scholarly Inquiry (3)
- EDRD 8310 Theoretical Models and Processes of Literacy Learning (3)
- Select five (15):
- EDLA 7940 Writing Workshop (3)
- EDLA 8330 Language Variation and Learning (3)
- EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
- EDRD 8280 Literacy for a Diverse Society (3)
- EDRD 8610 Supervision of School Literacy Programs (3)
- IT 7230 Introduction to Interactive Learning Technologies (3)
- Other literacy courses may be selected with consent of adviser.
- Reading Recovery Teacher Leaders in Training may count up to three (9) of the following courses as part

of the teaching field for the concentration in Reading Education: ECE 8300, ECE 8310, ECE 8320, ECE 8700.

10. Science Education Concentration
Required (6):
- EDCI8990 Educational Specialist Scholarly Inquiry (3)
- EDSC 8400 Strategies of Instruction in Science (3)
- Select three (9):
- EDSC 8440 Advanced Science Concepts and Issues (3)
- EDSC 8550 Trends and Issues in Teaching Science (3)
- Other education courses numbered 8000 may be selected with consent of adviser.
- Select two (6): College of Arts and Sciences courses in astronomy, biology, chemistry, geology, and physics may be selected with consent of adviser.
11. Social Studies Education Concentration
Required (9):
- EDCI8990 Educational Specialist Scholarly Inquiry (3)
- EDSS 8290 Learning, Curriculum and Instruction in Social Studies (3)
- EDSS 8420 Topics in the School Social Studies Curriculum (3)
- Select four (12): Select with consent of adviser courses numbered 8000 to 8999 that support the program theme and that are offered by one of the following departments: Anthropology and Geography, Economics, History, Middle-Secondary Education and Instructional Technology, Political Science, Psychology, and Sociology. *

*Appropriate College of Arts and Sciences courses numbered 6000-7999 may be used to fulfill this requirement.

Program total: minimum of 30 semester hours

4280 Nondegree Admissions and Programs

<http://education.gsu.edu/aae/ND.html>

4280.10 Nondegree Admissions

This graduatelevel admission category provides enrollment opportunities for students who wish to:

- renew a teaching certificate,
- add a teaching field or area of endorsement to a certificate,
- take courses for enrichment, or
- obtain initial certification in special education.

Applicants must have an undergraduate degree from a regionally accredited college or university with a grade point average of no less than 2.50. No more than nine semester hours

of credit earned in this category may be subsequently applied toward meeting the requirements of a master's degree in the College of Education. No work earned while the student is admitted in nondegree status may be applied to programs of study leading to the Specialist in Education degree. Nondegree students are subject to the same academic regulations as degree-seeking students.

Applicants admitted to nondegree status may take a maximum of 9 semester hours except special education students, who may take additional hours for nondegree certification-only programs. The College of Education will make no certification recommendations based on these nine semester hours nor will it guarantee their application to any degree program.

Changing from Nondegree to Degree-seeking Status

Students wishing to pursue a degree program in the College of Education at Georgia State University after having taken courses as a nondegree student must apply for admission according to the requirements of the degree desired. No coursework taken while the student has been admitted as a nondegree student may be credited toward the completion of a Specialist in Education degree.

Admission Requirements

All applicants must submit the following items and meet stated criteria:

1. **Application for Admission to Graduate Study.**
Nondegree applicants must specify a major area of study on their applications. Nondegree applications are not accepted in the following area: Early Childhood Education.
2. **Nonrefundable application fee of \$25 (check or money order).** Applicants who have previously applied to a graduate program in the Georgia State University College of Education and paid the application fee at that time are exempt from this requirement. Checks or money orders should be made payable to Georgia State University in U.S. currency; do not send cash. The application fee is nonrefundable and does not apply toward registration fees.
3. **University Information Sheet.**
Two official transcripts of all previous college-level work must be sent directly to the Office of Academic Assistance and Graduate Admissions. Request transcripts by writing the Registrar of each college or university previously attended. Official transcripts must be sent directly from each institution previously attended. Current or former Georgia State University students do not have to provide transcripts from Georgia State University.
A 300-500 word statement of professional career goals. The following programs require a resume or vita: Educational Leadership Add-on (showing three years of school experience), Library Media, School Counseling, and School Psychology. This document should

describe all professional employment and work-related experience, as well as past educational endeavors.

The Educational Leadership Add-on program requires one letter of recommendation from the applicant's school principal. The Library Media program requires two letters of recommendation. Please use the enclosed recommendation form.

The summer-only interrelated program in special education requires a copy of your current, clear renewable, teaching certificate in BD, LD, or MR along with documentation of at least one year of teaching experience.

Applicants to the School of Counseling and School Psychology programs must submit a writing sample (separate from the goals statement). The writing sample can be published or unpublished.

Educational Leadership (including Leadership Endorsement programs). Applicants must have earned a master's degree from a regionally accredited college or university; and they must hold T-5 or higher certification in the State of Georgia or equivalent educational certification with three years of successful school experience. Each applicant must submit a statement of his or her professional goals, a resume, and provide a letter of recommendation from their school principal or immediate supervisor (if not school-based). Additionally, each applicant must submit scores from the General Test of the Graduate Record Examination taken within the 10 years prior to the intended date of admission.

Professional Counseling, Rehabilitation Counseling, School Counseling, School Psychology. Nondegree applicants in these areas must meet the master's-level Graduate Record Examination test score requirements. Additionally, a nondegree applicant who has completed a master's program must submit official transcripts to demonstrate that he or she achieved a cumulative graduate grade point average of no less than 3.25. Nondegree applicants for Professional Counseling are accepted in summer and fall semesters only. Nondegree applicants for Rehabilitation Counseling and School Psychology are accepted fall semester only. Nondegree applicants for School Counseling are accepted for summer semester only, must complete the same application procedures as degree-seeking students, must hold a master's degree in counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students who are pursuing the nondegree program in school counseling are not concurrently admitted to the Specialist in Education (ED.S.) in School Counseling. Contact the Department of Counseling and Psychological Services (404/651-2550) for more information about the application procedures.

Admission Deadlines

To begin: All materials must be received by:

Fall term	May 1
Spring term	October 1
Summer term	February 1

4290 Graduate Nondegree Programs

4290.10 Add-On Teacher Certification

Educational Leadership
Department of Educational Policy Studies

Persons wishing to obtain the L 5 Educational Leadership certification in the State of Georgia must receive a passing score on the Praxis II Assessment in Educational Leadership: Administration and Supervision and must successfully complete the following courses:

Required (21):

EPEL 7000	Leadership in Education Organizations (3)
EPEL 7330	Legal Issues in Education (3)
EPEL 7410	Supervision of Instruction (3)
EPEL 7500	Human Resource Administration (3)
EPEL 7510	Issues of School Governance (3)
EPEL 7680	Practicum (3)
EPSF 7450	Curriculum Foundations for the Educational Leader (3)

The student in a cohort group will take these seven courses in a sequence during three consecutive academic terms.

For L-6 certification, the student should complete the Ed.S. program with a major in Educational Leadership. For L-7 certification, the student should complete the Ph.D. program with a major in Educational Policy Studies and a concentration in Educational Leadership.

Program total: minimum of 21 semester hours

4300 Endorsements for Teacher Certification

4300.10 English to Speakers of Other Languages (ESOL) Endorsement

Department of Middle-Secondary Education and Instructional Technology

The Department of Middle-Secondary Education and Instructional Technology of the College of Education and the Department of Applied Linguistic and English as a Second Language of the College of Arts and Sciences offer graduate courses in bilingual/English as a second language to give teachers additional training to work with non-English-speaking or

limited-English-speaking students at the early childhood, middle childhood, and secondary school levels.

Successful completion of three of the following courses as indicated qualifies a person for the bachelor's, master's, or specialist level endorsement, depending upon the student's current level of certification. The program presupposes certification at least at the bachelor's level. Students must be admitted as a graduate student to the College of Education. (See the program description for the M.Ed. with a major in Reading, Language, and Literacy Education in this chapter for application of TSLE courses to a degree program.)

Select one (3):

AL 8250	Second Language Acquisition (3)
TSLE 7250	Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)

Select one (3):

AL 8330	Intercultural Communication (3)
TSLE 7260	Cultural Issues for the Bilingual/English as a Second Language Teacher (3)

Select one (3):

AL 8450	Approaches to Teaching Second/Foreign Languages (3)
TSLE 7440	Methods and Materials for the Bilingual/English as a Second Language Teacher (3)

Program total: minimum of 9 semester hours

4300.20 Leadership Endorsements

Department of Educational Policy Studies

In addition to fullfield certification preparation, Georgia State University offers preparation for school leadership endorsements in five specific fields of school leadership. They are: (a) Director of Media Centers; (b) Director of Special Education; (c) Director of Vocational Education; (d) Instructional Supervision; and (e) Director of Pupil Personnel Services. All of these programs require appropriate teaching or school experiences and admission as a graduate student.

These programs require at least a master's level certificate in the teaching or service field in which the leadership endorsement is being sought. Completion of nine semester hours of acceptable graduate credit including three semester hours in each of the following areas qualifies a student for master's or specialist level endorsement, depending upon the current level of certification:

1. Organizational Leadership
2. Supervision of Instruction
3. Curriculum Development

The courses in these areas will be determined in consultation with an adviser within the department offering the field or program in which the leadership endorsement is sought.

4300.30 Preschool Handicapped Endorsement

Department of Educational Psychology and Special

Education

In addition to fullfield teacher certification preparation, Georgia State University offers preparation for state certification endorsements in some specific areas of training, service, and leadership. All such programs require acceptable teaching or appropriate school experiences and admission to the College of Education as a graduate student. Program applicants must be fully certified teachers.

All coursework for the Preschool Handicapped Education endorsement must be completed with a grade of B or higher.

Nine semester hours of coursework are required for endorsement in preschool handicapped education for professionals holding teacher certification in early childhood education, special education, or speechlanguage pathology. Completion of the coursework requirements below, as designated, qualify the student for endorsement in preschool handicapped education.

Required (6):

- EXC 7650 Characteristics of Young Children with Disabilities (3)
- EXC 7660 Methods of Teaching Young Children with Disabilities (3)

Select one (3):

- EXC 4320 Introduction to Language Disorders (3)
- EXC 7010 Language Development and Language Disabilities (3)

Program total: minimum of 9 semester hours

4300.40 Reading Endorsement

Department of Middle-Secondary Education and Instructional Technology

The Department of MiddleSecondary Education and Instructional Technology and the Department of Early Childhood Education offer graduate courses in literacy to give classroom teachers additional training to meet the literacy needs of students at the early childhood, middle childhood, or secondary school level. Courses that apply to Georgia's Reading Endorsement for classroom teachers focus on understanding readers and the reading process, linking assessment and instruction, and using instructional strategies in specific content areas.

Successful completion of three of the following courses, as designated, qualifies a person for bachelor's, master's, or specialist level endorsement, depending on the current level of certification. The program presupposes certification at least at the bachelor's level.

Teachers pursuing the reading endorsement may be enrolled as nondegree students or may be enrolled in a degree-seeking program. Courses with the EDRD prefix are taught by the Department of Middle-Secondary Education and Instructional Technology and are open to all teachers (P12). Courses with the ECE prefix are taught by the Department of Early Childhood Education and are open only to students who have been approved for special cohort programs.

To receive the reading endorsement, a student must complete at least one course in each of the following three strands.

Strand 1: Understanding Readers and the Reading Process**Select one (3):**

- ECE 5001 Literacy Collaborative Coordinator Training (3)
- ECE 5002 Literacy Collaborative Teacher Training (3)
- ECE 7360 Reading Recovery Clinical for Teachers I (3)
- ECE 8360 Reading Recovery Clinical for Leaders I (3)
- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
- EDRD 7600 Theory and Pedagogy in the Study of Reading (3)

Strand 2: Linking Assessment and Instruction**Select one (3):**

- ECE 5001 Literacy Collaborative Coordinator Training (3)
- ECE 7370 Reading Recovery Clinical for Teachers II (3)
- ECE 8370 Reading Recovery Clinical for Leaders II (3)
- EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
- EDRD 7650 Individualized Assessment and Instruction for At-Risk Readers (3)

Strand 3: Using Instructional Strategies in Specific Content Areas**Select one (3):**

- ECE 5000 Literacy Collaborative Team Planning (3)
- ECE 5001* Literacy Collaborative Coordinator Training (3)
- ECE 7380 Reading Recovery Clinical for Teachers III (3)
- ECE 8380 Reading Recovery Clinical for Leaders III (3)
- EDRD 7630 Literacy in the Content Areas (3)
- EXC 7190 Alternative Approaches to Reading Instruction for Students with Disabilities (3)

* ECE 5001 must be taken for a total of nine semester hours to count toward the reading endorsement program.

Program total: minimum of 9 semester hours

4310 Certificate Programs**4310.10 Applied Behavior Analysis**

Department of Educational Psychology and Special Education

The certificate program in applied behavior analysis provides qualified graduate students the opportunity for training in the field of behavior analysis specific to its use in the fields of education and developmental disabilities.

The curriculum for the Certificate in Applied Behavior Analysis has two purposes. Students will receive a comprehensive conceptual overview of the principles of applied behavior analysis of human behavior. In addition, students will acquire expertise in the design, implementation, and evaluation of behavior analytic interventions relevant to helping alleviate clinically significant problems.

Master's or doctoral students majoring in Educational Psychology with an emphasis in Applied Behavior Analysis are automatically eligible to enroll in this certificate program. A student accepted in any other graduate degree program at Georgia State University must apply for admission to the certificate program by completing an application and providing a letter of recommendation from his or her major adviser. An individual who has already earned a graduate degree and who is interested in applying for the certificate-only program as a nondegree student must include a letter of recommendation from an academic reference or employersupervisor along with other required application materials. Any applicant who has already earned a master's degree must take a basic knowledge examination in applied behavior analysis.

Students completing the certificate program may be enrolled either part time or full time. If the student is enrolled in the certificate-only program, all requirements must be completed within five calendar years. If the student is enrolled in a degree program, all certificate requirements must be completed within the time limits established for that degree.

Students who feel they have taken courses equivalent to those required for the certificate may have these courses evaluated by the program director. However, at a minimum, each student must take 12 semester hours of the required 21 semester hours at Georgia State University. Included within the 12 semester hours taken at Georgia State University must be EPY 8030, EPY 8860, and EXC 7945.

To receive the Certificate in Applied Behavior Analysis, a student must earn a grade point average of at least 3.00 in all coursework applied to certificate requirements. Additionally, the student must pass the certificate exit examination.

Awarding of the Certificate of Applied Behavior Analysis shall be concurrent with the students' graduation from Georgia State University. Students already possessing a graduate degree shall be awarded the certificate when they have completed all certificate requirements.

The following courses are the requirements of the 21semester hour program of study leading to the Certificate in Applied Behavior Analysis.

Required (15):

EPY 8030	Advanced Applied Behavior Analysis (3)
EPY 8860	Applications of Single-Case Methodology (3)
EXC 7030	Applied Behavior Analysis (3)
EXC 7310	Assistive Technology for Students with Sensory Impairments (3)
EXC 7945	Practicum III: Applied Behavior Analysis (3)
Select one (3):	
EPY 8850	Introduction to Single-Case Methodology (3)
Psyc 8011	Single-Case Research Methodology (3)
Select one (3):	
EPY 8180	Development During School Age (5 to 18 Years) (3)
EXC 7250	Characteristics of Severe Mental Retardation and Autism (3)

The student may substitute an appropriate course with consent of his or her adviser.

Program total: minimum of 21 semester hours

4310.20 Assistive Technology

The certificate program in Assistive Technology provides graduate students the opportunity for graduate-level training in the field of assistive technology as it applies to students with disabilities. The curriculum for the certificate has two goals. First, students receive in-depth information on a wide range of assistive technology devices for individuals with various types of disabilities, (e.g., physical impairments, visual impairments, hearing impairments, learning disabilities, intellectual disabilities). Secondly, students receive a conceptual framework of assistive technology from which they can assess, implement, and evaluate various types of assistive technology.

A student admitted to the Ed.S. program in Special Education with a concentration in Assistive Technology will automatically be eligible for the Certificate in Assistive Technology. A student admitted to any other graduate program in education at Georgia State University must apply for admission to the certificate program by completing an application and providing a letter of recommendation from their major adviser. An individual with a graduate degree in education or Communication Disorders who is interested in applying for the certificate-only program must complete a College of Education graduate application and submit a letter of recommendation from an academic reference or employer/supervisor. The applicant must have a professional certificate in an area of education of students with disabilities or in speech-language pathology and have two years teaching experience in that certificate area.

To receive the Certificate in Assistive Technology, a student must earn grades of B or higher in certificate courses and must pass the certificate exit examination. Awarding of the certificate shall be concurrent with the student's graduation from Georgia State University. A student who already possesses a graduate degree shall be awarded the certificate when they complete all certificate requirements. A student completing the certificate may be enrolled either part time or full time. If the student is enrolled in a certificate-only program, all requirements must be completed within five calendar years. If the student is enrolled in a degree program, all certificate requirements must be completed within the time limits established for that degree.

Required:

Comm6910	Special Project (3)
EXC 7300	Assistive Technology for Students with Physical and Multiple Disabilities (3)
EXC 7301	Assistive Technology for Students with Sensory Impairments (3)
EXC 8300	Advanced Topics in Curriculum and Assistive Technology (3)
EXC 8350	Advanced Topics in Curriculum and Instructional Technology (3)
EXC 8990	Educational Specialist Research Project (3)

Program total: minimum of 18 semester hours

4320 Developmental Literacy Programs

4320.10 Literacy Collaborative®

Department of Early Childhood Education

Literacy Collaborative is a broad-based, long-term, professional development program that focuses on the successful literacy of every child. It provides a comprehensive literacy program for schools that have already made the commitment to Reading Recovery® as a primary safety net for at-risk children. Literacy Collaborative supports school change through an instructional framework, an ongoing professional development program, a process for documenting children's literacy growth over time, and a plan for promoting home-school partnership. Three levels of training are offered: Literacy Collaborative team planning, Literacy Collaborative coordinator training, and Literacy Collaborative teacher training.

Literacy Collaborative Team Planning

A school may choose to send a literacy team for awareness sessions as a way of building support for good first teaching for all children. The planning sessions may occur prior to literacy coordinator training. The school team is comprised of representatives from each of the following: kindergarten-first grade, second-third grades, fourth-fifth grades, Reading Recovery, an administrator, and one to two other literacy leaders in the school. The training consists of six day-long seminars (across the school year) which supports schools in developing leadership in literacy. Teams may also receive a school site visit in the spring term by the Literacy Collaborative university trainer. Completion of Literacy Collaborative team planning qualifies a person as having completed the Using Instructional Strategies Specific to the Content Areas strand of the Reading Endorsement described later in this chapter.

Required Fall Term (1):

ECE 5000 Literacy Collaborative Team Planning (1)

Required Spring Term (2):

ECE 5000 Literacy Collaborative Team Planning (2)

Program total: minimum of 3 semester hours

Literacy Collaborative Coordinator Training

A school must train one or more literacy coordinators to be considered a Literacy Collaborative school. The training consists of nine weeks (across a year) of intensive study of the Literacy Collaborative framework. The training is designed to prepare literacy coordinators to serve the needs of their school. Completion of Literacy Collaborative coordinator training qualifies a person for the Reading Endorsement described later in this chapter.

Required Fall Term (3):

ECE 5001 Literacy Collaborative Coordinator Training (3)

Required Spring Term (3):

ECE 5001 Literacy Collaborative Coordinator Training (3)

Required Summer Term (3):

ECE 5001 Literacy Collaborative Coordinator Training (3)

Program total: minimum of 9 semester hours

Literacy Collaborative Teacher Training

The third level of Literacy Collaborative training is intended as a support for teachers in Literacy Collaborative schools who are just beginning to implement a comprehensive approach to teaching and learning within the network of Literacy Collaborative. Completion of Literacy Collaborative teacher training qualifies a person as having completed the Understanding Readers and the Reading Process strand of the Reading Endorsement described later in this chapter.

Required Fall Term (1):

ECE 5002 Literacy Collaborative Teacher Training (1)

Required Spring Term (2):

ECE 5002 Literacy Collaborative Teacher Training (2)

Program total: minimum of 3 semester hours

4320.20 Reading Recovery®

Department of Early Childhood Education

The program for training in Reading Recovery prepares students to observe, assess, and address reading problems in children in the first grade, using assessment, observation, and early intervention/prevention and teaching procedures developed by Dr. Marie Clay. Two levels of training are offered: teacher training and teacher leader training.

The Georgia State University Reading Recovery Program meets the requirements established by Professor Marie M. Clay, the faculty of The Ohio State University College of Education, and the Reading Recovery Council of North America (RRCNA). It has been granted a royaltyfree license to use the name "Reading Recovery" in conjunction with the program.

This program is a fixed sequence with enrollment fall through spring term. Admission to the program occurs once a year, and school district and/or consortia must submit a site application and supporting materials. (Call 404/6511216 for materials required for such applications.) The program begins in the summer with the Observation Survey Institute.

Students selected for training in Reading Recovery must apply for admission to an appropriate level of graduate study (e.g., nondegree, M.Ed., Ed.S., graduate transient) in the College of Education and must meet published criteria for admission.

A student must earn a cumulative grade point average of 3.00 in Reading Recovery courses to become a registered Reading Recovery teacher or teacher leader. Completion of Reading Recovery Teacher Training or Reading Recovery Teacher Leader Training qualifies the completer for the Reading Endorsement.

Teacher Training Level

Teacher Training prepares teachers to observe, assess, and select children for Reading Recovery understanding; to teach children using Reading Recovery methods and procedures; to make informed instructional decisions using records and materials unique to the program; to accelerate the progress of Reading Recovery children to meet the average level of reading achievement in each child's classroom; and to communicate with other teachers, principals, parents, and their peers about the effectiveness of the program and its impact in the school and community.

Teachers in training continue to work full time in their school districts in addition to attending class once each week. Teacher training requires school and district support to release the intraining teacher from classroom duties at least half time for one academic year. This requirement allows the teacher in training to work with four children in his or her school for 30 minutes per day, five days per week.

Applicants must hold a bachelor's degree and a current teaching certificate, among other criteria. Contact the department for further details.

Teachers in training enroll in the following courses for academic credit:

Required Fall Term (6):

ECE 7360 Reading Recovery Clinical for Teachers I (3)

ECE 7370 Reading Recovery Clinical for Teachers II (3)

Required Spring Term (3):

ECE 7380 Reading Recovery Clinical for Teachers III (3)

Program total: minimum of 9 semester hours

Students enrolled in the M.Ed. program in Early Childhood Education who have previously completed Reading Recovery Teacher Training may substitute ECE 7370 (3 hours) and ECE 7380 (3 hours) for ECE 7800 (Capstone Experience; 6 hours). Reading Recovery students enrolled in the Ed.S. program may substitute ECE 7380 (3 hours) for ECE 8680 (Internship; 3 hours). Because of the special nature of this program, students who withdraw will not be able to complete the program unless they apply to enter a later cycle. The faculty of the Georgia State University Reading Recovery Program reserves the right to refuse admission to any student who applies for a program cycle after having withdrawn from a previous cycle.

Teacher Leader Training Level

Teacher Leader Training prepares teachers to implement Reading Recovery in their home systems or regions; to recruit, select, and train teachers in Reading Recovery observation and teaching methods; to select children for service and assess their progress in the program; to supervise Reading Recovery teachers; to evaluate and oversee teaching decisions using recordkeeping materials unique to the program; to conduct public and professional awareness sessions for school systems and communities; to conduct research on the effectiveness of the program; and to teach children using Reading Recovery skills, procedures, and methods.

Teacher leader training requires support from the trainee's home system, private school association, or consortium.

Trainees are expected to attend a yearlong study program full time where they are trained through coursework, clinical sessions, and field experience. Teacher leaders must hold a minimum of a master's degree and meet other criteria for selection. (Contact the department for further details.) Because the training of Reading Recovery teachers and Reading Recovery teacher leaders is different, students previously trained as Reading Recovery teachers who are later selected for teacher leader training will be required to complete the entire training sequence.

Teacher leaders in training enroll in the following courses for academic credit:

Required Fall Term (12):

ECE 8300 Reading Recovery I (3)

ECE 8360 Reading Recovery for Leaders (3)

ECE 8370 Reading Recovery Clinical for Leaders II (3)

ECE 8700 Reading Recovery Supervision (3)

Required Spring Term (15):

ECE 8310 Reading Recovery Theory II (3)

ECE 8320 Reading Recovery Theory III (3)

ECE 8380 Reading Recovery Clinical for Leaders III (3)

ECE 8390 Reading Recovery Clinical for Leaders IV (3)

ECE 8700 Reading Recovery Supervision (3)

Program total: minimum of 27 semester hours

Students enrolled in the Ed.S. degree program in Early Childhood Education may substitute ECE 8310 Reading Recovery Theory II (3 hours) and ECE 8320 Reading Recovery Theory III (3 hours) for ECE 8400 Curriculum and Teacher Development (6 hours), and they may substitute ECE 8700 Reading Recovery Supervision (3 hours only) for ECE 8680 Internship (3 hours).

4330 Teacher Certification Only Programs

Department of Educational Psychology and Special Education

Behavior Disorders, Hearing Impaired, Interrelated Special Education, Interrelated Special Education/Early Childhood, Learning Disabilities, Mental Retardation, Orthopedically Impaired, Visually Impaired

Individuals interested in these certification-only programs should contact the department at 404/651-2310 for a description of admission and coursework requirements.

4340 Doctoral Programs

<http://www.gsu.edu/ed-adm/PHD.html>

The Doctor of Philosophy (Ph.D.) degree offered by the Georgia State University College of Education is congruent in purpose with the following statement of the Council of Graduate Schools in the United States:

The Doctor of Philosophy degree is the highest academic degree granted by American universities. It is awarded to those

who have demonstrated mastery of the field and successfully completed and defended a dissertation. The degree is a clear recognition that the student has the ability to complete a substantial piece of research work, to present formally the results of this work, and to appreciate its significance in the general field. The degree has always been considered the most significant achievement in preparation for an active career in scholarship and research. The requirements set by American universities for attainment of the Ph.D. degree may vary considerably among universities, but all have a common set of experiences and tasks designed to produce a scholar and researcher with recognized competence in the chosen field. The successful candidate for the Ph.D. is then considered prepared to undertake a career of scholarship, research, and service to society.

Each doctoral major field of study offered by the College of Education provides preparation for careers of scholarship, research, and service to society.

4340.10 Admissions of Doctoral Programs

Doctoral Admissions

All documents and other materials submitted by or for persons in connection with their interest in consideration for admission to a program become the property of Georgia State University and cannot be returned at any time. It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all materials have been submitted to the Office of Academic Assistance and Graduate Admissions by the application deadline. Incomplete applications will not be considered.

Admission to the doctoral program is for the specific academic term the applicant indicates on his or her application unless otherwise indicated on the acceptance letter. An accepted applicant who does not attend the academic term for which acceptance has been granted may reactivate his or her application for up to two academic terms immediately following the original academic term of acceptance, provided that the program being applied for admits new students during those terms. A written request for reactivation is required. After the expiration of one calendar year, the applicant must submit a new application in keeping with university requirements for residency status verification, and the applicant must meet current admission criteria. Applicants may also be required to resubmit supporting materials, including official transcripts, test scores, and other specified materials.

Application Procedures and General Admission Criteria

The College of Education uses a self-managed application for admission to its doctoral-level programs. It is therefore the responsibility of the applicant to prepare or collect all credentials other than test scores. A self-managed application requires appropriate planning to prepare the forms properly and to collect all transcripts.

A completed application is required of all applicants. Information requested on the application must be furnished. No items should be left unanswered. Applications should be typed

or printed legibly. Applications can be downloaded from www.education.gsu.edu. Requests for application materials also can be made to the following:

College of Education Doctoral Programs
Office of Academic Assistance and Graduate Admissions
Georgia State University
Atlanta, GA 303033089
404/6512540

Application Requirements and Admission Criteria

Each applicant to a doctoral program must submit the following:

1. College of Education Application for Graduate Admissions.
2. A nonrefundable application fee of \$50.00 (check or money order). Checks or money orders should be made payable to Georgia State University in U.S. currency; do not send cash. The application fee is nonrefundable and does not apply toward registration fees.
3. University Information Sheet.
4. Two official copies of transcripts from each postsecondary institution previously attended. Applicants must submit each transcript in an unopened envelope from the institution, and the envelope must be closed with the institution's official seal. A person who has previously attended Georgia State University need submit only one transcript from each institution attended prior to the student's attending Georgia State; two copies are required from all institutions the applicant has attended since last attending Georgia State. The applicant does not have to provide transcripts from Georgia State University.
 - a. Master's Degree. Each applicant must have earned a master's degree from a regionally accredited graduate higher education institution (or the equivalent).
 - b. Graduate Grade Point Average. Applicants must have earned a 3.30 cumulative grade point average (based on a 4.00 system) on all graduate coursework previously attempted for which a grade was awarded.
5. Official score reports from the Graduate Record Examination (General Test). Test scores must be from an examination taken within the five years prior to the term of admission to the program. Test scores must be reported directly from the testing agency to Georgia State University. Test scores appearing in student records, including transcripts, are not acceptable.
 - a. Minimum Test Scores. Doctoral applicants must have earned 500 or more points on the Verbal subtest of the General Test and 500 or more points on the Quantitative subtest of the General Test. An applicant to any doctoral program except Early Childhood Education who earned 500 or more points on the Analytical subtest does not have to have earned 500 or more on the Quantitative subtest.
 - b. The Graduate Record Examination General Test is designed to measure aptitude for graduate study; it is

not a measure of knowledge in specific subjects. Satisfactory scores on this test will be considered as one item along with all other information available in determining qualifications for admission to the doctoral program. The Graduate Record Examination is administered at Georgia State University and in many other locations throughout the world several times each year. Applications to take the test and more detailed information about it may be obtained by writing Graduate Record Examination, Educational Testing Service, CN 6000, Princeton, NJ 08541-6108, U.S.A. or by visiting <http://www.ets.org/ets/>

- c. In lieu of Graduate Record Examination scores, applicants to the doctoral programs in Educational Policy Studies, Sport Science, and Teaching and Learning may present a score of 53 or more points on the Miller Analogies Test taken within five years prior to the term of admission to the program.
- d. The Miller Analogies Test is given at established centers around the country. Further information regarding administration of the test can be obtained by contacting Miller Analogies Test, The Psychological Association, 555 Academic Court, San Antonio, TX 78204.
6. Each applicant must submit a 300-500 word statement of personal and professional goals in relation to the program into which entrance is sought.
7. Each applicant must submit a resumé summarizing all prior educational and employment history and pertinent professional activities.
8. Each applicant must submit two letters of recommendation from persons who can evaluate the applicant's ability to complete doctoral level coursework, examinations, and scholarly research, and potential for effective teaching at the college level, if relevant. Each applicant for the Counseling, Counseling Psychology, and School Psychology programs must submit three letters of recommendation.
9. Each applicant must submit a writing sample.
10. Faculty Interview: An applicant for the Educational Psychology program may be asked to participate in an interview with the program faculty.

Program-Specific Admission Requirements

Educational Policy Studies/Educational Leadership. Applicants to this program concentration may be recommended for admission based on faculty review of the following: (a) standardized test scores, (b) academic achievements, (c) professional background, (d) professional promise, and (e) an interview. Applicants to the program must hold certification at least at the master's level in educational leadership.

Counseling, Counseling Psychology, School Psychology. Applicants for the Ph.D. programs in the Department of Counseling and Psychological Services are ranked according to the following five admission criteria: (a) GRE scores, (b) undergraduate grade point average, (c) graduate grade point average, (d) past work experience, and (e) graduate major. None of the three letters of recommendation submitted by doctoral

applicants to these programs can come from members of the faculty of the Department of Counseling and Psychological Services. Applicants to the School Psychology program must hold certification at least at the master's level in school psychology.

Education of Students with Exceptionalities. Prospective students for the doctoral program in Education of Students with Exceptionalities should contact the Department of Educational Psychology and Special Education for a copy of the "Guide for Prospective Doctoral Students" for current information relative to admissions requirements (including prerequisites), the interview, and the requirements of the program.

Sports Science. Applicants to this doctoral program must have a master's degree in Exercise Physiology, Physical Education, Sports Medicine, Nursing, Physical Therapy, Respiratory Therapy, Biomechanics, Engineering, Nutrition, or other departmentally approved area. Additionally, each applicant is expected to have a background in the various sciences that form the foundation of sport science. These include exercise, physiology, kinesiology, measurement and evaluation, biomechanics, and anatomy. A faculty panel will determine the adequacy of the applicant's background in these areas. The minimum prerequisite coursework required for each emphasis area is shown below.

Each applicant must have completed the following coursework for admission to the Biomechanics concentration:

1. Three graduate semester hours in biomechanics
2. Nine semester hours in calculus including differential equations
3. Three graduate semester hours in exercise physiology
4. KH 7820 (Research Design) or the equivalent
5. Three graduate semester hours in applied anatomy
6. Three semester hours in classical mechanical physics

Each applicant must have completed the following coursework for admission to the Exercise Physiology concentration:

1. Six graduate semester hours in human physiology
2. Three graduate semester hours in biochemistry
3. Three graduate semester hours in exercise physiology
4. KH 7820 (Research Design) or the equivalent
5. Three graduate semester hours in applied anatomy

Each applicant must have satisfied the following prerequisite courses for the Physical Rehabilitative Science concentration:

1. Three graduate semester hours of human physiology
2. Three graduate semester hours of biomechanics
3. Three graduate semester hours of exercise physiology
4. Research Design (KH 7820 or the equivalent)
5. Orthopedic Basis of Injury (KH 8300 or the equivalent)
6. Three graduate semester hours in gross anatomy, including dissection lab.

Additionally, a Physical Rehabilitative Science applicant must have completed a graduate thesis or graduate research project and he or she must be licensed or certified in athletic training, physical therapy, occupational therapy, or another

allied health/medical field.

Each program may have additional requirements (e.g., faculty interview of the applicant) at the discretion of program faculty. It is the responsibility of the applicant to comply with the specific departmental requirements regarding the format and content of qualitative materials.

Admission Deadlines

Applications and supporting materials must be received by the Office of Academic Assistance and Graduate Admissions at the address indicated above no later than the application deadline listed below. Each applicant should allow adequate lead time for admissions processing because there is no provision for temporary or trial admission at the doctoral level. Should the deadline date fall on a weekend or a holiday, applications and supporting materials will be accepted until the close of business on the next business day following the deadline.

Major	Spring	Fall and Summer
Counseling	n/a	Jan 15
Counseling Psychology	n/a	Jan 15
Early Childhood Edu.	Oct 1	Mar 1
Educ. of Students with Exceptionalities	n/a	Mar 1 (fall only)
Educ. Policy Studies	Oct 1	Mar 1
Educ. Psychology	n/a	Mar 1 (fall only)
Instructional Technology	Oct 1	March 1
School Psychology	n/a	Jan 15
Sport Science	Oct 1	Mar 1
Teaching & Learning	Oct 1	Mar 1

Each applicant is responsible for following these application procedures completely and correctly. Incomplete applications will not be processed.

International Applicants

International applicants must provide materials earlier than other applicants to allow for translation and evaluation of foreign documents and for processing of paperwork related to Visa status as well as to allow for travel arrangements for accepted applicants. Application and supporting materials should be received at least one month prior to the doctoral deadline listed above.

Reentry Applications

A doctoral student in the College of Education who does not register at Georgia State University for regular courses during three consecutive academic terms is considered inactive for the purposes of registration. If an inactive student wishes to register, he or she must file an application for reentry with the Office of the Registrar (227 Sparks Hall) by the deadline dates published in the on-line *Registration Guide* found at www.gsu.edu/registrar. This deadline is approximately four weeks prior to the beginning of the registration phase in which the student wishes to register.

Students must reenter the same college, department, and major for the degree program in which they were last enrolled.

Filing a reentry application will necessitate a review of the student's academic standing in the doctoral program to determine eligibility. Approval of reentry into the program and major is not guaranteed or automatic.

Doctoral students should file their reentry applications as early as possible to allow adequate time for the admissions decision to be made. Favorable decisions that are not decided until after the beginning of the academic term in which the student desires to reenter will require the submission of a new reentry application for a subsequent academic term.

Doctoral students who have not registered for six consecutive academic terms will be withdrawn from the doctoral program. A notation to that effect will be added to the student's permanent record. Upon notification of withdrawal, the student will have a maximum of 30 days to petition for readmission. If the petition is approved, the student must satisfy the degree requirements of the graduate bulletin in effect at the time of readmission.

4340.15 Doctoral Assistantships, Instructorships, and Fellowships

Graduate teaching assistantships (GTAs) and graduate research assistantships (GRAs) are available to selected doctoral students who demonstrate outstanding academic skills and expertise. Assistantships are made available through the student's department. The number of GTA and GRA positions available depends on current class loads and research needs.

4340.20 Minimum Requirements for Degree Completion

Each doctoral student admitted to the College of Education will (a) complete a program of coursework approved by his or her Doctoral Advisory Committee, (b) complete an approved residency, (c) perform successfully on a comprehensive examination, (d) develop and present a dissertation research prospectus, (e) gain admission to candidacy, and (f) submit and successfully defend a doctoral dissertation. Individual programs may have additional requirements that the student must complete. All requirements must be completed within a nine-year time period as described below.

4340.25 Term of Admission and Term of First Matriculation

A doctoral student's *term of admission* is the term for which he or she was accepted into the program. The term of admission is identified on the student's letter of acceptance. A student is held responsible for the coursework requirements published in the catalog corresponding to his or her term of admission.

Term of first matriculation refers to the academic term in which the student took the first course he or she will include in his or her program of study. For many students, the term of admission and the term of first matriculation will be the same. However, student who wish to include coursework taken prior to the term of admission will have an earlier term of first matriculation. The seven-year time limit for completion of all

nondissertation requirements and the nine-year time limit for completing all requirements both begin the term of first matriculation.

4340.30 Doctoral Advisory Committee

The Doctoral Advisory Committee assists the student in planning an appropriate program of study and preparing for completion of noncoursework requirements, including the comprehensive examination. The Doctoral Advisory Committee has the supervisory responsibility for approving the program of coursework and approving noncoursework requirements.

Upon admission to a doctoral major in the College of Education, the student is assigned a temporary adviser from among the faculty of the major field of study in which admission has been granted. This temporary adviser assists the student until a Doctoral Advisory Committee is established. The student should establish the permanent doctoral adviser and advisory committee as soon as feasible but not later than the accrual of 27 semester hours of coursework nor later than one calendar year from the undertaking of coursework.

The initial Doctoral Advisory Committee consists of a minimum of three members as follows:

1. The major adviser serves as the chair of the Doctoral Advisory Committee, is a fulltime, tenure-track member of the College of Education faculty, holds primary appointment in the College of Education, has been a faculty member at Georgia State University for at least one academic year, is a member of the faculty of the major to which the student has been admitted, and holds an earned doctorate.
2. A second member of the Doctoral Advisory Committee must be a fulltime member of the College of Education faculty holding an earned doctorate.
3. A third member of the Doctoral Advisory Committee must represent a major outside of that of the student's.

The Doctoral Advisory Committee must include a minimum of three people holding earned doctorates.

All appointments to the Doctoral Advisory Committee, including its chair, are subject to approval by the student, the department chair, and the dean of the College of Education. After the Doctoral Advisory Committee has been established, the committee, the student, the department chair, and the dean of the College of Education must approve any subsequent change of membership.

4340.35 Program of Study

The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of C or higher (including S), with an overall cumulative grade point average of 3.50 or better. Coursework in which a grade below C is earned may not be applied to the doctoral program.

A minimum of 54 semester hours, excluding dissertation credit, is required in each student's doctoral program. To meet coursework requirements for the Doctor of Philosophy degree, a minimum of 36 semester hours must be earned in the doctoral

program of study at Georgia State University. The 36 semester hour minimum may not include credits transferred from other institutions, from other doctoral programs within the college or university, from a specialist program, or from a nondegree status. The use of credits earned beyond the master's degree while in a nondegree status is limited to a maximum of nine semester hours and should be counted as part of the 18 semester hours allowed in transfer.

No coursework (transferred or from Georgia State University) that has been completed more than seven years prior to admission to candidacy may be used to meet any doctoral degree requirement. (Admission to candidacy occurs after admission to the program.)

Planning of coursework for doctoral study is done individually with consideration of the student's career goals, prior academic work, and professional experience; however, all programs of study will foster the development of skills and abilities in a major area, a core area, and a cognate area. A minimum of 54 semester hours of coursework is required in each student's doctoral program. College of Education courses applied to meet these requirements must be at the 8000 or 9000 level. A minimum of 18 semester hours of credit is taken outside the major area of study. No dissertation credit may be applied to the minimum requirement of 54 semester hours of coursework. The minimally required 54 semester hours are distributed among the major, core, and cognate areas as follows:

Core area:

A minimum of 18 semester hours. The purpose of the core area requirement is to develop general research competence, including expertise in at least one particular research method appropriate to the major field and/or dissertation research, and to develop awareness of the context in which educational issues can be understood and interpreted. The general requirements of the core area are described later in this chapter. Variations for each program are included with the program's description.

Major area:

A minimum of 18 semester hours. The purpose of the major area requirement is to increase the doctoral student's knowledge base in the academic area in which scholarly activity is to be pursued.

Cognate area:

A minimum of 18 semester hours. The purpose of the cognate area requirement is to provide opportunities for the doctoral student to develop an extended knowledge base associated with the major field of study. Coursework in the cognate area should lead to the development of an understanding of the origin, history, ontology, philosophy, conceptual underpinnings, or appropriate applications of the major area of study.

Dissertation

In addition to the minimum requirements described above, each doctoral student must complete a minimum of nine semester hours of dissertation credit.

Doctoral Residency

The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree. The objectives are met in two ways:

1. By completing three of the four nondissertation courses of the research core requirement within the first two calendar years following admission to the doctoral program. To complete this requirement, all grades of I (Incomplete) or IP (In Progress) earned during this period must be removed during this period.
2. By completing a Residency Program Plan developed by the student with the Doctoral Advisory Committee and approved by the committee. The program will include activities in the areas of scholarship, teaching, service/professional development, and collegiality.

After completion of the residency, a summary of residency activities and outcomes must be submitted to and approved by the Doctoral Advisory Committee. Completion of the approved Residency Program Report is a requirement for advancement to candidacy.

Listed below are suggested activities for the Residency Program Plan:

Scholarship: Participate in a faculty research project; collect data for a research project; write for presentation/publication; submit publication; assist in proposal development; do research project (other than dissertation).

Teaching: Work with faculty to teach a course; supervise fieldexperience students; conduct a workshop; develop a seminar.

Service/Professional Development: Assist in planning conference/colloquia; assist in program development; proposal review; serve on department or College of Education committee; attend professional meetings; attend doctoral seminars; join and participate in Doctoral Fellows; intern with an outside agency; participate in computer selfdevelopment.

Collegiality: Attend department meetings; be present in department; participate in departmental and college functions.

Comprehensive Examination

The purpose of the comprehensive examination is to evaluate the student's ability to use the subject content of the major, core, and cognate areas defined in the approved program of study to perform cognitive tasks including recall and application and especially focusing on analysis, synthesis, and evaluation of that content.

The comprehensive examination is given on the main campus of the university. It includes a written examination and may also include an oral portion. The student has two opportunities to pass the comprehensive examination. A student who does not pass the examination on the second attempt is not permitted to continue in the doctoral program.

To be eligible to take the comprehensive examination, the

student's cumulative grade point average in the doctoral program of study must be no less than 3.50. Each student's doctoral committee determines what coursework must be completed before he or she may take the comprehensive examination.

Requirements Following Successful Completion of the Comprehensive Examination

Enrollment for a minimum of three semester hours of credit is required during at least two out of each threeterm period following successful completion of the comprehensive examination until the student has graduated. This enrollment must include a minimum of nine semester hours of dissertation (9990) credit but may also include other coursework.

Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination.

4340.40 Review of Research for the Protection of Human Subjects

Students, faculty, or staff who are planning to conduct research involving human subjects must submit pertinent information for review by the Institutional Review Board for the Protection of Human Subjects in Research (IRB). The IRB is charged with protecting the rights and welfare of human subjects by reviewing the background, purpose, methodology, and instrumentation of all research involving human subjects conducted by faculty, staff, students, and employees of Georgia State University.

All research involving human subjects requires review by the IRB. Procedures and the necessary forms for submitting proposals to the IRB are available from the student's department.

A copy of the appropriate human subjects review form showing all necessary approval must be submitted with the recommendation to Doctoral Candidacy form to the Office of Academic Assistance and Graduate Admissions before final approval can be obtained for these documents.

For further information regarding this review process, students should contact their respective departments.

4340.45 OnCampus Resources

The Educational Research Bureau (330 College of Education Building [404/6513951]) provides assistance to doctoral students in the areas of dissertation preparation, research methodology and design, program evaluation, test construction, and computer program operations.

The Learning Resource Unit in the Counseling and Testing Center offers a variety of services, including writing and editorial services that can be useful to doctoral students. Contact 404/6512219 for further information.

4340.50 Dissertation Prospectus and Dissertation Advisory Committee

The purpose of the dissertation prospectus is to offer the Dissertation Advisory Committee evidence of the significance and rationale of the proposed study. The prospectus describes

the philosophical/theoretical knowledge base within which the dissertation topic is developed, the methodology or procedures to be employed, and the expected implications of findings or conclusions. The prospectus reflects the student's preparedness to conduct the investigation and write the dissertation. Before beginning work on the prospectus, the student should review the college's *Guide for Preparing Dissertations* at <http://www.gsu.edu/aae/PhD/dissertation/guide/>

Following completion of the student's comprehensive examination but before approval of the prospectus, the student and his or her Doctoral Advisory Committee will consider reconstitution of the committee to form the Dissertation Advisory Committee. All requirements for the construction of the Doctoral Advisory Committee apply to the Dissertation Advisory Committee with the addition that the committee chair and all but one of the committee members must hold graduate faculty membership status within the College of Education. The resulting Dissertation Advisory Committee should represent expertise in both the area of the research topic and the proposed research methodology, consists of no fewer than four members with earned doctorates. At least three Dissertation Advisory Committee members must be College of Education faculty who hold graduate faculty status.

The Dissertation Advisory Committee aids the student in developing the dissertation prospectus and later the dissertation. The committee is responsible for judging the significance and acceptability of the dissertation prospectus, the soundness and acceptability of the dissertation, and the competence and acceptability of the student's oral defense of the dissertation.

Presentation of the Dissertation Prospectus

The student shall publicly present the dissertation prospectus to provide an opportunity for College of Education faculty to contribute to a scholarly critique of the proposed research. The announcement of the prospectus presentation includes the date and location of the presentation and an abstract of the prospectus. No fewer than four members of the Dissertation Advisory Committee must attend the prospectus presentation.

Announcement of the prospectus presentation must be made at least ten (10) business days prior to the date of the scheduled prospectus presentation. Additionally, the prospectus must be presented between the first day of classes and the last day of final examinations; it cannot be presented between academic terms. Students should consult the current deadlines for doctoral students to plan the timely announcement of the prospectus presentation.

Approval and acceptance of the dissertation prospectus requires a favorable vote of a majority of the Dissertation Advisory Committee, but the majority for this vote must include no fewer than four members regardless of the size of the committee.

4340.55 Admission to Doctoral Candidacy

When the student has completed all coursework requirements for the degree except the dissertation and, in the case of Counseling and Counseling Psychology majors only, the internship, the student's Dissertation Advisory Committee may recommend to the Dean of the College of Education that the student is admitted to candidacy for the Doctor of Philosophy degree. To be recommended for candidacy, the student must additionally have fulfilled his or her department's residency requirement, completed all required examinations during the comprehensive examination, and submitted and presented an approved dissertation prospectus. The student must be recommended for candidacy within seven years of his or her term of first matriculation, that is, when he or she took the first course to be counted toward completion of degree requirements.

4340.60 Dissertation and Final Dissertation Defense

The dissertation and defense are the culminating activities in the student's doctoral program, demonstrating high levels of scholarly and intellectual activity. The dissertation is an original contribution to knowledge in the field of study through disciplined inquiry. Conducting, writing, and defending the dissertation are done in accordance with the highest professional standards.

Enrollment for a minimum of three semester hours of credit is required during at least two out of each three-term period following successful completion of the comprehensive examination until graduation. These hours of credit must include a minimum of nine semester hours of dissertation (9990) credit but may also include other coursework.

All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education in its *Guide for Preparing Dissertations* <www.gsu.edu/aae/PhD/dissertation/guide/>. The guide should be consulted soon after the student completes his or her comprehensive examination successfully.

The purpose of the oral defense of the dissertation is to enable the Dissertation Advisory Committee to judge the quality of the investigation and the student's ability to defend his or her work. The student must be enrolled in at least three semester hours of coursework during the academic term in which he or she defends the dissertation.

When the dissertation is completed, a public announcement of the oral defense of the dissertation is disseminated via the Office of Academic Assistance and Graduate Admissions to the College of Education faculty. The announcement must be submitted to the Office of Academic Assistance and Graduate Admissions at least ten business days prior to the scheduled defense. Additionally, the dissertation must be defended between the first day of classes and the last day of final examinations; it cannot be defended between academic terms. Students should consult the current deadlines for doctoral candidates to plan the timely

announcement of the dissertation defense.

At the same time the announcement of the oral defense is submitted, two typed copies of the completed dissertation are made available for faculty review in the Office of Academic Assistance and Graduate Admissions. The announcement of the oral defense includes the date and location of the defense and an abstract of the dissertation of no more than 350 words.

The oral defense is scheduled on the main campus of the university during regular dates of operation (i.e., between the first day of classes and the last day of final examinations each term, excluding official holidays). The oral defense must be attended by no fewer than four (4) members of the Dissertation Advisory Committee and is open to all College of Education faculty and invited guests. The committee will invite other faculty and guests present to question the candidate and to communicate to the committee their professional reactions.

Approval and acceptance of the doctoral dissertation requires a favorable vote of a majority of the Dissertation Advisory Committee.

4340.65 Requirements for Degree Completion

The purpose of requiring completion of all degree requirements within a fixed period of time is to ensure currency, continuity, and coherence in the academic experiences leading to the degree.

All degree requirements must be successfully completed within nine years of the student's term of first matriculation. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years of the student's first term of matriculation. No coursework that was completed more than seven years prior to admission to candidacy may be used to meet any doctoral degree requirement.

Enrollment for a minimum of three semester hours of credit is required during at least two out of each threeterm period following successful completion of the comprehensive examination until graduation. This enrollment must include a minimum of nine semester hours of dissertation (9990) credit but may also include other coursework.

The student must be enrolled during the academic term in which all degree requirements are completed.

Graduation

Graduate degree candidates must file a formal application for graduation with the Graduation Office at least two academic terms in advance of their expected graduation dates. Deadlines are published on-line *Registration Guide* each term. Students receiving the Ph.D. degree may have some additional cost relative to graduation and should contact the Office of Academic Assistance and Graduate Admissions for further information.

Revisions of graduation dates after the fourth week of the term in which graduation is expected will result in a liability for the actual cost of an additional diploma. Forms for changing the date of graduation may be obtained from the Graduation Office.

4340.70 General Core Area Requirements (18 hours)

Research Core

Required (6):

EPRS 8530 Educational Statistics I (3)

EPRS 8540 Educational Statistics II (3)

Select (6):

EPS 9820 Methods of Educational Inquiry (3)

One course from a research track outlined below (3)

Or

Two courses from a single research track listed below (6)

Research Tracks. The student and doctoral advisory committee identify a research track based on methodology to be employed in the student's dissertation research, and select one or two courses from this track. Additional coursework in a research track may be required by the doctoral advisory committee.

Quantitative Methodology

EPRS 8550 Educational Statistics III (3)

EPRS 8620 Educational Evaluation (3)

EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)

EPRS 8840 Meta-Analysis (3)

EPRS 9550 Multivariate Analysis (3)

EPRS 9560 Structural Equation Models (3)

EPRS 9570 Hierarchical Linear Models (3)

EPRS 9900 Advanced Research (3)

Qualitative Methodology

Anth 6630 Qualitative Methods in Anthropology (3)

EPRS 8500 Ethnographic Approaches to Educational Research I (3)

EPRS 8510 Ethnographic Approaches to Educational Research II (3)

EPRS 8640 Case Study Methods (3)

EPSF 9280 Interpretive Inquiry in Education (3)

Single-Case Methodology

EPY 8850 Introduction to Single-Case Methodology (3)

EPY 8860 Applications of Single-Case Methodology (3)

Psyc 8011 Single-Case Research Methodology (3)

Historical/Sociological/Philosophical Approaches

EPSF 9850 Historical Research in Twentieth Century American Education (3)

EPSF 9930 Philosophical Analysis and Method (3)

Hist 8000 Introduction to Historical Research (4)

Measurement Methodology

EPRS 7920 Classroom Testing, Grading, and Assessment (3)

EPRS 8410 Introduction to Item Response Theory (3)

EPRS 9330 Advanced Measurement Theory (3)

EPRS 9360 Advanced Item Response Theory (3)

Social Foundations of Education and Psychology of Learning Core (6 hours)

In addition to highly specialized research in specific areas,

doctoral students in the College of Education must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations.

Through historical, philosophical, sociological, and anthropological inquiry, knowledge of social foundations fosters the types of speculative investigations essential for thorough understandings of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree.

Select one (3):

- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8320 Politics and Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 9260 Epistemology and Learning (3)

The psychology of learning component is based on the following guiding principles: (1) Educational leaders make judgments that affect learning. (2) Doctoral students should have a substantial understanding of the psychology of learning.

Select one (3):

- CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- EPY 8030 Advanced Applied Behavior Analysis (3)
- EPY 8050 The Psychology of Instruction (3)
- EPY 8070 Understanding and Facilitating Adult Learning (3)
- EPY 8080 Memory and Cognition (3)
- EPY 8180 Development During School Age (5 to 18 Years) (3)
- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- EPY 8260 Psychology of Adulthood and Aging (3)

4350 Ph.D. Programs of Study

The programs of study for Ph.D. majors are listed alphabetically.

4350.05 Counseling (Ph.D.) Department of Counseling and Psychological Services

Program Theme: The Counselor as Facilitator of Change Through Holistic, Preventive Guidance Programs

The Ph.D. degree in counseling prepares professionals for positions in mental health counseling, school counseling, marriage and family therapy, rehabilitation, counselor education, and college counseling. This program is accredited by the Council for Accreditation of Counseling and Related Educa-

tional Programs.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Departmental Endorsement Policy

The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study

A. Core Area (21)

The student must meet all general core area requirements with the following additional requirement:

Required (3):

- CPS 9930 Prospectus Design (3)

B. Major Area (49)

Required (43):

- CPS 8370 Advanced Career Counseling (3)
 - CPS 8450 Advanced Group Counseling (3)
 - CPS 8530 Professional Issues and Decisions (3)
 - CPS 8650 Advanced Counseling Theory (3)
 - CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)
 - CPS 9480 Supervision of Counseling Services (3)
 - CPS 9660 Applied Practice III (3)
 - CPS 9661 Supervision Internship (3)
 - CPS 9680 Doctoral Internship (9)
 - CPS 9920 Research and Publication (4)
 - CPS 9963 Counseling Seminar (6)
- Select one (3):
- EPY 8050 The Psychology of Instruction (3)
 - EPY 8070 Understanding and Facilitating Adult Learning (3)
 - EPY 9000 Facilitating College Teaching (3)
- Elective (3): Select one appropriate course

C. Cognate Area (18)

The cognate area provides the student an opportunity to enrich his or her preparation as a counselor with further study in a related area of expertise. The student selects one of the following cognate areas: behavior therapy, child clinical/family, general clinical, health psychological, or psychotherapy, or the student may design an individual cognate area. The student's Doctoral Advisory Committee may require courses in the cognate area be from outside the department, outside the College of Education, or both.

- D. Dissertation (9)
 Required (9):
 CPS 9990 Dissertation (9)

Program total: minimum of 97 semester hours

4350.10 Counseling Psychology (Ph.D.)

Department of Counseling and Psychological Services

The counseling psychology doctoral program at Georgia State University is accredited by the American Psychological Association. It subscribes to a scientist-practitioner model for the training of counseling psychologists. Students are prepared to profit from and contribute to the body of knowledge underlying counseling psychology. Graduates are also equipped with a rich array of clinical skills and are eligible for licensure as applied psychologists. The program of study prepares students for employment in academic and private settings.

Philosophy

The services of counseling psychology are primarily directed to the problems of everyday living rather than to psychopathology. Although psychopathology is also studied to allow for a more accurate reading of normal behavior, it is not the central focus of the program. It is rather cultural discontinuities, developmental difficulties and challenges, educational and occupational choicemaking and adjustment, marriage and family problems, high risk behaviors, unhealthy lifestyles, and the like that receive primary attention. In assisting persons to adjust creatively and to fulfill their human potential, the counseling psychologist is expected to perform three complementary roles: a preventative role in helping persons anticipate, circumvent, and forestall future adjustment difficulties; a developmental role in helping persons make use of life experiences in the realization of their potentials; and a remedial role in helping persons overcome personal problems. Students are trained to use individual and group counseling, psychoeducational techniques, and consultation skills to address the above mentioned problem areas.

The program emphasis is on counseling psychology and not psychological counseling. Therefore, students are expected to affiliate with psychology because it is the generic discipline from which the counseling psychology specialty arises. The program seeks to train psychologists who will prepare themselves for licensure, the diplomate, and other forms of professional sanctioning. While the faculty reserves the right to change program requirements as the need arises, the following is representative of current program requirements for the degree.

Internship

The internship (CPS 9680) is an essential component of doctoral training programs in professional psychology. It provides trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional

role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. Internships in Counseling Psychology require either a fulltime experience for one academic or calendar year or a halftime experience for two consecutive years.

Prerequisites

Students beginning the doctoral program in Counseling Psychology should have completed a master's degree in an appropriate major, such as counseling or clinical psychology. Students lacking an appropriate master's will be required to complete compensatory curricular experiences as stipulated by their doctoral advisory committees.

Program of Study

A. Core Area (21)

The student must meet all general core area requirements with the following additional requirement and specification:

Required (3):

CPS 9930 Prospectus Design (3)

The student must select CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3) or CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3) to fulfill the psychology of learning component of the Social Foundations and Psychology of Learning Core.

B. Major Area (63)

Required (49):

CPS 8370 Advanced Career Counseling (3)

CPS 8450 Advanced Group Counseling (3)

CPS 8500 Stress Management (3)

CPS 8530 Professional Issues and Decisions(3)

CPS 8650 Advanced Counseling Theory (3)

CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)

CPS 9480 Supervision of Counseling Services (3)

CPS 9660 Applied Practice III (3)

CPS 9680 Doctoral Internship (9)

CPS 9920 Research and Publication (4)

CPS 9962 Counseling Psychology Seminar (6)

Psyc 8500 History of Psychology (3)

Psyc 8510 History of Social Psychology (3)

Select one (3):

CPS 8100 Psychobehavioral Diagnosis (3)

CPS 8540 Child/Adolescent Psychopathology (3)

Assessment

Required (11):

CPS 9660 Applied Practice III (3)

Psyc 8020 Assessment I (4)

Psyc 8030 Assessment II (4)

C. Cognate Area (18)

Required (9):

CPS 8340 Advanced Multicultural Counseling
Strategies and Intervention (3)

CPS 9660 Applied Practice III (6)

The cognate area provides the student an opportunity to enrich his or her preparation as a counseling psychologist with further study in a related area of expertise. The student must select one of the following cognate areas (9): child and family, clinical assessment, health psychology, human sexuality, psychotherapy, multicultural, geriatric psychology, organizational development, rehabilitation psychology, or research methodology.

Students should contact their Doctoral Advisory Committees for a program outline for Counseling Psychology. The program outline describes the course sequencing and describes additional cognate course requirements.

D. Dissertation (9)

Required (9):

CPS 9990 Dissertation (9)

Program total: minimum of 111 semester hours

4350.15 Early Childhood Education (Ph.D.)

Department of Early Childhood Education

Program Theme: Educator as Researcher

The program for the major in early childhood education prepares scholars in early childhood education to function in a variety of roles including basic and applied research, program development activities, teaching, and personnel training. To function effectively in these roles, a student must have a thorough knowledge of theories, research evidence, research methodology, and evaluation techniques related to child development, curriculum, and instruction.

Philosophy

The Department of Early Childhood Education at Georgia State University prepares educators to work in the roles of researcher, scholar, and teacher at the university or college level or in other careers that depend on the skills and knowledge required for these roles. The preparation of doctoral students requires rigorous programs of study that recognize that knowledgeable research and teaching are complex acts based on deep understandings about pedagogy, learning, learners, and subject matter content and about how these areas of understanding interact in the teaching/learning process. Department faculty recognize that the strong research component in this program develops insightful, reflective, and effective teaching and research.

Requirements

In addition to the collegewide requirements for doctoral students, the department requires that each doctoral student has experience with young children and that each student participate in a research apprenticeship, a university teaching apprenticeship, and a supervision apprenticeship. For a detailed description of departmental requirements, please refer to the *Program Manual for the Doctor of Philosophy Degree in Early Childhood Education* available from the department.

Components

Planning coursework for doctoral study is done individually with consideration of the student's career goals, prior academic work, and professional experience. Each program, therefore, is unique. All programs, however, foster the development of skills and abilities within a trifocus framework of child development, curriculum and instruction, and research and evaluation design and methodology.

Theories and Application of Child Development

Competency in the field of early childhood education requires knowledge of the nature of children and their development. As a direct reflection of the eclectic orientation of the Department of Early Childhood Education, the faculty believes that all Ph.D. students should be knowledgeable about several theoretical orientations within the field of child development. Students are expected to have a thorough understanding of the sequence of development, characteristic behaviors, and influential factors in development from various theoretical perspectives. Doctoral students will also be expected to know how these theories have been applied to provide an understanding of specific child characteristics, settings in which children develop, and their interactions. Courses suggested to develop this competence are listed in the *Program Manual for the Doctor of Philosophy Degree in Early Childhood Education*.

Theories and Applications of Curriculum and Instruction

Competency in the field of early childhood education also requires an understanding of the ways the environment may be arranged for effective learning. Thus, a doctoral student is expected to have a thorough knowledge of theories of curriculum and instruction. Doctoral students will also be expected to demonstrate their abilities to apply these theories to educational programs and in settings for children from birth to 10 years of age. Courses suggested to develop this competency are listed in the *Program Manual for the Doctor of Philosophy Degree in Early Childhood Education*.

Research and Evaluation Design and Methodology

Doctoral students are expected to be able to design, implement, and interpret research. Therefore, doctoral students are expected to have knowledge of research designs and methods. Doctoral students are also expected to engage in high quality research. Courses suggested to develop this competence are listed in the *Program Manual for the Doctor of Philosophy Degree in Early Childhood Education*.

Planned Study

A doctoral student's planned program of study is divided into three academic components: a cognate area, a core area, and a major area. The elements of the trifocus of the program—child development, curriculum theory and application, and research and evaluation methodology and design—may be addressed in any of the three academic components. Generally, courses with the ECE prefix are selected for the major area and courses with the EPRS prefix are selected for the core area. The cognate area generally includes courses in early childhood education, psychology, and/or sociology. For a list of suggested courses, see the *Program Manual for the Doctor of Philosophy Degree in Early Childhood Education*.

At least nine semester hours of the total program should be taken outside the Department of Early Childhood Education.

Program of Study**A. Core Area (21)**

The student must meet all general core area requirements with the following additional requirement:

Required (3):

EPRS 9900 Advanced Research (3)

B. Major Area (18)

Required (18):

ECE 9000	Research Apprenticeship (3)
ECE 9400	Teacher Development in Early Childhood Education (3)
ECE 9650	Curriculum, Issues, and Historical Perspectives in Early Childhood (3)
ECE 9810	Directed Reading in Early Childhood Education (3)
ECE 9850	Research Seminar in Early Childhood Education (3)
ECE 9960	Seminar in Early Childhood Education: Advanced Development Theory (3)

C. Cognate Area (18)

At least nine semester hours of coursework applied to the cognate area should be from course offerings outside the College of Education.

D. Dissertation (9)

Required (9):

ECE 9990 Dissertation (9)

Program total: minimum of 66 semester hours

4350.20 Education of Students with Exceptionalities (Ph.D.)

Department of Educational Psychology and Special Education

Concentration Areas: Behavior Disorders; Learning Disabilities; Mental Retardation; Orthopedic Impairments; Sensory Impairments; Special Education/Early Childhood Education

Program Theme: Special Educator as Program Leader

The doctoral program in Education of Students with Exceptionalities provides graduates with the skills necessary to perform university teaching and research and/or to provide a high level of competence for leadership in a variety of community, state, or national service agencies. The program is designed to educate future special education leaders in greater knowledge, understanding, and expertise in one area of concentration in special education, while at the same time making sure that they are fully equipped with a broad knowledge of general education and general special education and with advanced skills in group and single-subject research. Within this program the following concentrations of study are available: behavior disorders, learning disabilities, mental retardation, special education/early childhood education, orthopedic impairments, and sensory impairments.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Failure to make progress in a timely manner or inappropriate or unprofessional conduct by a student may result in the student being withdrawn from a course or the program. If such removal from a course is necessary, the student will receive the grade of F and may be judged ineligible to reenroll in the course.

Program of Study**A. Core Area (18)**

The student must meet all general core area requirements.

B. Major Area (31-43)

Required (22):

EPY 9000	Facilitating College Teaching (3)
EXC 8010	Advanced Study of Exceptional Students (3)
EXC 8961	Professional Development Seminar in Special Education (4)
EXC 9660	Internship in Special Education I (3)
EXC 9910	Research Seminar in Special Education (3)
EXC 9920	Research Seminar in Behavior Disorders (3)
EXC 9930	Research Seminar in Mental Retardation (3)

Select one (3): advanced study course in concentration area

Select (6-18): The student completes additional semester hours of coursework depending on his or her background and career goals. These could be special education (EXC) courses or any university courses that support the major area of study and that are approved by the student's Doctoral Advisory Committee.

C. Cognate (18)

All cognate coursework must be taken outside the student's major field of study.

- D. Dissertation (9)
 Required (9):
 EXC 9990 Dissertation (9)

Program total: minimum of 76 semester hours

4350.25 Educational Policy Studies (Ph.D.)

Department of Educational Policy Studies

Concentration Areas: Educational Leadership; Higher Education; Research, Measurement, and Statistics; Social Foundations of Education

The doctoral program in Educational Policy Studies allows students to examine the philosophy and practice of education and to develop skills in both the methodology and the study of educational practice. Students will prepare to become policy makers and examiners of policy and the effects of policy on education. The broader requirements of the Department of Educational Policy Studies offer students the opportunity to link their programs of study with broader social and educational issues in such areas as race, gender, leadership, and policy. This broader context establishes an understanding of the programs of study as essential components rather than separate structures of our social, economic, and political lives.

Concentration Areas

The student shall select one of the concentration areas as part of his or her doctoral program. Newly admitted students will be assigned a temporary adviser from the department at the time of admission.

Concentration in Educational Leadership

This concentration is designed for leaders in elementary and secondary education. Students entering the program must already have initial certification in educational leadership. The content emphasizes organizational leadership, policy development, supervision, and management. The leadership concentration will be designed to satisfy the career objectives of the student. Graduates may anticipate careers in school administration, governmental education agencies, and the professoriate.

Concentration in Higher Education

This concentration is designed to develop a substantial knowledge base in the related fields defining higher education. Doctoral study in this area helps students become scholars of and skilled leaders in higher education. Students may focus on any of a variety of fields defining higher education, including socio-historical and critical analysis, theory and development in curriculum and pedagogy, measurement and evaluation, and organization and leadership. This program prepares people for service in such higher education careers as educational foundations, college teaching, and administration.

Concentration in Research, Measurement, and Statistics

This concentration prepares graduates to investigate research methodologies, to conduct research related to schools, and to conduct and critique research in educational practice, policy, and administration. Students develop knowledge and skills in research methods, statistics, and measurement. Solutions to problems in these areas are often computerbased and thus computer skills are a part of all concentration focuses, particularly statistics and measurement.

Concentration in Social Foundations of Education

Social foundations is a broadly conceived field of educational study that derives its character from a number of academic disciplines and interdisciplinary studies. At Georgia State University, the disciplines involved in social foundations inquiry are history, philosophy, sociology, anthropology, and political science; the interdisciplinary field is cultural studies. The purpose of social foundations study is to bring the intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives of educational theory, policy, and practices, both inside of and outside of schools.

Program of Study

A. Core Area (18)

The student must meet all general core area requirements with the following specifications:

The Social Foundations and Psychology of Learning Core requirements (6) must be completed during the first two years of the student's program.

B. Major Area (24)

The student must take EPS 9270 during the first year after being admitted and EPS 9260 during the subsequent academic term.

Required (6):

EPS 9260	Issues of Race, Class, and Gender in Education (3)
EPS 9270	Leadership, Change, and Policy in Education (3)

The student selects one of the following four concentration areas:

1. Educational Leadership Program Theme: Improving Student Learning Through Effective Quality Leadership

Required (9):

EPEL 9000	Concepts of Leadership and Research in Educational Leadership (3)
EPEL 9970	Advanced Seminar in Education Leadership (3)
EPS 8360	Educational Policy Making and Analysis (3)

Select three (9): select courses with either a policy focus or an administrative focus.

2. Higher Education

Required (9):

EPHE 8080	Advanced Study of the College Student (3)
EPHE 8340	History of Higher Education (3)
EPHE 8350	Organization, Governance, and Policy (3)

Select three (9): select three courses with the EPHE prefix.

3. Research, Measurement, and Statistics

Select six courses (18)

4. Social Foundations of Education

Select six (18):

EPSF 8010	Cultural Studies In Education: Film (3)
EPSF 8040	Cultural Studies in Education: Gender (3)
EPSF 8050	Cultural Studies in Education: Poststructural and Feminist Theory (3)
EPSF 8260	Sociology of Inner-City Children (3)
EPSF 8270	Philosophy of Education (3)
EPSF 8280	Anthropology of Education (3)
EPSF 8310	Sociology of Education (3)
EPSF 8320	Politics and Education (3)
EPSF 8340	History of American Education (3)
EPSF 8440	Foundations of Curriculum Development (3)
EPSF 9260	Epistemology and Learning (3)
EPSF 9270	Curriculum Theory (3)
EPSF 9280	Interpretive Inquiry in Education (3)

C. Cognate Area (18)

The major and cognate areas should represent a cohesive program of study.

Required (3):

EPS 9980*	Research Seminar in Educational Policy Studies (3)

* EPS 9980 should be taken as the student approaches candidacy.

A student who selected a policy focus in the Educational Leadership concentration within the major area must take EPS 8620 Educational Evaluation (3) as part of his or her cognate area.

D. Dissertation

Required (9):

EPS 9990	Dissertation (9)

Program total: minimum of 69 semester hours

4350.30 Educational Psychology (Ph.D.)

Department of Educational Psychology and Special Education

The Ph.D. program in Educational Psychology develops a substantial knowledge base in the related fields defining educational psychology. This program prepares persons for careers as faculty members in colleges and universities, as

researchers in departments of education and in government and business, and as professionals in training research programs in government and industry.

Requirements

Doctoral students in Educational Psychology must complete three semester hours of research methodology coursework *beyond* the requirements of the Core Area. Students who have little or no background in educational psychology may be required to complete additional coursework beyond the minimum requirements described below; such coursework may not be credited toward the minimum of 71 semester hours required in the program.

The student must complete the departmental residency requirements. Transfer credit hours may not be used to satisfy more than one third of the credit hours for the major area. Details of these requirements and clarification of other policies are available in the Educational Psychology's Policy Guide for Doctoral Students available at <http://education.gsu.edu/epse/nw3/3epe/epedoctorate.htm>.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Only courses in which the student earns a grade of B or higher will be counted toward degree fulfillment. Failure to make progress in a timely manner or inappropriate or unprofessional conduct by a student may result in the student's being withdrawn from a course or the program. If such removal from a course is necessary, the student will receive a grade of F for the course and may be judged ineligible to reenroll in that course.

Program of Study

A. Core Area (18)

The student must meet all general core area requirements.

B. Major Area (26)

Required (8):

EPY 8010	Professional Studies in Educational Psychology (3)
EPY 8961	Professional Development Seminar in Educational Psychology (3)
EPY 9000	Facilitating College Teaching (3)

Select (18): The student and Doctoral Advisory Committee select a minimum of 18 semester hours of coursework, a majority of which must be taken within the department, to increase the student's knowledge base in educational psychology. Major areas of specialization include general educational psychology, learning, human development, instruction, aging, applied behavior analysis, social psychology, and cognitive psychology.

C. Cognate Area (18)

The cognate area allows the student to individualize the program of study by selecting supportive coursework in adjunct areas. No combination of courses will be approved that is intended to satisfy

requirements of the State of Georgia for licensure in any area of applied professional psychology.

- D. Dissertation (9)
Required (9):
EPY 9990 Dissertation (9)

Program total: minimum of 71 semester hours

4350.35 Instructional Technology (Ph.D.)

Department of Middle-Secondary Education and Instructional Technology
Program Theme: Educator as Researcher

The doctoral program for the major in instructional technology provides specialization for individuals in the following areas: instructional design, alternative instructional delivery systems, library media technology, research, management, and consulting. The program is designed for highly competent individuals who are working in the instructional technology field in a wide variety of educational, training, and development areas such as those found in schools, higher education, business, industry, and government agencies.

Program of Study

- A. Core Area (18)
The student must meet all general core area requirements.
- B. Major Area (21)
The required courses provide a conceptual base of research, emerging issues in education, and an in-depth examination of research in the major field. The internship (EDCI 9660) facilitates the application of theory to practice in the major field of study.
Required (6):
EDCI 9660 Internship (3)
EDCI 9900 Critique of Education Research (3)
Select (15): The student and Doctoral Advisory Committee select additional departmental courses relating to instructional technology.
- C. Cognate (18)
Required (3):
EDCI 8970 Seminar in Teaching and Learning (3)
Select (15): The student and Doctoral Advisory Committee select additional coursework.
- D. Dissertation (9)
Required (9):
EDCI 9990 Dissertation (9)

Program total: minimum of 66 semester hours

4350.80 School Psychology (Ph.D.)

Department of Counseling and Psychological Services

The Ph.D. degree in School Psychology prepares psychologists for licensure as applied psychologists and focuses on the application of psychological knowledge and skills to school-related problems. The program is accredited by the American Psychological Association. Completion of the master's degree in an area related to school psychology is required for admission to the program.

Practicum and Internship

The practicum and internship (CPS 8680 and CPS 9680) are essential components of the doctoral training program in school psychology. They provide trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. The practicum (CPS 8680) is a one-term, full-time experience. The doctoral internship (CPS 9680) in school psychology requires either a full time experience for one calendar year or a halftime experience for two consecutive years.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student's clientele or the functioning of a school or agency is, in the judgment of Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Program of Study

- A. Core Area (24)
The student must meet all general core area requirements with the following additional requirements:
Required (6):
CPS 9930 Prospectus Design (3)
EPRS 9550 Multivariate Analysis (3)
- B. Major Area (40)
The major area of requirements complete the basic body of knowledge for applied professional practice as a school psychologist, building upon the foundation acquired at earlier graduate levels in school psychometry or school psychology. Eligibility for professional certification in school psychology must be attained either prior to admission to the doctoral program in school psychology or in addition to the coursework specified below. A minimum of credits must be earned in the doctoral major, and these must include the courses listed below.
Some of the required courses listed below may have been required in the master's or Ed.S. program prior to

admission to the doctoral program. In that case, appropriate substitutions may be made with approval of the student's doctoral advisory committee.

Required (40):

CPS 8350	Biopsychology and Mediation (3)
CPS 8650	Advanced Counseling Theory (3)
CPS 8655	Designing Culture Specific Interventions for School and Community (3)
CPS 8665	Intervention Strategies for Students with Learning Problems (3)
CPS 8680	Internship in School Psychology (3)
CPS 8690	Behavioral Assessment and Intervention with Children and Adolescents (3)
CPS 9630	Advanced Issues in Consultation (3)
CPS 9680	Doctoral Internship (9)
CPS 9920	Research and Publication (4)
CPS 9961	School Psychology Seminar (6)

C. Cognate Area (18)

Required (3):

Psyc 8500 History of Psychology (3)

Electives (15):

The cognate area provides the student an opportunity to enrich his or her preparation as a counselor educator with further study in a related area of expertise. The student may select one of the following cognate areas: behavior therapy, child clinical/family, health psychology, or psychotherapy, or the student may design an individual cognate area. At least one course must have the CPS prefix.

D. Dissertation (9)

Required (9):

CPS 9990 Dissertation (9)

Program total: minimum of 91 semester hours

4350.45 Sport Science (Ph.D.)

Concentration Areas: Biomechanics, Exercise Physiology, Physical Rehabilitation Science

Department of Kinesiology and Health

The doctoral program in sport science is designed to prepare students for research and teaching careers at colleges and universities and for health, physiological performance, rehabilitative science, and related fields. Three concentration areas, Biomechanics, Exercise Physiology, and Physical Rehabilitative Science are available within this program.

The concentration in Biomechanics focuses on the scientific description of human movement through advanced techniques utilizing computerized film and highspeed video graphical analysis systems, computerized force measuring systems, electromyography, and other stateoftheart instrumentation with applications in many disciplines, including ergonomics, engineering, medicine, sport, and exercise.

The concentration in Exercise Physiology prepares students to teach and to conduct research relative to the effects

of acute and chronic exercise on physiological responses, physical rehabilitation, and the prevention of cardiovascular and other diseases.

The concentration in Physical Rehabilitative Science prepares students to conduct research and teach in areas related to the evaluation, management, and rehabilitation of musculoskeletal injury. Students will become leaders in the fields of athletic training, physical therapy, sports medicine, and occupational therapy.

Program of Study

A. Core Area (18)

The student must meet all general core area requirements.

B. Major Area (21) [Biomechanics]; (22) [Exercise Physiology]; and (19) [Physical Rehabilitative Science]
The student selects one of the following three concentration areas:

1. Biomechanics Concentration (21)

Required (21):

KH 8280	Occupational Biomechanics and Ergonomics (2)
KH 8840	Sport and Exercise Biomechanics (2)
KH 8850	Instrumentation in Biomechanics (2)
KH 8870	Biomechanics of Orthopedic Injuries (3)
KH 9260	Advanced Biomechanics of Occupational Tasks (3)
KH 9500	Advanced Biomechanics of Activities of Daily Living (3)
KH 9510	Advanced Biomechanics of Sport and Exercise (3)
KH 9960	Advanced Research Seminar in Biomechanics (3)

2. Exercise Physiology Concentration (22)

Required (22):

KH 8970	Seminar in Exercise Physiology (4)
KH 9520	Exercise and Energy Metabolism (3)
KH 9530	Central and Peripheral Exercise Physiology (3)
KH 9550	Myocellular Physiology (3)
KH 9820	Research in Sport Science (9)

3. Physical Rehabilitative Science Concentration (19)

Required (9):

KH 8760	Advanced Topics in Physical Rehabilitation Science (3)
KH 9510	Advanced Biomechanics of Sport and Exercise (3)
KH 9820	Research in Sport Science (3)

Required (5):

PT 7481	Rehabilitation Biomechanics (3)
PT 7482	Rehabilitation Biomechanics Lab (2)

Required (5):

PT 8870	Neuromuscular Adaptations for Functional Activities (3)
PT 8871	Skeletal Muscle Functional Lab (2)

C. Cognate Area (18-24)

Required (7):

Biol 6428 Medical Microbiology (4)

Chem 6610 Biochemistry II (2)

(If the student's Doctoral Advisory Committee determines that he or she has met the requirements of either or both of these courses, either or both may be replaced by appropriate electives.)

Coursework applied to meet the cognate area requirement must be taken outside the major field of study.

Biomechanics Concentration (14):

Students pursuing a concentration in Biomechanics may use courses from the Exercise Physiology major area as cognate courses provided all prerequisites are met.

Exercise Physiology Concentration (11):

Students pursuing a concentration in Exercise Physiology may use courses from the Biomechanics major as cognate courses provided all prerequisites are met.

Physical Rehabilitation Science Concentration (17):

Students pursuing a concentration in Physical Rehabilitative Science may use courses from the Biomechanics and Exercise Physiology concentrations as cognate courses provided all prerequisites are met.

D. Dissertation (9)

Required (9):

KH 9990 Dissertation (9)

Program of Study

A. Core Area (18)

The student must meet all general core area requirements.

B. Major Area (21)

Required (9):

EDCI 9660 Internship (3)

EDCI 9850 Research Seminar (3)

EDCI 9900 Critique of Educational Research (3)

Select (12): The student selects a concentration area and completes coursework from courses in the area of concentration.

C. Cognate Area (18)

Required (3):

EDCI 8970 Seminar in Teaching and Learning (3)

Select (15): The student and Doctoral Advisory Committee select additional coursework.

D. Dissertation (9)

Required (9):

EDCI 9990 Dissertation (9)

Program total: minimum of 66 semester hours

Program total (Biomechanics): minimum of 69 semester hours

Program total (Exercise Physiology): minimum of 67 semester hours

Program total (Physical Rehabilitative Science): minimum of 70 semester hours

4350.50 Teaching and Learning (Ph.D.)

Concentration Areas: Art Education, Language and Literacy Education; Mathematics Education; Middle Grades Education; Music Education; Science Education; Social Studies Education

Department of Middle-Secondary Education and Instructional Technology

Program Theme: Educator as Researcher

The doctoral program in teaching and learning is designed to prepare professional educators for leadership positions by developing a substantial knowledge base in one of the following areas of concentration: Art Education, Language and Literacy Education, Mathematics Education, Middle Grades Education, Music Education, Science Education, and Social Studies Education. In addition, the program prepares professional educators as scholarly inquirers who ask thoughtful questions, who can conduct sound inquiry, and who can recommend informed policy.

5000 College of Health and Human Sciences

5010 Office of the Dean

855 Urban Life Center, 404/651-3030
chhsweb.gsu.edu

Susan J. Kelley, Dean
Carolyn C. Kee, Associate Dean for Research
Christine Rosenbloom, Associate Dean for Academic Affairs

The College of Health and Human Sciences is committed to the preparation of health and human science professionals. The graduate programs build on undergraduate education and prepare the students for advanced practice, for research, and for leadership in the health and human science professions. The programs are designed to meet the health and human service needs of the citizens of Georgia. Involvement in research and practice in the urban community is encouraged. The programs are responsive to the needs of both full-time and part-time students and to students entering both first and second careers. Courses are delivered through a variety of modes including classroom and laboratory instruction, web-based instruction, and distance technology.

5020 Mission

The mission of the College of Health and Human Sciences is to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society. This is accomplished through a unique professional and academic interdisciplinary environment and a community-focused approach that enriches student learning, fosters leadership development, and furthers the pursuit of science.

5030 Accreditation

The Master of Science degree program in nursing is accredited by the National League for Nursing (NLN) and has received preliminary approval from the Commission on Collegiate Nursing Education (CCNE). The Master of Physical Therapy degree program is accredited by the Commission on Accreditation in Physical Therapy Education. The Master of Social Work (MSW) degree program is accredited by the Commission on Accreditation of the Council of Social Work Education (CSWE). The Dietetic Internship program is currently

granted initial accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.

5040 Programs Offered

The College of Health and Human Sciences offers the following graduate programs:
Master of Physical Therapy
Master of Science: major in health sciences (concentrations in nutrition, physical therapy and respiratory care)
Master of Science: major in criminal justice
Master of Science: major in nursing (concentrations in adult health nursing CNS, perinatal/women's health CNS/NP, child health CNS/NP, psychiatric/mental health nursing CNS, and family nurse practitioner)
Master of Social Work (concentration in community partnerships)
Doctor of Philosophy: major in nursing (focus in health promotion, protection, and restoration in vulnerable populations)
Dietetic Internship and Combined Dietetic Internship/Master's Degree Program
Post-Master's Options in all clinical areas in nursing
Certificate in Gerontology
Certificate in Public Health

5050 Academic Units

The College of Health and Human Sciences has seven academic units as follows:

5050.10 Department of Cardiopulmonary Care Sciences

C Corridor, Kell Hall, 404/651-3037
chhsweb.gsu.edu/chhs/respiratory
Joseph L. Rau, Jr., Chair and Graduate Program Director
Faculty: Deshpande, Gardenhire, Petty, Powell, Rau, Restrepo, Thomas-Goodfellow

5050.20 Department of Criminal Justice

1281 Urban Life Center, 404/651-3515
www.cjgsu.net
Michael S. Vaughn, Chair

Mark D. Reed, Graduate Program Coordinator
Faculty: Blackwell, Camp, Collins, Dabney, Eschholz, Finn,
Friedmann, Reed, Taylor, Terrill, Topalli, Vaughn

5050.30 Department of Nutrition

864 Urban Life Center, 404/651-3085

www.gsu.edu/nutrition

Jana R. Kicklighter, Chair and Graduate Program Director
Barbara Hopkins, Director, Dietetic Internship Program
Faculty: Baxter, Benardot, Cody, Henderson, Hopkins,
Jonnalagadda, Kicklighter, O'Leary, Roman, Rosenbloom,
Summers, Thompson

5050.40 Department of Physical Therapy

700 Kell Hall, 404/651-3091

chhsweb.gsu.edu

Marcia J. Pearl, Chair and MPT Program Director
Elizabeth J. Higbie, Director of Advanced Graduate
Education
Faculty: Higbie, Palma, Pearl, Taylor, Thompson, Tieman,
Tunney, Wang, Warren

5050.50 School of Nursing

960 Urban Life Center, 404/651-3040

www.gsu.edu/nursing

Alice S. Demi, School Director
Patsy L. Ruchala, Associate Director for Graduate
Programs
Faculty: Bacon, Baggett, Baldwin, Browning, Carmon,
Demi, Dri, Gaines, Gebhardt, Goodwin, Grantham, Grindel,
Hewell, Horne, Howell, Jones, Kee, Kelley, McGehee,
Minick, Pittman, Quinn, Ruchala, Sipe, Weston, Williams,
Wold

5050.60 School of Social Work

1000A Urban Life Center, 404/651-3526

www.gsu.edu/socialwork

James L. Wolk, School Director
Faculty: Beck, Bennett, Brooks, East, Johnson, Ligon,
Littrell, Lyons, Norrington, Park, Wertheimer, Whitley, Wolk

5050.70 Institute of Public Health

819 Urban Life Center, 404/651-3032

www.publichealth.gsu.edu

Michael P. Eriksen, Sc.D., Director

5060 Office of Academic Assistance

845 Urban Life Center, 404/651-3064

The Office of Academic Assistance in the College of Health and Human Sciences serves as the graduate admissions office for programs in the college. Graduate program information and application materials are provided from this office. Advisers

in the office counsel applicants during the admissions process and assist students with registration and schedule revisions each semester. In addition, advisers provide information concerning college and university policies and procedures, as well as information on services available throughout the university.

5070 Graduate Assistantships

A number of graduate assistantships are available for qualified candidates in the College of Health and Human Sciences. Further information regarding availability and qualifications for these positions can be obtained by contacting the graduate director/coordinator in each department/school or the Office of the Associate Dean for Research in the College of Health and Human Sciences.

5080 Distance Learning

The College of Health and Human Sciences offers some specialized graduate course work for health and human science professionals through distance learning at various sites in the state of Georgia. Students may enroll in these courses for academic credit if they apply and are accepted to the graduate division of the College of Health and Human Sciences. Application materials include an application, \$25 application fee, two official copies of the baccalaureate transcript, and a certificate of immunization. Application information and materials are available from the Office of Academic Assistance, College of Health and Human Sciences, Georgia State University, Atlanta, Georgia 30303; 404/651-3064.

5090 Admission to a Graduate Program

A person seeking to pursue any of the college's programs of graduate study must be admitted to Georgia State University through the College of Health and Human Sciences. Applicants must also be admitted to the department or school of the program. The requirements for admission stated in the following sections are established by the College of Health and Human Sciences and the departments or schools of the program. Acceptance into one of the programs in the College of Health and Human Sciences does not imply acceptance into any other program. Application information and materials are available from:

Office of Academic Assistance
College of Health and Human Sciences
Georgia State University
Atlanta, GA 30303-3083
404/651-3064
chhs-oaa@gsu.edu

5090.05 Self-Managed Applications

The College of Health and Human Sciences uses a self-managed application for admission to its graduate programs.

The applicant prepares or collects all credentials other than official test scores and submits them at one time to the Office of Academic Assistance.

The self-managed application requires appropriate planning to allow time to prepare the applications and collect all transcripts and recommendations, if required. The process, however, gives the applicant control over when the application is complete, with the exception of test scores. It eliminates the need for concern over lost or misdirected applications, transcripts, or recommendations.

5090.10 Nondegree Admission

Nondegree status is available under some programs in the College of Health and Human Sciences. A student is admitted to this status at the option of the department/school concerned; some units do not offer courses for nondegree students. Under this category, a student is limited to 12 semester hours of graduate course work and must obtain permission to enroll in desired courses each semester.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. A \$25 application fee.
3. Two copies of official transcripts from the institution where the baccalaureate or higher degree was earned.
4. Any supplemental materials required by the department concerned.
5. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" in this chapter for more information.
6. A Certificate of Immunization.

5090.15 Transient Student Admission

A student enrolled in a graduate degree program at another accredited institution may seek admission as a transient student in the college. Admission requirements include an application, application fee, certificate of immunization, and a letter of good standing from the institution the applicant is presently attending. The letter should include the courses approved by the home institution.

Admission to transient status is normally for one semester only. A transient student who wishes to enroll for a subsequent semester at Georgia State must file an Application for Reentry with the Office of the Registrar/Student Services, Room 227 Sparks Hall. If the student wishes to enroll in courses other than those listed in the original letter of good standing, the home institution must submit a new letter indicating approval of those courses.

Although the university cannot guarantee the availability of space in desired courses, every effort will be made to assist students in the registration process. The student is responsible for requesting that transcripts of grades earned at Georgia State be sent to the home institution.

5090.20 International Student Admission

It is the policy of Georgia State University to encourage the enrollment of students from other countries. The University subscribes to the principles of international education and to the basic concept that only through education and understanding can mutual respect, appreciation and tolerance of others be accomplished. The recognition of the values of cultural exchange is inherent in our philosophy of education and is predicated on an awareness of the need to foster better cooperation, friendship, and understanding among the peoples of the world. In this regard, we welcome international students to our campus because we believe in a cultural exchange program which will be beneficial to our own student body, to the international students involved, and to metropolitan Atlanta.

Academic Credentials. Applicants who have completed all or part of their education outside the United States are required to have their foreign credentials evaluated by an independent evaluation service. For graduate admissions, the College of Health and Human Sciences recommends Josef Silny and Associates, Inc. (www.jsilny.com). The college will also accept evaluations of foreign credentials from Educational Credential Evaluators, Inc. (www.ece.org) and World Education Services (www.wes.org). Applicants to the Master of Science degree program in Health Sciences with a concentration in Physical Therapy can also have their credentials evaluated by the Foreign Credentialing Commission on Physical Therapy, Inc. (www.fccpt.org) or International Credentialing Associates.

Academic credentials must be original documents with authoritative signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly "notarized" or "attested to" copy. The notarization should be done by the proper institutional official or by the Ministry of Education in the home country. Documents in a language other than English must be accompanied by translations. Translations should be made by the home country embassy or an appropriate official, and the original copies of the translations, acceptably notarized as described above, must be provided. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) or the Institute of International Education (IIE) will be acceptable.

English Proficiency. In addition to meeting the regular admission requirements, international applicants must submit official scores on the Test of English as a Foreign Language (TOEFL) before admission can be considered. This is not required of international applicants who have received a degree from an accredited U.S. institution.

Financial Resources. Georgia State University reserves the right to admit only those international applicants who are academically qualified and who have proven their ability to meet the financial requirements while in attendance. Applicants needing a student visa are required to show financial capability for their full degree program and may be required to have an amount equal to the estimated cost of the first academic year on

deposit at Georgia State University before a Certificate of Eligibility will be issued. Continuation of the visas after the first calendar year may require further proof and certification of the applicant's financial ability.

Course Load. The international student with a student visa is required to carry a full course of study in fall and spring semester. A full course of study at Georgia State University is nine semester hours for graduate students. International students will not be admitted as nondegree students.

5090.25 Changing Semester of Entry

Admission to a graduate program in the College of Health and Human Sciences is valid only for the semester, the degree, the major and the concentration specified in the letter of acceptance. The student who does not enroll for the semester for which acceptance was granted should notify the college of this decision. In most programs, students who do not enroll for the semester they are accepted are not guaranteed admission in a subsequent semester. Students generally have to reapply to the program and must be reconsidered for admission.

5090.30 Reentry Students

A reentry student is a student who has been enrolled at Georgia State University and who:

1. Has not registered for courses at Georgia State University during the previous 12 months; or
2. Attended any semester as a transient student and wishes to attend an additional semester as a transient student.

Graduate students in the College of Health and Human Sciences may only reenter the same graduate program or status in which they were last enrolled. Students must be approved for reentry through the college and department or school. Students who have attended Georgia State University in both undergraduate and graduate categories may apply to reenter in either category. Transient students should refer to the "Transient Student Admission" section in this chapter.

5090.35 Admission to the Master of Physical Therapy Program

Candidates for admission to the entry-level master's degree program in physical therapy must be able to demonstrate abilities to meet certain technical standards of performance necessary to carry out their activities as health professionals. They must demonstrate the functional use of their senses that will allow them to elicit appropriate information to perceive nonverbal communications from patients or clients. They must be able to communicate effectively and efficiently in oral and in written form. Additionally, each candidate should be physically able to provide reasonable care and emergency treatment when necessary.

All candidates must possess those intellectual, ethical, physical, and emotional attributes required to undertake the full curriculum and to achieve the levels of competence required by the faculty. They must possess the emotional health required

for full utilization of these abilities in order to exercise good judgment in their activities as health professionals.

Prerequisites

The M.P.T. curriculum demands rigorous scholarly effort. Students with diverse strengths and backgrounds are encouraged to apply to the program. To gain admission, students must possess a baccalaureate degree from an accredited college or university. The baccalaureate degree must be completed prior to matriculation into the M.P.T. program. The baccalaureate degree should be in a student's area of interest.

There are no formal prerequisites. However, mastering the physical therapy curriculum is facilitated by a strong scientific foundation. The courses listed below are recommended as they provide the background knowledge necessary for a successful student. Admission is competitive, and the number and rigor of the courses taken are considered when making admissions decisions.

Applicants are encouraged to take courses in the following areas:

Science Courses — (all science courses should be for science majors). The most critical/useful areas are: physiology, physics and statistics. Other areas that provide a strong foundation are: chemistry, biology, and anatomy.

Non-Sciences Courses — Courses in anthropology, psychology, and sociology are very relevant to thematic content that pervades the curriculum such as life-span development, aging, and health management.

In addition, the successful student has gained computer experience through life, formal classroom courses, and/or experiential learning. The student has utilized the computer for word-processing, e-mail, Internet, and database capabilities.

The program is competitive, and the admissions application, cumulative GPA, math/science GPA, GRE scores, and the courses taken are utilized to rank applicants for admission.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental applications for the program.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Official scores from the Graduate Record Examination (GRE).
5. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" in this chapter for more information.
6. A Certificate of Immunization.

Applicants are also required to participate in at least one hundred hours of experience working with individuals who have health problems, either in a paid or volunteer capacity. The experience must be documented, and the documents must be

signed by a supervisor who can attest to the applicant's presence and the nature of the activities.

Selected applicants are invited to campus for a "Discovery Day" with the faculty and students of the Department of Physical Therapy. Applicants are welcome to participate in student learning experiences.

Students are accepted into the program once a year in the fall semester. The application deadline is generally nine to twelve months prior to the anticipated semester of entry. Prospective applicants should contact the Department of Physical Therapy or the Office of Academic Assistance for application information.

5090.40 Admission to the Master of Science Program, Criminal Justice

The selection of potential degree candidates for the graduate program in criminal justice is competitive. Admission is based upon the quality of the undergraduate record, achievement on a required admission test, and suitable preparation for the program. All applicants to the program must be graduates of accredited institutions with baccalaureate degrees that reflect high quality work on the undergraduate level.

Required materials for admission include:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental applications, if applicable.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges and universities attended.
4. Official scores from the Graduate Record Examination (GRE). Applicants should take the GRE at least six weeks prior to the application deadline. Scores may be no more than five years old from the beginning of the semester of enrollment.
5. Statement of professional and academic goals. This must be typed and be two to three pages in length. It should contain fields of interest and how the program will contribute to those goals.
6. Three letters of recommendation from people who are qualified to assess academic potential in graduate school.
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" in the College of Health and Human Sciences chapter of this catalog for more information.
8. A Certificate of Immunization.

The department reserves the right to require additional tests, documents, professional work experience, and/or personal interviews prior to making a final decision on any applicant. The department's graduate committee makes the admission decisions. Students are accepted into the program twice a year to begin in the fall and spring semesters. The application deadline is May 15 for fall semester and October 1 for spring semester.

Individuals are admitted into the program of study in one of two categories: Full Graduate Status or Special Graduate Status.

Full Graduate Status. The selection of potential degree candidates for the graduate program in Criminal Justice is competitive. Admission is based upon the quality of the undergraduate academic record, achievement on required admission tests, and suitable preparation for the program. The minimum requirements for full graduate status are as follows: (1) a composite GRE score of 800 (verbal and quantitative) and (2) a 2.7 cumulative grade point average in undergraduate school. All applicants to the program must be graduates of accredited institutions with baccalaureate degrees that reflect high quality work at the undergraduate level.

Special Graduate Status. This category is provided to accommodate selected students who appear to have the potential for graduate study but, at the time of application, do not meet the standards for admission to Full Graduate Status. A student is admitted to this status at the option of the department and when adequate resources are available.

The prospective student is advised that a student seeking Full Graduate Status is given preference where the number of applicants to be accepted is limited. Admission to Special Graduate Status is for a maximum of 12 semester hours. The student must have a minimum grade of B in each of the four courses. At that time, the student not achieving Full Graduate Status will be dismissed from the graduate program. Students admitted to the Special Graduate Status category are advised of expectations or conditions in the letter of admission.

The Department of Criminal Justice does not accept graduate students in a nondegree category.

5090.45 Admission to the Master of Science Program, Health Sciences

The selection of potential degree candidates for the Master of Science degree program in Health Sciences is competitive. Admission is based upon the quality of the undergraduate record, achievement on required admission tests, and suitable preparation for the specific degree program to be pursued. All applicants must be graduates of accredited institutions with baccalaureate degrees, have acceptable grade point averages as determined by the appropriate department, and show potential for academic development and professional leadership.

Individuals are admitted into the program in one of two categories: Full Graduate Status, which includes provisional status, or nondegree status.

Full Graduate Status

Full Graduate Status must be achieved in order to fulfill all degree requirements. Required materials include the following:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental applications, if applicable.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges attended.

4. Official scores from the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
5. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on “International Admissions” in this chapter for more information.
6. A Certificate of Immunization.

Each department has additional admission requirements listed below.

Provisional Status

Applicants who do not meet one or more of the admissions standards for Full Graduate Status and who, in the opinion of the faculty, have the potential to be successful in graduate study, may be admitted to Provisional Status. Students admitted to this status are limited to six semester hours of study. A grade point average of 3.0 must be achieved by the end of the six hours, or the student is no longer eligible to continue in the program. Students who achieve the 3.0 at the end of the six hours will be removed from Provisional Status and allowed to continue in Full Graduate Status. Students are admitted to this status at the option of the department and when adequate facilities are available.

Nondegree Status

Nondegree Status is provided to accommodate selected students who do not plan to seek the master’s degree. Additionally, this status may be used to accommodate selected students who have the potential for graduate study but, at the time of application, are not able to fulfill all the requirements for admission to Full Graduate Status. A student is admitted to this status at the option of the department concerned. Admission to this status does not warrant or secure admission to the degree program. Students in Nondegree Status are limited to 12 semester hours of graduate course work.

Nutrition

In addition to the materials required for program admission, the Department of Nutrition requires the following for applicants to the specialization in nutrition:

1. A minimum grade point average of 3.0 in all college-level course work.
2. A minimum score of 1000 on the GRE (verbal and quantitative scores) or 50 on the MAT.
3. Two letters of recommendation.
4. A statement of professional goals.
5. College-level courses in anatomy, physiology, inorganic chemistry, organic chemistry, biochemistry, and normal nutrition (nutrition and metabolism). The latter two courses must have been completed within 10 years prior to beginning the graduate program. Prerequisite course requirements apply equally to Full Graduate Status and Nondegree Status.

Students may be admitted in any semester to the specialization in nutrition. The application deadline for fall semester is May 15; the application deadline for spring semester is October 1.

Physical Therapy

In addition to the materials required for program admission, the Department of Physical Therapy requires the following for applicants to the specialization in physical therapy.

1. A minimum grade point average of 3.0 in all college-level course work.
2. A minimum score of 1000 on the GRE (verbal and quantitative scores) or 50 on the MAT. A minimum score of 550 on the TOEFL is required for any student of whom English is not their native language.
3. Applicants whose physical therapy education was completed outside the United States should have their educational credentials evaluated by the Foreign Credentialing Commission on Physical Therapy, Inc. (www.fccpt.org), International Credentialing Associates, Joseph Silny and Associates, Inc. (www.jsilny.com), Educational Credential Evaluators, Inc. (www.ece.org), or World Education Services (www.wes.org).
4. Evidence of credentialing as a physical therapist, occupational therapist, or other health professional.

Students may be admitted in any semester to the specialization in physical therapy. The application deadline for fall semester is May 15; the application deadline for spring semester is October 1.

Respiratory Care

In addition to the materials required for program admission, the Department of Cardiopulmonary Care Sciences requires the following for applicants to the specialization in respiratory care:

1. A minimum grade point average of 2.75 in all college-level course work.
2. Evidence of credentialing as a registered respiratory therapist (RRT) or other health professional with cardiopulmonary experience. Copy of National Board of Respiratory Care (NBRC) credential or other healthcare credential.
3. Bachelor of Science degree in respiratory therapy or related field.
4. A minimum of one year professional work experience in respiratory care (or petition for departmental waiver).
5. Resumé (C.V.) outlining professional and educational experience, with two professional references listed.

Students may be admitted in any semester to the specialization in respiratory care. The application deadline for fall semester is May 15; the application deadline for spring semester is October 1. Students planning full time course loads are strongly urged to enter in fall semester to maximize availability of courses due to sequencing.

5090.50 Admission to the Master of Science Program, Nursing

The master’s program in nursing is open to registered nurses who wish to continue their education by obtaining an

advanced degree. There are two admission options: RNs with a baccalaureate degree in nursing and RNs prepared at the associate or diploma level who have had outstanding practice experience and professional involvement. RNs who do not have a baccalaureate degree in nursing must complete additional undergraduate course work as prerequisites to master's course work. The determination of required undergraduate course work is based on an evaluation of each applicant's past academic work and on current undergraduate requirements for the baccalaureate nursing program.

The School of Nursing accepts students into the master's degree each semester. The application deadline for both summer and fall semesters is March 1. The application deadline for spring semester is October 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental application for the program.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Two letters of recommendation from individuals knowledgeable of the applicant's professional and academic abilities.
5. Current vita or resume including education, work experience and professional development, professional and/or community activities, research and publications.
6. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" for more information.
7. A Certificate of Immunization.

Additional requirements include the following:

1. Graduation from an accredited nursing program.
2. Either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) is required for admission review if the applicant's cumulative undergraduate grade point average (GPA) is below 2.75 on a 4.0 scale. The GPA is based on all undergraduate college-level course work attempted at regionally accredited institutions. Note: Diploma schools are not usually regionally accredited institutions. Official test scores must be submitted.
3. Registration as a professional nurse in Georgia or evidence of application to the Georgia Board of Nursing.
4. An interview with a faculty member.

Admission Status

Admission to the master's program is contingent upon the availability of adequate faculty and facilities. Applicants who meet all admissions guidelines based upon faculty review may be admitted to full graduate status. Applicants who do not meet one or more of the admission guidelines and who, in the opinion of the faculty, have the potential to be successful in graduate study and to make significant contributions to the nursing profession, may be admitted to provisional status.

Students admitted to provisional status are limited to 12 semester hours of study. At the end of the 12 hours, a grade point average (GPA) of 3.0 must be achieved, or the student is withdrawn from the program. If a GPA of 3.0 is achieved, and upon recommendation of the school, the student is admitted to full graduate status and will receive a letter notifying him or her of the change in status.

5090.55 Admission to the Master of Social Work Program

Admission into the Master of Social Work program will occur twice each year. For the two-year, full-time program and the four-year, part-time program, students will be admitted only for fall semester. The priority deadline for applications is February 1.

For the Advanced Standing Program (BSW from an accredited program), students will be admitted during the summer session. The priority deadline for applications for the Advanced Standing Program is February 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences, and supplemental application for the program.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Statement of Purpose.
5. Three letters of recommendation on forms provided by the School of Social Work in sealed, signed envelopes.
6. Official scores from the Graduate Record Examination (GRE).
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" for more information.
8. A Certificate of Immunization.

Additional requirements include the following:

1. Possess a bachelor's degree from a college or university accredited by a regional agency recognized by the Commission on Recognition of Postsecondary Education.
2. Have earned an overall grade point average of at least 3.0 on a 4.0 scale for all undergraduate course work attempted OR have earned a grade point average of at least 3.25 on a 4.0 scale for the equivalent of the last 60 semester hours of undergraduate course work.
3. Complete a liberal arts perspective which generally should include two courses in humanities, 12 semester hours in the social sciences, one course with human biology content, two courses in English composition, and college algebra or higher-level math. In addition, students should have one course in statistics.

Admission to the Advanced Standing Program

Admission to the Advanced Standing Program will be available to students who meet all of the above admission requirements and who also:

1. Possess a bachelor's degree in social work from a program accredited by the Council on Social Work Education. The bachelor's degree must have been earned within five years of the time applying to Georgia State University's Master of Social Work program.
2. Have earned an overall grade point average of at least a 3.25 on a 4.0 scale, with no less than a grade of B in any graded field education course or at least the equivalent of "satisfactory" in an ungraded field education course.
3. Have earned a grade of C or better in the following courses: Human Behavior and the Social Environment, Research Methods, Social Welfare Policy, and Social Work Practice.

Transfer Admission

Students who have successfully completed one full academic year of MSW course work and at least 400 clock hours of field placement in a program accredited by the Council on Social Work Education are eligible to apply to the Advanced Standing program. All other transfer requests can be made on a case-by-case basis. Students wishing to transfer are advised to contact the Director of Student and Community Services.

5090.60 Admission to the Doctoral Program in Nursing

The School of Nursing accepts students into the doctoral program each semester. The application deadline for both summer and fall semesters is February 15. The application deadline for spring semester is September 15.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Three letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities.
5. Current vita or resume including education, work experience and professional development, professional and/or community activities, research, and publications.
6. Statement of goals regarding doctoral study.
7. A two-page position paper on a current social or health issue.
8. Official scores on the Graduate Record Examination (GRE).
9. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" for more information.
10. A Certificate of Immunization.

Additional requirements include the following:

1. Master's degree in nursing. Applicants who hold a master's degree in an area other than nursing must have (1) a bachelor's degree in nursing, (2) a background in advanced clinical nursing practice, and (3) evidence of either previous course work in nursing theory or an individualized learning program in nursing theory.
2. Licensure/Certification. All applicants (including international applicants) must hold a license in the United States as a registered nurse (R.N. license) prior to acceptance to the doctoral program.
3. Successful completion of an intermediate graduate level statistics course (may be taken prior to or concurrent with the first Ph.D. nursing course).
4. An interview with faculty in the School of Nursing.

5090.65 Admission to the Dietetic Internship Program or Combined Dietetic Internship/Master's Degree Program

Applicants to these two programs must meet the requirements established by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association for Didactic Programs.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences, and supervised practice application for the program.
2. A \$25 application fee.
3. Two copies of official transcripts from all colleges attended.
4. Three recommendation forms from individuals knowledgeable of the applicant's professional and academic abilities.
5. CADE Verification Statement listing completion date or CADE Declaration of Intent to Complete Form with anticipated completion date.
6. Official scores from the Graduate Record Examination (GRE).
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" for more information.
8. A Certificate of Immunization.

The application deadline each year is around February 15. Application materials are available online at <http://www.gsu.edu/nutrition>.

5090.70 Admission to the Graduate Certificate in Gerontology Program

Students seeking a Graduate Certificate in Gerontology independently of a graduate degree program apply for admission through the Office of Academic Assistance in the College of Health and Human Sciences.

The following materials are required:

1. Application for Graduate Study, College of Health and Human Sciences.
2. Application for Admission to the Certificate in Gerontology.
3. A \$25 application fee.
4. Two copies of official transcripts from all colleges attended.
5. Three letters of recommendation from individuals knowledgeable of the applicant's professional and academic abilities.
6. Official scores from the Graduate Record Examination (GRE).
7. Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English. See section on "International Admissions" for more information.
8. A Certificate of Immunization.

An interview may be requested after the receipt of all of the above items.

Students enrolled in degree programs at Georgia State University who wish to be admitted to the gerontology program are required to arrange an interview with an academic adviser in the Gerontology Center and to complete the Application for Admission to the Certificate in Gerontology.

Application deadlines are May 15 for fall semester and October 1 for spring semester. All applicants may obtain additional information by contacting: The Gerontology Center, MSC5A0610, Georgia State University, 33 Gilmer Street, S.E., Unit 5, Atlanta, GA 30303-3085, 404/651-2692, www.gsu.edu/gerontology.

5090.75 Admission to the Graduate Certificate in Public Health

Students who are enrolled in a graduate degree program at Georgia State University complete the Application for Admission to the Certificate in Public Health. The application is available on the Institute of Public Health's website: www.publichealth.gsu.edu or from the Office of Academic Assistance in the College of Health and Human Sciences, 845 Urban Life, 404/651-3064, oaachhs@gsu.edu.

Students seeking a Graduate Certificate in Public Health independently of a graduate degree at Georgia State University apply for admission through the Office of Academic Assistance. The following materials are required:

1. Applications for Graduate Study, College of Health and Human Sciences.
2. Graduate Certificate in Public Health Supplemental Application.
3. A \$25 application fee.
4. Two copies of official transcripts from the institution where the baccalaureate or higher degree was earned.
5. Official scores on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. See section on "International Admissions" for more information.
6. A Certificate of Immunization.

A grade point average of 2.75 from the applicant's bachelor's degree granting institution is the minimum requirement to be considered for admission to the certificate program. Application deadlines are June 1 for fall semester, November 1 for spring semester, and May 1 for summer semester.

5100 Academic Policies and Regulations

Graduate students in the College of Health and Human Sciences are responsible for knowledge of all regulations and procedures of the college, the university, and of the program or status in which they are enrolled. Enrollment in a program constitutes a student's acknowledgment that they are obligated to comply with all academic and administrative regulations and degree requirements. Students are encouraged to read carefully the general regulations that follow and those specifically pertaining to their program.

5100.10 Clinical Course Work

As part of the degree completion requirements for some of the programs in the College of Health and Human Sciences, the student will be placed in a clinical setting which requires the student to care for and/or be exposed to individuals and patients of all ages and with a variety of diagnoses and symptoms, some of which are communicable and infectious. However, unless otherwise required by law, the Georgia State University College of Health and Human Sciences does not grant special consideration or waiver of any degree completion requirements, including placement in a clinical setting.

5100.20 Thesis and Dissertation Hours

All students in the College of Health and Human Sciences who are involved in writing a master's thesis/research project shall register for at least three credit hours of thesis/research project credit each semester from the time they finish their course work until the time all requirements for the degree are completed.

All students in the College of Health and Human Sciences who are involved in writing a doctoral dissertation shall register for at least three credit hours of dissertation credit each semester from the time they are admitted to candidacy until the time the dissertation is successfully defended.

5100.30 Transfer of Credit

Students who have completed graduate courses at other institutions prior to enrollment at Georgia State University may request that any such courses be evaluated for transfer of credit to the College of Health and Human Sciences. Such a review of credits is not automatically performed; it must be requested by the student. Only those courses that are deemed to be appropriate to the student's program of study in the college can be transferred. Transferred credits will be included in the year limitation placed on credits applicable to the degree.

Students who wish to enroll in courses at another institution after acceptance to a graduate program in the College of Health and Human Sciences, and wish to apply those courses to their graduate program at Georgia State University, must first obtain written approval from their adviser, the graduate director/coordinator, and any other appropriate persons. Students will not be allowed to enroll in courses to be transferred back to Georgia State University during the semester he or she expects to graduate from Georgia State University.

The maximum amount of credit which may be transferred is nine semester hours. Exceptions to this rule will be granted on an individual basis. Students in the Department of Criminal Justice are allowed a maximum of six semester hours to be transferred.

5100.40 Completion of Degree Requirements

All credits, including transfer credits, presented for the Master of Science degree must have been earned within six calendar years of the date of the degree. All credits, including transfer credits, presented for the Doctor of Philosophy degree must have been earned within seven calendar years of the date of the degree.

A student must have a minimum cumulative grade point average of 3.0 in order to receive a master's degree in the College of Health and Human Sciences. A student must have a minimum cumulative grade point average of 3.2 in order to receive the Ph.D. degree in nursing.

5100.50 Changing Catalog Editions

Students will normally satisfy the curricular degree requirements of the catalog in effect at the time they enter the graduate program in the College of Health and Human Sciences. Revisions may be required to provide more effective programs. Curricular degree requirements are the courses and grades required to earn the degree. A change in an academic regulation such as academic standing policy or appeals procedures will affect all students regardless of catalog edition.

Students will be required to change catalog editions when they reenter the university after a period of two or more consecutive years in which they have earned no academic credit at Georgia State University. Some graduate programs in the College of Health and Human Sciences have stricter requirements on changing catalog editions.

5100.60 Academic Warning and Suspension

Each student admitted to graduate work in the College of Health and Human Sciences must maintain a minimum cumulative grade point average of 3.0. A student whose cumulative grade point average falls below 3.0 at the end of a semester will be placed on Academic Warning. The student will be notified of this standing by the Office of Academic Assistance. If a 3.0 cumulative grade point average is not achieved by the end of the next twelve semester hours or two semesters, whichever is longer, of completed course work

approved by the faculty adviser, the student will be suspended from the graduate program. Students in special graduate status, provisional status or nondegree status must achieve a 3.0 cumulative grade point average by the end of their period in that status. Students in Special Graduate Status in the Department of Criminal Justice must also meet the minimum grade requirements for that status.

A student may apply for reinstatement after one semester as a suspended student. Application for reinstatement must be made not later than six weeks prior to the first day of classes for the semester in which reinstatement is sought.

The academic standing policies for the Master in Physical Therapy (MPT) program differ from those above. Please refer to the section on the MPT program for policies that pertain to students in that program.

For policies on academic warning and suspension for doctoral students, please refer to "Progression Policies" in the section on the Ph.D. program in nursing.

Each department or school may have additional policies related to academic progression. Students should refer to the applicable student handbooks.

5100.70 College Appeals and Petitions

The appeals procedures for students in the College of Health and Human Sciences are available in the Office of Academic Assistance. The "Student Appeals Policy and Procedure" provides for an impartial review of a grading decision which cannot be resolved between the student and instructor. The "Student Petition for Waiver" provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the Office of Academic Assistance.

5110 Graduate Programs

5110.05 Master of Physical Therapy

The Master of Physical Therapy curriculum is based on the same philosophical principles that guide the educational, clinical, and research activities of the College of Health and Human Sciences and Georgia State University. The curriculum is based on current knowledge of what is likely to occur in this century as it relates to society and its effects on the physical therapy profession.

Mission Statement

The mission of the Department of Physical Therapy at Georgia State University is to prepare a physical therapist for the twenty-first century who is able to respond to emerging societal trends related to health care and professional issues.

Philosophy

The program incorporates the philosophical concepts of respecting the rights and dignity of each person. Individuals have the ability and right to make decisions in their lives and

are responsible for informed choices and actions that will maximize their state of health. The Department of Physical Therapy advocates the World Health Organization's definition of health as a state of complete physical, psychological and social well being, and not merely the absence of illness. It is the responsibility of health professionals to work together to contribute to the promotion of wellness and prevention, restoration, and maintenance of health. Societal changes related to increased life expectancy, improved technology, and greater psychological stresses will create a need for practitioners who can address problems at the extremes of the lifespan.

Physical therapy is the health profession dedicated to rehabilitation or prevention of disability, injury, and disease, specifically related to movement and function of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary systems of the human body. Physical therapists work with people of all ages, with acute and chronic conditions, to detect, assess, prevent, correct, alleviate and eliminate pain, physical impairments, functional limitations, and disabilities. They strive to promote functional independence, with the overall goal of helping individuals achieve maximal potential as members of society. The practice of physical therapy is an integral component of health care.

Current trends in health care delivery will shape the practice of physical therapy and will influence the content and structure of professional curricula. Health care will be delivered increasingly in out-of-hospital settings, and the extent of care will be balanced around the limitations on reimbursement. The practitioner must be flexible to adapt to the changes in practice and the needs of the consumer. As managed care and integrated health systems become more prevalent, the need for interdisciplinary actions increases. Because the nature of physical therapy practice is constantly changing, the structure of professional education must encourage flexibility, openness, problem solving, and critical analysis. Innovative educational methods and modern technology must be incorporated within an environment that encourages creativity, independent thinking, and attitudes of inquiry. Such skills are needed to deal with ambiguity and uncertainty in practice and to stimulate change in practice.

The delivery of physical therapy services is enhanced by diversity in cultural and ethnic backgrounds, and such diversity should be present among students, faculty, practitioners, and patients. Faculty should also promote an evidence-based approach that takes advantage of the various professions and professionals that are represented in the college, the university and the Atlanta community. We believe that students who are trained in a milieu of critical inquiry will be able to function throughout their careers as effective members of the health care team.

Objectives of the Program

The Department of Physical Therapy is committed to:

- Preparation of a physical therapist who will practice as a broadly skilled, inquiring, clinician in a wide variety of health care settings, with appropriate skill in education, communication, advocacy, management, and research.

- Preparation of a physical therapist who demonstrates a lifelong commitment to the profession and clients through active participation in their communities, patient advocacy, and the ability to adapt to consumer needs and the changing health care environment.
- Promotion of the scientific foundations of physical therapy practice and education with emphasis on outcomes and efficacy of treatment.
- Promotion of the physical therapy profession and the physical therapist as a unique and integral component of health care.
- Promotion of equally shared responsibility for learning by the students and faculty.

Curriculum Design

The MPT Program is based on the philosophy that emphasizes commitment to humanistic values, quality care, and inquiry as a foundation for the practice of physical therapy. The program is designed as an integrated case-based, problem-solving, inquiry-initiated curriculum. The curriculum focuses on normal and pathological function of the musculoskeletal, neuromuscular, and cardiopulmonary systems. Development of cognitive and psychomotor skills for the five elements of patient/client management is emphasized. The five elements include examination, evaluation, diagnosis, prognosis, and intervention. The patient management skills are applied to patients of all ages and in a variety of settings.

Several teaching/learning concepts will be employed throughout the curriculum. These include the following:

1. Case-based learning will be employed in each class, lab, and clinical course.
2. Professional behaviors will be modeled by the faculty and expected of the student.
3. Each body system, i.e. cardiopulmonary, musculoskeletal, integumentary will be explored across the life span.
4. Problem solving, inquiry-based analysis will be developed the first semester and reinforced and refined in subsequent semesters.
5. The students will be responsible for individual and group projects and group discussion that emphasizes individual responsibility for learning.
6. Students will be provided opportunities to participate in community activities and professional meetings and to provide services in these arenas.
7. Students will have the opportunity to hone psychomotor skills and teaching/learning concepts with peer evaluation.
8. Process as well as content skills will be emphasized.

Curriculum Constructs

The following curriculum constructs were used to develop the course of study and reflect the organization of the content across the curriculum and within courses.

- Question to Answer: Courses are taught posing clinical questions for development of critical thinking, critical analysis, insight, and synthesis of information.
- Simple to Complex: Patient cases will be presented through-

out the program to integrate didactic material and clinical concepts starting with simple, single pathology cases and progressing to cases with complex, multi-system involvement.

Basic to Advanced: Basic skills in assessment, evaluation, treatment planning and concepts of exercise are introduced in the first semester and serve as a foundation for more advanced concepts relating to each body system.

Normal to Abnormal: Normal structure and function are presented as a foundation for understanding pathology. Pathophysiology is then introduced and normal structure and functions are reinforced as goals for attainment.

Structure to Function: Anatomy is the first course offered, and anatomical structure is reinforced as pathology. Assessment, evaluation and treatment techniques are introduced. Function as it relates to the anatomy, forces, and torques will refer back to structure and achieve closure.

Knowledge to Application: Throughout the curriculum, students are given opportunities to use knowledge presented in class in the application of principles of the five elements of patient/client management with sample patient cases and in the clinic. The same process is used in the presentation of research principles in preparation for completing and presenting a research project.

Impairment to Disability to Handicap: Impairment is the underlying pathophysiology at the cellular and system level. An example of an impairment would be loss of upper extremity range of motion. The disability is the loss of functions that the impairment causes (for example, inability to dress oneself). The handicap is how that disability affects the specific individual within their psycho/social spheres (for example, inability to work outside the home because the individual cannot get dressed). The applications courses consider the implications of the underlying pathophysiology on individuals and their physical functioning, and how functional limitation and disability influence their roles in community and society.

Curriculum Structure

The curriculum includes 6 components:

Biological/Clinical Science: Anatomy, Kinesiology, Motor Learning.

Basic sciences are presented in two areas, one representing biological sciences and the other clinical sciences. The biological sciences provide the background for the study of normal and impaired movement; the clinical science component presents the etiology, medical, surgical, therapeutic, and pharmacological management of the deviations from homeostasis.

Patient Management: Examination, Evaluation, Diagnosis,

Prognosis, and Intervention for Specific System Dysfunction

Application courses reinforce a model of examination, evaluation, diagnosis, prognosis, and intervention, emphasizing skills and theories of physical therapy management. These courses focus on the musculoskeletal and cardiopulmonary systems in the first year, the musculoskeletal and neuromuscular systems in the second year, and neurological patients in the third year. These courses address multi-system involvement across the lifespan.

Professional Socialization: Health Care Delivery in Various Settings and the Role of the PT as a Member of the Health-care Team.

Each professional socialization course is designed to address different issues that impact on the delivery of physical therapy services within the health care system. This includes an examination of different practice settings, psychology of disability, teaching and learning activities, communication, health policy, structure of the health care delivery system, documentation, reimbursement issues, administration, management, and ethical decision making. In addition, time will be incorporated into the curriculum to allow students to attend professional meetings, such as the annual national PT student conclave, Combined Sections meeting, and the annual APTA and state association meetings.

Integration Seminar: Discussion and Analysis of Actual Patient Case Studies.

Students meet each week with faculty members in a seminar that integrates all content taught to date during the semester as it relates to patient management. This includes identification of the consumer needs, determination of outcomes, justification of treatments, and assessment of outcomes with specific diagnoses. The student will develop clinical questions and examine psycho-social issues, as they relate to the patient within the health care environment.

Scientific Inquiry: Emphasis on the Role of Clinical Inquiry in Critical Decision Making and Research.

Components include research design and statistics within a framework that emphasizes the role of critical inquiry in clinical decision making and research. Each student participates in small group research projects with a limited focus, that compliments on-going faculty research, to be completed in the final year before the students set forth on their final internship. Projects involve outcome studies, quality assurance studies, descriptive analysis, or other forms of secondary analysis.

Internship: Provides an Opportunity to Integrate Academic Content into Clinical Practice.

The clinical internship includes a full-time one-week and six- week field experience the first year and two 12-week, full-time clinical experiences the second and third years.

Several concepts are interwoven throughout the curriculum to provide a framework for application of clinical skills and professional development. These include:

1. Concepts of research, theory, and critical inquiry integrated through the use of published literature as course readings, and the inclusion of research findings as part of class discussion. These concepts are used to address controversies in practice and the need for evidence for establishing new treatments, efficacy of current practice, and clinical outcomes.
2. Professional behaviors which include safety, ethics, professional responsibility and accountability, cooperation with other health care providers, and recognition of one's own professional limitations are incorporated into each course and modeled by the faculty.
3. The consumer, not the problem, must be evaluated and treated.
4. Physical therapy education is the beginning step of professionalism, with a lifelong commitment to the field and lifelong pursuit of learning.

Curriculum

Semester hours are shown in parentheses after each entry.

First Year

PT 6000	Human Gross Anatomy I (3)
PT 6001	Histopathology (3)
PT 6011	Neurobiology (4)
PT 6050	Scientific Inquiry I (3)
PT 6110	Integration Seminar I (1)
PT 6111	Integration Seminar II (1)
PT 6200	Applied Physiology (3)
PT 6210	Professional Socialization I (2)
PT 6300	PT Patient Management (3)
PT 6310	PT Intervention: Therapeutic Exercise (3)
PT 6400	Clinical Internship I (2)
PT 6410	Clinical Internship II (6)
PT 7311	PT Management for Patients with Cardiopulmonary Disorders (3)

Second Year

PT 6010	Mechanical Kinesiology (3)
PT 7010	Human Gross Anatomy II (2)
PT 7050	PT Management of the Pediatric Patient (3)
PT 7060	Scientific Inquiry II (1)
PT 7080	Motor Control and Motor Learning (3)
PT 7110	Integration Seminar III (1)
PT 7111	Integration Seminar IV (1)
PT 7200	Professional Socialization II (2)
PT 7300	PT Patient Management of Upper and Lower Musculoskeletal Disorders (4)
PT 7301	PT Intervention: Physical Agents and Electrotherapeutic Modalities (4)
PT 7310	PT Management for Patients with Spinal Disorders (4)
PT 7400	Clinical Internship III (12)

Third Year

PT 7061	Scientific Inquiry III (3)
PT 7062	Scientific Inquiry IV (1)
PT 7220	Professional Socialization III (2)
PT 7320	PT Management for Patients with Rehab Disorders (4)
PT 7321	PT Management of the Older Adult (3)
PT 7410	Clinical Internship IV (12)
PT 7510	Integration Seminar V (1)
PT 7511	Integration Seminar VI (1)
PT	Elective (3)

Total = 107 semester hours

Grade Requirements

1. In order to graduate from the MPT program, the student must:
 - a. have at least 3.0 cumulative grade point average (GPA).
 - b. must successfully complete with an S all courses graded by S/U.
 - c. complete all course work within six years from initial enrollment.
 - d. have no grades lower than C that have not been successfully remediated.
2. Calculation of cumulative GPA will be as follows:
 - a. Only courses numbered 6000 and above taken at Georgia State University in the MPT curriculum are used to compute a student's cumulative GPA.
 - b. Courses graded with S/U will not be used in computing GPA.
 - c. All original grades for courses attempted in the program will be used in computing the cumulative GPA for purposes of determining academic standing.
3. To continue the next semester, prerequisites for individual courses must be met successfully (C or better).
4. A grade of D or F in any course will result in the student being terminated from the program.
5. No course in which grade of B or greater has been earned may be repeated for credit.
6. Academic standing:
 - a. Good academic standing is defined as having a cumulative GPA of 3.0 or better.
 - b. If the semester GPA falls below 3.0, regardless of course load, the student is placed on "scholastic warning." A letter stating this will be sent from the Office of Academic Assistance. Upon completion of the next semester of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:
 - i. If the semester GPA is at least 3.0 and the cumulative GPA is at least 3.0, the student returns to good academic standing.
 - ii. If the semester GPA is less than 3.0 and the cumulative GPA is less than 3.0, the student is terminated from the program.
 - iii. If the semester GPA is less than 3.0 but the

cumulative GPA is at least 3.0, the student may continue to enroll, but will continue to be on “scholastic warning” until the semester GPA of at least 3.0 is achieved (at which time he/she will return to good standing) or until subsequent semester GPA’s bring the cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).

- iv. If the semester GPA is at least 3.0 but the cumulative GPA is less than 3.0, the student is on “scholastic probation”. The student may continue to enroll on probation, provided the semester GPA’s are at least 3.0, until the cumulative GPA is brought back to at least 3.0. At this time the student will return to good standing. If any semester GPA is less than 3.0 before the cumulative GPA is brought back to at least 3.0, the student is terminated from the program.
- c. After termination from the program, the student may reapply for admission through the Department of Physical Therapy. The faculty may choose not to admit or to admit with conditions.
- d. If the student is terminated from the program for a second time, he/she may not apply for readmission to the MPT program.

5110 Master of Science, Criminal Justice

Major in Criminal Justice

The term “criminal justice” refers to police, courts, and corrections as a system for the administration of city, county, state, and federal laws. The Master of Science degree in criminal justice represents a broad range of study designed to meet the academic needs of both pre-professional students and those already employed in the wide range of agencies which make up the criminal justice and juvenile justice systems.

The primary focus of study is the justice system itself. The person, whether juvenile or adult, accused of conduct which violates the law, will be affected by law enforcement, prosecutorial, judicial, and correctional agencies. The requirements of degree programs in this department stress an integrated view of the criminal justice system. In this view all components of the system interrelate with all other components to provide coordinated justice administration. The criminal justice curriculum is designed to give students an understanding of the developing theoretical knowledge base in this field of study, while simultaneously providing an understanding of how each of the component parts relates in forming the justice system.

In addition, students learn how the justice system influences and is influenced by other institutions in society. An adequately functioning criminal justice system participates in appropriate structuring of legislation, providing information and education within the system and to the public, crime prevention, psychological counseling, and prisoner rehabilitation. Also included among its many roles is work with juveniles, quantitative and qualitative scholarly research,

guidance to probationers and parolees, assistance to citizen groups, and many other tasks. These wide-ranging responsibilities are as much a part of the criminal justice field as law enforcement, police administration, correctional institution management, and court procedures.

Students’ learning in the classroom is enhanced as faculty brings forth a myriad of expertise in criminal justice and criminology. Currently, faculty research topics highlight legal issues in the criminal justice system; the impact of race, sex, and class in criminal justice processing; communities and police; evaluation of criminal justice programs; comparative criminal justice; crime and the media; domestic terrorism; healthcare fraud; crime in organizations; juvenile delinquency; criminological theory; and the role of aggression in crime and delinquency. Faculty members conduct research drawing on their expertise in a variety of quantitative and qualitative research methods, thus allowing them to bring not only their topical expertise, but also their methodological experience into the learning environment.

Curriculum

The graduate degree requires completion of 36 credit hours of which 18 credit hours are required courses and 18 credit hours are elective courses. Semester hours are shown in parentheses after each entry.

1. Required Courses (18)

CrJu 7010	Crime and the Criminal Justice System (3)
CrJu 7510	Organization and Management Theory in Criminal Justice (3)
CrJu 8050	Criminological Theory (3)
CrJu 8610	Research Methods in Criminal Justice (3)
CrJu 8620	Statistics in Criminal Justice (3)
CrJu 8710	Legal Aspects of Criminal Justice (3)
2. Elective Courses (18)

CrJu 6040	Comparative Criminal Justice Systems (3)
CrJu 6060	Ethics in Criminal Justice (3)
CrJu 6230	Prevention and Correctional Strategies for Juvenile Offenders (3)
CrJu 6920	Community Policing (3)
CrJu 6940	Internship in Criminal Justice (3)
CrJu 6960	Domestic Terrorism (3)
CrJu 7630	Applied Regression Analysis for Criminal Justice (3)
CrJu 7730	Workplace Law for Criminal Justice Managers (3)
CrJu 7920	Independent Study in Criminal Justice (3)
CrJu 8110	Law Enforcement Issues (3)
CrJu 8210	Juvenile Justice Issues (3)
CrJu 8310	Correctional Issues (3)
CrJu 8410	Criminological Issues (3)
CrJu 8720	Legal Issues (3)
CrJu 8900	Selected Topics in Criminal Justice (3)
CrJu 8910	Readings in Criminal Justice (1-3)

Elective Courses. The selection of elective courses will depend on the student's needs in terms of academic and career goals and must be made in consultation with and approved by the department's graduate coordinator. A student can take no more than six credit hours or two courses outside the department, including non-CJ GSU courses and transfer credits. Finally, a student can take no more than three credit hours of independent study and/or readings and the instructor and graduate coordinator must approve these courses.

An internship is available for students interested in professional development and growth. The internship provides students with the opportunity to apply concepts and skills associated with their M.S. curriculum to their work experiences within a criminal justice agency. Internship credit requires the completion of 180 hours of work. Placement will occur the semester before the student actually enrolls in the course. Therefore, the student must apply in writing to the department's graduate coordinator and the internship coordinator stating his/her intention of participating in an internship. The application must be received before the end of the second week of classes of the placement semester; that is, the semester preceding the actual participation in the internship. The graduate coordinator approves the credit hours for the internship and the department's internship coordinator assists in the search and assignment of the internship agency.

Thesis or Nonthesis Option. A student taking the thesis option must take 12 credit hours of elective courses and a minimum of six hours of thesis credit. The nonthesis option contains 18 semester hours of elective coursework.

Grade Requirements

Students must maintain a minimum cumulative grade-point average of 3.0 to remain in good standing. No grade lower than a grade of B in any required criminal justice course and no more than two grades of C in elective courses will be counted toward graduation.

A grade lower than a grade of B in one of the required methods and statistics courses (CrJu 8610, CrJu 8620) will not prevent the student from taking the following course in the sequence, but it will prohibit registration for thesis credits until the course has been completed with a grade of B or higher. Students may not register for thesis credit unless all other required courses have been completed successfully.

5110.15 Master of Science, Health Sciences

Major in Health Sciences

The College of Health and Human Sciences offers a Master of Science with a major in health sciences in the areas of nutrition, physical therapy, and respiratory care. The purpose of this program is to (1) prepare health professionals who can formulate research questions, organize and test research problems, and evaluate research study results; (2) foster critical thinking, inquiry, and professional leadership in the health professions; (3) provide health practitioners with advanced study in professional specialty areas; (4) enhance career development in the health professions; and (5) provide the

framework for advanced degree study.

The overall program objectives are to develop an understanding of the theoretical basis for the health professions; to gain proficiency in the processes, techniques, and practices that are currently being developed within the health professions; to enable the student to discover and utilize specialized knowledge in other disciplines that are related to the effective practice of the health professions; and to develop within the student the ability to see health care as a whole, to visualize the interrelationships of its components, and to recognize the influence of political, social, and economic milieu on the health care system.

Programs of study are offered in various tracks or specialties in the Departments of Cardiopulmonary Care Sciences, Nutrition, and Physical Therapy. The individual programs of study in each department are built on a common core of courses and allow for maximum flexibility to meet the needs of the students and their respective professions. In this way, each program may be individualized to meet the students' professional goals in keeping with the overall objectives of the program. The curriculum of programs includes core health sciences courses, specialty courses, elective courses, and either a thesis or nonthesis option.

Curriculum

Semester hours are shown in parenthesis after each entry.

1. Health Sciences Core (9)

HHS 6000	Research Methods for the Health and Human Science Professions (3)
HHS 7000	Clinical Application of Statistical Methods (3)
HHS 8000	Trends Affecting Health Policies, Practices and Laws (3)
2. Specialization Curriculum

Nutrition (21)	
Nutr 6101	Nutrition Research Methods (3)
Nutr 6102	Nutrition Intervention (3)
Nutr 6104	Advanced Normal Nutrition (3)
Nutr 7101	Nutrition Issues (3)
Electives	Chosen in Consultation with Graduate Program Committee (9)

Physical Therapy (21)

Thesis option students are required to take:

PT 7120	Community-Based Research Skills I or equivalent (3)
PT 8130	Community-Based Research Skills II or equivalent (3)

Nonthesis option students are required to take:

PT 7998	Advanced Integration of Physical Therapy and Physical Therapy Practice (3)

The remaining courses to complete the 21 hours are chosen from the following:

PT 7481	Rehabilitation Biomechanics (3)
PT 7482	Rehabilitation Biomechanics Lab (2)
PT 8010	Skeletal Tissue Mechanics (3)
PT 8011	Skeletal Tissue Mechanics Lab (2)

PT 8760	Orthopedic Physical Therapy of the Foot and Ankle (3)
PT 8860	Skeletal Muscle Biology and Function (3)
PT 8861	Skeletal Muscle Biology and Function Lab (2)
PT 8870	Neuromuscular Adaptations for Functional Activities (3)
Electives	May be taken in, but not limited to, areas such as orthopedics, sports medicine, cardiopulmonary, statistics, biomechanics, and geriatrics. Must be agreed upon by the student and his/her major adviser.

Respiratory Care (21)

Required Courses:

RT 6030 Advanced Topics in Ventilatory Support (3)

RT 6040 Advanced Cardiopulmonary Monitoring (3)

Students will choose 15 hours of additional courses from the following:

RT 6005 Clinical Cardiopulmonary Physiology (3)

RT 7010 Teaching Practicum (3)

RT 7020 Advanced Clinical Preceptorship (3)

RT 7090 Seminar in Respiratory Care (3)

RT 7095 Special Problems in Respiratory Care (3)

Electives Chosen with faculty adviser based on specific career interests.

3. Thesis/Nonthesis Option (6)

Thesis Option: Students will take Nutr 7999, PT 7999 or RT 7999, depending on specialty area. A minimum of two semesters at three hours each must be completed. Students must be enrolled in a minimum of three semester hours of thesis credit during the semester of graduation.

Nonthesis Option: Students must complete six semester hours of course work that may include electives, project, and/or comprehensive exam. The specific requirements for this option are dependent on the specialty area.

An initial Program of Study is planned by the student in consultation with the Major Adviser/Chair of the Graduate/Thesis Committee by the end of the first year or before 12 semester hours of course work have been completed. Each program must be approved by the Chair of the Graduate/Thesis Committee and the Director of the Graduate Program.

Clinical Course Requirements

Students who must complete a clinical component as part of their program of study must complete the College of Health and Human Sciences Health Form and provide evidence of current tuberculosis status, immunization for hepatitis B, and review of current CDC guidelines on universal precautions. The

health form and review of CDC guidelines on universal precautions must be updated annually. Clinical agencies may require additional evidence of health status. It is the responsibility of the student to consult with the graduate program director in their academic unit prior to beginning a clinical assignment.

Graduate/Thesis Committee

Students in the master's program in health sciences will select, with assistance from the major adviser, a Graduate/Thesis Committee, consisting of a chairperson (usually the major adviser) and at least two additional members. The committee should be selected by the time 12 semester hours have been completed. The Committee should be selected in accordance with the following criteria:

1. The Committee Chairperson must hold a primary appointment in the student's major department, have been a faculty member for at least one academic year, hold a doctoral degree, and have qualifications in the student's major area of study.
2. A second member of the committee must be from the faculty at Georgia State University.
3. A third member must be selected from the faculty of Georgia State University or another institution of higher education or from a health-related agency.
4. All committee members must be selected in consultation with the chair of the Graduate/Thesis Committee and approved by the chair of the department.
5. No committee may consist of fewer than three members; however, a student may elect to have more than three members.

Grade Requirements

Students in the master's program in health sciences are required to maintain a minimum cumulative grade point average (GPA) of 3.0. Students must have a minimum cumulative GPA of 3.0 before registration for thesis will be permitted. Any grade below a C is not acceptable toward the master's degree. No more than three semester hours of C grades in the health sciences core and/or major can be applied toward the degree. A minimum cumulative GPA of 3.0 is required to receive the master's degree.

5110.20 Master of Science, Nursing Major in Nursing Philosophy

The faculty members of the School of Nursing believe the following: the phenomenon of concern for nursing is the care of human beings from the perspective of health; health is a reflection of evolving patterns of human-environment interactions; health care is a fundamental right of all people; nursing is an art and science focused on the improvement of health and health care; and nursing is the care of human beings across the continuum of wellness to illness.

Faculty members believe education is a mutual process that nurtures and facilitates growth for all participants in the learning community. Faculty are committed to creating an

environment in which diversity is embraced as a source of strength, life experiences are valued, critical thinking is fostered, and participants are supported in realizing their potential.

Vision

The GSU School of Nursing is a coalition comprised of School of Nursing students, alumni, faculty, and staff as well as concerned members of the community. We are united to improve the health and health care of people in the state of Georgia, while recognizing our interconnectedness to the world wide community. This coalition is founded on principles of ethics, justice, respect, mutual support, communication, interdependence, and a valuing of diversity. The School of Nursing strives to become nationally known for innovative and caring programs that foster the development of practitioners, leaders, and scholars in nursing and health care.

Mission

The mission of the School of Nursing is to educate nurse clinicians, practitioners, scholars, educators, leaders, and researchers; develop health-related community partnerships; and engage in research and other forms of scholarship. This education is provided in a multi-cultural urban setting and is accompanied through a unique professional and academic interdisciplinary environment. This community-focused approach enriches learning, fosters leadership development, and furthers the pursuit of science.

The master's program in nursing focuses on the preparation of clinical experts with advanced competencies and emphasizes excellence in practice, critical thinking, inquiry, leadership, self-awareness, and empowerment.

The master's program in nursing is designed to prepare graduates to assume a variety of advanced practice roles. Preparation is offered in a variety of areas: adult health nursing, psychiatric mental health nursing, perinatal/women's health nursing, child health nursing, and family nurse practitioner.

Accreditation

The Master of Science degree program in the School of Nursing is accredited by the National League for Nursing and has received preliminary approval from the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, 202/887-6791.

Master's Program Objectives

Objectives of the master's program are to prepare advanced practice nurses who:

1. Integrate knowledge of self, science and the humanities in advanced practice nursing.
2. Evaluate concepts and theories in nursing as a basis for advanced practice nursing.
3. Initiate activities that promote nursing and improvement of health and health care.
4. Engage in research to support and promote nursing knowledge and to improve advanced practice nursing.
5. Collaborate with individuals, families, communities, and others for the purpose of providing nursing care and promoting health and wellness.
6. Analyze the influence of socio-political, economic, and

ecological forces on nursing practice, health, health care delivery, and health care providers.

7. Incorporate knowledge of legal and ethical issues in advanced practice nursing.
8. Demonstrate professional commitment.
9. Demonstrate behaviors consistent with the selected advanced practice role.

Curriculum

Semester hours are shown in parentheses after each entry.

1. Nursing Core Courses (19 hours)

Nurs 7500	Advanced Health Assessment (3)
Nurs 7550	Pharmacology for the Advanced Practice Nurse (3)
Nurs 7600	The Culture of Health Care (2)
Nurs 7900	Scholarly Inquiry (3)
Select one of the following two:	
Nurs 7920	Scholarly Inquiry: Clinical Application (1)
Nurs 7930	Scholarly Inquiry: Research Application (1)
Nurs 7940	Advanced Professional Nurse Practice Issues (1)
HHS 7100	Applied Anatomy and Physiology for the Health Sciences (3)
Select one of the following two:	
Nurs 7000	Research Methods for Advanced Practice Nurses (3) (preferred)
HHS 6000	Research Methods for the Health and Human Science Professional (3)

2. Specialization Curriculum (29 hours)

Adult Health CNS in Tertiary Care Settings	
Nurs 7010	Gerontological Nursing (3)
Nurs 7020	Role Functions and Competencies in Advanced Practice Adult Health Nursing (2)
Nurs 7030	Clinical Practicum in Adult Health Nursing I (7)
Nurs 7040	Clinical Practicum in Adult Health Nursing II (7)
Nurs 7300	Advanced Pathophysiological Concepts in Nursing - A Body Mind Approach (3)
Additional credit required in one of the following two:	
Nurs 7920	Scholarly Inquiry: Clinical Application (1)
Nurs 7930	Scholarly Inquiry: Research Application (1) Limited Electives (6). Approval of adviser required. Child Health CNS/PNP
Nurs 7420	Common Health Problems and Issues Pertinent to Children and Adolescents (9)
Nurs 7430	Chronic Health Problems in Children and Adolescents (7)
Nurs 7440	Advanced Practicum in Child Health (10)
Nurs 7300	Advanced Pathophysiological

	Concepts in Nursing - A Body Mind Approach (3) Family Nurse Practitioner
Nurs 7300	Advanced Pathophysiological Concepts in Nursing - A Body Mind Approach (3)
Nurs 7340	Common Health Problems of Adults (10)
Nurs 7342	Common Health Problems of Children and Adolescents (6)
Nurs 7350	Common Health Problems of Women (6)
Nurs 7360	Advanced Family Nursing Practicum (4)
	Perinatal/Women's Health CNS/PNP
Nurs 7080	Advanced Practice in the Ambulatory Health Care of Women (7)
Nurs 7090	Advanced Practice with the Child bearing Family (9)
Nurs 7300	Advanced Pathophysiological Concepts in Nursing - A Body Mind Approach (3)
Nurs 7340	Common Health Problems of Adults (10) Psychiatric/Mental Health CNS
Nurs 7120	Theories of Advanced Psychiatric Nursing (3)
Nurs 7140	Interventions in Psychiatric Mental Health Nursing (3)
Nurs 7160	Psychiatric Mental Health Nursing of Families (3)
Nurs 7180	Special Topics in Psychiatric Mental Health Nursing (3)
Nurs 7200	Practicum I in Psychiatric Mental Health Nursing (3)
Nurs 7220	Practicum II in Psychiatric Mental Health Nursing (3)
	Electives (7)

Total = 48 semester hours

Required Preliminary Course Work for the RN with an Associate Degree or Diploma

All RNs with an associate degree or diploma are required to meet university and School of Nursing requirements for undergraduate non-nursing course work and to take the following nursing courses:

Nurs 6010	Transition to Advanced Nursing Practice (3)
Nurs 6910	Promoting, Protecting, and Restoring Health in Communities and Alternative Settings (4)
Nurs 6920	Practicum in Promoting, Protecting, and Restoring Health in Communities and Alternative Settings (2)

Students in the RN-MS track who have not completed an undergraduate health assessment course will be required to complete Nursing 6000, Health Assessment.

Grade Requirements

Students must maintain a minimum cumulative grade point average of 3.0. A grade of B or better must be earned in every nursing course, in HHS 6000 (if taken in lieu of Nurs 7000), and in HHS 7100. Students who do not earn at least a B in each nursing course, in HHS 6000 and HHS 7100, must repeat the course. A failure in two different nursing courses, and/or HHS 6000 or HHS 7100, or a second failure in a nursing course, HHS 6000 or HHS 7100 that is being repeated, will result in the student's ineligibility to continue in the program. Only grades of C or higher in non-nursing courses (excluding HHS 6000 and HHS 7100) will count toward graduation requirements.

Modifying Academic Credentials

Students currently enrolled in the graduate nursing program at Georgia State or a master's graduate from the Georgia State University's School of Nursing who wish to qualify for an additional area of specialty preparation in nursing may do so by successfully completing all course work in the chosen specialty. The course work must be completed no later than six years after beginning master's course work at Georgia State. Students must meet all academic and progression requirements.

Applicants must complete all admissions materials and submit these to the Office of Academic Assistance, College of Health and Human Sciences. The application will be reviewed by the School of Nursing faculty in the second specialty area. Students interested in this option can be considered only if space is available in the second specialty area. Accepted students will be required to fulfill all requirements in effect for the second area of specialty preparation. A second master's degree is not awarded; however, evidence of the additional course work is noted on the student's official transcript.

Clinical Course Requirements

Prior to entering clinical courses, students must complete the College of Health and Human Sciences Health Form and provide evidence of current tuberculosis status and immunization for hepatitis B. The Health Form must be updated annually. Some clinical agencies require updates every six months. Additionally, students must provide evidence of current American Heart Association Basic Cardiopulmonary Resuscitation Certification, liability insurance, and current Georgia licensure.

Continuous Enrollment

Students must seek readmission to the master's program if they have not enrolled for two consecutive semesters. In addition, students who deviate from their planned sequence of nursing courses are not guaranteed a place in those courses in subsequent semesters.

Electives in Nursing Education

The School of Nursing faculty recognizes that many nurses obtaining master's degrees plan to begin or continue to teach in academic settings. The faculty also supports clinical expertise as the basis for teaching in a school of nursing and further recognizes that clinical expertise does not prepare one to teach in a school of nursing. Therefore, as an addition to the existing

master's programs, the School of Nursing offers elective courses in nursing education focusing on development of advanced clinical teaching skills.

Certificate in Gerontology

Nursing students enrolled in the adult health or the psychiatric/mental health clinical nurse specialist option who are interested in gerontology may have their programs planned to include a certificate in gerontology. Additional hours are required.

Post-Master's Certificates

The School of Nursing offers post-master's certificates in all clinical areas to enable nurses who hold master's degrees in nursing to gain the knowledge and competencies needed for certification in a particular area. The areas offered are Adult Health Nursing, Psychiatric/Mental Health Nursing, Child Health Nursing, Perinatal /Women's Health Nursing, and Family Nurse Practitioner. The adult health and psychiatric/mental health programs lead to clinical nurse specialist eligibility; the child health, perinatal/women's health and family nurse practitioner programs lead to nurse practitioner eligibility.

Students in these options enroll in course work that is part of the master's degree program in each of these areas. Completion of the post-master's certificate track enables students to take the certification examination for the appropriate specialty.

In addition to holding a master's degree in nursing, applicants must meet the same admission requirements as all M.S. applicants.

5110.25 Master of Social Work

Mission

The Master of Social Work (MSW) program's mission is to prepare students in advanced social work practice for leadership roles in the effort to solve, in partnerships with others, the existing and developing challenges that confront communities in the United States and internationally. Graduates will be educated to advance the needs and capacities of the total community by promoting social and economic justice while maximizing human potential. Graduates will be educated to commit themselves to addressing the life circumstances, such as poverty, violence, discrimination, and disparities in social and economic justice that fall disproportionately on vulnerable groups and challenge the spirit of the entire community.

Objectives

The objectives of the MSW program are designed to be consistent with the mission and goals of the MSW program, the Council on Social Work Education Curriculum Policy Statement, Georgia State University, and the College of Health and Human Sciences. These objectives are stated in terms of what each graduate of the program is expected to achieve at the time of graduation. Objectives common to both knowledge and curriculum years:

1. Apply critical thinking skills within professional contexts, including synthesizing and applying

appropriate theories and knowledge to professional practice.

2. Practice within the values and ethics of the social work profession and with an understanding of, and respect for, the positive value of diversity.
3. Demonstrate the professional use of self.
4. Use supervision and consultation appropriate to advanced social work practice within communities.

Foundation (1st) Year Objectives:

1. Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
2. Understand and interpret the history of the social work profession and its current structures and issues.
3. Apply the knowledge and skills of a generalist social work perspective to practice with all system sizes.
4. Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior and use theoretical frameworks to understand interactions among individuals and between individuals and social systems (i.e., families, groups, and organizations) from a community perspective.
5. Analyze the impact of social policies on community systems and subsystems, workers, and agencies.
6. Evaluate relevant research studies and apply findings to practice.
7. Conduct empirical evaluations of one's own practice interventions.
8. Use interpersonal communication skills differentially with a variety of client populations.

Concentration (2nd) Year Objectives:

1. Demonstrate community/facilitation skills in building community partnerships and partnership structures.
2. Conduct community assessments and engage in community resource development.
3. Demonstrate skills for influencing necessary organizational and community change to address populations of risk and advance social and economic justice.
4. Demonstrate skills for influencing policy formulation and change in communities.
5. Apply knowledge and leadership skills in managing community groups and/or organizations.
6. Apply advanced information technology skills to community-based practice.
7. Demonstrate skills in quantitative/qualitative research design, data analysis, and knowledge dissemination.

Curriculum Structure

The Curriculum Structure for the MSW program consists of three components: (1) Liberal Arts Perspective; (2) Social Work Foundation; (3) Social Work Concentration.

The MSW program can be completed in two calendar years of full-time study or four calendar years of part-time study.

Liberal Arts Perspective

The School of Social Work at Georgia State University

defines the liberal arts perspective in terms of disciplinary areas which will comprise the undergraduate educational background of every student admitted to the MSW program. The liberal arts core will include course work in humanities and social sciences, a course with human biology content, and statistics.

Social Work Foundation

The purpose of the professional graduate social work foundation curriculum is two fold. First, the professional foundation provides core knowledge for competent social work practice through the presentation of new advances in practice knowledge, as well as the accumulated knowledge of social work education and the social work profession. The professional foundation curriculum includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice and research, and the completion of a supervised field placement. Second, the professional foundation serves as preparation for the specialized knowing and learning in a concentration. This content is designed to give students not only a general overview of the social work profession but also practical knowledge that can be used in work with individuals, families, and groups as well as with organizations and communities. The first year courses are constructed and sequenced to accomplish these purposes.

Concentration: Community Partnerships

The sole concentration for the School of Social Work's Master of Social Work is Community Partnerships. Social work practice occurs in the context of communities where partnerships are developed for promoting social and economic justice and maximizing human potential. Community partnerships are predicated upon an empowerment orientation which acknowledges and develops the strengths and creativity of all members. In this framework, social work practice integrates and applies values, principles, and techniques of the professional to bring about planned change in social systems (e.g. individuals, families, groups, organizations, and institutions).

Community partnerships recognize and explore the importance of community demographics, politics, economics, geography, and human service delivery systems. These components encourage partnerships that focus social work assessments, interventions, and evaluations at the community level with the capacity to intervene at community subsystem and/or suprasystem levels. It requires social work practitioners to consider and respond to the broader community dynamics that impact individuals, families, and groups with a particular emphasis on those considered to be vulnerable and at risk. The second year courses are constructed and sequenced to prepare social work practitioners with skill sets for this level of intervention.

Advanced Standing Status

Students who are admitted to and enter the Master of Social Work program as advanced standing students have met the 30 credit hours of Social Work Foundation course work as a

result of their bachelor's degree in social work from a program accredited by the Council on Social Work Education. The students will be expected to take nine semester hours of bridge course work in the summer prior to beginning the concentration year course work. The nine semester hours will consist of SW 7100 - Foundations of Community Partnerships, SW 7960 - Seminar in Community Partnerships, and SW 7700 - Community Foundation Integrative Seminar.

Given the nature of the knowledge and skills expected of advanced standing students, the purpose of the bridge course work is to provide students with the foundation content that is essential for entering the community partnership concentration year.

Part-Time Study

Students who are admitted to and enter the Master of Social Work program in part-time study can complete their program of study in four calendar years. They will take their course work with the full-time students.

Curriculum Semester Hours

1. Social Work Foundation (30 hours)

SW 7100	Foundations of Community Partnerships (3)
SW 7200	Human Development Through the Life Course (3)
SW 7300	Methods of Community Research (3)
SW 7400	Social Work Practice I (3)
SW 7500	Foundation Field Education I (6)
SW 7600	Social Welfare Policy (3)
SW 7800	Social Work Practice II (3)
SW 7900	Foundation Field Education II (6)
2. Concentration: Community Partnerships (24 hours)

SW 8100 Skills and Techniques of Community Partnerships (3)	
SW 8200	Evaluation and Technology (3)
SW 8300	Leadership and Management (3)
SW 8500	Community Field Education I (6)
SW 8800	Community Project (3)
SW 8900	Community Field Education II (6)
3. Social Work Electives (6)

MSW students are required to take two elective courses. At least one of those courses must be a social work elective. An additional elective may be chosen from a list of university-wide recommended electives that supports the community partnerships concentration.

Total: 60 semester hours for full-time and part-time students; 39 semester hours for advanced standing students.

Certificate Programs

MSW students may choose to pursue one of the following certificate programs:

- Child Welfare (School of Social Work)
- Gerontology (Gerontology Center)

Non-Profit Management (Department of Public Administration)
 Planning and Economic Development (Department of Public Administration)
 Geographic Information Systems (Department of Anthropology and Geography)
 Public Health (Institute of Public Health)

Each certificate program outside the School of Social Work sets its own admission and curriculum requirements. Information can be obtained from the unit offering the certificate.

5110.30 Doctor of Philosophy, Nursing Major in Nursing Philosophy

The faculty members of the School of Nursing believe the following: the phenomenon of concern for nursing is the care of human beings from the perspective of health; health is a reflection of evolving patterns of human-environment interactions; health care is viewed as a fundamental right of all people; nursing is an art and science focused on the improvement of health and health care; and nursing is the care of human beings across the continuum of wellness to illness.

The faculty members believe education is a mutual process that nurtures and facilitates growth for all participants in the learning community. The faculty is committed to creating an environment in which diversity is embraced as a source of strength, life experiences are valued, critical thinking is fostered, and participants are supported in realizing their potential.

Vision

The GSU School of Nursing is a coalition of School of Nursing students, alumni, faculty, and staff as well as concerned members of the community. We are united to improve the health and health care of people in the state of Georgia, while recognizing our interconnectedness to the worldwide community. This coalition is founded on principles of ethics, justice, respect, mutual support, communication, interdependence and a valuing of diversity. The School of Nursing strives to become nationally known for innovative and caring programs that foster the development of practitioners, leaders, and scholars in nursing and health care.

Mission

The mission of the School of Nursing is to educate nurse clinicians, practitioners, scholars, educators, leaders, and researchers; develop health-related community partnerships; and engage in research and other forms of scholarship. This education is provided in a multi-cultural urban setting and is accomplished through a unique professional and academic interdisciplinary environment. This community-focused approach enriches student learning, fosters leadership development, and furthers the pursuit of science.

The purpose of the doctoral program is to prepare nurse scholars who will extend nursing knowledge and make socially relevant contributions to both the discipline of nursing and the larger society through conducting and communicating nursing

research. The focus of the program is in Health Promotion, Protection, and Restoration with an Emphasis on Vulnerable Populations. There is no clinical practice requirement in the Ph.D. program. This is consistent with an academic, research focus rather than a clinical, professional degree focus.

The Ph.D. program at Georgia State University is a cooperative program with the Ph.D. program in nursing at the Medical College of Georgia (MCG). The areas of concentration at MCG focus on health care across the lifespan and nursing administration

Doctoral Program Objectives

1. Plan and implement nursing research that is socially relevant in the twenty-first century.
2. Link theory and research to the promotion of health in vulnerable populations.
3. Analyze the relationships among human-environment interactions and health promotion, protection, and restoration.
4. Examine issues such as race, gender, and class in conducting research.
5. Explore, develop, and apply diverse modes of inquiry to the discipline of nursing.

Curriculum

The program requires a minimum of 51 semester hours past the master's degree in nursing, plus a minimum of nine semester hours of dissertation credit. In general, each three semester hour course represents three lecture hours of content.

Semester hours are shown in parentheses after each entry.

Nurs 8000	Human-Environment Interactions (3)
Nurs 8012	Qualitative Research Methods (3)
Nurs 8035	Theoretical and Philosophical Foundations of Nursing (3)
Nurs 8040	Theory Construction (3)
Nurs 8045	Introduction to Advanced Nursing Research (3)
Nurs 8050	Quantitative Research Methods I (3)
Nurs 8051	Quantitative Research Methods II (2)
Nurs 8100	Health in Vulnerable Populations (3)
Nurs 8205	Ethics for Research Scientists (3)
HHS 8200	Instrument Evaluation and Construction (3)
	Multivariate Statistics (3)
	Additional Statistics or Methods course (3)
	Individualized Area of Concentration (12)
Nurs 8070	Comprehensive Examination (3)
Nurs 9990	Doctoral Dissertation (9)

Total Credit Hour Requirement : 60 hours

Doctoral Advisory Committee

Upon admission to the Ph.D. program in nursing, the student is assigned a temporary adviser from among the School of Nursing faculty. This temporary adviser assists the student until the student selects a Doctoral Advisory Committee. The permanent doctoral adviser and advisory committee should be established as soon as feasible but not later than the one calendar year from the undertaking of course work, whichever comes earlier. The Doctoral Advisory Committee assists the

student in planning and approving an appropriate program of study and constructs and administers the comprehensive examination. There will be a minimum of three committee members: a major adviser from the School of Nursing, one additional committee member from the School of Nursing, and one non-nursing committee member with faculty rank outside the School of Nursing at Georgia State University.

Doctoral Dissertation Committee

The Doctoral Dissertation Committee is selected by the student after the successful completion of comprehensive examinations. This committee will recommend the student to candidacy for the Ph.D. degree. Committee members will guide the student during the dissertation process and judge the acceptability of the dissertation. The committee will also judge the acceptability of the validation defense of the dissertation.

The Doctoral Dissertation Committee will consist of a minimum of three members: a major adviser and one other committee member from within the School of Nursing and one member from outside the School of Nursing. The outside member may be a faculty member from within Georgia State University, or a nursing or non-nursing faculty member from another institution. All committee members must hold an earned doctorate and be graduate faculty or the equivalent. The Doctoral Dissertation Committee may consist of some or all of the same individuals from the student's Doctoral Advisory Committee, or the student may select a committee of all new individuals to constitute the Doctoral Dissertation Committee.

Progression Policies

The student must maintain a 3.0 average to progress from semester to semester and must receive at least a grade of B in each nursing course taken. To be eligible to take comprehensive examinations, the student must have a cumulative grade-point average (GPA) of 3.2 or greater.

A doctoral student whose cumulative GPA falls below 3.0 at the end of a semester will receive a warning from the college. If at the end of the next six semester hours of enrollment the 3.0 cumulative GPA is not achieved, the student will be withdrawn from the graduate program. Students who are withdrawn may apply for readmission after a period of one year.

Students who do not earn at least a grade of B in each nursing course must repeat the course on the next available offering to progress in the program. Only one nursing course may be repeated. Non-nursing courses in which a grade of C or less is received will not apply toward the requirements for graduation.

Residency Requirement

The purpose of the residency is (a) to enable the doctoral student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field, and (b) for socialization of the student to the doctoral role through engagement in scholarly activities expected of doctorally prepared nurses.

The specific structure of the residency requirement is determined by the student's Doctoral Advisory Committee prior to the beginning of the residency and will consist of completion of a minimum of three scholarly activities as agreed upon by the

student and his/her Doctoral Advisory Committee. Students may be enrolled either part-time or full-time during completion of the residency activities; however, all residence activities must be completed prior to the beginning of the Comprehensive Examination.

Comprehensive Examination

The comprehensive examination is required for progression to doctoral candidacy. The purpose of comprehensive examinations is to ascertain the student's readiness to conduct the dissertation. The comprehensive examination should address the dissertation topic area, anticipated research methodologies, and related theoretical perspectives. The student must demonstrate expertise in (1) expressing ideas with clarity and depth, (2) synthesizing knowledge from nursing and related fields and (3) applying knowledge and critical thinking skills to specific problems or issues in nursing.

To be eligible to take the comprehensive examination, the student must have (1) completed 45 hours of required course work (excluding dissertation), (2) achieved a 3.2 or greater cumulative grade-point average in the doctoral program of study and (3) received approval from the Doctoral Advisory Committee. Students must enroll in three semester hours of Nursing 8070 during the semester in which they take the comprehensive examination.

The student has two opportunities to pass the comprehensive examination. Additional study will be required before the exam may be retaken. A student who does not pass the examination on the second attempt is not permitted to continue in the doctoral program. Additional guidelines regarding the comprehensive examination are available in the Doctoral Student Handbook.

Transfer Credit

Students who wish to apply graduate courses earned at another institution toward credit in the doctoral program must request that the courses be evaluated and must receive approval from the doctoral adviser. Transferred credits will be included in the seven-year limit placed on credits applicable to the degree. A maximum of nine semester hours may be transferred. Exceptions to this rule will be granted on an individual basis.

Directed Readings

No more than six hours in directed readings in nursing may be used toward graduation credit.

5110.35 Dietetic Internship Program (Nondegree Option)

The Dietetic Internship Program, housed in the Department of Nutrition, is based on a model of dietetics education /practice to ensure that graduates are better prepared for a more competitive market place. The expected outcome is an entry-level practitioner with knowledge and skills necessary to compete effectively within evolving job markets, such as home health care, nutrition for the public, managed care, and entrepreneurship. The internship is based on the core

competency statements for entry-level dietitians and the ADA Standards of Education, Performance Requirements.

The Dietetic Internship provides a minimum of 900 hours of supervised practice in the areas of clinical nutrition, community nutrition, food service systems management, and an area of interest that the intern selects. The Dietetic Internship is a general program with a general emphasis. Experiences are arranged throughout the metropolitan Atlanta area and surrounding communities.

The Dietetic Internship program is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876.

Curriculum

The nine-month Dietetic Internship program consists of 18 credit hours of course work. Students may choose one of two options to complete the two-semester program. Option A requires nine credit hours of Supervised Practice each semester. Option B requires six credit hours of Supervised Practice plus three hours of core graduate courses each semester.

5110.40 Dietetic Internship/ Combined Master's Degree (M.S. Option)

The Department of Nutrition offers a combined dietetic internship/master's degree program that takes a minimum of four semesters to complete. This option is available for students who desire a M.S. degree in Health Sciences with a specialization in nutrition combined with a Dietetic Internship. Graduates of this program are able to take the national examination to become a Registered Dietitian (R.D.).

Curriculum

HHS 6000	Research Methods for the Health and Human Science Professions (3)
HHS 7000	Clinical Application of Statistical Methods (3)
HHS 8000	Trends Affecting Health Policies, Practices, and Laws (3)
Nutr 6002-6004	Supervised Practice I-III (9)
Nutr 6101	Nutrition Research Methods (3)
Nutr 6102	Nutrition Intervention (3)
Nutr 6104	Advanced Normal Nutrition (3)
Nutr 7101	Nutrition Issues (3)
Nutr 7995 or 7999	Master's Project or Thesis (6)

Total: 36 hours

5110.45 Graduate Certificate in Gerontology

A Graduate Certificate in Gerontology is offered for students preparing for careers in the aging field and for professionals in areas such as health care, business and service industries, recreation and leisure, and government. The certificate is a 24-semester-hour, interdisciplinary curriculum

with in-depth exposure to the issues, knowledge, and research about the aging processes and older people. It is designed to integrate knowledge of gerontology into students' own disciplinary fields and may be earned concurrently with a master's or doctoral degree or independently by those who hold a bachelor's or advanced degree.

Opportunities for graduate study in gerontology are found throughout the university. Students in nursing, nutrition, physical therapy, and social work may plan their programs of study to include the Certificate in Gerontology. Students in other human service areas, including counseling, health administration, exercise science, public administration, and urban studies, as well as those in the basic and social sciences, also can specialize in gerontology by pursuing a Certificate in Gerontology with their graduate degree. Sociology and psychology graduate students find excellent opportunities for advanced research training in gerontology.

In order to be admitted to the gerontology program, students enrolled in degree programs are required to arrange an interview with an academic adviser in the Gerontology Center and to complete the Application for Admission to the Certificate in Gerontology. Students who hold at least a baccalaureate degree and wish to pursue the Certificate in Gerontology independently of a graduate degree program must apply for admission through the Office of Academic Assistance in the College of Health and Human Sciences. See the section on Admissions in this catalog for admission requirements.

Curriculum

All students must complete their gerontology program requirements with at least a 3.0 grade point average to receive the Certificate in Gerontology. Students enrolled in degree programs containing specialization tracks in gerontology should refer to their respective programs for gerontology certificate requirements. All other students must meet the requirements of the following 22-semester-hour curriculum.

1. A one-hour introductory course taken in the first fall semester of coursework in gerontology.
Soci 8970 Directed Reading (Introduction to Gerontology)
2. Twelve hours of core course work as follows:
HHS 7200 Health and the Older Adult
Soci 8116 Sociology of Aging
Select one of the following two:
EPY 8260 Psychology of Adulthood and Aging
Psyc 7610 Psychology of Aging
Select one of the following two:
Soci 7110 Aging Policy and Services
SW 7260 Social Work with the Aging
3. Six hours of elective course work chosen from the following courses or an approved directed reading course.
Anth 6500 Anthropology of Aging
Comm 6470 Communication and Older Adulthood
Mk 8110 Marketing to Older Consumers (Prerequisite: MBA 8642)
Nutr 7105 Geriatric Nutrition (Prerequisite: Nutr

	6104 or consent of instructor)		
Soci 7110	Aging Policy and Services (if not taken as a core course)	PH 7010	Introduction to Public Health (3)
Soci 8102	Life Course Sociology	PH 7011	Epidemiology (3)
Soci 8122	Death, Dying, and Loss	Math 6544	Biostatistics (3)
SW 7260	Social Work with the Aging (if not taken as a core course)		
4. Three hours of internship.
- | | |
|-----------|---|
| Soci 8910 | Gerontology Internship or an approved alternate internship course |
|-----------|---|

Students whose degree programs require a practicum or internship may satisfy both degree and certificate requirements with one experience provided it is aging-related and jointly supervised through the gerontology internship program. The student's internship plan and placement must be approved by the Gerontology Center in order to receive credit toward the gerontology certificate.

Total: 22 hours

5110.50 Graduate Certificate in Public Health

The GSU Institute of Public Health is dedicated to advancing the health of the public through training, research and community service, in a manner consistent with the 2002 Institute of Medicine report on the future of public health. The Institute of Public Health achieves this mission by marrying existing scholarship within Georgia State University with priority public health problems, particularly those that are aimed at reducing health disparities in urban settings. Training and research programs will focus on both building the science base that underlies public health practice, as well as applying effective interventions that have been demonstrated to improve the public health. Accordingly, academic and training efforts will emphasize the basic sciences (e.g., immunology, virology, bioinformatics, genomics) as well as applied research (e.g., chronic disease prevention and health promotion, health behavior change, program evaluation, health policy research, public health law, health communications, ethics, community-based practice, and global health).

The Institute of Public Health offers a graduate certificate to provide an introduction to public health concepts, methods and theory. The Graduate Certificate in Public Health is not intended to serve as a substitute for a professional degree in public health, but rather to provide an introduction and familiarity with public health concepts and approaches. Georgia State is developing a Master of Public Health (MPH) degree program, and completion of the certificate would be helpful in being accepted into the degree program and facilitate its completion.

Curriculum

1. Core Courses (9 hours)

PH 7010	Introduction to Public Health (3)
PH 7011	Epidemiology (3)
Math 6544	Biostatistics (3)

2. Elective Courses (6 hours)

Two adviser-approved electives.

Total = 15 hours

Grade Requirements

Students in the program must maintain a 3.00 cumulative grade point average in the courses for the Public Health certificate. The records of students who fall below the 3.00 GPA requirement will be reviewed for continuation in the program.

6000 College of Law

In September 1982, the College of Law began operation on Georgia State University's centrally located campus under a Board of Regents' mandate to obtain ABA accreditation as soon as possible. New, modern physical facilities were provided, and the college, offering conventional first-year law courses to both day and evening students, enrolled a first-year class of more than 200. Second- and third-year classes now complete a student body of approximately 600 students.

It is intended that the College of Law will expand opportunities for a legal education to the broader range of career constituencies which exist in a modern, densely-populated urban community.

The college is accomplishing this by developing, in addition to conventional law study, an affirmative attitude about part-time law study, by making it an attractive alternative equally respectable with conventional full-time programs for those who need or want it.

With this in mind it is anticipated that all of its students will gain a knowledge of the law, of legal institutions, and of legal processes. This knowledge will become progressively more important to their upward movement, both vocationally and avocationally.

6010 Goals and Purposes

The primary purpose of the College of Law is to establish and maintain an educational program in law leading to the Juris Doctor (J.D.) degree. The program is designed for the benefit of qualified students who meet the requirements for graduation by residence study on a full-time or part-time basis, and who, upon the satisfactory completion thereof, will be qualified academically to sit successfully for the bar examination in the states of their choice, be admitted to the bar, and authorized to practice law therein.

Secondary purposes include the development of interdisciplinary programs in collaboration with other colleges of Georgia State University. Presently, the College offers a joint J.D./M.B.A. program in collaboration with the Robinson College of Business and a joint J.D./M.P.A. program in collaboration with the University's Andrew Young School of Policy Studies.

6020 Accreditation

Georgia State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; 404/679-4501) to award Bachelor's, Master's, Educational Specialist, and Doctoral Degrees.

The College of Law is fully accredited by the American Bar Association and the Association of American Law Schools.

6030 Directory

Admissions - 302 Urban Life Center, 404/651-2048

General Information - 302 Urban Life Center, 404/651-2048

Law Library - 100 Urban Life Center, 404/651-2479

Career Services - 145 Urban Life Center, 404/651-2062

Office of the Dean - 422 Urban Life Center, 404/651-2035

Faculty - 400 Urban Life Center, 404/651-2096

6040 Administration

Janice C. Griffith, A.B., J.D., Dean

Steven J. Kaminshine, B.A., J.D., Associate Dean

C. Robert Shuford, Jr., A.B., M.A., Associate Dean

Academic Services

Patricia E. Rackliffe, B.A., Associate Registrar

Admissions

Cheryl J. Jackson, B.A., M.A., Ed.D., Director

Career Services Office

Vickie M. Brown, B.S., Director

Law Library Administration

Nancy P. Johnson, B.A., M.L.S., J.D., Law Librarian and Professor of Law

Karen B. Douglas, B.A., M.L.S., Librarian II

Suzanne M. Mucklow, B.A., M.L.S., J.D., Librarian II

Terrance K. Manion, B.A., M.L.S., Librarian I

Gail A. Spears, B.S., M.L.S., Librarian I

Lawyer Skills Development Program

Mark J. Kadish, B.A., LL.B., Director of Litigation Program

Andrea A. Curcio, B.A., J.D., Co-Director of Externship Program

Eric J. Segall, B.S., M.B.A., J.D., LL.M., Co-Director of Externship Program

6050 Academic Calendar

The College of Law observes an academic calendar different from the academic calendar observed by Georgia State's other colleges and schools as follows:

6050.10 Fall Semester 2003

August 11	Orientation and classes begin for first-year students
August 18	Fall classes begin
September 1	Labor Day Holiday - university closed
October 15	Midpoint (nonhardship withdrawal deadline)
November 24	Last day of regularly scheduled classes
November 25	Make-Up classes
November 26	Thanksgiving break - university open

November 27-29	Thanksgiving break - university closed
December 1-17	Exams
December 20	University commencement (Fall)
December 22-26	Winter Holidays - university closed
December 29-31	University open - no classes
January 1, 2004	New Year's Day - university closed
January 2	University open - no classes
January 20	Fall Grades Due
January 30	Official Graduation Date for Law

6050.20 Spring Semester 2004

January 5	Spring classes begin
January 19	MLK Day - university closed
January 20	Fall grades due to Registrar
March 8-14	Spring break - no classes
March 17	Midpoint (nonhardship withdrawal deadline)
April 19	Last day of regularly scheduled classes
April 20	Make-Up Classes
April 21	Reading day
April 22-May 7	Exams
May 14	College of Law Hooding Ceremony
May 15	University Commencement (Spring)
June 7	Spring Grades Due
June 18	Official Graduation Date for Law

6050.30 Summer Semester 2004

May 10	Summer classes begin
May 31	Memorial Day - university closed
June 7	Spring grades due to Registrar
June 8	Midpoint (nonhardship withdrawal deadline)
June 28	Last day of regularly scheduled classes
June 29	Make-Up classes
June 30 & July 1	Reading days
July 5	Independence Day - university closed
July 6-15	Exams

6050.40 Tentative Dates for Fall 2004

August 16	Orientation
August 23	Fall classes begin

6060 Admissions

Application materials and information regarding applications and admissions procedures may be obtained from:
College of Law
Georgia State University
P.O. Box 4049
Atlanta, GA 30302-4049
Phone 404/651-2048

6060.10 General Policy

It is the policy of the College of Law to admit to its classes only those applicants who possess the intellectual capacity,

maturity, moral character, and motivation necessary for the successful completion of its course of study leading to the Juris Doctor (J.D.) degree.

6060.20 Selection Procedure and Criteria

The College of Law has a "rolling admissions" policy. A faculty Admissions Committee reviews files continuously until the class has been completed. The application deadline is March 15.

Factors in an applicant's background that may add diversity to the makeup of the class, and thereby enrich the educational experience of the group, may become factors of importance in choosing among applicants. Such diversity factors include extracurricular activities, unusual work experience, unusual career objectives, geographic origin, and advanced study or degrees in other disciplines.

In reviewing the total file of the applicant, the Admissions Committee will assure that its selection procedures and judgments will not reinforce disadvantages that result solely from historical exclusions; moreover, the committee believes that members of historically excluded groups can bring valuable perspectives to the law school. The committee will be attentive to the uniqueness of each applicant.

Anyone whose application materials indicate that he or she does not appear capable of satisfactorily completing the required course of study will not be admitted.

6060.30 Beginning Students

Students beginning the study of law are accepted for admission only in the fall semester and only as candidates for the Juris Doctor (J.D.) degree. Admission will be based on an evaluation of several factors including the following: (1) an undergraduate baccalaureate degree from an accredited college or university (an undergraduate degree is required to qualify for entry to the College of Law); (2) an acceptable cumulative grade-point average on all course work attempted in undergraduate study; (3) a recent LSAT/LSDas report showing an acceptable Law School Admission Test (LSAT) score and undergraduate transcript; (4) specified letters of recommendation; and (5) a personal statement by the applicant showing reasons why he or she should be admitted to the study of law at Georgia State University.

6060.40 Transfer Students

A student who wishes to transfer from a law school which has been approved by the American Bar Association will be considered only after completion of the first year of full-time law study. A student who has been excluded from another law school and is ineligible for readmission at such school will not be admitted to the College of Law. Each prospective transfer student must provide a letter from the dean of the current or previously attended law school stating that he or she is currently in good standing, eligible to return to that law school, and class ranking, if available.

No credit for advanced standing will be allowed for courses

completed at law schools that are not accredited by the American Bar Association. No credit for advanced standing will be allowed for any law school course from another accredited law school for which a grade lower than a “C” or its equivalent has been given.

A transfer student who is admitted to the College of Law must understand that in order to receive the J.D. degree from Georgia State University, he or she must: (1) satisfy the degree and residence requirements applicable at the time of admission; (2) meet the residence requirement of at least four full semesters of residence or the equivalent at the College of Law; and (3) earn at least 60 semester hours (of the total 90 semester hours required to graduate) at the Georgia State University College of Law. Credits earned at other institutions are not used in computing the cumulative grade-point average.

6060.50 Guest Students

Third-year law students at ABA-accredited law schools who are in good standing may apply as guest students to earn credit for transfer back to the degree-granting institution. Guest students may attend the College of Law for no more than 32 semester hours, not to exceed three semesters (including the summer semester). However, second-year students may apply as guest students under special circumstances.

6060.60 Special Student Status

Graduate students who wish to take an advanced course in the College of Law in support of their academic program in another college at Georgia State University, and graduate students at other accredited institutions or those equivalent to same at foreign institutions, may apply for admission as special students. Any such students subsequently admitted to the College of Law as students in a law degree program may not count toward that degree any credits earned while in special student status.

Attorneys admitted to the bar of Georgia or another state may apply for admission as special students but, in that capacity, may only audit a course at the college with the permission of the dean and of the instructor of that course. Attorneys subsequently admitted to the college as students in a law degree program may not count toward that degree any course credit equivalents attributed to them while in special student status.

6060.70 International Applicants

International applicants for a law degree program should understand that special grading standards do not exist in the College of Law. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) to demonstrate a satisfactory level of proficiency in the use of the English language. For further information and the appropriate application forms, applicants should contact TOEFL, P.O. Box 899 Princeton, NJ 08541 USA.

International applicants will also need to provide documentation of their visa and financial status prior to admission.

6060. Joint Degree Programs

The College of Law offers, in conjunction with the Robinson College of Business and the Andrew Young School of Policy Studies, two joint degree programs. These programs allow students to earn both a Master’s degree and the Juris Doctor degree by allowing some of the course work in each program to satisfy requirements in the other. Applicants to either the M.B.A./J.D. (Master of Business Administration/Juris Doctor) or the M.P.A./J.D. (Master of Public Administration/Juris Doctor) joint degree programs must meet the entrance requirements and follow the application procedures of both the College of Law and the Robinson College of Business (for the M.B.A./J.D.) or the Andrew Young School of Policy Studies (for the M.P.A./J.D.). Applicants must be accepted by both colleges. Interested applicants should contact the appropriate colleges for application procedures and materials for the M.B.A. or M.P.A. programs. Students enrolled in a joint degree program who subsequently decide not to pursue both degrees may remain in either of the programs. However, any hours earned in a degree program from which the student withdraws will not be credited toward a degree by the college in which the student remains. See the section entitled “Additional Educational Programs” later in this catalog for specific details about the joint degree programs.

6070 Law Library

The Law Library is a growing center for legal research with a collection of more than 135,000 hard copy volumes and 110,000 microform equivalent volumes for a total of 245,000 volumes. The library’s collection includes the court reports and statutes of all jurisdictions in the United States, as well as selected materials of Great Britain, Canada, and the European Community. The extensive holdings of legal periodicals, treatises and loose-leaf services cover many subject areas. The library’s microform collection offers access to historical documents and federal records. As a depository for government documents, the library obtains federal publications that support legal research. Legal videotapes are also available for student use.

In addition to traditional materials and services, the library takes advantage of the capabilities of modern technology to provide access to information. Both LEXIS and WESTLAW computerized legal research systems are available for student use. The library has an expanding computer lab for word processing, Internet, e-mail and computerized legal research. The library’s collection is accessible through an online catalog. Materials unavailable in the library can be obtained through interlibrary loan from other libraries participating in the national OCLC network.

The library offers a variety of study areas, carrels, tables, and small group conference rooms. Except for a small reserve section, books are housed on open shelves.

A staff of professional librarians and support personnel service the law library’s collection. The librarians provide reference service and instruct in the use of traditional and computer-assisted legal research.

6080 The J. D. Course of Study

6080.10 Required Orientation for Beginning Students

All students accepted for admission to begin study as a first-year student in the College of Law are required to attend orientation during the week preceding the beginning of regular fall semester classes. During this week, students also will meet with the Research, Writing, and Advocacy Instructors and with the law library staff who teach Legal Bibliography. The purpose of orientation week is to introduce students to the study of law and to help them make the transition into law school.

6080.20 The Basic Programs

To satisfy the requirements for the J.D. degree, a student must complete a minimum of 90 hours. The College of Law offers both a six-semester (full-time) and a nine-semester (part-time) program to fulfill the 90-hour requirement. The number of semesters, six and nine respectively, refers to the number of academic semesters in residence required for the completion of the curriculum. The maximum number of credit hours in courses graded on a “S”/ “U” basis that can be applied toward graduation is 11. The maximum number of clinical or externship course hours that can be applied toward graduation is six. The maximum number of credits for independent research that can be counted toward graduation is two.

6080.30 Residency Requirement

In addition to meeting other graduation requirements (including the successful completion of at least 90 semester hours), a student must comply with the following residency requirement. All students must earn a minimum of 36 residency units. Residency units are measures of a student’s academic effort measured by the number of credit hour completed with a passing grade during a semester.

Residency units are earned according to the following scale:

- 12+ hours earns 6 residency units
- 11 hours earns 5 residency units
- 8-10 hours earns 4 residency units
- 5-7 hours earns 3 residency units
- 3-4 hours earns 2 residency units
- 1-2 hours earns 1 residency unit

The maximum number of residency units that can be earned in the summer term is three.

6080.40 Full-time and Part-time Student Status

In order to compare a student’s residency credit, it is necessary to know whether the student is enrolled as a full-time or as a part-time student. A “full-time student” is a student who devotes substantially all of his or her working hours to the study of law. A “part-time student” is any student other than a

full-time student. Any student who is employed in a job for 20 or more hours a week is considered a part-time student.

6080.50 Six-Semester Program

A full-time (or six-semester) student must be in residence for at least six semesters. In order to graduate after the successful completion of six semesters, a full-time student would be required to carry on average almost 15, and no fewer than 12, hours of course work during each of the third through the sixth semesters. A full-time student cannot take more than 16 hours per semester without permission from the office of the associate dean and cannot receive more than six residency credits in any single semester. A full-time student may take fewer than 12 hours of course work after the second semester by either switching to the part-time program or by requesting a reduced course load, but such students would earn fewer than six residency units for those semesters and thus would take more than six semesters to graduate. In order to be considered full-time, students must carry at least six hours, but no more than seven hours during the summer term. The number of semesters required to complete the program would depend on how many semesters it took to earn the required minimum of 36 residency units as determined from the table above.

6080.60 Nine-Semester Program

A part-time (or nine-semester) student must be in residence for at least nine semesters. In order to graduate after the successful completion of nine semesters, a part-time student would be required to carry no fewer than eight nor more than eleven hours during the third through the ninth semesters.

For the purposes of the residency requirement, students registered in the part-time program are considered part-time students regardless of the number of credit hours actually taken in any one semester (so long as the number of hours does not exceed 11) and regardless of whether they take their courses in the day or evening. In order to be considered part-time, students must carry at least four hours in a summer term.

Students must be registered in either the full-time or part-time program and may not transfer from one program to another without permission of the associate dean.

6080.70 Minimum Load Requirement Full-time (Six-Semester) Students

During the first two semesters of enrollment, six-semester students shall enroll in all 31 hours of the required first-year curriculum listed in the model six-semester program in this bulletin. Light-loading for students who have not yet completed this 31-hour course sequence shall be permitted only by approved transfer to the part-time, nine-semester program.

Part-time (Nine-semester) Students

During the Fall and Spring semesters of their first two years of enrollment, nine-semester students shall enroll in all courses listed in the model nine-semester program in the official catalog (bulletin) until those 34 hours of required courses have been completed. During that initial two-year period, students who do not enroll in the minimum course load must withdraw from school entirely.

6080.80 General Rules for Both Programs

There will be a summer term offering of courses in both programs, and this will allow for acceleration in the completion of the required curriculum.

Students in either program may elect to take their courses in the day or evening subject to the condition that if seating space in a particular class is limited, preference will be given to full-time students in day classes and part-time students in evening classes.

When, in a given semester, a course is offered both as a day class and as an evening class, a student will not be permitted to attend by alternating between such classes during the semester but must attend regularly one or the other.

6090 Policies, Rules and Regulations

6090.10 In-Course Scholastic Requirements

Attendance

Regular attendance at class sessions is required. Appropriate mechanisms for recording attendance are in place as well as sanctions which may extend to a forced withdrawal from the course for excessive unexcused absences.

Note taking

Note taking is considered a lawyer's skill to be encouraged. Tape recording of class sessions will not be permitted except by permission in advance from the instructor or when reasonably necessary to accommodate the needs of individuals with disabilities. Individuals with disabilities wishing to tape record a course must notify the instructor of the course and the Office of the Associate Dean.

Examinations

Examinations are submitted and graded anonymously. A system of anonymous grading prevents the examiner from knowing the identity of the examinee. No reexaminations will be given.

When a student, without permission or valid excuse, fails to appear for an examination, or appears for an examination and fails to turn in the examination, such student may receive a grade of 55 (F) in the course.

Grading

Final grades in each course will be numerical on a 55-100 scale, and a student's record in the College of Law will be kept on such a basis. This system of grading, however, is not recognized by the registrar of the university who is required by University System of Georgia regulations to keep all official grade records on a letter grade scale, A-D, using a numerical scale of 4.0, with a grade of F as a failing grade of no numerical value. On a numerical basis, any grade below 60 is a failing grade, and a grade of 60 or better is required to receive any credit in the course. A failing grade cannot be converted to a

higher grade by repeating the course. When numerical grades are transmitted to the Office of the Registrar, they will be converted to the required letter grade as follows:

- 90 or above: grade of A with a numerical value of 4
- 80-89: grade of B with a numerical value of 3
- 70-79: grade of C with a numerical value of 2
- 60-69: grade of D with a numerical value of 1
- 55-59: grade of F with no numerical value

Other marks will be used in appropriate circumstances, such as:

- S: Satisfactory
- U: Unsatisfactory
- I: Incomplete
- IP: In Progress
- W: Withdrawn without prejudice
- WF: Withdrawn failing

Required courses, with the exception of the legal writing requirement, which must be met with a grade of 73 or higher, must be passed with a grade of 60 or better or a satisfactory mark. A student who fails and must retake a required course will receive a separate grade for that course which shall be included in the computation of his or her overall grade average. The prior grade in the course will not be expunged from the student's record and also will be included in the computation of that student's overall grade average.

Students who require a statement of good standing from the college after spring semester exams but before the release of spring semester grades will have their status determined by whether their current, cumulative numeric grade average meets the minimum for their next checkpoint.

Ranking

During their law school career, students may receive up to three rankings, according to the following schedule. Each spring, the College of Law will announce three rankings, a Final Ranking (of graduates), a Second Interim Ranking (roughly, of students who have completed their second full-time-equivalent (FTE) year), and a First Interim Ranking (of students who have completed their first FTE year). For the Final Ranking, all students who, in the last year, have completed all requirements for graduation will be ranked on the basis of their overall numeric grade average. Transfer students will be included only in this ranking. For the Second Interim Ranking, all students who, in the last year, have received a final grade in at least one required course, and who have received a final grade in all required courses, will be ranked on the basis of their overall numeric grade average. For the First Interim Ranking, all students who, in the last year, have received a final grade in at least one first-year full-time required course, and who have received a final grade in all first-year full-time required courses, will be ranked on the basis of their numeric grade average in first-year full-time required courses.

Good Standing Requirements

All students are checked for good standing at the conclusion of each semester.

To be in good standing academically, for all purposes including transfer status, a full-time or part-time student must, on the basis of all course work completed, have a cumulative average of at least 73.00. A cumulative average of at least 73.00 is required for graduation. When a student's cumulative average falls below 73.00, the student shall be placed on probation. A student on probation is permitted a maximum of two semesters in which to raise the cumulative average to the required 73.00. A student who does not raise the cumulative average to the required 73.00 by the end of two probationary semesters shall be excluded from the college. If the student raises the cumulative average to a 73.00 but in a later semester the cumulative average again falls below 73.00, if the student has previously been on probation for two semesters, the student will be excluded from the college, having no further probationary semester available. If, however, the student has previously been on probation for only one semester, the student will be permitted one additional semester to raise the cumulative average to the required 73.00. Probationary semesters do not include the summer term. A student will not be placed on probation before the completion of the first year of law school. A student who does not have a cumulative average of at least 70.00 at the conclusion of his or her first year of law study will automatically be excluded from the college.

Course work completed for the purposes of this requirement means courses taken at the College of Law in which the student has received a final grade of between 55 and 100 inclusive, including grades of S, U and WF.

An IP or an I grade may not be carried for more than one full semester (excluding summers) after the semester in which a final grade originally was due. If the student has not earned a final grade by that time, a final grade of 55 will be entered.

If any term's grades are not available to determine the good standing of a student at the time of registration for the following term, the student may register for the new term. But if it develops when the completed term's grades come in that the student is not in good standing or must be excluded pursuant to the above policies, he or she may complete the term but any grades that may have been earned in the current term may not alter his or her standing resulting from the prior term's grades, and appropriate action will be taken thereon.

A student who has been excluded from the College for the academic reasons cited above, may not apply for readmission to the College until two years have passed following the exclusion. Any such application will be treated as an application for admission as a first year student and, in addition to meeting all generally applicable requirements for admission must show compelling reasons as to why the student should be readmitted after exclusion. If readmitted, the student would enter the College as a first-year student and would receive no credit for any courses taken prior to his or her exclusion.

Honors Requirements

Graduation with honors will be granted to candidates for the Juris Doctor degree achieving high academic work in all courses attempted at the College of Law. The specific award will be based on the following: (1) "cum laude" for candidates achieving a cumulative grade average of 84.0; (2) "magna cum

laude" for candidates achieving a cumulative grade average of 87.0; and (3) "summa cum laude" for candidates achieving a cumulative grade average of 90.0.

Transfers, Withdrawal, Reentry, and Grading in Sequential Courses

A student enrolled under an instructor in a sequential course is required to continue enrollment under such instructor until the sequence is completed. Transfer will be allowed to another section involving another instructor only by permission of the associate dean and the instructors involved.

A student who withdraws during the sequence of a course will be permitted to reenter that course only in sequence with the same instructor unless the instructor, before the commencement of the ensuing fall semester, has determined that material changes will be made in the course which will make it inappropriate for a previously enrolled student to reenter the sequence except at its beginning. In this event such a student must reenter the sequence accordingly. A student will be permitted to withdraw only once from a sequential course. If an instructor makes the determination which will preclude a student from reentering the course in sequence, it will be posted outside the suite of administrative offices at the College of Law prior to the commencement of the ensuing fall term, and it is the responsibility of any student involved to keep abreast of the matter.

Where an instructor of sequential courses has opted to grade each semester on a freestanding basis, it will be assumed that successful completion of each semester with a grade of 60 or better will be required for enrollment in a subsequent semester unless, in the instructor's discretion, enrollment in the subsequent semester may be permitted. If each semester of the sequential course is required for graduation, successful completion of each semester with a grade of 60 or better will be required.

Interruption of Studies

After completing the first 31 hours of the full-time program (excluding summer school) or the first 34 hours of the part-time program (excluding summer school), a student may interrupt his or her law studies and, if in good standing, reenter in any subsequent semester. A student who withdraws during the course of the academic year whose grades would not leave him or her in good standing at the end of the academic year may only be readmitted on probation by permission of the Associate Dean. A student who is absent from the College of Law for two or more consecutive semesters (not including summer) must apply to the Admissions Committee and meet admissions, curricula and graduation requirements in effect at the time accepted for reentry.

A full-time student enrolled in first-year required courses, and a part-time student enrolled in first- or second-year required courses, who withdraws during the sequence of such courses will not be permitted to resume his or her course of study except in sequence. This may result in a year's delay. Except under extraordinary circumstances, no student may take more than six years to complete the J.D. program.

Withdrawal from Classes

A student who wishes to withdraw from school prior to the midpoint of each semester (see “Academic Calendar”) must receive permission from the Office of the Dean. When withdrawal is approved, a grade of W will be recorded in all courses for which the student is registered. Failure to obtain approval may result in a grade of WF in all courses.

Ordinarily, a student who wishes to withdraw after the midpoint of each semester will receive a grade of WF. A student wishing to withdraw from any or all classes must request permission from the Office of the Dean. Where the cause of withdrawal is an emergency necessitating total withdrawal from all classes, the dean of the College of Law and the dean of students of Georgia State University may determine that the circumstances warrant a finding of nonacademic hardship, in which case the student, if doing passing work, as determined by the student’s instructors, will receive a W grade in all courses for which the student is registered. In any other case, the dean of the College of Law, in collaboration with the instructors under whom the student is enrolled, may determine that the circumstances warrant a finding of academic hardship. In such cases, the student, if doing passing work, will receive a W grade for such course or courses as may be involved.

Resumption of Studies

A student who withdrew prior to the midpoint of the semester or was granted a nonacademic hardship withdrawal during the first year of full-time law study or the first two years of part-time law study may reenter the college in good standing the next succeeding fall semester as a matter of right, or a later semester or year by permission of the Admissions Committee. A student who withdrew during the first year of full-time study or the first two years of part-time study but who was not granted a nonacademic hardship withdrawal must apply to the Admissions Committee for permission to reenter the College of Law.

A student who withdraws from the College of Law leaving one or more IP grades outstanding in sequential courses is, on his or her reentry to the college, subject to whatever grading and scheduling arrangements the relevant instructors and associate dean deem appropriate for completion of the sequential course or courses.

All of the above provisions are subject to the six-year J.D. program completion rule. A student admitted to the College of Law but who before initial enrollment in courses at the college decides to postpone legal studies must reapply for admission to any succeeding class.

Medical Withdrawals and Reentry

Except in circumstances of emergency, a student who proposes to withdraw for medical reasons must provide a statement from a physician or psychiatrist of the diagnosis involved. In any case, when the mental condition of the student is a factor in the withdrawal, a diagnosis and evaluation with respect to effective continuance in law study is required. Moreover, the reentry of a student following withdrawal for medical reasons must include a clearance by the student’s physician or psychiatrist with a particular evaluation

of the effectiveness of the student to continue in law study. Before reentry is authorized, the dean may refer the application for reentry, and the supporting data, to the University Counseling Center and consider its evaluation of the student’s ability to continue successfully in the study of law.

6090.20 Student Appeals Procedures

The appeals procedure for students in the College of Law will follow different courses depending on the nature of the student’s appeal.

Appeal of Course Grade

The process of appealing a course grade is as follows:

1. A student must first review the situation with the instructor who assigned the grade. This review must take place within 30 calendar days of the date the grades are mailed.
2. If the question is not resolved with the instructor, the student may appeal in writing to an ad hoc three-person faculty appeal committee appointed by the dean. The issue on appeal will be restricted to the matter of due process with respect to the course grade. This request must be received by the dean of the College of Law 14 calendar days after the date of review with the instructor. The decision of the faculty appeal committee will be conveyed to the student in writing 14 calendar days after the date of the hearing.
3. If the student wishes to challenge the decision of the faculty appeal committee, the student may appeal in writing directly to the dean of the College of Law. The written appeal must be received within 14 calendar days of the date of the letter stating the decision of the faculty appeal committee. Again, the issue on appeal will be restricted to the matter of due process with respect to the course grade. The dean of the College of Law will review all facts and render a decision in writing within 14 days of receipt of the student’s letter. The decision of the dean shall be final except as further appellate process may be available at the university level.

Appeal of Misconduct Sanctions

Appeals from a finding of a violation of the Honor Code shall be governed by that Code and the general appeals procedure described below.

Appeals and grievances not specifically covered in the aforementioned procedures should follow the “Student Rights and Responsibilities” section of the Georgia State publication, *On Campus*.

General Appeals Procedure

Any applicant for admission to the College of Law who is denied admission by the Admissions Committee, or any student enrolled in the College of Law who is aggrieved by a decision of a faculty committee, concerning suspension, termination, or exclusion shall have the right to appeal the decision to the dean of the College of Law.

The appeal shall be based on the record of the appellant as it exists in the dean's office and the written petition of the appellant. The dean may call for the personal appearance of the appellant if the dean considers this may serve some purpose. The dean may give consideration to pertinent facts in the record, or developed extrinsic to the record, and revise or modify the challenged decision. Otherwise, the appeal will be considered by the dean solely on the record.

The only grounds for appeal are:

1. The decision is contrary to the facts in the record or against the weight of the evidence.
2. The decision violates federal or state law, or federal or state rules or regulations, or the rules or regulations of the Board of Regents, or the Statutes and By-Laws of Georgia State University.
3. The decision does not give effect to published rules or regulations of the College of Law pertinent to the matter.
4. The administration of the rules and regulations of the College of Law did not afford appellant due consideration.
5. The decision is substantially affected by malevolent discrimination against the appellant personally.

The appeal must be in writing and received by the dean of the College of Law within 14 calendar days after the date of the letter notifying appellant of the decision. The time for appeal may be extended by the dean for cause beyond the control of the appellant. The appeal may be in letter form and may include whatever the appellant wants considered by the dean. It must, however, specifically indicate one or more of the grounds enumerated above and, with regard thereto, explain, with particularity, the facts, law, rules, regulations, statutes, and bylaws which are challenged and, also with particularity, how, or in what way, the committee did not afford appellant due consideration. It need not repeat facts which are otherwise in the record unless the appellant challenges the correctness of such facts. The dean will review the record, thus made, and render a decision within 14 days of the receipt of appellant's letter. The decision of the dean will be final except as further appellate process may be available at the university level.

6090.30 Professional Responsibility

Those who study for the practice of law must join with those who practice law and those who teach law to subscribe to the traditional responsibilities of the legal profession which are:

- the improvement of the law;
- a more effective administration of justice;
- exemplary conduct respecting the personal and property rights of the academic community and others in general;
- ethical representation of persons served by the legal profession, in particular.

The central core of professional responsibility is integrity, both intellectual integrity and integrity in objective conduct. The antithesis of integrity is dishonesty, half-truths, false and misleading communications, plagiarism, cheating, etc. Conduct on the part of law students which violates standards prescribed for lawyers will be referred to as pre-professional misconduct. The College of Law operates under the Honor System; an

Honor Code (See Appendix A), and a system of adjudication is in effect, and all students should consider themselves, from their initial enrollment in the College of Law, subject thereto. Its sanctions may extend to exclusion from the college.

6090.40 Final Examinations

Examinations in the College of Law are normally administered by proctors from the staff who will start each in-class examination and ensure that all examinations end on time. Examinations are graded anonymously through the use of individually assigned exam numbers, which are randomly reassigned each semester. Students must receive their exam numbers in person (and must present a valid photo ID) at the Office of Student Services and may not disclose their numbers until grades are received. Anonymous grading of seminar papers or of projects which require close consultation between a student and faculty member may not be possible.

Students are not permitted to take any regular written examination in any location other than the room assigned. Students typing an examination will use the typing rooms designated on the signs giving the main location of the exam. Typing students will receive the exam and instructions in the main room with the rest of the class, then go to the typing room where his or her typewriter is already set up (see Typing Examinations). Students are not permitted to bring any materials into the examination room other than those specifically permitted by the instructor. Examination books will be provided. All students are bound by the honor code.

Ordinary clustering of examinations during the examination period does not warrant changes to other, more convenient dates. Predictability and fairness to other students with busy examination schedules require faithful adherence to the rescheduling rules. It is not unusual for the last week of the term or the first week of exams to be the deadline for papers or projects. Paper and project deadlines and the date of examinations are announced well in advance of the event. Prudent inquiry and planning will avoid crowding and conflict at the end of the term or during examinations. In no event will the overlap of papers or projects with examinations provide a justification for rescheduling examinations.

Scheduling Makeup Examinations

Students are required to take examinations either on the regularly scheduled day during the examination period or on a day set aside for rescheduled examinations. Failure to take an examination (or approved makeup examination) at the scheduled time, without the prior approval of the associate dean, constitutes failure to complete the work in the course in question and the student will receive the numeric grade of 55 (F) for the course unless the student experienced a family emergency (such as personal illness or the death or severe illness of a close relative) which prevented him or her from taking the exam as scheduled and presents satisfactory written confirmation of this emergency to the associate dean. In all such cases, the student must notify either a member of the Student Services staff (651-2048), the assistant to the associate dean, or the associate dean (651-2044) of the student's absence prior to the time scheduled for the examination.

A student may request a change of examination date to the very next appropriate designated makeup examination date subsequent to the scheduled date if he or she has two or more examinations scheduled to begin within a 24-hour period. (A 6:00 exam followed by a 1:00 exam the next day is considered a conflict; a 6:00 exam followed by a 6:00 exam the next day is not considered a conflict.) Students who have other conflicts (such as chronic health problems, work or religious observances) must submit a request for a makeup examination as stated above. Students requesting makeup examinations for any reason should use the forms for this purpose. These are available from the third-floor receptionist. All requests will be evaluated on an individual basis. Students are not permitted to contact individual faculty members to arrange to reschedule an exam but instead must present requests for rescheduling examinations to the Office of Student Services no later than two weeks prior to the first day of the exam period.

Absent the written permission of the associate dean, all examinations that have been rescheduled for personal or medical reasons must be taken no later than one week after the end of the examination period during regular business days and hours.

Failure to Complete an Examination

A student who receives an examination is expected to finish it during the period for which the examination is scheduled. Students who do not complete examinations will be graded on what they submit during the examination period unless an exception based on very exigent circumstances is granted by the associate dean. Such exceptions will be rare and will be granted only if the student has notified the proctor of the examination of their inability to complete the exam and can establish the reason for such inability to the satisfaction of the associate dean.

Typing Examinations

Students may elect to type their final examinations rather than write them. Paper and a typing room will be provided. Students will receive their examinations and instructions in the main room designated for the exam and will then accompany the proctor to the typing room, where the exam time will begin. Completed examinations will be returned in the main examination room with the other exams. Students must provide their own typewriters. No memory typewriters or word processors may be used.

6090.50 Students with Special Needs

Students with special needs should contact the Office of Student Services (651-2048) in advance to make individual arrangements.

6090.60 Career Services Office

The College of Law provides its students and graduates comprehensive career counseling and placement assistance. While recognizing that the ultimate responsibility for securing employment remains with each individual student or graduate, the Career Services Office offers extensive resources to aid these individuals in identifying and achieving both short-term

and long-term employment objectives. The office has a library of resource material about employment opportunities and the diverse career opportunities available to law graduates. Workshops, seminars, and forums are held to acquaint students with these opportunities and with persons working in these various fields. Students are also assisted, both individually and through group instruction, in preparing effective resumes and cover letters and improving job interviewing techniques. In order to facilitate student contact with prospective employers, the office arranges on-campus interviews with representatives from various private law firms, government agencies, and corporations and forwards resumes to those employers who cannot interview on campus. The office maintains a current listing of job openings for summer, temporary, part-time and full-time employment for the use of College of Law students and graduates. The office seeks to serve concurrently students, graduates, and prospective employers by promoting and maintaining effective relationships between the College of Law and the professionals with whom graduates will be associated. The College of Law is a member of the National Association for Law Placement. (NALP).

6100 Additional Educational Programs

6100.10 Joint M.B.A./J.D. Degree Program

The College of Law collaborates with the Robinson College of Business at Georgia State University to offer a course of study leading to the Juris Doctor (J.D.) degree and the Master of Business Administration (M.B.A.) degree. Essentially this is a program which enables a student to complete the requirements for both degrees in four academic years rather than the conventional five. This is accomplished by allowing selected previously-approved course credit for work satisfactorily completed in the Robinson College of Business to count also in satisfaction of the 90-hour curriculum required by the College of Law.

Joint Program Degree Requirements

Students must satisfy the curriculum requirements for both the M.B.A. degree as outlined in the Robinson College of Business chapter and the J.D. degree as outlined in this chapter.

For students enrolled in the joint program, the Robinson College will allow 12 semester hours of law courses with grades of B or better to be credited toward the 12 semester hours for the general business concentration in the M.B.A. program.

Reciprocally, the College of Law will permit, with prior approval, up to 12 semester hours of 8000-level M.B.A. courses with grades of "B" or better and credited toward the J.D. degree. No credit hours for M.B.A. courses will be applied toward J.D. degree requirements until the M.B.A. degree is awarded. A simultaneous awarding of degrees will satisfy this requirement. As stated in this chapter, a law student must earn the equivalent of 90 semester hours of credit to qualify for the J.D. degree.

Enrollment sequencing and time limits

The College of Law does not permit enrollment in the joint degree program after a student has completed more than 20 semester hours of 8000-level M.B.A. course work. After students have been admitted to both the M.B.A. and the J.D. programs and have declared intent to be enrolled in the joint program, they must, at the first opportunity, complete the first 31 hours of required courses in the J.D. degree as outlined in this catalog. After completion of these 31 hours of J.D. courses, enrollment in the courses of either college or enrollment in both colleges concurrently is permitted. The requirements for both the M.B.A. and the J.D. degrees must be completed within eight years of the initial semester of enrollment in the M.B.A. program. The J.D. degree must be completed within six years of the initial semester of enrollment in the J.D. program.

An M.B.A. student may be required by the Robinson College of Business to take undergraduate or graduate foundation courses before commencing graduate M.B.A. courses. The College of Law strongly recommends that students contemplating part-time law study complete any required foundation courses prior to taking their first law courses.

6100.20 Joint M.P.A./J.D. Degree Program

The College of Law collaborates with the Andrew Young School of Policy Studies at Georgia State University to offer a course of study leading to the Master of Public Administration (M.P.A.) and the Juris Doctor (J.D.) degrees by allowing selected previously-approved course work taken at one college to fulfill requirements toward both degrees.

Joint M.P.A./J.D. Degree Requirements

Students must satisfy the curriculum requirements for both the M.P.A. degree as outlined in the Andrew Young School of Policy Studies chapter and the J.D. degree as outlined in this chapter.

For students enrolled in the joint program, the Andrew Young School of Policy Studies will allow 14 semester hours of law courses with grades of B or higher to be counted as electives in the M.P.A. program.

Reciprocally, the College of Law will permit approved 8000-level M.P.A. courses with grades of "B" or better to be counted to as up to 14 semester hours and credited toward the J.D. degree. The College of Law will not accept as joint degree credit any hours earned for the following course: PAUS 8451, Public Law and Public Administration. Additionally, credit will be granted for joint degree purposes for courses on legal topics only if taken through the College of Law. No credit hours for M.P.A. course work will be applied toward J.D. degree requirements until the M.P.A. degree is awarded. A simultaneous awarding of degrees will satisfy this requirement. As stated in this bulletin, a law student must earn the equivalent of 90 semester hours of credit to qualify for the J.D. degree.

Enrollment sequencing and time limits

The College of Law does not permit enrollment in the joint degree program after a student has completed more than 20 semester hours of 8000-level M.P.A. course work. The Andrew Young School of Policy Studies does not permit enrollment in the joint degree program if a student has completed more than 40 hours of the J.D. program. After students have been admitted to both the M.P.A. and J.D. programs and have declared intent to be enrolled in the joint program, they must, at the first opportunity, complete the first 31 hours of required courses in the J.D. degree as outlined in this bulletin. After completion of these 31 hours of J.D. courses, enrollment in the courses of either college or enrollment in both colleges concurrently is permitted. The requirements for both the M.P.A. and the J.D. degrees must be completed within eight years of the initial term of enrollment in the M.P.A. program. The J.D. degree must be completed within six years of the initial semester of enrollment in the J.D. program.

An M.P.A. student should consult with the Andrew Young School of Policy Studies regarding any courses that students may be required to complete prior to commencing 8000-level courses. If the Andrew Young School of Policy Studies does require any such courses, the College of Law strongly recommends that students planning on part-time law study complete those courses prior to taking their first law courses.

6110 Curriculum

The curriculum of the College of Law is the same for all students enrolled as candidates for the J.D. degree. In general, the same course offerings will be available whether a student is enrolled in the six-semester program or the nine-semester program, but not necessarily during the same semester. The curriculum is made up of 43 hours of required courses and a minimum of 47 hours of elective courses for a total of 90 hours of course study.

6110.10 Required Courses

The following courses are required for graduation: Research, Writing and Advocacy I and II; Legal Bibliography; Torts I and II; Contracts I and II; Constitutional Law I; Property I and II; Civil Procedure I and II; Criminal Law; Evidence; Litigation; and Professional Responsibility.

6100.20 Elective Courses

A student has the opportunity to elect a minimum of 47 hours of electives to complete his or her course of study. Electives should be carefully chosen with the consultation of a faculty adviser. Elective courses are fully described in the "Course Descriptions" chapter of this catalog.

6110.30 Prerequisites

Many courses in the curriculum are open only to students who have satisfactorily completed specific, prerequisite courses. It is very important that students consider prerequisites in planning the sequence of their course work. Prerequisites can be waived only with the permission of the instructor.

6110.40 Legal Writing Requirement

Each candidate, as a requirement for the J.D. degree, must complete satisfactorily one substantial legal writing project during his or her upper class period of study. To satisfy this requirement, the student must earn a grade of at least 73 on the written portion of any two- or three-credit course that qualifies as a legal writing course.

6110.50 Lawyer Skills Development

The development of lawyer skills is a major emphasis in the curriculum of the College of Law. Some of these courses are required of all students, such as: Research, Writing and Advocacy I and II (3 hours); and Litigation (3 hours). In addition, a number of credit courses are offered to second and third year students that involve actual participation in the provision of legal services. These are done in cooperation with various agencies of local government such as the juvenile court, the district attorney's office, the public defender's office, local legal aid offices, governmental agencies such as the S.E.C., judges, and other offices of state and federal government.

6110.60 Outline

The semester hours for all courses listed in this section are shown in parentheses following each entry.

Typical Full-time Program*

First Year

Fall Semester (15)

Contracts I (3)
Property I (3)
Torts I (3)
Civil Procedure I (3)
Research, Writing and Advocacy I (2)
Legal Bibliography (1)

Spring Semester (16)

Contracts II (3)
Property II (3)
Torts II (3)
Civil Procedure II (3)
Criminal Law (3)
Research, Writing and Advocacy II (1)

Second Year

Fall Semester (15)

Constitutional Law I (3)
Evidence (4)
Electives (8)

Spring Semester

Litigation (3)
Professional Responsibility (2)
Electives (10)

Third Year

Fall Semester

Electives (15)

Spring Semester

Electives (14)

Total Semester Hours: 90

*Students are required to take Evidence, Litigation, and Professional Responsibility in the same year, but may postpone taking these required courses until a later year than that recommended. All other listed courses must be taken at the earliest opportunity offered.

In the full-time program, students may choose to take courses during the summer term. The purpose of the college's summer offerings is to provide diversity and balance to a student's course of study. Students who take summer courses will be able to reduce their load below that indicated here.

Typical Part-time Program*

First Year

Fall Semester (9)

Contracts I (3)
Property I (3)
Research, Writing and Advocacy I (2)
Legal Bibliography (1)

Spring Semester (10)

Contracts II (3)
Property II (3)
Criminal Law (3)
Research, Writing and Advocacy II (1)

Summer Term (4)**

Elective (2)
Elective (2)

Second Year*

Fall Semester (9)

Torts I (3)
Civil Procedure I (3)
Constitutional Law I (3)

Spring Semester (9)

Torts II (3)
Civil Procedure II (3)
Elective (3)

Summer Term (4)**

Elective (2)
Elective (2)

Third Year***

Fall Semester (10)
Evidence (4)
Elective (3)
Elective (3)

Spring Semester (9)

Litigation (3)
Professional Responsibility (2)
Elective (4)

Summer Term (5)**

Elective (3)

Elective (2)

Fourth Year

Fall Semester (11)

Electives (11)

Spring Semester (10)

Electives (10)

Total Semester Hours: 90

* Part-time students may accelerate graduation by taking more summer courses, or may delay graduation by taking fewer or no summer courses. Although this program is described as typical, it should be noted that there are a variety of ways to reach the 90-hour total required for graduation.

**Summer courses are optional. Their purpose is to provide diversity and balance to a student's course of study.

*** Students are required to take Evidence, Litigation, and Professional Responsibility in the same year, but may postpone taking these required courses until a later year than that recommended. All other listed courses must be taken at the earliest opportunity offered.

6120 Student Organizations

The College of Law encourages the advancement of the professional and academic goals of its students through student organizations. These organizations are chartered by the College of Law and assisted by an adviser from the full-time faculty of the college.

In addition, law students are encouraged to participate in the University Student Government Association and other university-wide student organizations that may interest them.

Law student organizations may be chartered by the College of Law if the following criteria are met:

1. A petition containing the names and addresses of at least 15 prospective members of the proposed organization, along with a statement of the purposes of the proposed organization, is submitted to the Faculty Committee on Student Affairs.
2. The name of the law faculty member agreeing to serve as adviser to the proposed organization is submitted to the Faculty Committee on Student Affairs.
3. The purposes of the proposed organization are consistent with the College's interest in the advancement of the professional and academic goals of its students.
4. The purposes of the proposed organization are not duplicative of those of other organizations at the college or university-wide.

The following organizations have been chartered:

Asian-American Law Student Association. The purpose of

our organization and activities is to promote awareness of issues concerning the Asian-American community, to promote participation in legal service projects in Atlanta, and to maintain contacts with local and national Asian-American law student associations and bar associations. Our organization and activities are open to all students interested in issues affecting the Asian-American community. In fact, the diversity of our current membership shows that the appeal of our organization is not limited to Asian-American students. Our activities and committee membership are advertised through flyers on campus, direct mail to interested students, and direct communication to friends and other students.

Association of Women Law Students. As part of its outreach to those from groups underrepresented in the legal profession, the College of Law sponsors the Association of Women Law Students (1) to promote interaction and communication among women law students and practicing attorneys and judges; (2) to foster law student involvement in the community; and (3) to promote and support women's issues and needs in the field of law. Membership in the association is open to any law student who supports the goals of the organization. As part of its mission the association sponsors speakers on issues of concern to women in the law and will undertake an ongoing service project.

Black Law Students Association. The Black Law Students Association is organized to meet the needs and to promote the interests of black law students at Georgia State University. It conducts formal symposia as well as informal study and discussion groups. It provides students opportunities to meet and share concerns and ideas with black lawyers and black students at other law schools. In an effort to improve opportunities for black law students, BLSA has been involved in recruitment and placement and in an effort to improve access to the law by Atlanta's black community, BLSA anticipates developing some community-oriented projects. BLSA also anticipates establishing an emergency loan fund for its members and, of course, it will be involved in some fund-raising efforts related to it.

Business Law Society. The Business Law Society is open to all students in the College of Law. Our goal is to facilitate communication between the fields of law and business and to provide a forum for students interested in pursuing business/corporate law and other business careers. BLS is student run through appointed officers and elected committees. Beginning FY 1999, BLS will be run through elected officers and committees.

Christian Legal Society. The Christian Legal Society seeks to provide a structure for facilitating Christian fellowship and sharing of common concerns among Christian students at the College of Law. The society additionally strives to represent the tenets of Christianity among the student body with respect to

modern legal issues, to serve the local community through Christian-oriented legal services, and to provide regular contact between the society's student members and members in the professional community.

Computers and Law Society. The Computer and Law Society addresses issues of concern to law students regarding the interrelation of technology and the legal system. The society provides an education and an informative forum, as to the challenges and opportunities facing the legal profession via the "information superhighway." The organization also provides a support system for students to enhance their skills in dealings with and understanding various software and Internet products.

Delta Theta Phi Law Fraternity. The Luther A. Alverson Senate of the Delta Theta Phi Law Fraternity provides social and professional programs for its membership and the student body. Founded in 1900, Delta Theta Phi is the premier law fraternity with over 80,000 members, over 100 alumni senates, and active student senates at over 110 of the leading law schools in the United States, as well as in Canada and Iceland. The fraternity's purpose is to promote professionalism and encourage relationships between law students and the active law community, as well as encourage a high standard of academic excellence.

Environmental Law Society. The Environmental Law Society seeks to provide regular forums to raise awareness on a broad range of environmental issues to provide practical work experience in the community, to participate with other law schools in Georgia in an Environmental Moot Court Competition, and to organize periodic weekend outings to nearby wilderness areas.

Federalist Society. Founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our Constitution, and that it is emphatically the province and duty of the judiciary to say what the law is, not what it should be, the Georgia State chapter of the Society seeks both to promote an awareness of these principles and to further their application through its activities.

GSU Chapter of the National Criminal Defense Lawyers Association. This group is organized to encourage law students in their second and third years to participate in a trial advocacy program which will develop and sharpen their skills as novice trial lawyers through intensive competition programming.

Intellectual Property Law Society. The Intellectual Property Law Society (IPLS) is a newly organized student group established to discuss and exchange information on various aspects of intellectual property law. New developments in patents, copyrights, trademarks, and technology-related law are discussed. In addition, information about patent law and careers in intellectual property law are examined. The IPLS provides a forum for those interested in these cutting edge areas.

International and Comparative Law Society. The International and Comparative Law Society exists to generate an awareness of the role and function of international and comparative law in the modern world and to introduce students intending to pursue careers in these fields to the opportunities available to them in this regard. The Society sponsors monthly programs on matters of current interest in the international community, an annual symposium on critical issues in international and comparative law and, in addition, sponsors participation in the Jessup Moot Court Competition each spring.

Jewish Law Student Association. The Jewish Law Student Association is organized to meet the needs and voice the concerns of Jewish law students at the College of Law. The organization was chartered in 1990.

Law Review. This group of 22 to 26 rising second and third year students consists of those invited to the Review who have demonstrated unusual capacity for legal scholarship. Students of the Georgia State University College of Law shall become candidates for the Editorial Board by invitation based on academic standing or performance in the Annual Writing Competition.

Lesbian and Gay Law Students Association. Established in 1991 to provide a supportive environment for lesbian and gay law students at Georgia State University, it encourages personal as well as academic development. It also aims to foster a positive educational environment by providing the student body, faculty, and staff with opportunities to increase their awareness and understanding of the lesbian and gay community and the legal issues that affect it. The association also maintains relationships with gay and gay-sensitive employers, providing a network between students and employers that might not otherwise exist.

Moot Court Board. After having successfully completed first year courses, prospective Board members with overall grade-point averages of 75 percent or higher are invited to participate in the group. Members will either be a part of Competition Teams or serve as Case Counsels who develop Appellate Advocacy problems. Academic credit is awarded to members.

Phi Alpha Delta Law Fraternity. The Phi Alpha Delta Law Fraternity, International seeks to promote the principles of liberty and equal justice under law for all citizens; to stimulate excellence in scholarship; to stimulate active interchange between the bench, the bar, and PAD members; and to promote the ideals, purposes and principles of PAD.

Phi Delta Phi Law Fraternity. The Phi Delta Phi Law Fraternity is the oldest and largest legal fraternity, dating back to 1869, with chapters in 141 of the law schools accredited by the American Bar Association. Its major emphases are adherence to the highest standards of personal and professional ethics and responsibility, the promotion of professional fellowship among its members, and cooperative service in both the law school experience and thereafter among

all components of the legal profession.

Public Interest Law Association. An organization committed to increasing awareness about fields of law in the public interest and providing opportunities for students to work in public interest law projects.

Sports and Entertainment Law Society. The sports and Entertainment Law Society provides students a forum to explore the varieties of sports, entertainment and intellectual property law. SELS is a law school student organization, but theoretically membership is open to all students. We advertise our activities via mailbox flyers, bulletin board postings and e-mail announcements.

Student Bar Association. The Student Bar Association (SBA) is the student government organization for the College of Law. Each student, upon official enrollment at the college, is automatically a member of SBA, which comprises two branches: the Executive Board and the Honor Court. The board consists of officers and class representatives elected by the student body. The Honor Court members are also elected by the students.

Student Health Lawyers Association. The purpose of the Student Health Lawyers Association is to provide information on relevant topics to all interested parties. Information is related through seminars and workshops which are open to all students.

Student Trial Lawyer's Association. The primary function of the Student Trial Lawyers Association (STLA) is the oversight of school trial advocacy competitions, in which students compete to represent Georgia State University College of Law in state and national trial advocacy competitions. Participation in these competitions is generally open to all law students. STLA also sponsors litigation seminars and guest speakers through its affiliation with the Association of Trial Lawyers of America and the Georgia Trial Lawyers Association. All law students are invited to join STLA.

6130 Bar Examination Registration and Review Courses

The various states have their own requirements for admission to practice law. Some of these require registration with their official bar admission agency prior to or shortly after admission to law school in order to indicate the intention to apply for and take the bar examination in that state upon graduation from law school. Students who have definite preferences for out-of-state employment after graduation are advised, before entering any law school, to obtain from the appropriate authority in the state in which practice is contemplated precise information concerning such requirements. Students intending to take the bar examination and to practice in Georgia should register for the Georgia Bar Examination no later than the completion of the first year of law studies; an escalating fee schedule for delayed registration

provides considerable financial incentive for early registration.

No courses in the curriculum of the College of Law are taught with any focused emphasis on the law of any particular state, including Georgia. It is the responsibility of the student, by self-study, to extend the content of his or her coursework to application to the law of any particular state in which he or she intends to take the bar examination and practice.

The College of Law does not offer a bar review course with respect to the bar examination of any particular state, including Georgia. Such bar review courses available in the various states are conducted by commercial organizations. Most law students all over the country utilize such bar review courses for their preparation for bar examinations.

For further information about the Georgia Bar Examination, call or write:

Office of Bar Admissions
P.O. Box 38466
Atlanta, Georgia 30334
Telephone: 404/656-3490

6140 Honor Code

This honor code set forth in this section is applicable to students enrolled in the Georgia State University College of Law and was approved, as amended 17 November 1982, 6 December 1988, and 14 May 1998.

Section 1. Title, Application, and General Rules

- (a) This document is the Honor Code of the Georgia State University College of Law (hereinafter "Code"). It applies to all students who enroll for any academic credit in the College of Law, and applies to any aspect of their association with the College. If any provision of this Code is inconsistent with any provision of the College of Law Bulletin or any other code of conduct applicable at Georgia State University, this Code shall govern.
- (b) Each student has a duty to read the Code. Ignorance of any provisions in this Code shall not be a defense to any violation of the Code.
- (c) Except as otherwise provided in this Code, any notice requirement in this Code may be satisfied by mailing to the address last provided by the student to the administration.
- (d) As used in this Code, reference to the "Dean" or "Associate Dean" shall mean the Dean and Associate Dean of the College of Law and shall include anyone designated by either of them to perform any act required of them under this Code.
- (e) This Code, as amended on May 14, 1998, shall apply to any violations which occur on or after June 1, 1998. Violations which occurred prior to June 1, 1998 shall be governed by The Code of Student Conduct, as set forth in the College of Law Bulletin 1995-1997.
- (f) Amendments to this Code shall not be effective until they have been posted in the College of Law for at least 30 days.

Section 2. Trial Body and Jurisdiction

- (a) Trial Body. As used in this Code, “trial body” means either the Honor Court or the Faculty Honor Code Committee, acting under authority provided by this Code.
- (b) Honor Court.
 - 1. The Honor Court shall be elected pursuant to the Constitution of the Student Bar Association of the College of Law. Except as otherwise provided in this Code, the Honor Court has jurisdiction to determine violations of Sections 4 and 5 of this Code. If a student charged with a violation of such Sections so requests the Associate Dean in writing not less than three working days before the date set for the hearing, the charge will be heard by the Faculty Honor Code Committee.
 - 2. The Honor Court is subject to all the rules and procedures set forth in this Code. The Honor Court shall adopt additional written rules and procedures for its own governance which meet with the approval of the faculty.
- (c) Faculty Honor Code Committee.
 - (1) A Faculty Honor Code Committee (hereinafter “Committee”) shall be appointed by the Dean of the College of Law with jurisdiction to determine all violations of the Code not specifically assigned to the Honor Court and any other violations of the Code referred to it by this Code or the approved rules and procedures of the Honor Court. When acting as a trial body, the Committee is subject to all the rules and procedures set forth in this Code. The Committee shall consist of five members of the full-time faculty, who shall be appointed to serve terms of three years. The Dean shall appoint the Chair and all members of the Committee. No appointee who has served a full term of three years shall be eligible for reappointment to the Committee until one year after termination of his or her last term. Vacancies which arise shall be filled by appointment of the Dean for the remainder of any unexpired term. The Chair of the Committee shall be a tenured full professor.
 - (2) The Chair may develop and promulgate written rules of procedure for the hearings, preside over hearings, rule on any procedural or evidentiary matters related to such hearings, and execute any notice provisions required of the Committee by this Code or the Committee’s rules.
 - (3) When the Committee must be convened to hear a case under this Code, the Chair of the Committee shall choose two of the members of the Committee to hear the case with the Chair. The Chair may, in his or her discretion, disqualify a member of the Committee from sitting in a case. The Dean may, in his or her discretion, disqualify the Chair from sitting in a case, in which event the Dean shall appoint another member of the Committee to perform the duties of the Chair for

that case. The Chair or any member of the faculty appointed to hear a case may recuse himself or herself at his or her discretion, in which event the Chair shall appoint a replacement from the Committee members. In the event that reasons for disqualification or other matters preclude the selection of three (3) members of the Committee to sit on a case, the Dean shall appoint other faculty members to sit by designation for that proceeding only.

Section 3. Duties of Students Under the Honor Code

It shall be a violation of the Code for a student to:

- (a) fail to report a possible Code violation in accordance with Section 12(a) of this Code;
- (b) fail to cooperate fully with a prosecutor, investigator, or any other person engaged in an authorized investigation of any matter under this Code;
- (c) fail to appear and testify before the trial body assembled for any proceeding conducted under this Code, if requested to do so in writing by the trial body through its presiding officer or by a student whose alleged Code violation is being heard by the trial body;
- (d) make any communication in any proceeding connected with this Code or to any person conducting an investigation pursuant to this Code which is false or misleading or contains a material misrepresentation or omits any fact necessary to make the communication as a whole not materially misleading;
- (e) reveal any confidential information regarding investigations or proceedings under this Code in violation of Section 12(h).

Section 4. Academic Misconduct

- (a) It shall be a violation of the Code for any student to obtain or seek to obtain an unfair academic advantage for himself or herself or any other student.
- (b) Examinations.
 - (1.). No student shall cheat on an examination. By way of illustration only, and not by way of limitation, the following are examples of conduct which constitutes cheating on an examination.
 - (A) Attempting to give or receive, or actually giving or receiving, unauthorized assistance during an examination.
 - (B) Possession during an examination of any books or other materials not authorized by the instructor or the Associate Dean;
 - (C) When all the students in a course do not take the examination at the same time, any discussion in the presence of a student who has not taken the examination, concerning the examination or any substantive matter in the course.
 - (2) No student shall take an examination except in a location designated by the instructor or proctor.
 - (3) No student shall violate examination time limitations.

(4) No student shall sign a pledge declaring, verbatim or in substance, that he or she has neither given nor received any improper aid in connection with the examination, nor committed or witnessed any other possible violation of this Code in connection with an examination, when such student knows or reasonably should know that such statement is false or misleading.

- (c) Library. No student shall disobey any rules, whether posted or otherwise made generally known to the student body, regarding the use of any library materials, supplies, or equipment. By way of illustration only, and not by way of limitation, the following are examples of violations of this Code section:
- (1) The removal of library materials, supplies, or equipment from the law library without first checking them out;
 - (2) Any unauthorized removal of any materials, supplies, or equipment from the reserve collection;
 - (3) Any mutilation of, marking in, or defacement of any library materials, supplies, or equipment;
 - (4) Any intentional misshelving, concealment, or secreting of library materials, supplies, or equipment;
 - (5) Creating, by any loud, boisterous, or other disruptive behavior, a disturbance that obstructs normal library functions;
 - (6) The unauthorized use of any materials, supplies, equipment, or services, including but not limited to computers, computer diskettes and supplies, video equipment, databases, and materials in the microform/microfiche collection.
- (d) Tape Recording Classes. No student shall record any class through use of audio or video recording equipment or similar means without the express, advance permission of the instructor or the Dean.

Section 5. Roll Calls

It shall be a violation of the Code for any student to engage in any false or misleading conduct regarding the roll of class or other College of Law function. By way of illustration only, and not by way of limitation, the following are examples of such conduct under this section:

- (a) Signing the roll on behalf of another person to indicate falsely that other person's presence;
- (b) Having or attempting to have another person sign a roll for one to indicate falsely one's presence;
- (c) Answering a roll call on behalf of a person who is not then present;
- (d) Having or attempting to have another answer a roll call on behalf of oneself when one is not present;
- (e) Failing to indicate one's presence in class when one is called upon by the instructor;
- (f) Signing the roll and then departing before the end of the class;
- (g) Holding on to a roll call sheet so that late arriving students may sign it.

Section 6. Preprofessional Misconduct

It shall be a violation of the Code for any student to engage in any conduct in connection with any activities of the College of Law which raises a substantial question as to that student's honesty, trustworthiness, or fitness to practice law or become a member of the legal profession. A violation of this section shall be charged only when the student's conduct does not violate any other specific section of this Code.

Section 7. Plagiarism and Related Offenses

It shall be a violation of the Code for any student to commit plagiarism or a related offense.

- (a) Plagiarism. It shall be a violation of this section for any student to plagiarize with the intent to gain any academic advantage thereby.

(1) Definition. Plagiarism is the inclusion of ideas or passages taken from another in one's own written work without properly attributing the source. When one is using the words of another verbatim, proper attribution of the source requires the use of quotation marks or other conventions to indicate clearly that fact. Plagiarism includes rewriting or paraphrasing the ideas or passages of another if the source is not properly attributed.

(2) For purposes of this section, a student's intent to gain academic advantage can be inferred from facts indicating that the student knew, or it was so obvious the student must have known, that his or her work contained plagiarism which could mislead the instructor as to the extent of the student's original contribution to the work. It shall be no defense under this section that a student was unaware of this section or the definition of plagiarism herein. Students are obligated to learn the rules for the proper attribution of sources.

- (b) No student shall seek to obtain an unfair academic advantage for himself or herself or any other student in the submission of any paper, project, or other written work submitted for academic credit or any other academic purpose in the College of Law. By way of illustration only and not by way of limitation, the following are examples of violations of this section:
- (1) Submitting the same or substantially the same written work for academic credit in more than one course without express permission of the instructors in both courses.
 - (2) Submitting the work of another student as one's own, or allowing a student to submit another's work as his or her own. Plagiarizing the work of another student or allowing another student to plagiarize the student's work.
 - (3) Violating any rules governing the preparation and submission of written work for law review, moot court, or similar competitions to achieve an unfair advantage in such competition.

- (4) Failing to indicate clearly to the instructor that one's written work was submitted after the announced deadline for such submissions.
- (5) Fabricating references or citations in any written work submitted for credit.

Section 8. Misconduct Relating to Other Persons

It shall be a violation of the Code for a student to commit any of the following acts in connection with any activities of the College of Law or Georgia State University:

- (a) Any act or threat of violence intended to injure, coerce, intimidate, abuse, or harass another person or persons.
- (b) Reckless or deliberate endangering of other persons on University premises. By way of illustration only and not by way of limitation, examples of such conduct are the unauthorized possession of any weapon, arson, the false reporting of fires, the improper activation of fire alarms, or the false reporting of bomb threats.
- (c) Actions, threats, or abusive utterances, directed toward any student, faculty, or staff member which, if directed by one attorney toward another, or by an attorney toward a judge, would constitute professional misconduct under the American Bar Association's Code of Professional Responsibility or Model Rules of Professional Conduct, unless such actions or utterances are constitutionally protected.
- (d) Creating by loud, boisterous, or other disruptive behavior during any class a disturbance which obstructs normal classroom activities or decorum.
- (e) Serious, willful disregard of the rights of others in a manner which calls into question the personal fitness of the individual to practice law or become a member of the legal profession.
 - (1) Verbal abuse of another which is likely to provoke a physical altercation;
 - (2) Threatening to harm another by force, terror, or defamation;
 - (3) Knowing dissemination of false or misleading information calculated to injure the reputation, or interfere with the career choices, of another;
 - (4) Harassing or persecuting any student, faculty, or staff member because of that person's race, gender, religious beliefs, sexual orientation, nationality, or handicap;
 - (5) Sexual harassment of any student, including but not limited to the making of persistent, unwelcome sexual overtures or persistent efforts to embarrass or humiliate a student with comments or behavior of a sexual nature;
 - (6) Making, in connection with this Code, any accusation, or asserting any claim or defense, or taking any other position, with respect to which there exists no substantial justification, or which is interposed primarily for delay, harassment, or other improper purposes.
- (f) Any conduct or action against another person or persons which constitutes a criminal offense, whether or not that conduct or action has in fact been the subject of criminal proceedings.

Section 9. Misconduct Relating to Property

It shall be a violation of the Code for any student to commit any of the following acts in connection with any activities of the College of Law or Georgia State University:

- (a) Theft or larceny, in any form, of any property;
- (b) Deliberate destruction, damage, abuse, or defacement of private or University property, or of property under the care or custody of the University;
- (c) Unauthorized use of telephones or other telecommunications equipment, or unauthorized charging of long distance telephone calls to the University;
- (d) To the extent not treated as a violation of Section 4(c), unauthorized use of University computers or computer-assisted legal research systems;
- (e) Unauthorized entry of University buildings at any time during which the buildings are closed, or unauthorized entry into offices or nonpublic areas of University buildings;
- (f) Unauthorized possession of equipment, supplies, or other property of the University, or of property under the care or custody of the University; and unauthorized possession or duplication of keys which give access to any university buildings or to rooms or facilities in the University;
- (g) Any action or conduct relating to property including but not limited to possession of contraband which constitutes a criminal offense, regardless of whether that action or conduct has, in fact, been the subject of criminal proceedings.

Section 10. Other Personal Misconduct

It shall be a violation of the Code for any student to commit any of the following acts in connection with any activities of the College of Law or Georgia State University:

- (a) Deliberately furnishing false or misleading information on any admission application or registration or other communication of any sort with the College of Law or Georgia State;
- (b) Deliberately furnishing false or misleading information on any resume, letter, or other communication of any sort to apply for any legal position outside the College of Law. The student's obligation includes a duty to correct any statements to prospective employers, which although accurate when made, subsequently become false or misleading;
- (c) Attending class, or persistently or repeatedly being present on University premises, while under the influence of intoxicants or of drugs which have not been prescribed by a physician.

Section 11. Reserved

Section 12. Procedures for Reporting, Investigating, and Adjudicating Possible Violations of the Code

- (a) Any person who witnesses a possible Code violation or otherwise has a reasonable basis to believe a violation of the Code has occurred shall report the possible violation as soon as practicable to at least one of the following individuals: the instructor in the course involved (if applicable), any member of the Honor Court, or the Associate Dean of the College of Law.
- (b) Initial investigation. When a possible violation is reported, the Associate Dean shall be notified immediately, and within a reasonable time shall make a preliminary determination whether the possible violations fall principally within the jurisdiction of the Honor Court or the Faculty Honor Code Committee, as provided by this Code. Based on such determination, the Associate Dean shall, in writing, direct the Chief Magistrate of the Honor Court, to proceed as provided in subsection (b)(1) below, or a faculty investigator to proceed as provided in subsection (b)(2) below. After such direction, the Associate Dean shall, absent exceptional circumstances making notice inappropriate, notify the student(s) being investigated, inform them of the nature of the complaint, and explain the procedures for resolving the issues raised by the complaint.
 - (1) Honor Court Investigations. When a possible violation is directed by the Associate Dean for determination by the Honor Court, the Chief Magistrate shall appoint a prosecutor (selected pursuant to Section 12(b)(1)(A) to investigate the pertinent facts of the alleged violation and report in writing to the Associate Dean and the Chief Magistrate as soon as possible. The report shall address at least the following matters: (i) whether there is probable cause to believe that a violation of the Code has been committed by the student who is the subject of the investigation; (ii) which Code sections, if any, have possibly been violated; and (iii) what person or persons are believed to possess knowledge that is relevant to the matter.
 - (A) Upon election to office, or as soon thereafter as is practicable, the Honor Court Justices shall select five students (none of whom shall be first-year students) who with the selected students' consent shall serve as prosecutors. No member of the Honor Court may serve as a prosecutor.
 - (B) Probable Cause Finding. (i) Upon a finding by the Associate Dean and the Chief Magistrate that there exists probable cause to believe that a violation of Sections 4 or 5 of the Code has

occurred, the Chief Justice shall set a time for the alleged violator to have a hearing before the Honor Court. Upon a finding by the Associate Dean and the Chief Magistrate that there exists probable cause to believe that a violation of Sections 3, 6, 7, 8, 9, or 10 of this Code has occurred, the Associate Dean shall refer the case to the Faculty Honor Code Committee for all further proceedings. (ii) If probable cause is not found, the matter shall be closed. The Associate Dean shall send a letter to the subject student reporting the finding of no probable cause and informing the student that he or she may be required by bar admission authorities to report this matter but that the student is authorized to include in any such report that the matter was "dismissed at the first opportunity for lack of probable cause."

(2) Faculty Investigations. When the Associate Dean determines that reported violations of the Code should be referred to the Faculty Honor Code Committee, he or she shall appoint a faculty member who is not a member of the Faculty Honor Code Committee to investigate the pertinent facts of the alleged violation and report in writing to the Associate Dean as soon as possible. The report shall address at least the following matters: (i) whether there is probable cause to believe that a violation of the Code has been committed by the student who is the subject of the investigation; (ii) which Code sections, if any, have possibly been violated; and (iii) what person or persons are believed to possess knowledge that is relevant to the matter.

(3) Assistance for Investigator. If the investigator determines that the nature of the case requires the services of a person to gather, develop, or prepare evidence in the case, upon the request of the investigator the Associate Dean shall appoint such a person.

(4) Probable Cause Finding.

(A) The hearing shall be scheduled before the Faculty Honor Code Committee if the investigator's report found probable cause for any violation of Sections 3, 6, 7, 8, 9, or 10 of this Code. In all other instances, the hearing shall be scheduled before the Honor Court.

(B) In the event that the investigative report indicates that there is probable cause to proceed, the Associate Dean shall promptly forward the report to the Chair of the Faculty Honor Code Committee who shall set a time for the alleged violator to have a hearing before the trial body. In the event that the investigative report indicates that there is not probable cause to proceed, the matter shall be closed and the Associate Dean shall send a letter to the subject student reporting the finding of no probable cause and informing that student that he or she may be required by bar

admission authorities to report this matter but that the student is authorized to include in any such report that the matter was “dismissed at the first opportunity for lack of probable cause.”

(C) In making a determination of probable cause, the investigator shall, absent exceptional circumstances making notice inappropriate, provide the student, who is the subject of the investigation, with the opportunity to make a statement if he or she desires.

(c) Hearings Before a Trial Body.

(1) The presiding officer of the trial body shall be the Chief Justice in the case of proceedings before the Honor Court, and the Chair in the case of proceedings before the Faculty Honor Code Committee.

(2) The manner of conducting the hearing by trial bodies shall be determined by this Code and any supplementary written rules of the body as approved by the faculty. Prior to the hearing, the presiding officer shall consult with the prosecutor or investigator appointed under this Code to determine which witnesses should be asked to be present at the hearing, though this procedure in no way limits or substitutes for the subject student’s right to request the attendance of witnesses in his or her own behalf at the hearing. If possible, the trial body should try to procure the attendance at the hearing of at least one person who can testify from personal knowledge as to the alleged misconduct. No persons other than those present at the request of the trial body or the subject student shall be allowed to be present during the hearing.

(3) Assistance for Trial Bodies. In the event the presiding officer of a trial body determines that the nature of the case requires the trial body have at its disposal the services of a person to gather, develop, or present evidence in the case, upon the request of the presiding officer the Associate Dean shall appoint such a person.

(4) A student whose possible violation of the Code is the subject of a hearing by a trial body shall be provided:

(A) Written notice of the time and place of such hearing, to be mailed to the alleged violator not less than 10 days before the date of the hearing, which notice shall contain a specification of the violation(s) with which the student is charged, and a copy of the investigative report;

(B) An opportunity to appear at the hearing, with a representative who may, but need not, be an attorney; and

(C) An opportunity at the hearing to (i) be present during the presentation of all testimony to the trial body; (ii) examine all documentary evidence that the trial body has entered into the record of the proceedings; (iii) cross-examine any witnesses who testify against him or her; (iv) present witnesses to testify on his or her behalf

and present other evidence, subject to the discretion of the presiding officer of the trial body to exclude evidence that is irrelevant or cumulative; (v) argue the law and facts to the trial body after all the evidence has been presented.

(D) A copy of the investigator’s report, with all attachments, that indicates probable cause to believe that a violation of the Code has been committed by the student who is the subject of the investigation.

(5) The presentation of oral testimony at any hearing provided for under this Code shall be tape recorded in a manner suitable for transcription. At the discretion of the presiding officer of the trial body or upon motion of the subject student, other parts of the hearing also may be tape recorded, but in no event shall the deliberations of the trial body be tape recorded. All tape recordings of the hearing, transcriptions thereof, and any other physical, documentary, or demonstrative material received in evidence at the hearing shall constitute the official record of the hearing.

(d) Findings By a Trial Body. Any violations must be established by clear and convincing evidence. The trial body shall base its determination as to whether a violation has occurred and what sanction or sanctions, if any, should be recommended solely on the evidence contained in the official record of the hearing. If the trial body determines that a violation has occurred, upon request of the presiding officer, the Associate Dean shall furnish the trial body a summary description of any previous charges of Honor Code violations, and their disposition, against the alleged violator, and such description may be considered by the trial body in determining the appropriate sanction. Regardless of its decision as to whether a violation has occurred or what sanction or sanctions, if any, it should recommend, the trial body shall prepare a written statement setting forth (1) its findings of fact; (2) its conclusions concerning the existence of any violations of particular provisions of this Code; (3) and the sanction or sanctions, if any, it recommends be imposed against the subject student. A copy of such written decision shall be delivered, as soon as possible, to the Dean and to the subject student. A trial body that has found a student in violation of this Code and is considering a sanction of suspension for one semester or more or permanent dismissal or similar sanctions must defer further deliberation on sanctions until the student has been informed of the trial body’s finding of a violation and has been given an opportunity to present any evidence relating to mitigation of the sanction or sanctions.

(e) Possible sanctions imposed against a student for violation of this Code include, but are not limited to, the following or any combination of the following:

- (1) permanent dismissal from the College of Law;
- (2) suspension;

(3) a reprimand;
 (4) notation of violation on the student's permanent record. Any finding of a violation of this Honor Code, unless it is overturned by subsequent proceedings, must be noted on a student's official record at the College of Law. A separate file shall be maintained by the College of Law of findings of probable cause that an Honor Code violation has occurred. Any such finding can be shared with appropriate Fitness Committees of State Bar organizations. In no event shall the trial body recommend the imposition of a particular grade as a sanction for a violation under this Code. However, if the violation arose from activity related to a course or other graded activity, the trial body shall inform the faculty member charged with grading that course or activity of its decision and recommendations. The faculty member may then impose or adjust any grade in light of the trial body's findings.

In no event shall the trial body recommend the imposition of a particular grade as a sanction for a violation under this Code. However, if the violation arose from activity related to a course or other graded activity, the trial body shall form the faculty member charged with grading that course or activity of its decision and recommendations. The faculty member may then impose or adjust any grade in light of the trial body's findings.

(f) Decision and Review by the Dean.

(1) All recommendations for sanctions by a trial body are made to the Dean, who may impose the recommended sanctions or lesser ones in his or her discretion. Any such action of the Dean shall be based only on the official record of the hearing and the findings of fact and conclusions submitted by a trial body. The Dean shall refer any offers of evidence that are outside the record to the Chair of the Faculty Honor Code Committee, or to the individual who chaired the trial body (referred to as the "Chair"), if the Chair of the Faculty Honor Code Committee did not chair the trial body, who shall treat the offer of such additional evidence as a motion to reopen the record to permit the consideration of new evidence. If the Chair finds that the new evidence could not reasonably have been presented at the hearing and the evidence is material to the finding that there was a violation of the Code, the Chair shall withdraw the trial body's findings of fact and recommendations regarding sanctions and reconvene the trial body that made the initial recommendation to the Dean to receive the new evidence. If the new evidence relates only to possible sanctions, the Chair may either reopen the hearing to consider the new evidence or return the evidence to the Dean for his or her consideration in deciding the appropriate sanctions. If the new evidence reasonably could have been presented at the hearing, or if the evidence is immaterial or cumulative of evidence already in the record, the Chair may refuse

to reopen the hearing or otherwise add the evidence to the record forwarded to the Dean.

(2) If the Dean, in his or her discretion, based upon a review of the written findings of facts and conclusions submitted by a trial body and the official record of the hearing, [upon newly discovered evidence, or upon an express recommendation of the trial body,] decides that further proceedings should be held regarding the matter, the Dean may:

(A) remand the matter to the trial body which held the original hearing for further proceedings consistent with the Dean's written order to that effect;

(B) order a de novo hearing before the Faculty Honor Code Committee if the original hearing has been held before the Honor Court;

(C) order a de novo hearing before the full faculty pursuant to the rules of procedure applicable in a hearing before the Faculty Honor Code Committee, except as such rules of procedure are specifically amended by a majority vote of the full faculty for the purpose of conducting such de novo hearing.

(3) Any final decision of the Dean regarding imposition of sanctions against a student for any violations of this Code may be appealed according to the statutes, rules, and regulations governing such appeals at Georgia State University of the University System of Georgia.

(g) Investigative Report; Subsequent Charges.

(1) An investigative or prosecutor's report submitted to the Associate Dean or Honor Court shall include a report on all possible violations of this Code known to the investigator or prosecutor at the time the report is submitted. If, after the investigative or prosecutor's report is submitted to the Associate Dean or Honor Court but before the trial body's findings have been submitted to the Dean, the Associate Dean or Honor Court is informed of additional possible violations of the Code by the alleged violator, the Associate Dean or Honor Court shall suspend any hearing regarding the initial violations until the additional possible violations have been investigated and the report thereon submitted to the Associate Dean or Honor Court pursuant to this Code.

(2) No student shall be charged with a violation of this Code if:

(A) the alleged violation has already been the subject of a hearing before a trial body and that trial body has submitted its findings to the Dean pursuant to section 12(d);

(B) the alleged violation could have been the subject of a hearing before a trial body pursuant to section (g)(1), above; or

(C) the alleged violation arose out of the same conduct or transaction that served as the basis for alleged violations that have already been the subject of a hearing before a trial body and that

trial body has submitted its findings to the Dean pursuant to section 12(d);

Provided, that nothing in this section shall limit the right to conduct any additional proceedings under section 12(f) of this Code Decision and Review by the Dean.

(h) Confidentiality of All Proceedings and Records.

(1) Any student who was a member of a trial body, investigated a possible violation of the Code pursuant to the Code, or was present during a hearing or other proceeding before a trial body (except a student charged at such a hearing with having committed a Code violation), shall reveal nothing learned in the course of such investigations, hearings, or other proceedings nor anything contained in any records or documents related to such investigations, hearings, or other proceedings, except as provided below.

(2) The Dean or Associate Dean may disclose information concerning probable cause findings that a violation of the Honor Code has occurred and any finding of a violation of the Honor Code:

(A) Upon the written request of the student who was the subject of such proceedings;

(B) To bar admission authorities of this or any other jurisdiction to which the subject student has applied for admission to practice law;

(C) To an investigator or trial body acting pursuant to this Code when it appears that the information is necessary to determine whether a Code violation has occurred or to determine the appropriate sanctions to recommend;

(D) To any officials of Georgia State University or the University System of Georgia pursuant to statutes, rules, and regulations of said institutions;

(E) To defend the College of Law, any of its faculty, Georgia State University, or the University System of Georgia from any charges, claims, or complaints lodged against them;

(F) In order to improve the student body's understanding and appreciation of this Code, the Chair of the Faculty Honor Code Committee shall report annually to the student body the nature of the charge and penalty assessed in those cases where it has been determined that there is a violation of the Code. In preparing this report, the Chair of the Faculty Honor Code Committee shall avoid, to the extent possible, identifying the student who was the subject of the proceeding and the witnesses or potential witnesses in the case.

(3) All documents, tape recordings, or other materials produced or submitted in connection with investigations and proceedings under this Code, and any copies thereof except those delivered to the subject student, shall, within a reasonable time after conclusion of any such proceedings involving a student, be delivered to and kept in a secure place by the Dean.

7000 J. Mack Robinson College of Business

7010 Office of the Dean

7th floor, Robinson College of Business Building
35 Broad Street, 404/651-2601
robinson.gsu.edu

Sidney E. Harris, Dean
H. Fenwick Huss, Associate Dean
Jane F. Mutchler, Associate Dean for Master's Programs
W. Preston Wilson, Associate Dean for Executive Programs
Ralph E. Kahlan, College Administrative Officer

7020 Mission

The J. Mack Robinson College of Business of Georgia State University is committed to academic excellence through advancing the creation and dissemination of knowledge in business and management. Moreover, the college seeks to prepare its students for the practice of management with the knowledge and skills needed to remain effective in a global, culturally diverse, and technologically advanced world that is characterized by rapid change and complex interdependencies. As an academic unit of Georgia State University, the Robinson College seeks to add value to private, public, and not-for-profit organizations through excellence in its research, education, and outreach programs. The college enjoys a location that is distinctive among business schools and is committed to taking full advantage of its proximity to multinational corporations; entrepreneurial enterprises; federal, state, and city agencies; and not-for-profit organizations.

7030 Accreditation

The J. Mack Robinson College of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. The accounting programs of the college also hold accounting accreditation granted by the AACSB. The Institute of Health Administration is accredited by the Accrediting Commission on Education for Health Services Administration. The Cecil B. Day School of Hospitality Administration is accredited by the Commission on Programs in Hospitality Administration.

7040 Administration of Master's Programs

The Graduate Program Council, a committee composed of five faculty members, has overall responsibility for master's admission criteria and for recommending changes in the degree requirements and academic regulations of the master's programs for approval of the faculty of the college. The Division of Master's Admissions and Advisement (see below) works with the associate dean for master's programs, on behalf of the dean and the faculty, to consider applications for admission to the master's programs.

The Master's Admissions Committee is composed of the associate dean, the director and assistant director of master's admissions and advisement, and one to four other members (counselors or faculty members) selected by the associate dean.

7050 Office of Graduate Student and Alumni Services

415 RCB Building, 404/651-3859

Diane Fennig, Director
Cindy Shinkle, Business Manager
Robert Smith, PC Systems Specialist

7050.10 Mission

This office is a combination of the divisions Master's Admissions and Advisement and MBA Career Services and was created to support the graduate students within the Robinson College of Business. The office is dedicated to providing excellent programs and services to support the commitment of Robinson College students to their continued education.

7050.20 Master's Admissions and Advisement

315 RCB Building, 404/651-1913

Diane Fennig, Interim Director
Cele Blair, Assistant Director and Counselor
Karl Adams, Senior Counselor
Archie Marshall, Senior Counselor
Jessica Celestine, Counselor

Mission

The Master's Admissions and Advisement staff supports the college's mission of academic excellence by promoting the college to prospective master's applicants, by facilitating the master's application process, and by admitting well-qualified students to the master's program. The office helps graduate students become knowledgeable about academic programs, pertinent regulations, and services available through the university.

Services

This division coaches those interested in admission to the master's programs of the college. Other purposes of this office include preparing evaluations of students' academic programs and standing, assisting students with course selections and schedule revisions each semester, explaining catalog regulations, and administering policies of the college and university.

7050.30 MBA Career Services

715 RCB Building, 404/651-3780

Barry Shiflett, Director
Dirk Smith, Associate Director
Lori Yates, Assistant Director

Mission

The mission of MBA Career Services is to teach master's students in the Robinson College of Business how to effectively initiate, implement, and evaluate their career plans and how to become active participants in their own continuing career development. Fulfilling this mission includes offering students high-quality, accessible, extensive, and well-coordinated services and information designed to culminate in the best opportunities for satisfying their objectives for employment and advancement in their careers.

Services

The following services are available to the graduate students in the Robinson College of Business: career advising, resume and cover letter critiques, information about the University Career Center, Cooperative Education, and the Counseling Center (which includes the Career Development Center), interview registration information, special workshops pertaining to all aspects of the job search process and internships, and full-time employment opportunities.

Annual career fair events are sponsored to give students

and alumni optimum exposure to employers. These events offer an excellent opportunity to make personal contact and to gather information concerning specific companies, training programs, staffing needs, and industry needs.

7060 Faculty Advisers

Students in the specialized programs work with faculty advisers in planning their programs of study. Students in all programs may contact the faculty advisers on questions relating to course content. The initiative for contact with the faculty adviser lies with the student, who also may have access to other members of the faculty.

7070 Units and Centers

The Robinson College of Business has 12 academic units: the schools of Accountancy and Cecil B. Day Hospitality Administration; the departments of Computer Information Systems, Finance, Management, Marketing, Real Estate, and Risk Management and Insurance; and the institutes of Electronic Commerce, Health Administration, International Business, and W.T. Beebe Personnel and Employment Relations. The college also has the following centers:

Center for Business and Industrial Marketing
Center for Digital Commerce
Center for Executive Education
Center for Health Services Research
Center for Mature Consumer Studies
Center for the Study of Regulated Industry
Center for Risk Management and Insurance Research
Accounting History Research Center
Economic Forecasting Center
Herman J. Russell, Sr. International Center for Entrepreneurship
Real Estate Research Center
Small Business Development Center

7080 RCB Directory of Academic Units

All locations are in the RCB Building, 35 Broad Street, NW, corner of Broad and Marietta streets. All phone numbers begin with 404-651.

Academic Units	Floor	Phone
Accountancy	5	2611
Beebe (Human Resource Management)	10	2792
Computer Information Systems	9	3880
Electronic Commerce	4	4931
Finance	12	2628
Health Administration	14	2637
Hospitality Administration	12	3512
International Business	8	4057
Management	10	3400
(includes Business Analysis, Decision Sciences, and Entrepreneurship)		
Marketing	13	2740

Real Estate	14	2760
Risk Mgt. and Insurance	11	2725
(includes Actuarial Science, Legal Studies, and Personal Financial Planning)		

7090 Study Abroad Programs

The Institute of International Business promotes international learning experiences through a strong portfolio offering of study abroad programs. The study abroad programs range from two-to-three week intensive experiences to semester- and year-long programs. The programs span disciplines and geographic regions, affording students in all business disciplines the rich rewards of an international study experience. RCB currently offers programs in Argentina, Brazil, China, France, Germany, Great Britain, Italy, the Netherlands, Russia, and South Africa. Semester- or year-long options are available in France, Germany, Italy, and Mexico. Other locations are possible through our partner institutions. Students must be in good standing with a minimum cumulative GPA of 3.0. Additional requirements vary by program. For individual program descriptions and application information, consult the Institute of International Business Web site at iib@gsu.edu.

7100 Student Organizations

The Actuarial Science Club is an organization of faculty and students, undergraduate and graduate, who intend to enter the actuarial profession. For more information, contact the actuarial science office in the Department of Risk Management and Insurance, 404/651-2734.

Alpha Iota Delta: This is a national honorary society in decision sciences and business analysis. It was founded in 1971 to confer distinction for academic excellence in the decision sciences; to promote the incorporation of the functional and behavioral areas of administration with the tools, concepts, and methodologies of the decision sciences; and to promote professional fellowship among students, faculty, and administrators. At least once a year new members are selected from undergraduate students in the top ten percent of their class for the year and graduate students in the top 20 percent of their class. Selection for membership is based on completion of specific courses and leadership potential. For more information, contact the Department of Management, 404/651-3400.

Alpha Kappa Psi: This national professional fraternity aims to foster the study of business in universities, to encourage scholarship, to promote closer affiliation between the business world and students of business, and to further the development of high standards of business ethics. The Pi Chapter was organized at this university in 1917. More information about this general business fraternity can be obtained by calling 404/659-1492.

The American Marketing Association: The AMA, which is the world's largest marketing organization, aims to serve the professional needs of marketing practitioners, educators, and students. By attending the programs, seminars, and workshops sponsored by the local AMA professional chapter, students can gain valuable firsthand knowledge of the marketing

industry and how it works. Practical experience in research, advertising, and other areas can be acquired through participation in the AMA student chapter's marketing-related projects. For more information about Georgia State University's AMA chapter, call the Department of Marketing at 404/651-2740.

The Association for Computing Machinery: This foundation was founded in 1947 to advance the sciences and arts of information processing. It promotes the free interchange of information about the sciences and arts of information processing both among specialists and among the public in the best scientific tradition. The student chapter was organized at Georgia State in 1963. For more information, contact the Department of Computer Information Systems, 404/651-3880.

Beta Alpha Psi: This national honorary accounting, finance, and information systems fraternity has as its purpose to encourage the idea of service as the basis of a business profession; to promote the study of accounting, finance, and information systems; and to further the highest ethical standards. Graduate students may qualify for membership in Beta Mu Chapter of Beta Alpha Psi. For more information, contact the School of Accountancy, 404/651-2611.

Beta Gamma Sigma: Membership in Beta Gamma Sigma is the highest general scholastic honor a business student can receive at Georgia State University. Nominations for membership in this national honorary business fraternity occur during spring semester. New members are recognized at the college's Honors Day ceremony. Master's students who have completed their programs and are in the upper twenty percent of the master's graduates during the preceding calendar year are eligible for nomination. All doctoral students who graduated during the preceding calendar year are eligible for nomination. For additional information, contact 404/651-1913.

Delta Sigma Pi: This national professional fraternity aims to foster the study of business in universities, to encourage scholarship, to promote closer affiliation between the business world and students of business, and to further the development of high standards of business ethics. The Kappa chapter of Delta Sigma Pi was organized here in 1921. More information about this general business fraternity can be obtained by calling 404/659-8953.

Doctoral Fellows: This organization of doctoral students of the college has the objective of providing and promoting a comprehensive program of educational, social, and professional activities. For more information, contact the associate director for the doctoral programs, 404/651-3379.

Gamma Iota Sigma: This is a national organization of students interested in the various risk management professions — insurance, company risk management, actuarial science, employee benefits, personal financial planning — and of related faculty. The organization exists to encourage superior moral and academic achievement and facilitate close interaction between risk management professionals and students. The Zeta Chapter of Gamma Iota Sigma welcomes all majors. For more information, contact the Department of Risk Management and Insurance at 404/651-2322.

Graduate Business Association (GBA): This organization serves all graduate business students. The GBA's objective is to provide career education and professional development to its

members through contact with the Atlanta business community while creating an enjoyable, social atmosphere. Programs and activities are planned to achieve these goals. All students are invited to become active members of the organization by joining one of the following committees: Membership, Professional Development, and Social. For more information, contact the MBA Career Services Office, 404/651-3780.

GSU Student Finance Association: This is an association for GSU students interested in finance, banking, or investments. Activities include presentations by business executives, assisting GSU students in making career contacts, and providing opportunities for additional information informal education. For more information, contact the Department of Finance, 404/651-2628.

GSU Campus Talkers/Toastmasters: This is an officially chartered club of Toastmasters International. The mission of the club is to provide a supportive and positive learning environment in which members develop their communication and leadership skills through more effective thinking, speaking, and listening. For specific meeting and contact information, check the club's website at www.gsu.edu/gsutoastmasters.

International Business Alliance (IBA): The IBA is open to all students. It provides a wide range of opportunities for students to build business relationships in the international business community, to broaden and deepen their knowledge of the practice of international business, and to meet other students with similar interests and career goals. IBA programs include:

- **Mentor Program:** The Mentor Program is the flagship program of the International Business Alliance. Each student is matched with a senior executive who brings a wealth of experience and insight to the practice of international business. This is an annual program. Applications are accepted during the summer for a fall semester start.
- **Speakers Forum:** Speakers from the international business community are invited to talk on various topics of interest. The topics vary by industry, functional area, or geographic focus. It is an opportunity to meet leaders in the community, expand students' knowledge base, or explore a new area of interest.
- **Company Visits:** Company visits provide an opportunity to meet the practitioners on their turf, ask questions, and build relationships.

Several other types of community, cultural, and social events are part of the activities of the IBA. For additional information and announcements, consult the website at iib.gsu.edu/iba/; contact the IBA office at IBA-GAState@langate.gsu.edu, or call 404/651-0988. The IBA office is located in 819 RCB Building.

National Association of Black Accountants: This national membership organization has the primary purpose of developing, encouraging, and serving as a resource for greater participation by African-Americans and other minorities in the accounting and finance professions. Student membership in NABA is available to undergraduate and graduate students

who are interested in careers in accounting or finance. For more information, contact the School of Accountancy, 404-651-2611.

Real Estate Alumni Group: This organization is open to alumni as well as graduate and undergraduate students who are interested in all aspects of real estate and land utilization to provide a social and intellectual atmosphere for the study of this professional area. For more information, contact the Department of Real Estate, 404/651-2760.

The Society for Human Resource Management: This society is an organization open to all undergraduate and graduate students who are interested in the field of personnel/human resources. Practitioners address students on career topics at periodic meetings. Applications and additional information may be obtained from the W.T. Beebe Institute of Personnel and Employment Relations, 404/651-2792.

Student Chapter of the American College of Health Care Executives: This student organization conducts seminars, projects, and other activities that provide student members with the opportunity for constructive involvement, recognition, and representation in the profession of health services administration. The chapter provides faculty and students in health services administration with a forum for professional dialogue. It also helps students enhance career and academic opportunities through its relationships with local and regional health services executive groups. For more information, contact the Institute of Health Administration, 404/651-2637.

Tau Alpha Chi (T.A.X.) is an honorary professional association. It is intended for students who are seeking a career in tax accounting or for those accounting students who have a general interest in tax issues. The primary objectives of T.A.X. are (1) to provide members a forum for in-depth tax discussions, (2) to promote association with professional tax practitioners, and (3) to encourage scholastic and professional excellence in the field of tax accounting. For more information, contact the School of Accountancy, 404/651-2611.

Other Organizations: Information on other student organizations, fraternities, and sororities in which some graduate students may be interested is available from the Office of the Dean of Students, Suite 300, Student Center, 404/463-9023.

7110 Master's Admissions

All documents and other materials submitted by or for persons in connection with their consideration for admission become the property of this institution and cannot be returned at any time. It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all materials have been submitted to the Office of Graduate Student and Alumni services by the application deadline. Incomplete applications will not be processed.

No guarantee regarding admission can be made before an applicant's file is complete and has been reviewed by the Master's Admissions Committee. Applicants must assume responsibility for all costs related to applying for admission regardless of the admission decision.

Admission is for entry in a specific program, major or status, and for a specific semester. A student who is admitted

for one program, major, concentration or status may enter a different one only if, and after, formal approval has been given by the Master’s Admissions Committee of the college. An accepted applicant who wishes to defer enrollment to a future semester will be reevaluated according to the admission criteria in effect for the future semester. Reevaluation must be requested by the deadline for the desired semester of entry listed in the “Application Deadline Dates for Master’s Degree and Certificate Programs and Nondegree Status” section below.

Temporary Graduate Access. In limited instances, it is possible to be permitted to enroll in certain graduate courses of the Robinson College of Business before completing the entire application process and qualifying for admission. This status is called Temporary Graduate Access (TGA). All relevant application deadlines must be met before an applicant can be considered for TGA. To be considered, applicants must exceed the current averages in undergraduate GPA or GMAT/GRE scores of RCB master’s applicants. Meeting this criterion alone, however, is not sufficient. The final decision regarding TGA admission is made by the Master’s Admissions Committee based on review of all information available about the applicant’s credentials. Standards for possible TGA admission are subject to change during the year. *Being approved for Temporary Graduate Access does not assure eventual admission to a master’s program of the Robinson College of Business.* A maximum of nine semester hours may be taken in TGA status only in courses permitted by the Robinson College. TGA expires after one calendar year and cannot be renewed. Applications and complete regulations for TGA are available from the Office of Graduate Studies and Alumni Services.

7110.05 Retention of Records

If an applicant does not complete enrollment for the semester in which admission is sought, the application must be renewed and submission of such additional credentials and information as may be requested by the Master’s Admissions Committee will be required. Incomplete application files are retained for a maximum of four years.

A student who earns master’s-level credit and later becomes inactive may be required to re-establish his or her file. A transcript of graduate credit earned at Georgia State University will be maintained indefinitely by the Office of the Registrar.

7110.10 Application Deadline Dates for Master’s Degree and Certificate Programs and Nondegree Status

Admission to most master’s programs in the Robinson College of Business is possible for any term (fall, spring or summer) with the exception of the Executive M.B.A. Program which begins only in the fall and the Global Partners M.B.A. Program which begins only in the spring. Listed below are the deadlines for submitting applications and all supporting materials. The deadlines are for three categories of applicants:

- All new applicants to submit applications for admission and all related materials including test scores
- Accepted applicants to request approval to change

their semester of entry

- Denied applicants to request reconsideration

If the deadline falls on a weekend or university holiday, applications and materials will be accepted until the next workday following the deadline. To be guaranteed a decision for the desired term of entry, applications and all supporting documents must be received by these deadlines.

Term	International Applicants Applying Abroad	U.S. and International Applicants in the U. S.
Fall (Aug)	February 1	May 1
Spring (Jan)	May 1	September 1
Summer (June)	September 1	February 1

Applicants are encouraged to apply early, which has several advantages:

- Better chance of securing university housing (fall entry, U.S. applicants). International applicants who wish to secure university housing should complete their applications even earlier due to the additional time needed to process the financial documents required for I-20s/DS-2019s.
- Better chance of qualifying for assistance through the university’s Office of Student Financial Aid before time to register for first term.
- Increased likelihood of eligibility for early registration (U.S. applicants).
- Increased likelihood of receiving immigration documents in time to arrive on campus for international orientation and registration for desired term (international applicants).
- More time to make plans for attending graduate school if accepted or make alternative plans if not accepted.

7110.15 Application Procedures

(Refer to the Executive M.B.A. Program and the Global Partners M.B.A. Program later in this chapter for information on applying to those programs.)

International Applicants: Prospective international applicants applying from abroad are sent a preliminary application form for review before a complete application packet is sent. This application asks for information about the applicant’s undergraduate academic record, scores on the appropriate admission test, scores on the Test of English as a Foreign Language, and work experience. Complete application packets are provided if this self-reported information indicates the applicants’ credentials are competitive.

A favorable review of the preliminary application does not in any way guarantee admission; in-depth review of the academic record, in particular, will be done after official documents are received. The preliminary review will focus on the equivalence of the academic background to a U.S. bachelor’s degree. The test review will focus on all components: verbal, quantitative and total scores and the analytical writing score.

Applicants who completed all or part of their education abroad may be required to have their foreign credentials evaluated by an independent evaluation service that is a

member of the National Association of Credential Evaluation Services, Inc. Course-by-course evaluations, equivalence to an accredited U.S. degree (or number of years toward completion), and grade-point average equivalents are required. To eliminate unnecessary expense for applicants, this evaluation is to be submitted only if the review of the preliminary application is favorable.

International applicants who plan to apply from abroad should contact the Office of Graduate Student and Alumni Services a minimum of 18 months in advance of their desired semester of entry to allow adequate time for review of the preliminary application and, if the review is favorable, for submission of the official application packet and review by the Master's Admissions Committee.

See also the heading "International Students" later in this chapter.

7110.20 Self-Managed Applications

The Robinson College of Business requires self-managed applications to its master's programs. This means that the applicant collects all credentials other than test scores and submits them at one time to the Office of Graduate Student and Alumni Services (GSAS). A notice acknowledging receipt of the completed application packet is sent to the applicant by GSAS. Self-managed applications are required for initial applications, requests for reconsideration by previously denied applicants, and requests by previously accepted applicants to change semester of entry.

This procedure eliminates any question about whether the applicant's transcripts or other documents have been received. It also requires careful planning by the applicant, well in advance of the deadline for the desired semester of entry. The closing dates for receipt of the completed application packet and all test scores for each of the academic semesters are listed in the "Application Deadline Dates for Master's Degree and Certificate Programs and Nondegree Status" section in this chapter.

The application instructions provide complete information on preparing the self-managed application packet. Applicants must use current application forms. Applicants must not submit incomplete packets; this will result in a substantial delay in processing the application. The entire application and all attachments must be legible. The following sections discuss the documents required.

All inquiries about the application process should be made to the following:

Robinson College of Business
Graduate Student and Alumni Services
MSC 4A0310
Georgia State University
33 Gilmer Street SE, Unit 4
Atlanta, Georgia 30303-3084
phone: 404-651-1913
fax: 404-651-0219
robinson.gsu.edu/academic/oaa/index.html

7110.25 Application Options

There are three ways to apply. These options can be accessed by clicking on "How to Apply" at the college's Web site: robinson.gsu.edu.

- Applications can be submitted electronically. This is the preferred method.
- The application packet can be downloaded as pdf files and printed.
- The application packet can be printed as a Word file.

7110.30 Master's Application and Narrative Questions

The Application for Admission—Master's Programs must be submitted by all applicants. It must be typed or printed legibly. In addition to asking for basic biographical and educational data, the master's application also contains narrative questions. Answers to these questions must be typed. Evaluative interviews are not part of the application process for most programs, so it is important that applicants complete their application in a thorough and thoughtful way. This is the opportunity for applicants to present themselves to the Master's Admissions Committee. It provides a way to highlight qualities relevant to success in a graduate business program that may not be evident in test scores and past academic performance.

7110.35 Data Sheet

The Data Sheet is used to establish the applicant's record on the university's computer record system. It is important that this information be coded completely and correctly.

7110.40 University Information

The University Information form must be submitted by all applicants. The form must be typed or printed legibly.

One part is information about previous education. This provides a list of the colleges and universities previously attended for the permanent file maintained by the Office of the Registrar.

Another part is international admissions data. This category includes applicants from abroad, applicants in this country who are not U.S. citizens, and any applicant whose native language is not English. It will let the university know which applicants will need a student visa and which ones will need to submit scores on the Test of English as a Foreign Language (TOEFL). (See the "International Students" heading in this chapter.)

7110.45 Residency Information

Residence data will be used by the university's resident auditor to determine if an applicant is a Georgia resident for fee-payment purposes. It must be completed by all applicants. (See the "Regents' Requirements for Georgia Resident Status" heading in the Financial Information chapter earlier in this catalog.)

7110.50 Application Fee

For fall 2003, you will be assessed a \$25 application fee with your online application. The application fee is nonrefundable and does not apply toward registration fees. For applications for spring 2004 and later, the application fee increases to \$50. For each subsequent online application that you submit, you will be assessed another application fee.

7110.55 Transcripts

Two official copies of the transcript of all previous college work are required from each institution previously attended. Each set of transcripts must be in an envelope from the institution closed with the institution's official seal and must be submitted unopened by the applicant with the rest of the application packet. If an institution's policies do not permit it to send official transcripts to applicants for use with self-managed applications, the transcripts may be sent directly to GSAS using the address given previously under the heading "Self-Managed Applications." In this instance, applicants should indicate on the application that the transcripts will be sent separately by the appropriate deadline.

Transcripts are required from each institution regardless of the length of time the applicant attended the institution or the applicant's status while at the institution or whether the grades are listed on another institution's transcript. **EXCEPTION:** Applicants who have attended Georgia State University must list their dates of attendance on their applications, but they do not have to request their Georgia State transcript. GSAS will obtain a record of the Georgia State coursework.

One copy of each of the transcripts will be given by GSAS to the registrar of the university for the student's permanent file. A person who has attended Georgia State University as a degree-seeking student may submit only one copy of the transcripts from each institution attended prior to entering Georgia State University; two copies are required from all institutions attended after having last attended Georgia State University.

An applicant who may have been granted provisional admission pending completion of the undergraduate degree must file two official copies of a supplementary transcript showing the awarding of the degree as soon as it is available but at the latest by the end of the first semester of enrollment.

7110.60 Admission Tests

The Graduate Management Admission Test (GMAT) is the primary admission test for admission at the master's level in the Robinson College of Business. All applicants to the program listed below must take the GMAT. There are no substitutions for this test.

- Master of Business Administration
- Master of Business Administration/Master of Health Administration joint programs
- Master of Business Administration/Juris Doctor joint programs
- Nondegree status

Applicants to the programs listed below may submit scores on either the GMAT or the General Test of the Graduate Record Examinations (GRE).

- Master of Actuarial Science
- Master of International Business
- Master of Professional Accountancy
- Master of Science, majors in
 - Business Economics
 - Computer Information Systems
 - Decision Sciences
 - Finance
 - Human Resource Management
 - Management
 - Marketing
 - Personal Financial Planning
 - Risk Management and Insurance
- Master of Science in Health Administration
- Master of Science in Real Estate
- Master of Taxation
 - [Law Scholastic Aptitude Test (LSAT) scores may be submitted by MTx applicants only.]
- Graduate Certificates in
 - Accountancy
 - Electronic Commerce
 - Enterprise Risk Management
 - Personal Financial Planning (see below)
 - Real Estate

Applications to the Graduate Certificate in the Personal Financial Planning program are exempt from the requirement of providing GRE or GMAT scores as part of the application process if they are CPAs or hold an MBA or other master's degree in business from an AACSB-accredited institution or hold a JD degree. Such qualifying applicants must provide transcripts or other proof that they possess the necessary professional or academic credentials. If admitted to the Graduate Certificate in Personal Financial Planning program without valid GMAT or GRE scores, such applicants must submit valid GMAT or GRE scores before being eligible for admission to a regular master's degree program, another graduate certificate program, or nondegree status in the Robinson College of Business.

The GRE is accepted only for review of an initial application. If a denied applicant needs to achieve more competitive test scores for reconsideration, the GMAT must be the examination taken for all subsequent testings.

Accepted applicants that took the GRE and later wish to change programs will not automatically be eligible to change to a program that does not permit GRE for admission. Based on the overall credentials and grades and credit earned, the student may be required to submit GMAT scores. Students admitted to programs that permit the GRE are eligible to enroll in only courses that apply to those programs.

GMAT

The GMAT is administered worldwide. In North America and most other parts of the world, it is administered only as a computer-adaptive test (CAT). Prospective applicants who are located in a country that does not currently offer the GMAT CAT and who cannot travel to another country to take the test should contact Customer Service at the Educational Testing Service. See below for ways to contact ETS.

The GMAT Information Bulletin and the GMAC Web site

(shown below) contain detailed information about the options for registering to take the test and having scores sent to desired schools. The Web site also contains the most up-to-date listing of test centers. Copies of the bulletin may be obtained by contacting the Educational Testing Service in one of these ways:

Graduate Management Admission Test
Educational Testing Service
P.O. Box 6104
Princeton, New Jersey 08541-6104, U.S.A.
Phone: 1-609-771-7330
Fax: 1-609-883-4349
E-mail: gmat@ets.org
Web site: <http://www.mba.com>

GMAT scores may not be more than five years old at the desired semester of entry. Applicants whose scores do not meet this age limit must retake the GMAT and have the current scores sent to GSAS.

The test is designed to measure aptitude for graduate study in business and is not a measure of knowledge in specific business subjects. Competitive scores are required for a successful application, and the level of competitiveness is subject to change throughout the year. Scores significantly below current averages are not likely to be competitive.

Those taking this test must request that their scores be reported to the Robinson College of Business (M.B.A.) of Georgia State University. Those who have previously taken this test must request the Educational Testing Service to report their scores to the college. **The college's code number for master's-level programs is 5251.** The "candidate's copy" of the score report is not acceptable. Admission decisions will not be made based on the unofficial scores given to the test taker at the conclusion of the GMAT CAT.

The GMAT should be taken as far as possible in advance of the desired semester of entry since official scores must be received by the stated deadline for complete applications. Scores from GMAT CAT will be sent to GSAS two to three weeks after the test date.

GRE

The GRE is administered worldwide and year round. The General Test is offered only on the computer in most locations. It is an adaptive test measuring verbal, quantitative, and analytical writing skills.

Updated information about the GRE computer-based and paper-based test centers and registration procedures may be found on the GRE Web site shown below.

GRE information may be obtained by contacting the Educational Testing Service in one of these ways:

GRE-ETS
P. O. Box 6000
Princeton, New Jersey 08541-6000, USA
Phone: 1-609-771-7670 (8:00 a.m.—7:45 p.m. EST)
Fax: 1-609-771-7906
E-mail: gre.info@ets.org
www.gre.org

GRE scores may not be more than five years old at the desired semester of entry. Applicants whose scores do not meet this age limit must take the Graduate Management Admission Test and have the current scores sent to GSAS.

Applicants taking the GRE must request that their scores be reported to Georgia State University. Those who have previously taken this test must request the Educational Testing Service to report their scores to Georgia State University. The university's code number is R5251. The "candidate's copy" of the score report is not acceptable.

The GRE should be taken as far as possible in advance of the desired semester of entry since official scores must be received by the stated deadline for complete applications. Scores from the GRE CAT are mailed within 10-15 days of the test date.

7110.65 Interviews

Evaluative interviews are not part of the admissions process for most programs. If an interview is needed after faculty representatives of a specialized master's program review an applicant's file, the applicant will be given an appointment for this purpose. Applicants are therefore encouraged to provide complete answers to all questions asked on the applications. Applicants who have questions about the information in this catalog concerning admissions, the programs, or related matters, however, are invited to contact GSAS at any time during the application process.

7110.70 Letters of Recommendation

Letters of recommendation are not required for master's-level admission in the Robinson College of Business. Applicants who wish to submit them, however, may do so. Applicants who choose to submit letters must collect the letters from their recommenders in sealed envelopes; recommenders must sign their names across the sealed portion of the back of the envelope. Letters of recommendation must be submitted unopened with the rest of the application packet. They may not be reviewed by the applicant at any time. An applicant who does not wish to waive access to a letter of recommendation must arrange for the recommender to provide him or her a copy.

7110.75 Immunization Certification

The Board of Regents of the University System of Georgia requires that accepted applicants who have never attended Georgia State University submit proof of immunization from measles, mumps, and rubella (MMR) before being allowed to register. Forms for providing this certification to the Immunization Unit of the GSU Department of Health Services are available from GSAS. Questions about the requirement may be directed to the immunization unit (147 Sparks Hall, telephone: 404/651-1171; fax: 404/651-1238).

The college can consider applications for master's-level admission before receiving this documentation. Applicants will be eligible only for conditional admission and will not be allowed to register, however, until acceptable proof of immunization has been received.

Applicants born before January 1, 1957, are considered to

be immune to measles and mumps, but the rubella immunization is required; this requires one vaccination.

Applicants born January 1, 1957, or later who have not already received the MMR immunization or who cannot document that they have received it must have two vaccinations at least 30 days apart. Applicants in this category should be aware of this time constraint. Sufficient time before registration may not be available to begin the immunization process after an admission decision is received.

7120 General Admission Criteria

(Refer to the Executive M.B.A. Program and the Global Partners M.B.A. Program later in this chapter for information about admission criteria for those programs.)

The Master's Admissions Committee determines the eligibility of each person who applies for master's-level admission. Admission is competitive. Each applicant is evaluated individually and among the current group of candidates. In this evaluation, primary consideration is given to the applicant's academic record, educational background, and test scores. Secondary consideration is given to the applicant's educational objectives, narrative information, experience in business or government, professional activities, and character. Though it is not required for most master's programs, the Master's Admissions Committee prefers that applicants have some meaningful full-time work experience. These elements together must indicate a favorable prospect of success in graduate study for an offer of admission to be made. The college is also aware of the appropriate provisions of its accrediting agency, AACSB International—The Association to Advance Collegiate Schools of Business, in making admission decisions.

A bachelor's degree in any field of study from a regionally accredited college or university is required for admission to all of the degree programs, to the certificate program, and to nondegree status in the Robinson College of Business. Only coursework from institutions with accreditation equivalent to that granted by the Commission on Colleges of the Southern Association of Colleges and Schools is considered in evaluating an applicant for admission.

In reviewing the past academic work of applicants, the Master's Admissions Committee evaluates both the overall undergraduate GPA and the junior/senior GPA. In evaluating scores on the GMAT, the committee looks for a balance between verbal and quantitative scores in addition to considering the total score and the analytical writing score, because all of the master's programs require strong communication skills and quantitative ability. Similar evaluations are made when GRE scores are submitted for applications to eligible programs.

In cases where the applicant has done additional accredited undergraduate work beyond the bachelor's degree or has done accredited graduate work, a "most recent two-year GPA" will be calculated. This is defined as the most recent ninety quarter hours or sixty semester hours of coursework (to the nearest whole term). If this GPA shows more academic promise

than the junior/senior GPA, it will be given more weight in the admission consideration.

Transcripts, test scores, and other materials are received and evaluated by the Office of Graduate Student and Alumni Services. In addition, applications to the following programs also are reviewed by faculty representative(s) of the programs: Master of Actuarial Science, M.B.A./Master of Health Administration joint programs, M.B.A. major or concentration in human resource management, Master of Science in Health Administration and Master of Science with majors in finance, in human resource management, and in risk management and insurance. Compliance with any special requirements of a particular program or major is a part of this review.

Applicants are not required to submit a general certification of their state of health but are required to submit proof of immunization against measles, mumps, and rubella (see preceding heading). Forms for providing this certification are available from GSAS. Also, the college reserves the right to investigate the health, character, and personality of each applicant.

The Robinson College uses a combination batch and rolling admissions process. Admission decisions are communicated in writing to applicants as soon as practical after all application materials have been received and evaluated. Admission decisions cannot be given by telephone or e-mail, nor can they be given to any person other than the applicant without a written release from the applicant to do so.

7130 Master's-Level Nondegree and Postgraduate Status

The master's-level nondegree and postgraduate classifications are provided by the Robinson College of Business in recognition of the fact that education is a life-long process and that people may wish to enroll in one or more graduate courses at various times for personal or professional reasons without completing an entire degree or certificate program.

7130.10 Definition of Nondegree Status

Nondegree students are those who have followed the same admissions procedures and met the same admissions deadlines and criteria as applicants to the Master of Business Administration program, but they do not wish to pursue a graduate degree or certificate. These students are admitted to enroll in graduate courses of their choice in the Robinson College of Business. They may enroll for credit or for audit, according to the same criteria as any other student.

All master's-level nondegree students will complete the Business Communication Skills Requirement explained in this chapter. The regulations, policies, and procedures given in this chapter also apply to nondegree students.

7130.20 Definition of Postgraduate Status

Postgraduate students are those who have received a graduate degree from the Robinson College of Business and wish to reenter to take additional graduate courses in this college, but they do not wish to pursue another graduate degree. They may also enroll for credit or for audit.

7130.30 Responsibilities/Continued Enrollment

Nondegree and postgraduate students are responsible for meeting all academic regulations of the college and the university, including the requirements for maintaining good academic standing. It is therefore important that those students be familiar with the provisions of the graduate catalog in effect at the time of their enrollment in either status. Students may continue to enroll in nondegree or postgraduate status indefinitely, as long as at least a 3.00 cumulative GPA is maintained. No more than nine semester hours of coursework taken in nondegree or postgraduate status, however, may be subsequently applied toward a graduate degree or certificate of this college. (See below.)

Nondegree and postgraduate students must follow proper registration procedures each semester they wish to enroll; these classifications do not waive the responsibility to register correctly and on a timely basis.

Some academic units do not permit nondegree and/or postgraduate students to enroll in their courses due to the demand for the courses by degree-seeking students.

All prerequisites to any course taken must be met. These classifications are not intended as a means to circumvent proper course sequencing.

Neither nondegree status nor postgraduate status in the Robinson College of Business is provided for students who intend to qualify for any degree, certification, or other status in another college of Georgia State University. Students with this goal must, at the first opportunity, contact the appropriate graduate admissions office for procedures and criteria for establishing graduate status in that college.

7130.40 Changing from Nondegree or Postgraduate Status to Degree/Certificate Status

Students who wish to change to degree/certificate status must file an application for the program desired and all supporting documents by the appropriate deadline for the semester for which admission is sought. Further information on application procedures for admission to degree or certificate programs in the Robinson College of Business may be obtained from GSAS.

Any credit earned while in nondegree or postgraduate status must be no more than seven years old at the time the student graduates if it is to be counted for credit toward the program to which the student is changing.

Grades from all attempts at all courses that are later counted toward degree or certificate credit will become part of the student's GPA for that program. This means that the

nondegree and postgraduate statuses are not intended as a means to make attempts at courses that are anticipated to be difficult with the intention of having only the final attempt count in the GPA for the degree/certificate program.

7140 Transient Students

Students enrolled in a graduate degree program at another accredited institution may take graduate courses in the college. A maximum of nine semester hours may be taken as a transient student unless approval for additional hours is requested by the student's home institution. Transients who later enroll in an RCB master's-level program may apply a maximum of nine appropriate graduate credit hours earned in transient status toward the requirements of the RCB program.

The college uses a self-managed procedure for applications for transient status. The transient application materials described in items 1-3 below must be collected by the applicant and submitted as a package to the Office of Graduate Student and Alumni Services.

1. The Data Sheet, University Information Form, and the Residency Information form
2. A twenty-five dollar application fee (unless the application fee has been paid in connection with a previous application to a graduate program in this college). This fee is nonrefundable.
3. A "Certification of Good Standing" completed by the home institution. This form is available from GSAS. After an appropriate official at the home institution has completed this form, it should be placed in an envelope, sealed with the official's signature across the sealed portion of the envelope and returned to the applicant for submission with the other transient application materials.

A transient student should come prepared with alternative courses approved by the home institution. Georgia State University does not guarantee that the courses desired will be offered or available. If, for example, courses are full when a transient attempts to register, the student will not be admitted to these classes.

A transient student must meet all prerequisites for Georgia State courses as defined by Georgia State University. Enrollment in some RCB graduate courses is monitored for completion of prerequisites. Examples are MBA-prefixed courses and courses in accounting and finance. It is recommended that transient students have personal copies of their transcripts readily available to substantiate completion of prerequisites.

If a transcript is needed by the home institution, the student must make a written request to the Office of the Registrar/Academic Records (227 Sparks Hall). The university does not automatically forward transcripts to the home institution.

A student who attends Georgia State University as a transient student normally will be allowed to attend only for the one semester for which acceptance was granted. A transient student who wishes to enroll for a subsequent semester(s) at Georgia State University must do the following:

1. File an Application for Reentry with the Office of the Registrar/Student Services (227 Sparks Hall, 404/651-

2383) for each subsequent semester.

2. Have the home institution submit another Certification of Good Standing to GSAS if the previous one has expired. These certifications expire after one calendar year or after completion of the number of courses for which approval was granted, whichever comes first.

Reentry must be approved by both GSAS and the Office of the Registrar/Academic Records to be official. The college reserves the right to request a new Certification of Good Standing before the expiration date and/or a transcript from the home institution. If this information is deemed necessary, the transient student will be notified.

Transient students who apply for reentry are cautioned that approval may not be granted by GSAS if the grade-point average in the course(s) taken at Georgia State University is lower than 3.00, which is the minimum required to maintain good standing at the graduate level.

Deadlines for receipt of all materials required for admission as a transient student in each semester are shown below:

Desired Semester of Entry	Deadline Date
Spring (January)	December 1
Summer (June)	May 1
Fall (August)	July 1

To become a master's degree-seeking student, a transient student must notify GSAS and submit the required additional credentials by the normal application deadline for the semester in which he or she wishes to begin degree work.

7150 International Students

(See also the note at the beginning of the "Application Procedures" section earlier in this chapter for information specifically for international applicants applying from abroad.)

It is the policy of Georgia State University to encourage the enrollment of students from other countries. The institution subscribes to the principles of international education and to the basic concept that only through education and understanding can mutual respect, appreciation, and tolerance of others be accomplished. The recognition of the values of cultural exchange is inherent in our philosophy of education and is predicated on an awareness of the need to foster better cooperation, friendship, and understanding among the peoples of the world. In this regard, we welcome international students to our campus, because we believe in a cultural exchange program which will be beneficial to our own student body, to the international students involved, and to metropolitan Atlanta.

7150.10 English Proficiency

In addition to meeting the regular admission requirements, an international applicant whose native language is other than English must submit official scores on the Test of English as a Foreign Language (TOEFL) before admission can be considered. **The college's code number for master's-level programs is 5251; the college's department code number is 02.** (Excep-

tion: The TOEFL is not required of international applicants who have received a degree from a regionally accredited U.S. institution.)

7150.20 Academic Credentials

Each applicant must present "official" credentials attesting to academic achievement as to level and performance. "Official" documents will vary from country to country, but should be original documents with authoritative signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly "notarized" or "attested to" copy. The notarization should be done by a proper government official or proper representative of the American Embassy in the country.

When the documents are in a language other than English, they must be accompanied by translations. These translations must be the original form and contain acceptable notarization as described above for a copy of the original documents. Translations should be made by the American Embassy, the home country Embassy, or an appropriate government official. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) and the Institute of International Education (IIE) will be acceptable.

Applicants who completed all or part of their education abroad may be required to have their foreign credentials evaluated by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. The college recommends use of Josef Silny & Associates, Inc. (www.jsilny.com; e-mail: info@jsilny.com). If this evaluation is needed, the applicant will be notified by the Office of Graduate Student and Alumni Services. All evaluations by outside services are subject to review by the Master's Admissions Committee.

Course descriptions (syllabi) and any other information submitted in an attempt to qualify for exemption from course requirements must meet the same criteria for "official" documents as described above. These documents must be received directly from the institution and have a cover letter written on the institution's letterhead mentioning the student's name and certifying that the outline is comparable to the way the course was taught when the student took it. A handout detailing the requirements for acceptable course outlines is available from GSAS.

7150.30 Financial Resources

Georgia State University reserves the right to admit only an international applicant who is academically qualified and who has documented his or her ability to meet the financial requirements while in attendance. Applicants needing a student or exchange visitor's visa are required to show financial capability for their full degree program and may be required to have an amount equal to the estimated cost of the first academic year on deposit at Georgia State University before a certificate of eligibility and an acceptance letter will be issued. Continuation of the visa after the first calendar year may require further proof and certification of the applicant's financial ability.

As this catalog went to press, the amount of funds needed for the 2003-2004 year had not been set. For the 2002-2003 year, a single student, or one coming to the United States alone, was required to show resources totaling approximately \$27,862 a year for tuition and living expenses. Married students have additional funds required. Specific amounts are available from International Programs in the university's Office of International Affairs (www.gsu.edu/~wwwois).

International applicants should be aware that the minimum financial resources requirement for a certificate of eligibility is based on an extremely modest budget and standard of living and do not include the cost of owning a car. Tuition expenses for Robinson College of Business students are based on the minimum enrollment required for graduate international students, which is nine hours a semester (three courses) for the fall and spring semesters and six hours in the summer. Students who plan to take four or five courses a semester must budget for the costs of additional tuition and books. For planning purposes, assume an additional \$2,000 per course per semester up to the 12-hour plateau for tuition and additional \$100 per course for books.

Financial aid from the university is not available for international students. International students may be considered for graduate assistantships, but the stipends associated with assistantships may not be counted toward the minimum financial resources required for issuance of the certificate of eligibility.

It is extremely unwise for students who receive assistantships not to continue to include full nonresident tuition in their budgets. No guarantee can be made that the assistantship will continue to be available from semester to semester.

7150.40 Full-time Course Load

The international student with a student visa is required to carry a full course of study in fall and spring semesters; the summer semester can be a vacation semester or a semester with a reduced course load. Students who choose to enroll during summer semester must meet the minimum course load required for an assistantship if received during that semester.

A full course of study at Georgia State University is 12 hours for undergraduate students and nine hours for graduate students. International students will not be admitted as nondegree students.

See also the heading titled "International Programs, Office of International Affairs" in the Student Life and Services chapter of this catalog.

7160 Master's Enrollment

7160.02 Students' Responsibility

Graduate students must assume full responsibility for knowledge of the rules and regulations of the college and the university and of departmental, school, or institute requirements concerning their individual programs. Enrollment in a graduate program of this college constitutes students' acknowledgement that they are obligated to comply with all academic and administrative regulations and degree require-

ments. Students are encouraged to read carefully the "Academic Regulations" chapter of this catalog that applies to all of the university's programs and the regulations specific to their RCB programs in this chapter. Students are also urged to read all of the requirements of their degree, program, or status that are presented in this chapter.

7160.04 Commitment to Master's Programs

The Robinson College of Business provides a flexible schedule of courses for its master's programs. The schedule attempts to accommodate the needs of a diverse student body, particularly with respect to students' employment. However, the faculty of the college expects that students enrolled in a master's program will bring to that program a commitment to complete their degree requirements in a timely manner. The faculty believes that maximum benefit will be derived from a program if students devote a period of concentrated study to the disciplines that constitute the master's programs.

Before deciding to enroll in a master's program of this college, students must examine seriously and realistically their abilities to adjust their personal and professional schedules to accommodate the challenge of graduate study. Students or applicants with questions about the commitment needed to complete the master's programs should schedule an appointment with a counselor in the college's Office of Graduate Student and Alumni Services.

The course load of master's students may vary with the circumstances of the individual student each semester. Students normally enroll in three to 15 semester hours a term. In determining each semester's course load, students must balance other time constraints (work, family, civic, and other responsibilities) with the need to make reasonable and timely progress toward completion of the program within the five-year time limit.

7160.06 Conduct

Students are expected to observe generally accepted standards of conduct and to assume personal responsibilities appropriate to potential business and professional leaders. The university reserves the right to exclude any student whose conduct is prejudicial or injurious to the university, the faculty, or other students. The formal policy of the university concerning student rights and obligations is under the heading "University Code of Conduct" in the General Information chapter of this catalog.

7160.08 Changing Semester of Entry

Admission to a master's-level program is for the specific semester stated in the acceptance letter. Anyone who does not enroll for the semester for which acceptance was granted must notify the Office of Graduate Student and Alumni Services so his or her records may be updated to a future semester and reevaluated according to admission criteria in effect for the future semester. Deadlines for notification to change to each semester are shown below:

Change Semester of Entry To	Deadline Date
Spring (January)	October 1
Summer (June)	February 1
Fall (August)	May 1

If the deadline falls on a weekend or a university holiday, requests to change semester of entry will be accepted until the next workday following the deadline.

7160.10 Catalog Editions

Normally, students will be permitted to graduate under the provisions of the graduate catalog in effect at the time of first enrollment. Student may choose to graduate under the provisions of a subsequent graduate catalog; that is, they may choose to change their “catalog edition.” Students who choose to do this must meet all provisions of the subsequent graduate catalog.

Robinson College students are required to change to the current catalog edition when they change programs/statuses or MS majors or after certain absences from the program, as explained in the next two headings below.

7160.12 Changing Majors, Programs or Status (Master’s Level)

An M.B.A. student who wishes to change majors or concentrations within the M.B.A. program may begin the process by notifying the Office of Graduate Student and Alumni Services in writing and consulting the graduate catalog to determine requirements for the new major or concentration. Written notification of the decision will be provided.

An RCB master’s student who wishes to change majors within the M.S. program or to change programs or status (for example, M.B.A. to M.S., C.R.E. to M.S.R.E., M.P.A. to M.B.A., M.S.-Mgt. to M.S.-H.R.M., nondegree to M.B.A.) may begin the process by notifying GSAS in writing. For programs that require faculty review as part of the admissions process, the file of the student will be sent to the appropriate faculty representative for a recommended admission decision. A student who has applied for admission to a new program will be notified in writing of the decision and, if approved, of any foundation courses required by the new program. Changes in M.S. major and changes in program require that students making such changes follow the program requirements of the graduate catalog in effect at the time of the change.

7160.14 Noncontinuous Enrollment and Requests to Reenter

Absences shorter than one calendar year. Students continue to be eligible to register until they have not registered for one calendar year. Registration is defined as remaining registered until at least the end of the official late registration period. See the heading titled “Reentry Students” in the Registration and Reentry chapter earlier in this catalog.

Absence from the program is defined as not registering for graduate or relevant undergraduate courses or registering for such courses but not earning degree credit (minimum grade of

C), that is, earning D, F, W, or WF.

Absences of one calendar year or longer. All students who wish to reenter one of the master’s-level programs or nondegree status after an absence of one calendar year or longer must meet the degree requirements and academic regulations of the graduate catalog current upon return, along with other reentry provisions as may be in effect.

Reentering students who have earned a minimum of 18 semester hours of appropriate credit at Georgia State University with a minimum GPA of 3.00 will be eligible for reentry without being required to meet current admissions criteria.

“Appropriate credit” means assigned foundation courses and/or courses that are applicable to the students’ current program.

Students who have not earned at least 18 semester hours of appropriate credit at Georgia State University with a minimum GPA of 3.00 must reapply and meet current admissions criteria. The provision to meet current admissions criteria includes submission of current scores on the Graduate Management Admission Test if the latest score on file will be more than five years old at the time of reentry.

7160.16 Reentry Procedures

Reentry applications must be submitted by the deadlines as shown for each term in the Registration and Reentry chapter earlier in this catalog. This deadline is approximately four weeks before the beginning of the registration phase in which the student wishes to register. Reentry applications are available in the Office of the Registrar, 227 Sparks Hall, 404/651-2383. Written requests may be sent to the Office of the Registrar, P.O. Box 4017, Atlanta, Georgia 30302-4017.

Reentry applicants should request that the registrar of each school attended since their last enrollment at Georgia State University send an official transcript to the RCB Office of Graduate Student and Alumni Services.

Transient students should refer to the heading titled “Transient Students” earlier in this chapter.

Graduate students normally reenter the same college and program/status in which they were last enrolled. Students who have attended Georgia State University in both undergraduate and graduate categories may apply to reenter any undergraduate or graduate program/status in which they were enrolled.

RCB master’s students who wish to reenter this college may, if desired, indicate a new RCB degree or major at the time of reentry. GSAS will evaluate the request to change degrees or majors as part of the reentry process in accordance with the relevant regulations of the college.

Reentry approval is valid for one semester. If students approved for reentry do not register, a new reentry application is needed for future semesters.

7160.18 Enrollment in Approved Courses

Students must not attend courses for which they have not officially registered and paid. Properly completing the registration process by the published deadline for each term is the responsibility of each student.

Students must enroll in courses that are part of the approved curriculum for the program to which they have been accepted. Students who do otherwise are subject to loss of credit and/or loss of eligibility to continue to register. Students in colleges other than the Robinson College of Business who take RCB courses may do so only if the courses are part of the program of study in the other college. For students to follow the program of study for an RCB degree or certificate, they must qualify for admission to the RCB program.

7160.20 Enforcement of Course Prerequisites

The faculty of the Robinson College of Business expects all students, regardless of status (degree seeking, nondegree, transient), to have satisfied the prerequisites for all courses for which they are registered. This expectation includes course prerequisites and computing skills prerequisites.

Satisfaction of prerequisites is enforced in the Robinson College in varying ways. Prerequisites for some courses are monitored by the college or an academic unit once the term begins with violators withdrawn about the third week of the term, resulting in loss of fees and no opportunity to register for a replacement course. Other courses are monitored by the individual professors, who can also require violators to be withdrawn. The registration system at this time does not verify completion of prerequisites at the time of registration; this feature is expected in the near future. Students must assume this responsibility.

Prerequisites for each course are found in the Course Descriptions chapter of this catalog. The current catalog must always be consulted before registration to determine course prerequisites. Questions about prerequisites can be directed to the counselors in the Office of Graduate Student and Alumni Services.

7160.22 Day/Night Programs

There are no differences in admission requirements and degree requirements for students based on whether classes will be taken during the day or at night. The master's programs (with the exception of the M.A.S. program) may be completed entirely at night. Students may take only night classes or a combination of day and night classes, whatever is suitable for their particular circumstances each semester.

7160.24 Separate Graduate and Undergraduate Programs

Except for the circumstance described in the regulation below titled "Policy on Allowing Undergraduates to Take Graduate Courses," the graduate and undergraduate programs of Robinson College are entirely separate and only those persons who have been admitted to a graduate status may enroll in courses numbered 6000 or higher. No undergraduate course credit, including that obtained in required background work for a master's degree, may be applied toward any of the master's-level programs.

7160.26 Policy on Allowing Undergraduates to take Graduate Courses

Undergraduate students with a cumulative grade-point average of 3.50 or higher who have at least 18 semester hours of degree credit at Georgia State University and who are in their senior year may petition to take up to two graduate courses in the Robinson College of Business in lieu of undergraduate courses. Students interested in petitioning should contact the RCB Office of Undergraduate Academic Assistance for a statement of restrictions and procedures pertaining to this policy.

7160.28 Double Majors and Concentrations and Multiple Master's Degrees

An M.B.A. student who wishes to qualify for an additional major may do so by successfully completing 18-21 semester hours of credit in another field in which M.B.A. majors are offered (depending on the major chosen) and fulfilling any special requirements associated with the chosen major. Similarly, an additional M.B.A. concentration may be earned by successfully completing 12 semester hours of appropriate coursework (See "Regulations for the M.B.A. Degree" for the list of M.B.A. majors and concentrations and their requirements and for information on career paths that can lead to dual concentrations.) For double majors or concentrations within the M.B.A. program, electives can be counted toward both majors or concentrations to the extent they are acceptable in both.

The earning of the second major or concentration will be confirmed by letter from the Office of Graduate Student and Alumni Services, upon written request by the student, only if the additional courses are completed before any of the student's M.B.A. credit will be more than seven years old. The grades in the additional hours must not cause the student's cumulative GPA to fall below 3.00. All grades must be "C" or higher.

A student may take a particular master's degree only once (except as noted below). However, a student who holds a master's degree of this college may qualify for a different master's degree of this college. To so qualify he or she must meet all admission requirements in effect for the second degree and thereafter fulfill all requirements for the second master's degree. Along with all other requirements, the student must complete a minimum of 18 additional semester hours of appropriate credit in residence at GSU for the second and each subsequent degree with appropriate grades and in coursework that has not been applied in satisfaction of the requirements of any other degree. This minimum residence requirement is permitted only when all courses to be applied toward the subsequent degree will be no more than seven years old upon completion of all degree requirements. If the seven-year time frame is not met, the minimum residence requirement for a second (or subsequent) master's degree is 24 semester hours with appropriate grades and in coursework that has not been applied in satisfaction of the requirements of any other degree.

Once the 24-semester-hour residency is met, students may transfer approved course work completed elsewhere in accordance with the college's standard transfer-of-credit regulations.

Courses taken to earn an additional MBA concentration or major or to expand an MBA concentration into a major must be separate from any courses taken to meet the minimum residency for an additional degree. This applies whether the courses for the additional designations are taken before or after the first degree has been awarded. The final decision about the minimum course credit required for additional concentrations, majors, and/or degrees rests with the Robinson College of Business.

A student who holds an M.S. degree from this college and wishes to earn an M.S. in another major must follow the provisions for qualifying for a different master's degree (described earlier in this section).

7160.30 Standards of Performance

The dean or the associate dean for master's programs of the college may require that a student withdraw from a particular course or courses, from a master's program, or from the college because of unsatisfactory academic work or for other adequate reason. To continue in a master's program, a student must make reasonable and timely progress in terms of grades and courses toward the degree or certificate concerned. The student's progress may be reviewed each semester.

As a result of this review, any student whose scholastic performance does not indicate appropriate progress may be required to reduce the course load or may be required to withdraw from the program.

7160.32 Scholastic Discipline: Master's Programs and Status

Each student admitted to a master's program or status of the college must maintain a grade-point average (GPA) in the program of 3.00 or higher in all attempts at all courses numbered 6000 and higher. (This means that the original grade in a course that is repeated is not dropped from the cumulative GPA for purposes of determining good academic standing.) Also included in this GPA, except as noted below, are all Robinson College of Business courses that the student takes (if any) which are in addition to those in the degree/certificate program. Therefore, a student who wishes to take a course for personal enrichment or for other purposes not related to pursuit of the degree/certificate should audit the course.

Grades earned in other graduate programs of the Robinson College of Business from which the student has graduated or any grades earned at any time in graduate courses of other colleges of the university do not affect the cumulative GPA for the current program, unless they apply toward the current program. Grades in courses in areas where higher-level coursework has already been completed will not affect the cumulative GPA for the current program (example: taking MBA 8121 after MBA 8683). These grades are, however, included in the cumulative GPA which is calculated by the university and recorded on the student's official transcript. The calculation on the transcript includes all attempts at all courses numbered 5000-level and above taken at the university. All references to

"cumulative GPA" in the scholastic discipline policy are to the cumulative GPA in the student's current program (except as noted in the next paragraph).

Students who change master's-level programs within the Robinson College of Business (as opposed to completing one program then entering a second program) are responsible for all graduate grades earned in the college. That is, students with less than a 3.00 GPA in one master's-level program or status cannot automatically return to good academic standing by changing programs or status.

Questions about calculation of the GPA for determining academic standing should be directed to the Office of Graduate Student and Alumni Services. The interpretation of the college's scholastic discipline policy as it applies to unusual situations is the responsibility of the dean of the college as represented by GSAS.

Each student whose GPA for a semester is below 3.00, regardless of course load, will be on "scholastic warning." Upon completion of the next semester of relevant graduate coursework, the performance of a student on warning will be evaluated in the following way:

1. If the semester GPA is at least 3.00 and the cumulative GPA is at least 3.00, then the student will return to good standing.
2. If the semester GPA is less than 3.00 and the cumulative GPA is less than 3.00, then the student will be suspended from the university for a minimum of one semester.
3. If the semester GPA is less than 3.00 but the cumulative GPA is at least 3.00, then the student may continue to enroll but will continue to be on warning until a semester GPA of at least 3.00 is achieved, at which time he or she will return to good standing, or until subsequent semester GPAs bring the cumulative GPA below 3.00, at which time he or she will be suspended from the university for a minimum of one semester.
4. If the semester GPA is at least 3.00 but the cumulative GPA is less than 3.00, then the student will remain on "scholastic warning." The student may continue to enroll on warning, provided the semester GPAs are at least 3.00, until the cumulative GPA is brought to at least 3.00; at this time he or she will return to good standing. If any semester GPA is less than 3.00 before the cumulative GPA has been brought to 3.00, the student will be suspended from the university for a minimum of one semester.

After a suspension of at least one semester and if the time limit for completing the program has not expired, the student may apply for readmission. Application for readmission must be made to the Office of Graduate Student and Alumni Services not later than six weeks prior to the first day of registration for the semester in which reinstatement is sought.

A student who is readmitted from suspension will be on probation. If any semester GPA is less than 3.00 before the student's cumulative GPA reaches at least 3.00, the student will be permanently excluded from taking graduate courses in the Robinson College of Business. When the cumulative GPA is at least 3.00, the student will then return to good standing.

Another suspension after returning to good standing also will result in permanent exclusion.

See the next section for grade requirements for graduation.

7160.34 Grade Requirements for Graduation

A **cumulative** GPA of (3.00) or higher is required in all attempts at all courses numbered 6000 and above taken while working toward the program from which graduation is planned. Also included in this GPA are grades earned in any RCB master's program(s) or status which the student began but did not complete. No grade below a grade of C is acceptable. No course in which a grade of B or higher has been earned may be repeated for degree credit.

Questions about calculation of the GPA for graduation should be directed to the Office of Graduate Student and Alumni Services. The interpretation of the college's GPA requirement for graduation as it applies to unusual situations is the responsibility of the dean of the college as represented by GSAS.

7160.36 Exit Survey Requirements for Graduation

All master's students are required to complete an exit survey during their last semester in the program prior to being cleared to receive their diploma.

7160.38 Residency Requirements

The Robinson College of Business defines residency in a master's program as being enrolled in courses that are numbered 8000 or higher, that are appropriate for the program, and that have not been counted toward another graduate degree of this college. The minimum residency requirement for each degree program except the Master of Science in Real Estate (MSRE) is 24 semester hours. The minimum residency requirement for the certificate program in real estate is nine semester hours; the MSRE minimum is 30 semester hours. The minimum residency requirement for the certificate program in accountancy is 15 semester hours of graduate accounting/taxation course work. The minimum residency for the certificate programs in enterprise, risk management, and in personal financial planning is 18 semester hours of graduate course work. The minimum residency for the certificate program in electronic commerce is 15 hours of graduate electronic commerce courses; no graduate transfer credit is permitted.

In the Master of Business Administration program, at least one half the major or concentration, as appropriate, must be completed in residence to be designated as having completed the major or concentration in a specific field; otherwise the general business major or concentration is awarded. In the Master of Science program, at least one half of the major must be completed in residence.

7160.40 Transfer of Credits

Transfer of credit in master's programs of this college is defined as receiving graduate degree credit for a course

completed at another institution, thereby reducing the number of graduate courses to be taken at Georgia State University. Transfer of credit is distinguished from exemption from MBA-prefixed courses. Transfer of credit will be approved only under the following conditions:

1. The course must have been completed at an institution whose master's programs were accredited by AACSB International—The Association to Advance Collegiate Schools of Business at the time the course was taken.
2. The course must have been restricted to graduate students only.
3. A grade of B or higher must have been received in the course.
4. The content of the course must correspond to that of a Georgia State course required or permitted in the student's program.
5. Credit completed before enrollment in the current Georgia State program will be considered if it will not be more than seven years old at the time the student graduates.
6. Credit completed elsewhere after enrollment in the current Georgia State program will be considered for transfer credit if it is within the time limit allowed for completion of the current program.

(It is also possible to receive transfer credit from another graduate program of Georgia State University, including previously completed Robinson College programs and programs from other colleges/schools in the university. These regulations are written for the usual transfer credit case, that is credit from another institution. The Office of Graduate Student and Alumni Services should be consulted about transfer credit from other Georgia State programs.)

A written request for consideration of transfer credit completed before admission must be submitted by the student concerned during the first semester of residence here. The request must indicate the specific course(s) for which transfer credit is sought. A copy of the other institution's catalog must be submitted to verify that condition 2 (listed above) has been met; a course outline for each course must be submitted to verify that condition 4 has been met; if the course(s) were taken after application materials had been filed, an official transcript of the coursework must be sent directly from the other institution to GSAS to verify that conditions 3 and 5 have been met. Requests for transfer of graduate credit cannot be processed until all necessary information has been received.

Students who have met the residency requirement for their program and who wish to take graduate courses at another institution to complete the coursework for their Georgia State degree should provide the information listed above (except the transcript) to GSAS before enrolling at the other institution. Advance approval will ensure that the transfer credit can be granted if a grade of B or higher is earned in the course(s) and the coursework is completed within the time limit allowed for the program. Such students should plan to graduate at least one semester after the quarter/semester in which the last course to be transferred has been taken. This will allow adequate time for the necessary transcript to be received and for the transfer

credit to be processed. (See the “Graduation Fee” heading in this catalog for details about applying to graduate.) A letter certifying completion of degree requirements and stating the date the degree will be conferred can be furnished to the student by GSAS.

7160.42 Student Appeals and Petitions Procedures

The appeals procedure for master’s students in the Robinson College of Business will follow different courses depending on the nature of the student’s appeal. The various types of situations and the appropriate appeals avenues are as follows:

Admissions Appeals

At the master’s level, a person who wishes to appeal an admission decision first discusses the matter with a master’s counselor. If the question is not settled there, a written appeal must be submitted to the director of master’s admissions and advisement within 15 workdays of the date of the denial. (Workdays are counted as Monday through Friday except university holidays.) The director will present the appeal to the master’s admissions committee, which will examine the facts presented. The director, on behalf of the committee, will make a recommendation to the associate dean, who will render a written decision to the applicant normally within 15 workdays of the date the applicant’s letter was received by the director.

Appeal of Course Grades

The process of appealing a course grade is as follows:

1. A student should first review the situation with the instructor who assigned the grade. If the question is not resolved, the student may appeal (in writing) to the department chair of the instructor who assigned the grade, sending a copy of the letter to the instructor. The letter must include all points which the student considers to be germane to the appeal; additional points not contained in the initial letter cannot be considered subsequently. The written appeal must be sent to the department chair within 30 calendar days of the first day of classes of the semester immediately following the semester in which the grade was given. If the final grade assignment occurred at a time other than the normal grade reporting process at the end of the semester, the written appeal must be sent to the department chair within 30 calendar days of the date the final grade was assigned. Normally, the chair’s decision will be conveyed to the student, in writing, within three weeks of the date the student’s written appeal was received.
2. A student who believes that the appeal was handled in an arbitrary, capricious, or discriminatory manner at the departmental level may appeal in writing to the associate dean. The written appeal must be received within 14 days of the date of the letter from the department chair to the student, and it must indicate specifically why the student believes that due process

was not exercised at the department level. The associate dean will examine the facts and review the appeal with the dean of the college. The dean will then render a written decision for the college within 45 days of the date of the letter from the department chair.

3. A subsequent appeal requires a written statement to the vice president for academic affairs indicating the basis of the appeal. The statement must be received within 14 days of the date of the dean’s letter to the student.

Appeal of Suspensions and Exclusions from Master’s and Certificate Programs

Suspended or excluded master’s-level students with questions about their status should first discuss their situation with a master’s counselor in the Office of Graduate Student and Alumni Services. Following this discussion, students who believe they have extenuating circumstances may submit written appeals of their suspension or exclusion to the director of master’s admissions and advisement. The director will review the information submitted in support of the appeal and the student’s total record. The director then will make a recommendation to the associate dean for master’s programs, who will make the decision regarding acceptance or denial of the appeal. The student will receive a written response from the college normally within 15 workdays of the date the letter of appeal is received. (Workdays are counted as Monday through Friday except university holidays.) Having been enrolled in too many courses relative to job requirements or other responsibilities or having continued to enroll while experiencing personal, work, or health problems very rarely constitutes such extraordinary circumstances.

Requests for such consideration must be submitted in writing to the director as soon as possible. In the case of one-semester suspensions, appeals must be received in time for the college to review the appeal before classes begin for the next semester. Normally, a minimum of two workdays is needed. Students should hand deliver or fax their letters to GSAS.

Students should write their appeals completely, but concisely, and include all facts relevant to their case. For any situation or claim that can be documented, proper documentation should be submitted with the petition. Specific dates of the beginning and ending of particular problems should be included. Only circumstances described in the written and signed appeal as initially submitted will be accepted from the student; oral appeals are not permitted, nor are requests to submit additional information after the appeal has been reviewed. Appeals must be dated, signed, and include the student’s home address, telephone numbers (work and home), and e-mail addresses (if any). In reviewing appeals, relevant faculty members and/or administrators will be consulted if needed.

Other appeals not specifically covered in the foregoing procedures should normally follow the pattern outlined for the appeal of a course grade or the appeal of a suspension, whichever is more appropriate.

Student Petitions Procedure

Requests from, or on behalf of, students for waiver of specific requirements of the college or substitution of courses in the master's programs should be submitted in writing to the Office of Graduate Student and Alumni Services four weeks prior to the event to which the petition relates. No guarantee can be made that decisions on petitions will be made before registration if they are submitted close to the beginning of, or during, a registration period.

Using the college's petition form is encouraged; students must follow the directions given on the form for presenting a properly prepared petition. Letters are acceptable if they give clearly and completely the facts relevant to the petition. For any situation or claim that can be documented, proper documentation should be submitted with the petition. Only circumstances described in the written and signed petition will be accepted from the student; oral petitions are not permitted, nor are requests to submit additional information after the petition has been reviewed.

Appropriate faculty and/or administrative staff, as determined by the dean of the college, will review the petitions. Students will receive a written response from the dean or dean's designee normally within 15 workdays from the date the petition is received. (Workdays are counted as Monday through Friday except university holidays.)

7170 Master's Programs

7170.10 Business Communication Skills Requirement for Master's Students

As this catalog went to production, changes in the Business Communication Skills Requirements were being considered by the RCB faculty. If changes are approved to become effective in the 2003-2004 year, they will be added to the Updates section of the RCB website: robinson.gsu.edu. (Click on Students then Updates.)

All master's students except those students in the Master of Taxation program must complete a one-day, noncredit workshop in business communication skills before registering for their fifth 8000-level course taught by the Robinson College of Business. (M.Tx. students satisfy this requirement by taking BCom 8250.) The workshop is not graded and covers both written and spoken communication skills. Specifically, it will teach participants how to:

- Analyze audiences and formulate a conscious communication strategy.
- Write business memos, letters, and reports that are clear, concise, and objective oriented.
- Use headings, white space, and other document design elements to make information more readable.
- Develop and deliver effective oral presentations, including appropriate, high-impact visuals in support of key ideas.

Students may petition for exemption from the business communication skills requirement by calling Business Communication Programs at 404/651-1072 or faxing to 404/651-1073 if any of the following apply:

- Earned a grade of C or higher in BCom 3950, Engl 3130, or Spch 3210 at Georgia State.
- Earned a grade of C or higher in a managerial communication course at another accredited college or university. The course must have included significant practice and instruction in both written and spoken communication.
- Earned a grade of C or higher in both a public speaking course and a business writing course at another accredited college or university.
- Completed communication courses sponsored by their employers.

Students must provide documentation on the content of courses they have completed. Students will not be eligible to enroll in further 8000-level RCB coursework until the requirement has been satisfied.

Additional Instruction in Business Communication

Most experts agree that excellence in communication is becoming a key differentiator in both individual and organizational success. Companies and managers are discovering that a sound communication strategy, combined with competent delivery of messages, can provide the competitive edge essential to thriving in today's marketplace.

The Robinson College offers two graduate-level business communication courses to provide opportunities for master's students to improve their communication skills:

BCom 8250	Effective Executive Communication
BCom 8260	Corporate Communication

These courses address both issues of individual and organizational communication and provide students with the tools to excel in both areas. The content of each course is given in the Course Descriptions chapter later in this catalog.

Completion of BCom 8250 with a grade of C or higher in the first term of enrollment can replace the business communication skills workshop described above. The use of these courses for degree credit varies from program to program. Consult the program descriptions that follow and a counselor in the Office of Graduate Student and Alumni Services for additional information.

7170.20 Information Technology Access and Skill Requirements

Access Requirements: Because information technology is an integral part of business decision making, courses in the Robinson College of Business frequently incorporate assignments that require computing skills. Consistent with university policy (available at www.gsu.edu/~wwwwist/studentUse.html), the Robinson College requires students to

be responsible for providing computer and Internet access for all RCB courses and programs.

Hardware and Software Requirements: Georgia State has standardized on the Microsoft Office Suite in the student computer labs. See www.gsu.edu/~wwwdls/require.htm/ for current information about hardware and software configurations and Internet Service Providers. Students may consult the university's Office of Student Financial Aid for information about possible funding opportunities for computer and Internet access expenses.

Skill Requirements: Although students can expect to enhance their information technology skills as they work toward their degrees, the college expects all students to have certain basic skills before enrolling in any business course. These skills are defined as Basic Microcomputing Skills, Word Processing and Presentation Skills, and Basic Internet Usage and are described below in the Computing Skill Prerequisites (CSP) 1, 6, and 7 definitions. When courses require additional computing skills, these CSPs are listed by number in the catalog course descriptions.

The CSPs listed in the Course Descriptions chapter of this catalog for a particular course are required for all sections of the course. Students must be proficient at the level indicated in the skills definition (see below) for each CSP listed in the catalog for individual courses. Students found to have insufficient CSP expertise can be disenrolled from the course.

7170.30 Computer Skills Prerequisites (CSPs) Definitions

CSP 1. Basic Microcomputing Skills. Understand the PC and its components; turn on the PC; use command-oriented, windows-based, and LAN operating environments to accomplish tasks such as formatting floppy disks, creating and navigating through directories and subdirectories, creating and deleting files, copying and renaming files, using help screens, loading application software, exiting from application programs and operating environments in an orderly manner, and using appropriate measures to check for and prevent the spread of computer viruses.

CSP 2. Basic Microcomputing Spreadsheet Skills. Load the spreadsheet software; create, organize, and navigate through spreadsheets; format the spreadsheet or a block of cells; enter and edit formulas, values, and text; copy, move, and protect cells; insert and delete columns and rows; save and retrieve files; print spreadsheets; use financial, statistical, and mathematical functions such as totaling and averaging of rows and columns; create and print charts and graphs; create data tables; invoke existing macros; and use help screens.

CSP 3. Advanced Microcomputer Spreadsheet Skills. Use advanced spreadsheet features such as database commands and functions; create macros; create menu systems and develop customized applications.

CSP 4. Basic Microcomputer Database Skills. Load database software, create databases; enter and edit data; add and delete records; list, query, and generate reports using the database; use help screens.

CSP 5. Advanced Microcomputer Database Skills. Link

databases through keys; create input screens; develop customized applications.

CSP 6. Word Processing and Presentation Graphic Skills. **For word processing:** load the word processing software; create, format, edit, and save documents; copy and move text; adjust margins, indents, and line space; and adjust fonts and styles. **For presentation graphics:** Load the presentation graphics software, choose and modify templates; choose and modify slide layouts; insert slides, handout, and note masters; change color schemes; apply effects, animation, and multimedia to slides; run a slide show. **For both:** Import tables, clip art, and graphs from other applications; use spell-checking; load additional toolbars; use help screens.

CSP 7. Basic Internet Usage. Send and receive e-mail messages including attachments of files; transfer files with FTP, compress and uncompress files with utility programs; use search engines to locate documents and find information on the Web; navigate the Web with a browser including copying/pasting/saving Web information; download and set up Web browser plug-in programs such as electronic document readers and audio/video players; use Web-based clients such as library catalog systems to find specific information.

CSP 8. Advanced Internet Usage. Create formatted *.html pages with tags including links within and between pages; publish pages to a Web site; create image files and embed them in *.html pages.

7180 Master of Business Administration

The MBA program is designed for individuals with work experience who aspire to organizational or entrepreneurial leadership positions. The program enhances general management abilities and provides an opportunity to place emphasis on one or more functional areas of expertise. The primary objectives of the program are for students to develop and integrate: (1) analytical skills for decision-making that incorporate global, ethical, and culturally diverse dimensions; (2) skills in assessing organizational performance and developing approaches for improvement; (3) leadership skills; and (4) interpersonal skills that contribute to teamwork.

7180.10 M.B.A. Orientation

All entering M.B.A. students are required to enroll in MBA 5000, M.B.A. Orientation, in their first semester of enrollment. This course is for zero hours credit, and there is no charge. It consists of several sessions required of all students followed by optional topics. It is graded on a Satisfactory/Unsatisfactory basis. **As this catalog went to press, changes in the M.B.A. Orientation course were being considered. A description of the 2003-2004 course will be available on the Updates section of the RCB website: robinson.gsu.edu. (Click on Students then Updates.)** The specific offerings will be shown in the on-line course listing. The objectives of the orientation program follow:

- To develop a sense of community and identification for the M.B.A. students
- To introduce M.B.A. students to the case method of

study and analysis

- To demonstrate how teamwork enhances learning
- To begin the process of program planning and career planning

7180.20 Regulations for the Degree

As this catalog went to production, changes in the M.B.A. curriculum were being considered by the RCB faculty. If changes are approved to become effective in the 2003-2004 year, they will be added to the Updates section of the RCB website: robinson.gsu.edu. (Click on Students then Updates.)

The Master of Business Administration degree is awarded upon completion of a prescribed program ranging from 39 to 57 semester hours of credit (13 to 19 courses), depending on the academic background of students and on options selected by the students. The M.B.A. program is developed on the assumption that students enter the program with certain skills:

- Computing skills. Because computers are an integral part of business decision making, courses in the Robinson College of Business frequently incorporate assignments that require computing skills. The current computing skills prerequisites (CSPs) for all RCB courses are in this chapter. The college will test all entering M.B.A. students for proficiency in CSP I, Basic Microcomputing Skills; CSP 6, Word Processing and Presentation Skills; and CSP 7, Basic Internet Usage. Advanced or more specialized skills, as required by specific courses, must be developed before the courses are taken.
- Algebra skills. Math 1111 (college algebra) or equivalent mathematical knowledge is assumed for all entering M.B.A. students. A list of algebra topics that provide background for M.B.A.-prefixed courses is available from the Office of Graduate Student and Alumni Services. Also available is a self-administered diagnostic test to identify areas of weakness. As alternatives to taking Math 1111, students may study the Schaum's Outline Series publications or the Math 1111 text referenced on the algebra topics list. Students are expected to self select into Math 1111 or take other appropriate steps if they do not have a working knowledge of college algebra.
- Communication skills. All M.B.A. students must complete the business communication skills requirement explained earlier in this section.

7180.30 Degree Requirements

The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.B.A. program.

The time limit for completing the M.B.A. program is five years.

The course requirements for the M.B.A. program and the sequence of courses follow. All M.B.A. foundation, core and required courses carry three semester hours of credit each.

Group A: Foundation Courses (0-9 semester hours). These courses, if assigned, must be taken first. They provide founda-

tion for the rest of the program and are prerequisites to several core and required courses. They can be exempted if equivalent course work has been previously completed at an accredited school with grades of C or higher; consult the exemption criteria at the end of this chapter for more information.

MBA 8011 Decision Science Foundations

MBA 8121 Accounting for Financial Decisions

MBA 8231 Economics for Managers

Group B: Core Courses (9-12 semester hours). These core courses should be taken soon after completion of foundation courses. One course may be exempted based on having completed the equivalent of a undergraduate major or other specified substantial academic background; exemption criteria are given at the end of the MBA description.

MBA 8412 Organizational Behavior

MBA 8452 Systems and Operations Management

MBA 8622 Corporation Finance

MBA 8642 Marketing Management

Group C: Required Courses Beyond the Core (12 semester hours). These courses should be taken toward the end of the program. Any can be exempted according to the criteria given at the end of the MBA description but they must be replaced by an 8000-level RCB course for which prerequisites have been satisfied with the exception of MBA 8011, MBA 8121, MBA 8231, and a Group B course that has been exempted.

MBA 8423 Law and Ethics in Business and Employment Environments

MBA 8473 Information Technology and Decision Strategy

MBA 8683 Managerial Accounting and Control

MBA 8993 Strategic and International Management

or, if prerequisites are met,

IB 8990 Policy and Strategy in the International Marketplace

Students may begin taking courses in Groups D, E, and F after completion of 15 hours of core and required courses (Groups B and C).

Group D: Concentration (12 semester hours). Completion of 12 semester hours in a designated area constitutes a concentration. (Note: Some academic units that offer a concentration may choose to allow an elective outside the concentration to replace three of these 12 hours.) Requirements for each concentration are provided below.

Group E: 8000-Level RCB Electives (6 semester hours). The two three-semester-hour electives can be chosen from any 8000-level RCB course for which prerequisites have been satisfied with the exception of MBA 8011, MBA 8121, MBA 8231, and a Group B course that has been exempted. Students choosing to major in real estate or risk management and insurance must take one of their 8000-level RCB electives in their major area. (See description of the major in Group F below.) Students are encouraged to consider MBA 8880, Field Study in Business, as an integrative elective course for their program.

Optional-Group F: Major (6 additional hours). Students may choose to take six additional hours in a designated area to be awarded a major instead of a concentration. As mentioned previously in Group E, students choosing to major in real estate or risk management and insurance must take their 8000-level

RCB elective in their major area.

Total semester hours required for the degree: 39-57. The total will vary depending on whether students have been exempted from foundation and/or core courses and on whether they choose to complete a concentration or major.

7180.40 Concentrations and Majors

M.B.A. concentrations and majors are listed and their requirements described below. The college reserves the right to amend this list at the end of any semester. The courses in these fields and other graduate courses and selected undergraduate courses of the college are described in the Course Descriptions chapter later in this catalog.

Accounting
Actuarial Science *
Business Analysis
Business Economics
Electronic Commerce *
Entrepreneurship*
Finance
General Business
Health Administration *
Hospitality Administration *
Human Resource Management
Information Systems
International Business
Management
Marketing
Personal Financial Planning **
Real Estate
Risk Management and Insurance

* Concentration only.

** Major only.

Accounting

The concentration and major in accounting require students to have completed courses equivalent to the following with minimum grades of C. These courses are described in the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Acct 4010, Acct 4110, Acct 4210, Acct 4310, Acct 4510, Acct 4610.

Graduate students who receive a grade lower than a grade of C in any undergraduate accounting course may repeat that course but may not enroll in any other accounting course until a grade of C or higher is earned in that course. Students with undergraduate accounting courses required who have financial aid should refer to “Courses Eligible to Count Toward Graduate Students’ Financial Aid” in the Financial Information chapter before registering for the first time with graduate status.

Courses required for an accounting concentration or major:

Acct 8310 Seminar in Management Information Systems
Acct 8410 Seminar in Financial Reporting Policy **or**
Acct 8700 Financial Statement and Business Analysis

To complete the concentration, six additional semester hours in an 8000-level Acct-prefixed course are required. To

complete the major, 12 additional semester hours in 8000-level Acct-prefixed courses are required.

An MBA Career Path in Accounting Information Systems Design and Assurance is an additional option. See the descriptions of career paths later in this section.

Actuarial Science

The MBA program provides the skills needed by future business leaders and future management consultants, such as creative decision making, leadership, and the ability to work as a member of a team. The actuarial science concentration focuses on mathematical modeling. Qualified students who wish to acquire both sets of skills should enroll in the MBA program with a concentration in actuarial science. Applicants will be required to meet the admission requirements for both the MBA and the MAS programs.

The concentration in actuarial science requires students to have completed courses equivalent to the following with a minimum grade of C. These courses are described in the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

AS 4120	Mathematical Statistics for Actuarial Science I
AS 4130	Mathematical Statistics for Actuarial Science II
AS 4230	Theory of Interest

Students with undergraduate actuarial science courses required who have financial aid should refer to “Courses Eligible to Count Toward Graduate Students’ Financial Aid” in the Financial Information chapter before registering for the first time with graduate status.

The concentration in actuarial science requires 12 semester hours of courses selected from the following list:

AS 8330	Survival Models and Ruin Theory
AS 8340	Life Contingencies I
AS 8350	Life Contingencies II
AS 8420	Statistical Models for Actuarial Science
AS 8430	Loss Distributions and Credibility Theory
AS 8440	Advanced Survival Models
AS 8510	Life Contingencies III
AS 8520	Principles of Property and Casualty Ratemaking
AS 8810	Actuarial Science Graduate Seminar
MRM 8320	Introduction to Stochastic Actuarial Models
MRM 8610	Financial Engineering I
MRM 8620	Financial Engineering II
MRM 8630	Asset/Liability Management

Business Analysis

The overall goal of the major/concentration in business analysis is to provide the student with specialized training in the use of advanced analytical techniques for managerial decision making. These areas span data analysis, management science, operations management, project management, business intelligence, and decision support systems.

The contextual topics include data warehousing, data mining, online analytical processing, enterprise resource

planning, and supply chain management. This concentration/major prepares the student for careers in business analysis, business intelligence, project management, information analysis, business development, and competitive intelligence. The business analysis student will also be well prepared to pursue analytically oriented careers in various functional areas like marketing research, financial/investment analysis, risk/benefit analysis and strategic intelligence.

The required courses for the concentration and major (nine semester hours) follow:

DSc 8020	Business Intelligence
DSc 8240	Business Modeling
Mgt 8580	Project Management

For electives, select an additional three semester hours for a concentration and nine semester hours for a major from the following courses.

DSc 8030	Knowledge Management
DSc 8130	Problem Solving
DSc 8140	Management Science Modeling
DSc 8330	Data Mining
DSc 8350	Risk Benefit Analysis
Mgt 8510	Operations Planning
Mgt 8550	Simulation
Mgt 8560	Quality Management

Electives can be substituted by other relevant courses through prior approval by a faculty adviser.

Business Economics

Electives to constitute a concentration (12 semester hours) or a major (18 semester hours) in business economics are chosen from any of the courses listed below for which prerequisites have been satisfied:

Econ 8080	Economics of the Public Sector
Econ 8220	Human Resources and Labor Markets
Econ 8230	Experimental Economics
Econ 8300	Urban Economics
Econ 8430	Theory of the Firm and Business Strategy
Econ 8440	Industrial Organization and Antitrust Economics
Econ 8450	Issues in Public Programs and Tax Policy
Econ 8460	Economics of the State and Local Public Sector
Econ 8470	International Public Economics
Econ 8500	History of Economic Thought
Econ 8600	Economics of Development
Econ 8700	Economics and the Internet
Econ 8740	Applied Statistics and Economics
Econ 8850	International Trade
Econ 8860	Economics of Global Finance

Electronic Commerce

Note: The required and elective courses for the e-commerce concentration are under review as new courses in this area become available. Changes will be announced on the RCB's website: robinson.gsu.edu. Click on Students then Updates.

A concentration in electronic commerce consists of six required hours and six elective hours. These are the six required hours:

CIS 8110	Information Technology Infrastructure
CIS 8660	Electronic Commerce Strategy

The six elective hours will be chosen from this list. Note that prerequisites for any course chosen must be met; see the course descriptions later in this catalog for prerequisites.

Acct 8500	Reporting and Control Issues in Electronic Commerce
Acct 8630	Information Systems Assurance
Act 8680/CIS 8680	Security and Privacy of Information and Information Systems
ECm 8400	e-Supply Chain Management
Econ 8700	Economics and the Internet
Ent 8200	Venture Creation in Electronic Commerce
IB 8710	International Information Technology Issues and Policy
Mk 8700	Electronic Marketing Fundamentals
RMI 8390	Electronic Commerce in the Insurance Industry

Entrepreneurship

Concentration in entrepreneurship for an MBA student requires completion of 12 semester hours of courses as described below. Some of these courses have prerequisites.

Ent 8000 may be exempted with documentation of having earned a grade of B or higher in a graduate or undergraduate introductory course in entrepreneurship or with documentation of having started a new venture no more than 10 years prior to entering the MBA program. If exempted, Ent 8000 must be replaced by a second course from the specified list below. It is suggested that courses with higher numbers be taken later in the student's program of study.

Take both of the following two courses, unless Ent 8000 is exempted:

Ent 8000	Entrepreneurship and Enterprise
Ent 8900	Field Study in Entrepreneurship

Take one of the following two courses:

Ent 8100	Business Plan Development
Ent 8200	Venture Creation in Electronic Commerce

Take one of the following five courses, or take two if Ent 8000 is exempted:

HRM 8210	Negotiation and Dispute Resolution
IB 8100	International Entrepreneurship
IB 8680	Technology and Global Competition
Mgt 8430	Enhancing Leadership Skills
Mgt 8820	Competitor Analysis

An MBA Career Path in International Entrepreneurship is an additional option. See the descriptions of career paths later in this section.

Finance

The following course is required for a finance concentration or major:

Fi 8000	Valuation of Financial Assets

The Department of Finance encourages all students pursuing a finance concentration or major to take Fi 8000 early in their program since it is a prerequisite for all electives except Fi 8020, Financial Analysis and Loan Structuring, and Fi 8040, Survey of International Finance.

To complete a concentration, nine additional semester hours of 8000-level finance courses are required. To complete a major, 15 additional semester hours of 8000-level finance courses are required.

Dual Concentration Option: Students who complete the following set of courses as part of their MBA program will qualify for dual concentrations both in the area of finance and in risk management and insurance:

Fi 8000	Valuation of Financial Assets
Fi 8200	Derivative Markets I
RMI 8050	Risk Management Modeling
RMI 8370	Financial Risk Management

An MBA Career Path in Enterprise Risk Management is an additional option. See the description of career paths later in this section.

General Business

Electives to constitute a concentration (12 semester hours beyond the “free” 8000-level RCB electives) or a major (18 semester hours) in general business must be a set of 8000-level courses offered by the Robinson College of Business other than those in Groups A, B, or C in the MBA program. (One of the free electives will count toward the general business major to complete the 21-hour requirement.)

Written petitions to take an elective outside the Robinson College of Business may be submitted to the Office of Graduate Student and Alumni Services. Such petitions should be filed before the course is taken.

Health Administration

A concentration in health administration consists of 12 hours from any of the 8000-level health administration courses for which prerequisites have been satisfied except for HA 8450, HA 8620, HA 8810, HA 8820, and HA 8990.

Hospitality Administration

A concentration in hospitality consists of any 12 hours chosen from this list:

HAdm 8100	Hospitality and Tourism Management
HAdm 8400	Financial Management Applications for Hospitality Enterprises
HAdm 8500	Economic and Cultural Impact of Travel and Tourism
HAdm 8600	Trends in the Food Service Industry
HAdm 8700	Trends in the Hotel Industry
HRM 8150	Human Resources Management
Mk 8800	Services Marketing

Human Resource Management

Admission to the HRM concentration or major requires formal approval by the faculty of the Beebe Institute. Other M.B.A. students or students in other master’s programs must file a written request with the Office of Graduate Student and Alumni Services to transfer to HRM. Students’ records are then sent to the institute for review.

Each HRM student’s courses for the concentration or major must be selected from the list below in consultation with

the HRM faculty adviser and a copy of these course selections filed with GSAS for review and approval. Progress toward the degree beyond the M.B.A. core and required courses, including clearance for graduation, cannot be confirmed without an approved program of study. This program should be planned before the student takes a non-required course. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Required course for the HRM concentration or major:
HRM 8150 Human Resources Management

To complete the concentration, nine semester hours chosen from the courses listed below are required. To complete the major, 15 semester hours chosen from the courses listed below are required.

Choices of HRM electives:

HRM 8210	Negotiation and Dispute Resolution
Econ 8220	Human Resources and Labor Markets
HRM 8230	Legal and Ethical Environment of Human Resource Management
HRM 8290	Applied Research Methods in Human Resource Management
HRM 8410	Collective Bargaining
HRM 8430	Human Resources Recruitment and Selection
HRM 8470	Compensation Management
HRM 8490	Job Analysis and Performance Management
HRM 8900	Field Research in Human Resource Management
HRM 8990	Strategic Human Resource Management
Mgt 8450*	Organizational Development and Change
Mgt 8560*	Quality Management

*Students may choose one, but not both, of these courses.

Information Systems

The M.B.A. concentration and major in information systems require courses that presume the knowledge of a procedural or an object-oriented programming language. Examples of acceptable programming languages and their corresponding Georgia State undergraduate CIS courses include Visual BASIC (CIS 3210), COBOL (CIS 3220), C/C++ (CIS 3260). There are other courses that satisfy this program requirement, but they do have prerequisites. Such courses are CIS 3215, CIS 3270, and CIS 3280. Students that choose any of these latter courses must first satisfy the prerequisites. Descriptions and prerequisites are shown in the *Georgia State University Undergraduate Catalog*. The catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Procedural and object-oriented programming languages must be distinguished from software such as spreadsheets (Lotus, Excel), word processing (WordPerfect, Word), operating systems (Windows 95/98/2000, Windows NT, Unix), or database retrieval (Oracle). Mastery of such software does not provide the background knowledge that is necessary for these courses.

Information systems students whose transcripts do not show completion of a procedural or an object-oriented course with a minimum grade of C will be required to take one of the undergraduate CIS courses listed above in their first semester in the program.

IS students who have financial aid should refer to “Courses Eligible to Count Toward Graduate Students’ Finan-

cial Aid” in the Financial Information chapter before registering for the first time with graduate status.

Electives to constitute a concentration (12 semester hours) in information systems are chosen from the 8000-level offerings of the Department of Computer Information Systems, IB 8680 or IB 8710 provided the relevant course prerequisites have been satisfied.

Electives to constitute a major (18 semester hours) in information systems are chosen from the 8000-level offerings of the Department of Computer Information Systems, IB 8680, or IB 8710 provided the relevant course prerequisites have been satisfied.

MBA Career Paths are additional options and include (1) Accounting Information Systems Design and Assurance, (2) Information Systems Consulting, and (3) International Business and Information Technology. See the descriptions of career paths later in this section.

International Business

IB 8990, Policy and Strategy in the International Marketplace, is taken in place of MBA 8993 by students in the IB major or concentration. Courses required for an international business concentration or major:

IB 8090 International Business Environment

Select one of the following two:

Econ 8850 International Trade

Econ 8860 Economics of Global Finance

To complete the concentration, six semester hours chosen from the courses listed below are required. To complete the major, 12 semester hours chosen from the courses listed below are required. Consult the current graduate catalog for prerequisites that will affect selections.

Acct 8090 International Accounting Practices

Econ 8850 International Trade (if not taken as a required course)

Econ 8860 Economics of Global Finance (if not taken as a required course)

Fi 8040 Survey of International Finance

Fi 8240 Global Portfolio Management

Fi 8340 Multinational Corporate Finance

Fi 8440 Multinational Bank Management

IB 8080 International Legal Process

IB 8100 International Entrepreneurship

IB 8180 Comparative Business Systems

IB 8190 Doing Business in World Regions

IB 8400 International Exchange Program Credit (1-6)

IB 8410 Study Abroad (1-6)

IB 8680 Technology and Global Competition

IB 8690 Global Operations Management

IB 8710 International Information Technology Issues and Policy

Mgt 8600 International Management

Mgt 8660 Management and Cross-National Environments (Study Abroad)

Mk 8600 International Marketing

RE 8600 Acquisition, Development, and Management of Real Estate Assets in International Business

RMI 8350 International Risk and Insurance

Tx 8300 International Aspects of Taxation

An international study experience is highly encouraged. Note that IB 8190 and IB 8410 may be repeated for offerings in different locations.

Knowledge of a foreign language is encouraged but not required of a MBA-IB student.

Optional Groupings. Suggested groups of courses are provided as guidance for selecting electives. They are only suggestions and are subject to availability of courses. The faculty adviser can discuss these and other options with students as they select electives. Select the number of additional courses as required for a concentration (2) or major (4):

International Management: Mgt 8600, Mgt 8660, IB 8080, IB 8100, IB 8180, IB 8680

International Finance: Fi 8040, IB 8410F, IB 8080, and any of the following: Fi 8240, Fi 8340, Fi 8440, Tx 8330, RMI 8350

International Information Technology: IB 8180, IB 8400F, IB 8680, IB 8690, IB 8710

International Marketing: Mk 8600, IB 8080, IB 8100, IB 8180, IB 8400F

MBA Career Paths are additional options and include (1) International Business and Information Technology and (2) International Entrepreneurship. See the descriptions of career paths later in this section.

Management

Electives to constitute a concentration (12 semester hours) or a major (18 semester hours) in management are chosen from the following list. Some of these course have prerequisites which must be met. Courses not on this list may be chosen through consultation with a faculty adviser in the Department of Management. Students with a concentration in management may elect to replace three of the 12 semester hours with an 8000-level RCB course for which prerequisites have been satisfied with the exception of MBA 8011, MBA 8121, MBA 8231, and a Group B course that has been exempted.

Any 8000-level management course

Any 8000-level human resource management (HRM) course*

DSc 8130 Problem Solving

DSc 8760 Statistical Quality Assurance

IB 8090 International Business Environment

IB 8100 International Entrepreneurship

IB 8180 Comparative Business Systems

IB 8680 Technology and Global Competition

IB 8690 Global Operations Management

PAUS 8211 Nonprofit Management

*For a concentration in management, a maximum of two HRM courses can be chosen.

The management department faculty suggests that students having interest in one of the following specializations choose from among the focused subsets of courses for their concentration or major in management.

Change Management: Mgt 8200, Mgt 8430, Mgt 8435, Mgt 8440, Mgt 8450, Mgt 8460, Mgt 8560, Mgt 8580, HRM 8210, IB 8680

Dynamic Competition: Mgt 8200, Mgt 8435, Mgt 8460, Mgt 8560, Mgt 8820, IB 8680

Management Consulting: Mgt 8200, Mgt 8435, Mgt 8450,

Mgt 8460, Mgt 8820, HRM 8210, IB 8680

Operations Management: Mgt 8510, Mgt 8540, Mgt 8550, Mgt 8560, Mgt 8580, DSc 8130, DSc 8760, ECm 8400, IB 8690

An MBA Career Path in Information Systems Consulting is an additional option. See the descriptions of career paths later in this section.

Marketing

Electives to constitute a concentration (12 semester hours) or a major (18 semester hours) in marketing are chosen from any of the 8000-level marketing courses.

Personal Financial Planning

A major in personal financial planning is offered in the MBA program. A concentration is not offered. Completion of the MBA with a PFP major will satisfy the education requirement for the Certified Financial Planner (CFP)TM designation.

The MBA/PFP major requires students to have completed a course equivalent to the following with a minimum grade of C. See the description in the Course Descriptions chapter of this catalog.

Acct 4510 Introduction to Federal Income Taxation

The PFP major consists of the seven courses listed below.

One of the courses can be used to satisfy one of the Group E, 8000-level RCB electives.

PFP 8400	Personal Financial Planning
PFP 8420	Individual Retirement Planning
PFP 8460	Estate Planning
PFP 8520	Advanced Studies in Personal Financial Planning
Fi 8000	Valuation of Financial Assets
Fi 8240	Global Portfolio Management
RMI 8200	Life Insurance

Real Estate

A concentration in real estate consists of the six semester hours of required real estate courses listed below plus six semester hours chosen from any other 8000-level real estate courses:

RE 8020	Real Estate Equity Investments
RE 8100	Strategic Management of Real Property in a Corporate Environment

A major in real estate consists of the following:

RE 8020	Real Estate Equity Investments
RE 8030	Real Estate Financing
RE 8100	Strategic Management of Real Property in a Corporate Environment

Twelve semester hours chosen from other 8000-level real estate courses. One of the 8000-level RCB electives is taken in real estate and counts toward this total.

Risk Management and Insurance

A concentration (12 hours) or a major (21 hours) in risk management and insurance can be chosen from any of the 8000-level RMI-prefixed courses. At least one Group E 8000-level RCB elective must be taken in a course with an RMI-prefix to count toward the 21-hour total to earn a major. Students may

select non-RMI prefixed courses as credit toward either a concentration or a major with advance permission of the RMI department's graduate faculty adviser.

In addition to the general concentration and major described above, the department offers specializations for students interested in either a concentration in RMI with a specialization in **Financial Risk Management** or a major in RMI with a specialization in **Enterprise Risk Management**. The Financial Risk Management specialization is designed to prepare students to work in the treasury departments of non-financial firms or as professionals in the financial risk management departments in financial institutions or consultancies. The option to earn the MBA with a major in RMI specializing in Enterprise Risk Management is appropriate for students seeking to further enhance their training in financial risk management with broader education in the management of operational and other non-financial risks, such as political risk, property and liability exposures, security breach risk, and employer welfare.

The four courses required for a RMI concentration specializing in Financial Risk Management follow. This set of courses also qualifies M.B.A. students for a dual concentration in finance and risk management and insurance.

Fi 8000	Valuation of Financial Assets
RMI 8050	Risk Management Modeling
Fi 8200	Derivative Markers I
RMI 8370	Financial Risk Management

Three additional courses are required to earn a major in RMI specializing in *Enterprise Risk Management*. One is required and the other two can be chosen by the student, with approval of the RMI department's graduate faculty adviser, from the list of recommended courses below. Other courses may be selected with the advance approval of the graduate adviser.

Required:

RMI 8150	Corporate Risk Management

Choose two of the following.

Acct/CIS 8680	Security and Privacy of Information and Information Systems
Econ 8660	Economics of Global Finance
RMI 8120	Property and Liability Insurance
RMI 8350	International Risk and Insurance

An MBA Career Path in Enterprise Risk Management is an additional option. See the descriptions of career paths in this section.

7180.50 Robinson MBA Career Paths

The Robinson College of Business believes the curriculum should be innovative, forward looking, and boundary spanning. The college seeks to prepare students for the practice of management with the knowledge and skills needed to remain effective in a global, culturally diverse, and technologically advanced world that is characterized by rapid change and complex interdependencies. To respond to these changes in today's marketplace, the faculty has designed a new series of career paths composed of "hybrid concentrations." These options enable Robinson MBA students to select a combination of courses that cut across traditional business disciplines.

Hybrids combine courses available in two existing MBA

concentrations into a specific career path. Often one course can count toward both concentrations. Rather than two independent concentrations that may or may not have some overlap, hybrids are a cohesive set of courses relevant for the career path indicated.

Listed below are the career paths available at press time for this catalog. (Updates on career path offerings that may occur during the year can be found at the college's Web site, robinson.gsu.edu, by clicking on "Students.") Choice of a career path is optional, but the Robinson faculty strongly encourages them as part of the career planning for MBA students interested in these areas. Indications are that employers are increasingly interested in MBA students who have a concentration and even more so in students that have concentrations in more than one discipline.

Foundation courses for MBA career paths include MBA 8011, MBA 8121, and MBA 8231, which are the standard foundation courses as described earlier in this section. If additional or different courses are required for a particular career path, they are included in the descriptions below.

Accounting Information Systems Design and Assurance.

There is a dire need for those who understand general business principles, along with technology and accounting. A career path in Accounting Information Systems Design and Assurance prepares students for a career in this much sought-after area.

This career path essentially provides the students the opportunity to obtain an MBA with the same accounting systems focus that is available in the Master of Professional Accountancy program.

Students leaving the program will be well prepared to enter into a public accounting career with the major accounting firms and into consulting where they could help companies design systems with built-in auditing controls. Another career option would be to enter the assurance service field where they would audit systems for proper design and control. On the corporate side, students could find a career in systems design or audit systems.

MBA students who complete this career path will earn concentrations in accounting and information systems. Courses for the AIS Career Path follow.

Foundation Courses in addition to MBA 8011, MBA 8121, and MBA 8231. Students whose previous academic course work does not include the foundation courses listed below (minimum grade of C) will take them as part of this career path. Any student with an undergraduate accounting degree from an AACSB-accredited business school meets the accounting foundation requirements.

- Acct 4010 Contemporary Accounting Information
- Acct 4110 Financial Accounting and Reporting
- Acct 4210 Cost/Managerial Accounting
- Acct 4310 Accounting Information Systems
- Acct 4610 Auditing

A course in a procedural or object-oriented programming language such as Visual BASIC (CIS 3210 or CIS 3215), COBOL (CIS 3220), C (CIS 3260 or CIS 3280), or JAVA (CIS 3270).

Required courses:

- Acct 8630 Information Systems Assurance

- Acct 8680 Security and Privacy of Information and Information Systems
- CIS 8110 Information Technology Infrastructure
- CIS 8120 Web Development with Objects
- CIS 8130 Object-Oriented Specification
- CIS 8140 Fundamentals of Database Management Systems

Faculty Contact: Dr. Thomas L. Porter, 404/651-0963, email: tlporter@gsu.edu

Enterprise Risk Management. Among the most dramatic aspects of the revolution currently taking place in the risk management profession is the recognition that such formerly diverse areas as insurance, asset management, and the treasury functions of global corporations now require a common set of skills drawn from economics, finance, and risk management. Consequently, there is now a great demand for education in the core of contemporary risk management techniques.

The MBA career path in Enterprise Risk Management (ERM) will be attractive to individuals seeking breadth in risk management. Required and elective course work in ERM is broader than what is currently available at most universities in the United States.

The increasing acceptance of the Chief Risk Officer concept suggests there is enhanced demand for professionals who can efficiently manage both financial and non-financial risk—such as political risk, property and liability risks, risks associated with information technology and e-commerce, employee welfare, and human resource risk.

MBA students who complete this career path will earn the major in risk management and insurance and also will earn a concentration in finance. Courses for the ERM Career Path follow.

Required Courses:

- Fi 8000 Valuation of Financial Assets
- FI 8200 Derivative Markets I
- RMI 8050 Risk Management Modeling
- RMI 8150 Corporate Risk Management
- RMI 8370 Financial Risk Management

Two of the following four courses must also be chosen.

Other courses may be selected with prior approval of the RMI faculty adviser.

- Acct/CIS 8680 Security and Privacy of Information and Information Systems
- Econ 8860 Economics of Global Finance
- RMI 8120 Property and Liability Insurance
- RMI 8350 International Risk and Insurance

Faculty Contact: Dr. Richard D. Phillips, 404/651-3397, email: rphillips@gsu.edu

Information Systems Consulting. The combination of courses that prepares students for careers in Information Systems (IS) Consulting combines IS content expertise with process expertise in consulting. Traditional offerings provide strength only in IS content. Students following this career path must already have some level of expertise in both areas coupled with a desire to expand their backgrounds to meet the growing demands of today's global environment. The primary intention of this career path is to prepare students to be external consult-

ants, but it will certainly help those who act as consultants inside companies.

MBA students who complete this career path will earn concentrations in information systems and management. Courses for the ISC Career Path follow.

Foundation Course in addition to MBA 8011, MBA 8121, and MBA 8231. A course in a procedural or object-oriented programming language such as Visual BASIC (CIS 3210 or CIS 3215), COBOL (CIS 3220), C (CIS 3260 or CIS 3280), or JAVA (CIS 3270). (Not assigned if an equivalent academic course has been previously completed with a grade of C or higher.)

These required MBA courses are particularly applicable to this career path.

MBA 8473 Information Technology and Decision Strategy

MBA 8412 Organizational Behavior

MBA 8452 Systems and Operations Management

Required Courses:

CIS 8110 Information Technology Infrastructure

CIS 8150 Information Technology Project Management

CIS 8160 Process Reengineering and Change Management

HRM 8210 Negotiation and Dispute Resolution

Mgt 8460 Consulting Practice and Theory

One elective (subject to meeting prerequisites) from 8000-level CIS courses

Faculty Contact: Dr. Edward W. Miles, 404/651-3393, email: emiles@gsu.edu

International Business and Information Technology.

Information-intensive businesses operating in a global environment are looking for a special type of manager. This manager must comprehend simultaneously the complex international business environment and know how information technology (IT) can be used to best support the company's strategic direction. In information-intensive industries, IT is the lifeline to an organization's global operations, creating new opportunities for individuals with these skills. Robinson's new career path in International Business and Information Technology builds synergy from courses that overlap three areas [international business, organizational strategy (and its fit with IT), and IT itself]. This career path prepares tomorrow's leaders for an increasingly information-dependent global marketplace.

MBA students who complete this career path will earn concentrations in information systems and international business. Courses for the IBIT Career Path follow.

Foundation Course in addition to MBA 8011, MBA 8121, and MBA 8231. A course in a procedural or object-oriented programming language such as Visual BASIC (CIS 3210 or CIS 3215), COBOL (CIS 3220), C (CIS 3260 or CIS 3280), or JAVA (CIS 3270). (Not assigned if an equivalent academic course has been previously completed with a grade of C or higher.)

Required Courses:

CIS 8650 Information Technology and Collaborative Work

CIS 8680 Security and Privacy of Information and Information Systems

IB 8090 International Business Environment

IB 8180 Comparative Business Systems

IB 8680 Technology and Global Competition

IB 8710 International Information Technology

Optional Elective:

IB 8410 International study experience focused on IT Capstone Course (in lieu of MBA 8993)

IB 8990 Policy and Strategy in the International

Marketplace (Consent of instructor for exception to prerequisites will be given to students following this career path.)

Students interested in this career path may complete four of the six courses at the University of Nantes in Nantes, France in the fall semester. All instruction is in English.

Faculty Contact: Dr. Karen D. Loch, 404/651-4095, email: kloch@gsu.edu

International Entrepreneurship.

The career path in International Entrepreneurship is intended for students who want to start new businesses that will conduct commerce across national borders. The program of study blends theory with practical experience in real businesses and provides an opportunity for students to develop and test their own business proposals. Students are not required to have business experience before enrolling, but prior experience with international business, with small businesses, or with new ventures will make their experiences richer. Graduates will have the skills to start successful new businesses either on their own or with the support of large established corporations.

MBA students who complete this career path will earn concentrations in entrepreneurship and international business. Courses for the IEnt Career Path follow.

Required Courses

Ent 8000 Entrepreneurship and Enterprise

Ent 8900 Field Study in Entrepreneurship

IB 8090 International Business Environment

IB 8100 International Entrepreneurship

Choose One

Ent 8100 Business Plan Development, or

Ent 8200 Venture Creation in Electronic Commerce

Capstone Course (in lieu of MBA 8993)

IB 8900 Policy and Strategy in the International

Marketplace (Consent of instructor for exception to prerequisite will be given to students following this career path.)

Faculty Contacts: Dr. Ben Oviatt, 404/651-3021, email: benoviatt@gsu.edu and Dr. Karen D. Loch, 404/651-4095, email: kloch@gsu.edu.

7180.60 Exemption Criteria

Applications for exemption from M.B.A. courses are available from the Office of Graduate Student and Alumni Services.

Coursework that can be used for exemption must have been completed at a regionally accredited college or university with a minimum grade of C. To exempt a course in Groups B or C, the credit must have been earned before admission to the M.B.A. program. Refer to the descriptions of the MBA degree requirements earlier in this chapter for information on which courses can be exempted without replacement and which must be replaced.

Descriptions of Georgia State University undergraduate courses that are referenced in these exemption criteria are found in the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Group A: Foundation Courses

MBA 8011: Georgia State's Math 1070 and DSc 3120; or a course in statistics and a course in one of the following: business modeling, management science, operations management, operations research, or quantitative modeling/methods; or a passing score on the appropriate exemption examination; or a degree in mechanical engineering.

MBA 8121: Georgia State's Acct 2101, Acct 2102, and Fi 3300 or at least three undergraduate courses covering equivalent material or a passing score on the appropriate exemption examination.

MBA 8231: Georgia State's Econ 2105 or an equivalent principles-level macroeconomics course and Georgia State's Econ 3910, or an equivalent intermediate-level microeconomics course, or a passing score on the appropriate exemption examination.

Exemption examinations are administered once each semester by GSAS; a schedule is available from that office.

Group B: Core Courses

MBA 8412: An undergraduate major in management including the equivalent of Georgia State's Mgt 4010, Organizational Behavior (equivalent to Mgt 3500 not sufficient) or an undergraduate major or minor or at least four courses in one of these areas: organizational behavior from a business school or industrial and/or organizational psychology or industrial sociology

MBA 8452: An undergraduate major in industrial engineering or at least three courses at the junior/senior level in production/operations management (such as Georgia State's Mgt 4700, Mgt 4710, Mgt 4720, Mgt 4740, Mgt 4760) covering topics listed in the catalog description for MBA 8452.

MBA 8622: An undergraduate major in finance or Georgia State's Fi 3300, Fi 4300, and Fi 4320 or three courses that cover equivalent material.

MBA 8642: An undergraduate major in marketing including at least one course requiring the analysis of comprehensive marketing-oriented cases (such as Georgia State's Mk 4900).

Group C: Required Courses Beyond the Core

MBA 8423: BusA 2106, Mgt 4300, and Phil 3730 or the equivalents or completion of one year of law school in good academic standing.

MBA 8473: Coursework at the junior/senior level covering all of these topics: (1) strategic and managerial uses of information technology, (2) the processes by which information systems are created, (3) the nature of information technologies which make these systems and their strategic/managerial applications possible, (4) development of decision support models, and 5) application of decision support models and systems. Note that statistics, management science, or operations research courses at any level will not qualify for exemption.

MBA 8683: An undergraduate major in accounting or Georgia State's Acct 4210 and Acct 4310 or at least two courses covering equivalent material.

MBA 8993: Georgia State's BusA 4980 or an equivalent integrative capstone course in business which requires the analysis of comprehensive cases, PLUS at least three other courses at the junior/senior level on different topics from areas such as strategic planning, policy formulation/implementation, technology management, international management, and entrepreneurship.

7190 Executive M.B.A. Program

The Robinson College of Business offers a special program for experienced career managers leading to the Master of Business Administration degree. One class of approximately 50 students is admitted in August of each year.

The purpose of this program is to provide a superior education for experienced managers with substantial responsibilities. The typical Executive M.B.A. student has already undertaken significant duties within his or her organization. Each student must have the potential for top management.

The program is designed to make the pursuit of the M.B.A. degree more accessible to the experienced student than is possible through conventional programs. The course of study covers four semesters (fall and spring) for two school years. The program begins with a week of residency at an off-campus location. Thereafter, Executive M.B.A. classes are held one full day per week on alternating Fridays and Saturdays throughout each semester.

The many facets of the Executive M.B.A. experience are integrated in a 14-day study tour to a foreign country. On-site visits to a broad range of organizations and open dialogue with management in these organizations help the students develop a balanced perspective of business practices and a sensitivity to conducting business on an international level. Residency periods are part of the curriculum, and the costs are included in the total fees charged for the program.

An additional feature of the program involves the formation of study groups. The study groups (four to six members) typically work on group projects together, prepare for class and examinations together, and offer personal support as they share their professional experiences with one another. As a result of this interaction, ties remain strong, and the graduates form a very active alumni organization.

Further information, including application forms and information on admission criteria, may be obtained by going to the Executive M.B.A. Program Web site, robinson.gsu.edu/emba, or by calling 404/651-3760.

7200 Global Partners M.B.A. Program

The Robinson College of Business offers the Global Partners MBA in association with IAE, the Graduate Business School at the Sorbonne in Paris, and the COPPEAD Graduate

School of Business at the Federal University of Rio de Janeiro. The first class of no more than 40 students is scheduled to begin in January 2004. The highlights of the program follow:

- The Global Partners MBA is a full-time, 12-month program.
- Students receive a four-continent experience in one year. Students are in residency in Atlanta, Paris, and Rio de Janeiro and spend two weeks in China working with companies and local agencies.
- Courses are integrated across the partner schools, providing students with a true global perspective.
- Commercial Diplomacy is a theme. Students examine the interplay between the public and private sector. They develop an in-depth understanding of the regulatory environment and legal issues as they compare and contrast across four countries and four trading blocks. They learn commercial diplomacy first hand by seeing how the social and cultural aspects of a country influence ways of doing business.
- Students spend about a week in Washington, D.C. at the outset of the program, making working visits to the Department of Commerce. Other international agencies, such as the World Trade Organization and the European Union Directorate, are also part of the program.
- Internship/Field Study: The internship takes place at the end of the program for approximately 16 weeks. It is the culmination of the classroom and experiences applied in a live situation.
- Students have the option of obtaining a functional certificate through the selection of additional electives, thereby demonstrating a depth of knowledge in a particular discipline. This option is in addition to the one-year program.
- Graduates receive the Robinson College of Business MBA degree and master's certificates from IAE and COPPEAD.

Admission requirements include the following:

- Bachelor's degree (such as in business, engineering, languages). Applicants who hold a non-business undergraduate degree must complete the business foundation courses (accounting/finance principles, behavioral science courses in management and marketing principles, macroeconomic and microeconomic principles, college algebra, and statistics) prior to the start of the program.
- Documented advanced mastery of a second language. Demonstration of mastery of a second language can be established by one of the following methods: (1) completing a program of study at a foreign institution in the target language; certification of language proficiency must be provided; or (2) passing an examination approved by the Global Partners program or another internationally recognized exam. The exam must include both an oral and a written component.
- Two-to-three years of full-time work experience are preferred.
- GMAT.
- TOEFL if applicable.

The application deadline for the class beginning January 2004 is July 1, 2003.

For further information about the program, visit robinson.gsu.edu/gpmba; email: gpmba@gsu.edu, or call the Global Partners MBA Program in the Institute of International Business at 404/651-4068 or 404/651-4095.

7210 M.B.A./J.D. Joint Program

The Robinson College of Business, in conjunction with the College of Law, offers a joint program leading to the M.B.A. and the J.D. degrees. The following regulations apply to students who are accepted to both the M.B.A. and the J.D. programs and are enrolled in the joint program (joint enrollment) as opposed to being independently enrolled in both degree programs concurrently (dual enrollment). Students who have already earned an M.B.A. degree or a J.D. degree at Georgia State University or at another institution are not eligible for the joint program.

7210.10 Application to the M.B.A./J.D. Joint Program

Applicants to the M.B.A./J.D. joint program must meet the entrance requirements and follow the application procedures of both the Robinson College of Business and the College of Law. Applicants must be accepted by both colleges.

Although students may apply for either the M.B.A. or the J.D. program at any time, acceptance to both programs would only result in dual enrollment, as opposed to joint enrollment. Admission to both degree programs under the joint program concept permits the application of credit for one degree toward the other degree (as explained below), which is not necessarily possible in the case of dual enrollment. To be in the M.B.A./J.D. joint program, students must be admitted to both programs before completing either program. See the heading "Enrollment Sequencing and Time Limits" below.

Students who are accepted to both the M.B.A. and the J.D. programs and wish to be enrolled in the joint program are responsible for providing written notification of their intentions to each college.

7210.20 Joint Program Degree Requirements

Students must satisfy the curriculum requirements for both the M.B.A. and the J.D. degrees.

M.B.A. Degree Requirements

For students enrolled in the joint program, completion of the first-year curriculum of the J.D. program in good academic standing will satisfy the M.B.A. requirement in Law and Ethics in Business and Employment Environments (MBA 8423). For students who drop out of the J.D. program before completing the first-year curriculum or do not complete it in good standing, determination of credit for MBA 8423 will be decided by normal transfer-of-credit procedures, which are explained earlier in this chapter.

For students enrolled in the joint program, the Robinson College of Business will allow 12 semester hours of grades of B or higher to be credited toward the 12 semester hours of electives for the general business concentration in the M.B.A. program.

Students who earn fewer than 12 semester hours of grades of B or higher in the J.D. program will receive a reduced number of hours of credit toward the general business concentration in the M.B.A. program. Such students must compensate for this shortage of courses eligible for elective credit by taking additional courses in either college and earning minimum grades of B. Choice of these courses must be approved in advance by the Office of Graduate Student and Alumni Services.

J.D. Degree Requirements

Reciprocally, the College of Law will permit, with prior approval, up to 12 semester hours of 8000-level M.B.A. courses with grades of B or higher to be credited toward the J.D. degree. No M.B.A. credit toward the J.D. degree is awarded until the M.B.A. degree program has been completed. As stated in the College of Law chapter of this catalog, a law student must earn 90 semester hours of credit to qualify for the J.D. degree.

Enrollment Sequencing and Time Limits

The College of Law does not permit enrollment in the joint degree program after a student has completed more than 20 semester hours of 8000-level MBA coursework. After students have been admitted to both the M.B.A. and the J.D. programs and have declared intent to be enrolled in the joint program, they must, at the first opportunity, complete 31 semester hours of required courses in the J.D. program. After completion of these 31 hours, enrollment in the courses of either college or enrollment in both colleges concurrently is permitted. The requirements for the M.B.A. degree must be completed within eight years of the initial semester of enrollment in the M.B.A. program. The J.D. degree must be completed within six years of the initial semester of enrollment in the J.D. program.

Grading and Scholastic Discipline

Students enrolled in the joint program must meet the academic regulations of each college, including those related to the minimum GPA and scholastic discipline. The computation of the GPA in each college is based only on courses taken in that college.

7220 Master of Actuarial Science

Thomas S. Tredway, Faculty Adviser

The Master of Science (M.A.S.) degree, as well as the MBA concentration in actuarial science described earlier in this chapter, provide learning experiences that stress clarity of thought and flexibility in problem solving. Actuaries apply mathematical and communication skills to solve complex business problems. Success in these academic programs and in the actuarial profession requires strong mathematical aptitude.

7220.10 Regulations for the Degree

1. All Master of Actuarial Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.A.S. program. A maximum of 12 semester hours of transfer credit is possible in this 30-hour program. Students who, as undergraduates, have taken actuarial science courses at the 8000 level may apply such courses to the requirements of the Master of Actuarial Science degree provided that such courses were taken in addition to the minimum requirements of the B.B.A. degree. The courses may not be applied to the requirements of the Master of Actuarial Science degree if they were applied to fulfill the minimum requirements of the undergraduate degree.
2. Course Requirements. The Master of Actuarial Science requires 30 semester hours of appropriate credit beyond the foundation requirements. The course requirements and the format of the program follow:
 - A. Foundation Requirements. These courses are in addition to the 30 hours required for the M.A.S. degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent work has been previously completed with grades of C or higher. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Accounting: MBA 8121 or financial and managerial accounting principles (Acct 2101 and Acct 2102).
Behavioral Science: Sociology (Soci 1101), psychology (Psyc 1101), or management (Mgt 3500) principles.
Economics: Macroeconomics principles (Econ 2105) and microeconomics principles (Econ 2106).
 Finance: Corporate finance principles (Fi 3300 and AS 4260).
Mathematics: Three semesters of calculus (Math 2211, Math 2212, Math 2215); theory of interest (AS 4230).
Statistics: Mathematical statistics for actuarial science (AS 4130).

M.A.S. students who have financial aid should refer to “Courses Eligible to Count Toward Graduate Students’ Financial Aid” before registering for the first time with graduate status.
 - B. Required Courses in the Major (15 hours).

AS 8330	Survival Models and Ruin Theory (3)
AS 8340*	Life Contingencies I (3)
AS 8350*	Life Contingencies II (3)
AS 8810	Actuarial Science Graduate Seminar (3)

MRM 8320 Stochastic Risk Management Models (3)

*Students who have completed AS 4340 and/or AS 4350 or their equivalents must substitute appropriate 8000-level actuarial science courses for AS 8340 and/or AS 8350. The substitutions must be selected from section C below in consultation with the actuarial science faculty adviser. Students must complete a minimum of 18 hours of course work from sections C and D combined.

C. Elective Courses in the Major or in Mathematical Risk Management (6-9 hours)

AS 8420	Statistical Models for Actuarial Science (3)
AS 8430	Loss Distributions and Credibility Theory (3)
AS 8440	Advanced Survival Models (3)
AS 8510	Life Contingencies III (3)
AS 8520	Principles of Property/Casualty Ratemaking (3)
MRM 8610	Financial Engineering I (3)
MRM 8620	Financial Engineering II (3)
MRM 8630	Asset/Liability Management (3)
RMI 8050	Risk Management Modeling (3)

D. Electives Outside the Major (6-9 hours). At least one course must be selected from the 8000-level offerings in Risk Management and Insurance (RMI). Nonmajor electives must be individually approved by an actuarial science faculty adviser. In the selection of these electives, students will be strongly encouraged to choose courses that will serve to enhance their skills in writing and other forms of communication. Students must choose MBA 8622 as their elective outside RMI unless they have had Fi 4300 or its equivalent as undergraduates or they are exempted by the faculty adviser based on having passed the actuarial professional exam in this area.

3. Program of Study. Each student's program must be planned in consultation with a faculty adviser in actuarial science and a copy of the program filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. The program of study should be planned before the student takes a non-required course. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

4. Time Limit. The time limit for completing the M.A.S. program is five years from the first semester a course in section B, C, or D (above) is taken.

7230 Master of Business Administration/Master of Health Administration

The purpose of the Master of Business Administration/Master of Health Administration joint programs is to prepare future executives to assume responsible managerial positions in health care and business organizations. To accomplish this purpose, the M.B.A./M.H.A. curriculum is structured to provide (1) the basic theoretical knowledge needed to develop as a manager in a variety of health care and business organizations; (2) an understanding of the pragmatic applications of theoretical concepts applied to operational issues through health casework and involvement with health care facilities throughout the program; (3) the technical skills appropriate to successfully function as a health care or business manager; and (4) an understanding of the values, traditions, ethics, and attitudes basic to excellence in health care leadership roles.

The strength of this M.B.A./M.H.A. program lies in the fact that it applies the theoretical concepts of business administration to health administration. The curriculum accomplishes this by (1) developing an understanding of economic concepts applied to the health care system; (2) creating an awareness of legal and ethical issues; (3) providing an understanding of the theoretical concepts of organizations and the relationships necessary for effective financing and delivery of health care; (4) developing concepts of market forces, policy formulation, and strategic management; (5) providing knowledge on human resource management; and (6) integrating decision-making theory and information technology. Students are given the opportunity to develop and refine their managerial capabilities during an administrative residency.

7230.10 Admissions

The application procedures and admission criteria are given in the "Master's Admissions" section of this chapter. Applicants must be accepted by the Institute of Health Administration in addition to receiving admission to graduate study in the Robinson College of Business. A personal interview is required for all applicants but may be waived by the director of the institute in exceptional circumstances.

Admission to the M.B.A./M.H.A. degree programs occurs each semester. Early application is advised, since the number of applicants each year exceeds program capacity. Applicants should note that health administration courses are offered during the evening.

7230.20 Regulations for the Degrees

The Master of Business Administration (M.B.A.)/Master of Health Administration (M.H.A.) joint degrees are comprised of 60-63 semester hours of 8000-level graduate courses; a two-semester administrative residency is included. The residency (six semester hours) must be satisfactorily completed at a site approved by the director of the institute after all academic courses have been completed. A maximum of nine semester hours of graduate foundation coursework and a maximum of

three semester hours of MBA coursework can be exempted based on previous completion of equivalent coursework.

The time limit for completing the M.B.A./M.H.A. joint degrees is five years.

All M.B.A./M.H.A. students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.B.A./M.H.A. joint programs. A maximum of 12 semester hours of graduate transfer credit is permitted in the joint programs.

Applicants who have already completed an accredited M.B.A. degree program may request to complete only the M.H.A. portion of the joint programs and earn only the M.H.A. degree. These requests must be approved by the faculty of the Institute of Health Administration. A limited number of students can be accepted for this option. The program of study for students approved for this option includes the 30 semester hours of health administration courses listed in item III. below and the six-hour residency requirement described in item V. below (Such students should have already completed equivalents to Econ 2105, Econ 2106, MBA 8011 and MBA 8121; in the event any deficiencies exist, these will be assigned as additional courses.)

7230.30 The M.B.A./M.H.A. Curriculum

The M.B.A./M.H.A. degrees meet all M.B.A. core requirements. In cases where a health-oriented course is essential and is available, students will substitute this course for the standard requirement. Health courses are taken to complete M.B.A. elective requirements and M.H.A. core requirements. Following completion of all core requirements, an elective is selected from available health administration courses to meet the student’s interests, career objectives, and academic requirements. The course requirements for the M.B.A./M.H.A. degrees and the format of the program follow.

1. Foundation (0-9 hours). These courses provide foundation for the rest of the program and are prerequisites to several M.B.A. courses. They are to be taken first. They can be exempted if equivalent course work has been previously completed at an accredited school with minimum grades of C. All foundation courses are in addition to the required coursework. Foundation courses are assigned as part of the admissions process based on a review of each student’s transcripts.

MBA 8011	Decision Science Foundations (3)
MBA 8121	Accounting for Financial Decisions (3)
MBA 8231	Economics for Managers (3)
or	
Econ 2105	Principles of Macroeconomics
and	
Econ 2106	Principles of Microeconomics

2. MBA Courses (12-15 hours). Consult the Course Descriptions chapter of this catalog for the prerequisites to these MBA courses.

Students who have completed, before admission to the M.B.A./M.H.A. programs, substantial academic preparation in one or more of these areas can be considered for exemption with these constraints: MBA 8473 and MBA 8683 can be exempted with replacement. Only one of the following can be exempted without a replacement: MBA 8412, MBA 8622, MBA 8642. See the exemption criteria for MBA courses earlier in this chapter for additional information.

MBA 8412	Organizational Behavior (3)
MBA 8622	Corporation Finance (3)
MBA 8642	Marketing Management (3)
MBA 8473	Information Technology and Decision Strategy (3)
MBA 8683	Managerial Accounting and Control(3)

3. Required Courses in Health Administration (30 hours)

HA 8160	Introduction to Business and the Health Care System (3)
HA 8190	Health Policy and Ethics (3)
HA 8250	Health Economics and Financing (3)
HA 8440	Executive Leadership in Health Care (3)
HA 8450	Legal Environment of Health Care (3) Replaces MBA 8423, Law and Ethics in Business and Employment Environments, in the MBA curriculum.
HA 8460	Human Resource Management in Health Care (3)
HA 8550	Health Planning and Financial Management Information Systems (3)
HA 8620	Operations Management and Quality in Health Care (3) Replaces MBA 8452, Systems and Operations Management, in the MBA curriculum.
HA 8630	Managed Care and Integrated Health Systems (3)
HA 8670	Health Information Systems (3)
HA 8700	Health Services Research and Evaluation Methods (3)
HA 8990	Strategic Management in Health Care (3) Replaces MBA 8993, Strategic and International Management, in the MBA curriculum.
4. Elective (3 hours). An 8000-level health administration elective chosen from this list is required of all students:

HA 8440	Executive Leadership in Health Care
HA 8680	Care Management and Delivery Systems

HA 8700 Health Services Research and Evaluation Methods

5. Residency Requirement (6 hours).

An administrative residency of two academic semesters is required. Residencies are available in hospitals, health service facilities, organizations, and corporations throughout the country. The Institute of Health Administration assists students in obtaining the residency, works with the preceptor to develop an individualized student protocol, and evaluates the residency. Three hours of credit will be awarded for each of two academic semesters of residency. Students register for HA 8810 and HA 8820 during this time.

The residency is subject to the same matriculation/tuition fees as for a total of six semester hours taken on campus. Students must meet all report/evaluation assignments. The minimum 3.00 cumulative GPA required for graduation must be attained prior to the start of the residency. The residency may not start until all academic work has been completed.

With approval by the faculty of the institute, the administrative residency for foreign students or students with extensive experience may be replaced with a special project that will more appropriately prepare the person for service in the health system. The time period required to complete the project will be determined by the faculty but may not exceed the regular residency period.

7240 Master of International Business

Karen D. Loch, Faculty Adviser

The Master of International Business program in the Institute of International Business is designed to provide graduates with specialized skills needed to function as managers in global business. The emphases of the program are (1) to extend functional skills to deal with managerial issues in the global marketplace and (2) to enhance students' intercultural awareness and sensitivity. Functional skills to deal with global issues are developed through program course requirements in international business. The development of these skills is further enhanced through their application in a supervised international work program (internship). Intercultural awareness is developed through foreign area study (culture, history, and politics of a foreign country), mastery of a business language other than English, and the international internship.

7240.10 Regulations for the Degree

1. All Master of International Business students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.I.B. program. A maximum of nine semester hours of transfer credit is permitted in this 33-hour program.

2. Course Requirements. The course requirements for the M.I.B. degree and the format of the program follow. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.
 - A. Foundation and Prerequisite Courses (0-24 hours). The courses in this section are in addition to the 33 semester hours required for the degree. They are assigned as part of the admission process based on a review of each student's transcripts. They can be exempted if equivalent coursework has been previously completed with minimum grades of C.

Accounting/Finance: MBA 8121, or financial and managerial accounting principles (Acct 2101-2102) and corporate finance principles (Fi 3300).
Behavioral Science: Management principles (Mgt 3500) and marketing principles (Mk 3010).
Economics: Macroeconomics principles (Econ 2105) and microeconomics principles (Econ 2106).
Mathematics: College algebra (Math 1111).
Statistics: MBA 8011 or Math 1070.
 - B. Language Foundation. Each student must demonstrate mastery of a business language other than the native tongue. Demonstration of mastery in a language can be established by one of the following methods: (1) completion of this language requirement at a foreign institution through a study abroad segment. Certification of language proficiency must be provided; (2) passing an examination approved by the Georgia State University Department of Modern and Classical Languages (MCL), or other internationally recognized exam; (3) sit for a panel of examiners as determined by IIB and MCL to ascertain proficiency level of the student. There will be both an oral and written component. There are business language courses (French, German, Spanish) offered by MCL which are useful in this effort. Academic credit earned to satisfy the language foundation requirement is in addition to the 33 hours required for the degree.
 - C. Required Core Courses (9 hours).

IIB 8090	International Business Environment (3)
IIB 8990	Policy and Strategy in the International Marketplace (3)

Select one of the following two:
 Econ 8850 International Trade (3)
 Econ 8860 Economics of Global Finance (3)
 - D. Designated International Business Electives (12 hours). With the approval of the faculty adviser, select 12 hours of coursework from the following list. Twelve hours is the minimum amount of coursework in this portion of the program; if prerequisites for the courses chosen have not been completed previously, they must be taken as additional hours. Consult the Course Descriptions chapter of this catalog for a listing of the prerequisites for each course.

Acct 8090	International Accounting Practices (3)
Econ 8850	International Trade (if not taken as a required course) (3)
Econ 8860	Economics of Global Finance (if not taken as a required course) (3)
Fi 8040	Survey of International Finance (3)
Fi 8240	Global Portfolio Management (3)
Fi 8340	Multinational Corporate Finance (3)
Fi 8440	Multinational Bank Management (3)
IB 8080	International Legal Process (3)
IB 8100	International Entrepreneurship (3)
IB 8180	Comparative Business Systems (3)
IB 8190	Doing Business in World Regions (3)
IB 8400	International Exchange Program Credit (1-6)
IB 8410	Study Abroad (1-6)
IB 8680	Technology and Global Competition (3)
IB 8690	Global Operations Management (3)
IB 8710	International Information Technology, Issues and Policies (3)
Mgt 8600	International Management (3)
Mgt 8660	Management and Cross-National Environments (3)
Mk 8600	International Marketing (3)
RE 8600	Acquisition, Development and Management of Real Estate Assets in International Business.(3)
RMI 8350	International Risk and Insurance (3)
Tx 8300	International Aspects of Taxation (3)

Optional Groupings: These groupings are provided as guidance for selecting electives. They are only suggestions and are subject to availability of courses. The faculty adviser can discuss these and other options with students as they select electives.

International Management: Mgt 8600, Mgt 8660, IB 8100, IB 8180, and IB 8680.

International Finance: Fi 8040, IB 8410F, IB 8080, and any of the following: Fi 8240, Fi 8340, Fi 8440, Tx 8300, RMI 8350.

International Information Technology: IB 8180, IB 8400F, IB 8680, IB 8690, IB 8710.

International Marketing: Mk 8600, IB 8080, IB 8100, IB 8180, IB 8400F

- E. Foreign Area Study (6 hours). Complete a minimum of six hours of graduate courses covering culture, history, politics, and/or the society of a foreign country. These courses may be taken at Georgia State University by choosing from the list below or at a foreign institution through the study abroad requirement.

AL 8330	Intercultural Communication (3)
Hist 8280	Seminar in the Intellectual History of Europe (4)
Hist 8420	Seminar in Latin American History

	(4)
Hist 8430	Seminar in South Asian History (4)
Hist 8440	Seminar in East Asian History (4)
Hist 8445	Seminar in Middle Eastern History (4)
PolS 8200	Comparative Political Analysis (3)
PolS 8240	European Politics (3)
PolS 8245	Politics of Russia and Eastern Europe (3)
PolS 8250	Latin American Politics (3)
PolS 8260	Politics of the Middle East and North Africa (3)
PolS 8280	Comparative Political Systems (3)
PolS 8400	International Politics (3)
PolS 8430	International Political Economy (3)
PolS 8435	Studies in International Political Economy (3)
PolS 8450	United States Foreign Policy (3)
PolS 8459	Studies in Foreign Policy (3)
Soci 8900	Special Topics in Sociology (Topic: International Development) (3)
Fren 6043	French Civilization I (3)
Fren 6053	French Civilization II (3)
Fren 6063	Contemporary France (3)
Gmn 6121	German Civilization (3)
Span 6603	Cultural Studies (3)

- F. Study Abroad (IB 8410). Within the program of study, a student may complete up to the equivalent of nine semester hours of pre-approved coursework at an institution outside the United States. The courses may cover the language, culture, society or business of the host country and may be used to meet the requirements of IB electives (D) and foreign Area Study (E). The courses must be equivalent to graduate-level courses offered by Georgia State University. Normally, qualifying courses are those offered by institutions that are part of an exchange program with Georgia State University. In all cases, courses taken at foreign institutions to meet this requirement must be approved in advance by the director of the Institute of International Business. The 24-hour minimum residency for courses taken at Georgia State must be met. Students may also meet the language requirements through a study abroad program in a foreign institution.
- G. International Internship (IB 8500—6 hours). This requirement is met by a supervised work program conducted at an organization outside the United States. Foreign nationals may intern with organizations in the United States. The Institute of International Business will assist students in locating internships. Students are encouraged to be active in this process.

The internship must be for at least one semester (normally four months) of full-time work and must be related to the student's program of study. Fluency in the business language of the host country must be established before being approved for an internship. Certification of fluency is by examination or by completion of the language requirement in section

B above. All internships must be approved in advance by the director of the Institute of International Business.

3. Program of Study/Course Selection. Each student's program must be planned in consultation with the faculty adviser for the Master of International Business program and a copy of the program filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. The program of study should be planned before the student takes a non-required 8000-level course. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken. If prerequisites are listed that cannot be incorporated within the 33 hours of 8000-level coursework for the degree, they must be taken as additional hours.

4. Time Limit. The time limit for completing the M.I.B. program is five years from the first semester a course in C, D, E or G (above) is taken.
5. MIB candidates are strongly encouraged to participate in the MIB Energizer during the first year of their program. The Energizer is always scheduled for the weekend prior to the start of fall semester classes. In addition, MIB candidates are asked to participate in the Mentor Program. The Mentor Program matches each participant with a seasoned business executive. For more information, consult the Institute's website at www.iib.gsu.edu or email iib@gsu.edu.
6. Effective with students that enter the program in summer 2003, MIB candidates pay a program fee of \$1,200 per semester for three semesters for a total of \$3,600. The fee is collected at the same time as payment of tuition. The fee is used to help support internship development and other services unique to the delivery of the MIB program. For comparison purposes, other programs of similar format and requirements assess program fees between \$5,000 and \$6,000. It continues to be the goal of the Robinson College of Business to offer programs that are of the highest quality at the best value possible.

7240.20 Five-Year/MIB Program

In cooperation with the College of Arts and Sciences, the Robinson College offers a five-year program leading to the Bachelor of Arts degree with a major in French, German, or Spanish *plus* the Master of International Business degree. This is a rigorous, cross-disciplinary program for highly motivated students with an interest in language, intercultural study, and

international business. Graduates of the program are equipped with both global marketplace management skills and intercultural business language expertise. For further information, contact Dr. John Austin, Department of Modern and Classical Languages, 841 General Classroom, 404/651-2265 or Dr. Karen Loch, Institute of International Business, 807 Robinson College of Business, 404/651-4095, iib@gsu.edu. To be accepted to the five-year program, students must be admitted separately to each degree program and satisfy prerequisites for each program.

7240.30 Joint Degree MIB/MA in Political Science with International Affairs Concentration

Students may earn the Master of International Business and the Master of Arts in Political Science with a concentration in International Affairs by completing the requirements of each degree. The program allows students to use nine credit hours (three courses) in each degree to satisfy the requirements of the other. The joint-degree program takes advantage of the curricular strengths in both programs to prepare students for business, state, and/or governmental careers in the global economy. For further information, please contact Dr. Karen D. Loch, Institute of International Business, 807 Robinson College of Business, 404/651-4095, iib@gsu.edu or Dr. Francis G. Abney, Department of Political Science, 1004 General Classroom, 404/651-3152, polfga@langate.gsu.edu.

To be accepted into the program, students must be admitted separately to each program and satisfy prerequisites of each program. (PoLS 8810 satisfies the statistics requirement of the MIB program.)

7240.40 Dual-Degree Program with ESC Toulouse

A dual-degree is available in which students earn a master's degree from the Robinson College and a Master in Management degree (MIM) from Groupe Ecole Supérieure de Commerce in Toulouse, France. The program requires a one-year residency in Toulouse, France and written and oral proficiency in French. Students benefit from an internship program during the spring term. For more information, contact the director of the Institute of International Business, Dr. Karen D. Loch, 807 Robinson College of Business, 404/651-4095, iib@gsu.edu.

7250 Master of Professional Accountancy

Thomas L. Porter, Coordinator

As this catalog went to production, the RCB faculty was considering revisions to the Master of Professional Accountancy curriculum. If these changes are approved, they will become effective fall 2003. Information about the status of these revisions can be found on the Updates page of the RCB website: robinson.gsu.edu. (Click on Students then on Updates.)

The objective of the Master of Professional Accountancy program is to develop skills needed to excel in a professional path toward a leadership position in the practice of accountancy. The M.P.A. program uses the student's previously acquired undergraduate skills to focus on developing advanced technical and analytical skills in accounting. Typically, graduates of this program will find professional accounting positions in public accounting firms and in business and governmental organizations that have a need for graduates with greater depth and breadth in the discipline of accounting than is generally available in graduates with a B.B.A. or M.B.A. in accounting.

Three specializations are offered in the M.P.A. program: 1) Accounting Systems, 2) Financial Accounting and Reporting, and 3) Management Accounting.

- The mission of the accounting systems specialization is to provide a master's-level education for accountants as users, managers, designers, and evaluators of information systems by providing meaningful opportunities for students to learn;
- The mission of the financial accounting and reporting specialization is to provide master's-level education for accountants as preparers, designers, users, and auditors of financial accounting and reporting information by providing training and opportunities for students to learn while in the program and by providing the students skills in the preparation, design, use, and attestation of financial information;
- The mission of the management accounting specialization is to provide students with an understanding of the accounting manager's role in developing information for strategy, planning, costing, measuring results, and working with other managers to define the organization's direction and future. The program meets this challenge by providing instruction that focuses on the knowledge, skills, and attributes that are necessary to be successful.

7250.10 Admissions

The application procedures and admission criteria are given in the "Master's Admissions" section of this chapter. It is assumed that a person entering the fifth (graduate) year of the professional accounting program will have or will acquire the equivalent of the preparation offered in the four years of Georgia State's B.B.A. program in accounting.

An accepted applicant, who at the time of admission to the M.P.A. program, has not completed the foundation and prerequisite courses must complete these requirements in a manner approved by the faculty adviser and the director of master's admissions.

7250.20 Regulations for the Degree

1. All Master of Professional Accountancy students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.P.A. program. A maximum of six semester hours of transfer credit is permitted in this 30-

hour program. The course requirements for the M.P.A. degree and the format of the program follow.

2. Course Requirements: Foundation and Prerequisite Courses

Consult the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog* for prerequisites to the undergraduate courses listed below. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs. The courses in this section are in addition to the 30 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent coursework has been previously completed with minimum grades of C.

Accounting: Acct 2101 and Acct 2102, or MBA 8121; Acct 4010, Acct 4110, Acct 4210, Acct 4310, Acct 4510, and Acct 4610.

Behavioral Science: Management principles (Mgt 3500).

Programming: Visual BASIC (CIS 3210) or C/C++ (CIS 3260). Required only for the accounting systems and management accounting specializations.

Economics: Macroeconomics principles (Econ 2105) and microeconomics principles (Econ 2106).

Mathematics: College algebra (Math 1111) and either calculus (Math 1220) or discrete math (Math 2420). Math 2420 has precalculus as the minimum prerequisite. It is recommended for the accounting systems and management accounting specializations.

Statistics: Math 1070

Management Science: DSc 3120

Finance: Corporate finance principles (Fi 3300) or MBA 8121.

Graduate students who receive a grade lower than a grade of C in any undergraduate accounting course may repeat that course but may not enroll in any other accounting course until a grade of C or higher is earned in that course. M.P.A. students who have undergraduate accounting courses required and who have financial aid should refer to "Courses Eligible to Count Toward Graduate Students' Financial Aid" before registering for the first time with graduate status.

3. Course Requirements: Accounting Systems Specialization

A. Required Courses (24 hours).

Acct 8310	Seminar in Management Accounting Systems (3)
Acct 8610	Seminar on Auditing and Assurance Services (3)
Acct 8630	Information Systems Assurance (3)
Acct 8680	Security and Privacy of Information and Information Systems (3)
CIS 8110	Information Technology Infrastructure (3)

CIS8120	Web Development with Objects (3)	Acct 8090	Accounting Standards (3)
CIS8130	Object-Oriented Specification (3)	Acct 8130	International Accounting Practices (3)
CIS8140	Fundamentals of Database Management Systems (3)	Acct 8310	Advanced Accounting Topics (3)
- B. Electives in the Specialization (3 hours). Select one course from the following:
8000-level accounting (Acct) courses
8000-level taxation (Tx) courses.
- C. Elective Course Outside the Specialization (3 hours). Choose one elective course from 8000-level courses in the Robinson College of Business or 8000-level courses in other colleges with these constraints: Acct- and Tx-prefixed courses, MBA 8011, MBA 8121, MBA 8231, MBA 8412, MBA 8452, MBA 8622, MBA 8642, and MBA 8683 cannot be chosen. An elective from a college other than the Robinson College of Business must be approved by the M.P.A. coordinator (Thomas L. Porter) as relevant to the specialization (e.g., CrJu 8900R, Financial Investigative Techniques for the Financial Accounting and Reporting specialization).
4. Course Requirements: Financial Accounting and Reporting Specialization
- A. Required Courses (9 hours). Select three of the following seminars:
- | | |
|-----------|--|
| Acct 8030 | Seminar in Contemporary Financial Accounting Standards (3) |
| Acct 8310 | Seminar in Management Accounting Systems (3) |
| Acct 8410 | Seminar in Financial Reporting Policy (3) |
| Acct 8610 | Seminar in Auditing (3) |
| Acct 8700 | Financial Statement and Business Analysis (3) |
- B. Electives in the Specialization (12 hours). Subject to the conditions noted below, select these courses from the following:
8000-level accounting (Acct) courses, including courses not selected above in "A."
8000-level taxation (Tx) courses.
- C. Elective Courses Outside the Specialization (9 hours). Choose three elective courses from 8000-level courses in the Robinson College of Business or from 8000-level courses in other colleges with these constraints: Acct-prefixed and Tx-prefixed courses, MBA 8011, MBA 8121, MBA 8231, MBA 8412, MBA 8452, MBA 8622, MBA 8642, and MBA 8683 cannot be chosen. An elective from a college other than the Robinson College of Business must be approved by the M.P.A. coordinator (Thomas L. Porter) as relevant to the specialization (e.g., CrJu 8900R, Financial Investigative Techniques for the Financial Accounting and Reporting specialization).
5. Course Requirements: Management Accounting Specialization
- A. Required Courses (21 hours). Complete the following seven courses:
- | | | | |
|-----------|--|-----------|---|
| Acct 8030 | Seminar in Contemporary Financial Accounting Standards (3) | Acct 8090 | Accounting Standards (3) |
| | | Acct 8130 | International Accounting Practices (3) |
| | | Acct 8310 | Advanced Accounting Topics (3) |
| | | Acct 8410 | Seminar in Management Accounting Systems (3) |
| | | Acct 8630 | Seminar in Financial Reporting Policy (3) |
| | | Acct 8680 | Information Systems Assurance (3) |
| | | | Security and Privacy of Information and Information Systems (3) |
- B. Electives (9 hours). Choose three elective courses from other 8000-level courses in the Robinson College of Business or from 8000-level courses in other colleges with these constraints: Acct- and Tx-prefixed courses, MBA 8011, MBA 8121, MBA 8231, MBA 8412, MBA 8452, MBA 8622, MBA 8642, and MBA 8683 cannot be chosen. An elective from a college other than the Robinson College of Business must be approved by the M.P.A. coordinator (Thomas L. Porter) as relevant to the specialization (e.g., CrJu 8900R, Financial Investigative Techniques for the Financial Accounting and Reporting specialization). If prerequisites have been satisfied, the following courses are recommended because they pertain directly to management accounting in organizations:
- | | |
|----------|---|
| MBA 8993 | Strategic and International Management (3) |
| CIS8120 | Applications Prototyping with Objects (3) |
| CIS8130 | Object-oriented Specification (3) |
| CIS8140 | Fundamentals of Database Management Systems (3) |
| DSc 8760 | Statistical Quality Assurance (3) |
| Fi 8020 | Financial Analysis and Loan Structuring (3) |
6. Advisement/Course Selection. The M.P.A. program coordinator is available to students for consultation and guidance as needed. Students are encouraged to contact the coordinator and schedule an appointment for advisement as needed. Progress toward the degree, including clearance for graduation, will be determined by the Office of Graduate Student and Alumni Services by comparing courses taken by the student with the foundation courses assigned at admission and the degree requirements stated above. It is the responsibility of the students to monitor their progress toward the degree and to determine if they have met all the requirements of the degree.
- The School of Accountancy requires strict adherence to the prerequisites listed for each of its courses (see the Course Descriptions chapter of this catalog). Students enrolled in accounting or taxation courses without having completed the stated prerequisites with minimum grades of C will be required to withdraw from the course. Please contact the School of Accountancy before registration if you have questions about course prerequisites.

Students always must consult the course descriptions section of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

7. **Time Limit.** The time limit for completing the M.P.A. program is five years from the first semester a course in section 3, 4, or 5 (above) is taken.

7260 Master of Science

The Master of Science program allows students to concentrate their studies in one of the nine majors listed below:

Business Economics
Computer Information Systems
Decision Sciences
Finance
Human Resource Management
Management
Marketing
Personal Financial Planning
Risk Management and Insurance

The Master of Science program is designed particularly for students who already have an undergraduate degree in business administration and wish to study one of the disciplines in which a major is offered in greater depth. Students who do not have an undergraduate background in business but have already established a career in a field related to one of the M.S. majors may find that the specialized degree can be tailored to fit career needs.

The requirements for each of these major fields of study are given in the following sections.

7260.05 Major in Business Economics

Yongsheng Xu, Faculty Adviser

The mission of the business economics major in the Master of Science program is to prepare students to function successfully as professional economists in the corporate and business environment. More specifically, the program endeavors to:

- build a solid background in micro and macroeconomic theory;
- equip students with an extensive knowledge of analytical and statistical techniques;
- provide expertise and practice in applying theory and quantitative tools to actual business problems; and
- ensure that students are able to communicate this information both in a technical way to peers and in a more general way for decision making by upper management.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and

“Master’s Programs” sections of this chapter apply to the M.S./Bu.E. program. A maximum of six hours of transfer credit is permitted in this 30-hour program.

2. **Course Requirements.** The course requirements for the degree of Master of Science with a major in business economics and the format of the program follow. If prerequisites for the courses listed in each section have not been previously completed, they must be taken as additional hours. Consult the Course Descriptions chapter of this catalog for a listing of the prerequisites for each graduate course. Undergraduate foundation course descriptions and prerequisites are shown in the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.
- A. **Foundation Courses.** The courses in this list are in addition to the 30 hours required for the degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher.

Accounting: Financial accounting principles (Acct 2101).
Behavioral Science: Management principles (Mgt 3500).
Economics: Intermediate macroeconomics (Econ 3900) and microeconomics (Econ 3910). Prerequisites are Econ 2105 and Econ 2106, respectively.
Mathematics: Calculus (Econ 6030 or Math 1220).
Statistics: MBA 8011 or Math 1070.
- B. **Required Courses (18 hours)**
 Eighteen hours is the minimum amount of course work in this portion of the program. Any prerequisites for these courses that have not been previously satisfied must be taken as additional hours. Consult the Course Descriptions chapter of this catalog for a listing of the prerequisites for each of these required courses.

DSc 8080	Probability and Statistical Theory I (3)
Econ 8100	Applied Microeconomic Analysis (3)
Econ 8110	Macroeconomic Analysis (3)
Select one of the following two:	
DSc 8090	Probability and Statistical Theory II (3)
DSc 8300	Applied Regression Analysis (3)
Econ 8180	Applied Economic Analysis (3)
Econ 8430	Theory of the Firm and Business Strategy (3)
- C. **Economics Electives (12 hours).** Electives will be selected consistent with the student’s planned program. They must be approved in advance by the M.S./Bu.E. faculty adviser.
3. **Program of Study.** Each student’s program must be planned in consultation with the M.S./Bu.E. faculty adviser before a non-required course is taken. Students may contact the department (404/651-3767) to

schedule an appointment. A copy of the program will be filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit. The time limit for completing the M.S./Bu.E. program is five years from the first semester a course in section B or C (above) is taken.

7260.10 Major in Computer Information Systems

David S. McDonald, Coordinator

In today's highly competitive global environment, the effective deployment of information technology has become the key to business success. New applications of information technology strike at the heart of what management does and how organizations are structured and compete. In many respects these applications are redefining the nature of work and its organization.

There is a continuing shortage of specialists and managers with the combination of business and technology skills needed to bring about this reshaping of American industry. The purpose of the CIS major in the Master of Science program is to produce graduates who are able to combine their general business knowledge with the latest software engineering tools and techniques to create information systems which allow organizations to compete in the global marketplace. Graduates will be prepared for careers in a variety of areas such as programming, systems development, database administration, web-based systems management, network deployment and support, and consulting.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S./C.I.S. program. A maximum of 12 hours of transfer credit is permitted in this 36-hour program.
2. Course Requirements. The course requirements for the degree Master of Science with a major in computer information systems and the format of the program follow:
 - A. Foundation and Programming Courses. The courses in this list are in addition to the 36 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course

work has been previously completed with grades of C or higher. Undergraduate foundation course descriptions and prerequisites are shown in the *Georgia State University Undergraduate Catalog*. This catalog is on the web at www.gsu.edu; click on Students then Catalogs.

CIS majors who have undergraduate CIS courses required and who have financial aid should refer to "Courses Eligible to Count Toward Graduate Students' Financial Aid" in the Financial Information chapter before registering for the first time with graduate status.

Accounting: MBA 8121, or financial and managerial accounting principles (Acct 2101 and Acct 2102).

Behavioral Science: Management principles (Mgt 3500) and marketing principles (Mk 3010).

Economics: Microeconomics principles (Econ 2106).

Mathematics: College algebra (Math 1111).

Statistics: MBA 8011 or Math 1070.

Programming: MS/CIS students are required to fulfill a "programming track."

A programming track consists of two associated programming courses—one at the beginning level and one at the intermediate level. The three programming tracks from which students can choose are (1) Enterprise Programming—CIS 3260, Introduction to C/C++ and CIS 3280, Object-Oriented Programming is C/C++; (2) Internet Programming—CIS 3260, Introduction to C/C++ and CIS 3270, Java Programming; (3) Visual Programming—CIS 3210, End-user Application Development and CIS 3215, Intermediate Visual Programming

One of the programming courses must be completed by the end of the student's first semester in the program. The Department of Computer Information Systems strongly recommends that students complete this requirement by the end of their second semester in the program. The programming track requirement **must** be completed before the completion of 18 semester hours of graduate coursework.

- B. Required Courses in Computer Information Systems (21 hours).

CIS 8110	Information Technology Infrastructure (3)
CIS 8120	Web Development with Objects (3)
CIS 8130	Object-Oriented Specification (3)
Select one of the following two:	
CIS 8140	Fundamentals of Database Management Systems (3)
DSc 8230	Data-based Decision Support Systems (3)
CIS 8150	Information Technology Project Management (3)
CIS 8160	Process Reengineering and Change Management (3)
CIS 8170	Network Design and Management (3)

- C. Specialization (15 hours). In consultation with a

departmental faculty adviser, the student will choose a 15-hour specialization from one of four options:

- (1) Choose five courses from the following list.
- (2) Choose one course from the following list and four courses (12 hours) from the offerings of another academic unit in the Robinson College for approval by the faculty adviser.

CIS 8240	Advanced Networks and Messaging (3)
CIS 8260	Knowledge Management (3) (Same as DSc 8030)
CIS 8270	Data Structures for Software Applications (3)
CIS 8390	Advanced Topics in Information Technology (3)
CIS 8410	Object-Oriented Design and Development (3)
CIS 8450	Knowledge Systems in Organizations
CIS 8470	Electronic Commerce Applications (3)
CIS 8490	Advanced Topics in Systems Development (3)
CIS 8610	Information Technology Strategy and Policy (3)
CIS 8620	Management of Information Services (3)
CIS 8650	Information Technology and Collaborative Work (3)
CIS 8660	Electronic Commerce Strategy (3)
CIS 8680	Security and Privacy of Information and Information Systems (3) (Same as Acct 8680)
CIS 8690	Advanced Topics in Management of Information Systems (3)
IB 8680	Technology and Global Competition (3)
IB 8710	International Information Technology Issues and Policy (3)

- (3) Choose a specialization in electronic commerce as described below:

Required courses (12 semester hours)

CIS 8470	Electronic Commerce Applications (3)
CIS 8660	Electronic Commerce Strategy (3)
MBA 8642	Marketing Management (3)
Mk 8700	Electronic Marketing Fundamentals (3)

Elective course (3 semester hours). Choose one course from the following list.

Acct 8500	Reporting and Control Issues in Electronic Commerce (3)
Acct 8630	Information Systems Assurance (3)
Acct 8680	Security and Privacy of Information and Information Systems (3)
Econ 8700	Economics of the Internet (3) or
CIS 8690A	Economics of Digital Business (3)
IB 8710	International Information Technol-

Mgt 8300	ogy Issues and Policy (3)
	Venture Creation in Electronic Commerce (3)
RMI 8390	Electronic Commerce in the Insurance Industry (3)

The list of eligible courses for electives in the e-commerce specialization will expand over time. Additional choices will be announced on the college's Web site in the updates section.

- (4) Thesis Option

MS/CIS students have the option of writing a research-oriented thesis. This option is available for strong students wishing to advance their knowledge in a particular area of computer information systems. Approval for the thesis option by the Department of Computer Information Systems is required. Students approved for a thesis will register for the following in the specialization:

Six hours of CIS elective credit approved by the faculty adviser.

CIS 8389	Directed Readings in Information Systems (3)
CIS 8990	Thesis Research (0-6 each semester)

A student opting for the thesis option must complete the directed readings with a *graduate* faculty member. The directed readings course must be used by the student to do preliminary research in preparation for thesis work and will be used by the course instructor to gauge the competence of the student to do independent research that is of value to the CIS discipline. Approval to write the thesis will be contingent upon a positive recommendation by the course instructor to the master's program coordinator and his/her willingness to be the thesis supervisor. Details about thesis supervision and related policies are available from the Department of Computer Information Systems.

3. Program of Study/Course Prerequisites. Each student's program must be planned in consultation with an M.S. faculty adviser in the Department of Computer Information Systems for approval by the M.S./C.I.S. coordinator before a non-required course is taken. Students may contact the department for the name of their faculty adviser and to schedule an appointment. A copy of the program will be filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.
4. Time Limit. The time limit for completing the M.S./C.I.S.

is five years from the semester the first course in section B or C (above) is taken.

7260.15 Major in Decision Sciences

David M. Barrett, Jr., Faculty Adviser

As this catalog went to production, the RCB faculty was considering changes to the MS major in Decision Sciences. If these changes are approved, they are expected to become effective fall 2003 or thereafter. Information about the status of these changes can be found on the Updates page of the RCB website: robinson.gsu.edu. (Click on Students then Updates.)

The decision sciences major provides the requisite expertise for analytically oriented careers in business with emphasis on applications of information technology. Applications of information technology include decision support systems, business intelligence, data mining, and knowledge management. Analytical areas span data analysis, business modeling, management science, statistical modeling, and financial modeling.

The mission of this program is to prepare professionals to take on leadership roles in information analysis. Potential career paths include business development, market analysis and research, financial planning, data analysis, operations management, and strategic planning. M.S. graduates with the decision sciences major are ideally positioned for careers in any functional area of business that requires business analysis and information technology skills.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S./D.Sc. program. A maximum of six hours of transfer credit is permitted in this 30-hour program.
2. Course Requirements. The course requirements for the degree of Master of Science with a major in decision sciences and the format of the program follow:
 - A. Foundation Courses. The courses in this section are in addition to the 30 semester hours required for the M.S. degree with a major in decision sciences. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent work has been previously completed with minimum grades of C. The foundation courses must be completed as early as possible in the program and, at the latest, before students take their third 8000-level course. See the Course Descriptions later in this catalog for descriptions of each graduate course. Undergraduate foundation course descriptions and prerequisites are shown in the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Accounting/Finance: MBA 8121, or financial and managerial accounting principles and corporate

finance principles (Acct 2101, Acct 2102, and Fi 3300).
Behavioral Science: Management principles (Mgt 3500), organizational behavior (Mgt 4010), or marketing principles (Mk 3010).
Economics: Microeconomics principles (Econ 2106).
Mathematics: Calculus (Math 1220).
Statistics: MBA 8011 or Math 1070.
Management Science: DSc 3120.

- B. Required Courses in the Major (15 hours).

DSc 8020*	Business Intelligence (3)
DSc 8130*	Problem Solving (3)
DSc 8140*	Management Science Modeling (3)
DSc 8240*	Business Modeling (3)
DSc 8450	Statistical Modeling (3)

*Students who have completed DSc 4020, DSc 4120, DSc 4130, and/or DSc 4240 or their equivalents will replace DSc 8020, DSc 8120, DSc 8130, and/or DSc 8240 (as appropriate) with other 8000-level decision sciences courses selected from section C below in consultation with the decision sciences faculty adviser.
- C. Electives in the major (9 hours)
 Select three courses from the following list:

DSc 8030	Knowledge Management (3) (Same as CIS 8260.)
DSc 8200	Business Forecasting Methods (3)
DSc 8300	Applied Regression Analysis (3)
DSc 8330	Data Mining (3)
DSc 8350	Risk/Benefit Analysis (3)
DSc 8760	Statistical Quality Assurance (3)
DSc 8780	Knowledge-based Decision Support Systems (3)
ECm 8400	e-Supply Chain Management (3)
Mgt 8440	Work Team Design and Development (3)
Mgt 8550	Simulation (3)
Mgt 8560	Quality Management (3)
Mgt 8580	Project Management (3)
- D. Application Area (6 hours). The student selects, with the approval of the faculty adviser, two related courses outside decision sciences. The application area may be in a traditional business function, such as finance, operations, or marketing, or it may be some other coherent interdisciplinary course grouping that defines the student's area of interest.
3. Program of Study. Each student's program must be planned in consultation with the faculty adviser in decision sciences and a copy of the program filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. The program of study should be planned before the student takes a non-required course. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course

Descriptions chapter of this catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit

The time limit for completing the M.S./D.Sc. is five years from the first semester a course in section B, C, or D (above) is taken.

7260.20 Major in Finance

Milind M. Shrikhande, Faculty Adviser

The MS/Finance curriculum is designed to provide graduates with advanced knowledge of master's-level finance, including particular expertise in their area of specialization (chosen from Corporation Finance, Investments, or Financial Institutions and Markets). The primary emphasis of the program is to provide students with the theoretical, analytical, and technical skills necessary to examine particular financial situations and develop policy initiatives. The program prepares graduates to understand the context for issues encountered in the rapidly evolving domestic and international financial environment. This goal requires a combination of theoretical, policy, and application perspectives in the pedagogy of the program. Quantitative and analytical course requirements in the areas of optimization techniques, computer modeling, and statistical methodology complement the finance course requirements.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S./Finance program. A maximum of six hours of transfer credit is permitted in this program only if 12 hours are taken in section B below; otherwise a maximum of three hours of transfer credit is permitted.
2. Course Requirements. The course requirements for the degree of Master of Science with a major in finance and the format of the program follow. Undergraduate foundation course descriptions and prerequisites are shown in the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.
 - A. Foundation Courses. The courses in this list are in addition to the 27-30 semester hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher.

Accounting: MBA 8121 or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102 and Fi 3300).

Behavioral Science: Management principles (Mgt

3500) or marketing principles (Mk 3010).

Economics: Macroeconomics principles (Econ 2105) and microeconomics principles (Econ 2106).

Mathematics: College algebra (Math 1111) and calculus (Math 1220).

Statistics: MBA 8011 or Math 1070.

- B. Required Major/Technical Support Courses (9-12 hours). These courses must be completed during the first 18 hours of 8000-level course work in the M.S./Fi program.

DSc 8020	Business Intelligence (3)
DSc 8240	Business Modeling (3)
DSc 8300	Applied Regression Analysis (3)
MBA 8622	Corporation Finance (3)

May be exempted if Fi 3300, Fi 4300, and Fi 4320 or their equivalents have been completed with grades of C or higher at the time of admission.
- C. Specialization (18 hours). The following course is required for all M.S./Finance students:

Fi 8000	Valuation of Financial Assets (3)

In addition to Fi 8000, students are required to take a minimum of nine semester hours within a finance specialization. Three areas of specialization are shown below along with courses considered appropriate for each area. A course marked * is required as part of the nine semester hours in the indicated specialization. The student must also select, with departmental approval, an additional six semester hours of finance-related elective courses.

Corporate Finance

Fi 8300	Advanced Corporate Finance (3)
Fi 8320*	Cases and Readings in Corporate Finance (3)
Fi 8340	International Corporate Finance (3)
Fi 8360	Special Topics in Corporate Finance (3)

Investments

Fi 8020	Financial Analysis and Loan Structuring (3)
Fi 8200*	Derivative Markets I (3)
Fi 8220	Derivative Markets II (3)
Fi 8240	Global Portfolio Management (3)

Financial Institutions and Financial Markets

Fi 8020	Financial Analysis and Loan Structuring (3)
Fi 8400	Financial Management of Depository Financial Services Firms (3)
Fi 8420	The Financial System (3)
Fi 8440	Multinational Bank Management (3)

The department encourages all students pursuing the M.S. degree with a major in finance to take Fi 8000 early in their program as it is a prerequisite for all electives except Fi 8020 and Fi 8040. Fi 8000 is designed so that it may be taken simultaneously with MBA 8622 to provide students greater scheduling flexibility.

3. **Program of Study.** Each student's program must be planned in consultation with the M.S./finance faculty adviser before a non-required course is taken. A copy of the program will be filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS. Students always must consult the Course Descriptions chapter of this catalog to determine if they have met the prerequisites for any course to be taken.
4. **Time Limit.** The time limit for completing the M.S./Fi. program is five years from the first semester a course in section B or C (above) is taken.

7260.25 Major in Human Resource Management

Lucy N. McClurg, Faculty Adviser

The mission of the Master of Science program in human resource management in the Beebe Institute is to prepare students primarily in the functional areas of human resources to take professional positions in human resource management by helping them gain knowledge in employment law and knowledge and skills in collective bargaining, recruitment and selection, and compensation. This mission is achieved by providing a variety of educational experiences both in the classroom and the business community.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S./H.R.M. program. A maximum of six hours of transfer credit is permitted in this 30-hour program.
2. **Course Requirements.** The course requirements for the degree Master of Science with a major in human resource management and the format of the program follow:
 - A. **Foundation and Prerequisite Courses.** The courses in this section are in addition to the 30 hours required for the M.S. degree in human resource management. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent work has been previously completed with minimum grades of C. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*.

This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Accounting/Finance: MBA 8121, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300). Behavioral Science: Organizational behavior (Mgt 4010 or MBA 8412). MBA 8412 must be taken if option 2 in section C below is chosen.

Economics: Microeconomics principles (Econ 2106). See option 2 below for an alternate foundation course.

Mathematics: College algebra (Math 1111).

Statistics: MBA 8011 or Math 1070.

- B. **Required Courses in the Major (21 hours)**

HRM 8150	Human Resources Management (3)
HRM 8290	Applied Research Methods in Human Resource Management (3)
HRM 8410	Collective Bargaining (3)
HRM 8430	Human Resources Recruitment and Selection (3)
HRM 8470	Compensation Management (3)
HRM 8900	Field Research in Human Resource Management (3)
HRM 8990	Strategic Human Resources Management (3)
- C. **Elective Courses (9 hours)**
Choose either option 1 or option 2:

Option 1

HRM 8210	Negotiation and Dispute Resolution (3)
HRM 8230	Legal and Ethical Environment of Human Resource Management (3)
HRM 8490	Performance Management (3)

Option 2

MBA 8231	Economics for Managers (3). This course will satisfy the Econ 2106 foundation requirement
MBA 8473	Information Technology and Decision Strategy (3)
MBA 8683	Managerial Accounting and Control (3)

3. **Program of Study/Course Prerequisites.** Each student's program must be planned in consultation with the faculty adviser in human resource management and a copy of the program filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. The program of study should be planned before the student takes a non-required course. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. **Time Limit.** The time limit for completing the M.S./H.R.M. program is five years from the first semester a course in section B or C (above) is taken.

7260.30 Major in Management

Barbara A. Reilly, Coordinator

The Master of Science with a major in management is designed to allow students to study in depth a particular facet of management while still demonstrating basic competencies in all functional business areas. There are two areas of specialization available for management majors. A description of each area follows.

The production/operations management specialization is designed to provide students with the knowledge necessary to assess the operations function of both goods-producing and service-rendering organizations, to diagnose current operating systems, and to prescribe and implement improvements.

The organizational behavior and change specialization is designed for individuals who wish to increase their understanding of people in organizations and their ability to effect change, either as managers or as internal or external consultants. Topics include leadership, negotiation, organizational change, and consulting.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S./Management program. A maximum of six hours of transfer credit is permitted in this 30-hour program.
2. **Course Requirements.** The course requirements for the degree Master of Science with a major in management and the format of the program follow:
 - A. **Foundation Requirements.** The courses in this list are in addition to the 30 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is on the web at www.gsu.edu; click on Students then Catalogs.

Accounting: MBA 8121 or financial and managerial accounting principles (Acct 2101-2102).

Behavioral Science: Management (Mgt 3500), sociology (Soci 1101), or psychology (Psyc 1101).

Economics: Microeconomics principles (Econ 2106).

Mathematics: College algebra (Math 1111).

Statistics: MBA 8011 or Math 1070.
 - B. **Specialization and Electives in the Major (30).** An M.S. student majoring in management must choose one of

two specializations and complete 30 hours of appropriate course work for the specialization. Consult the Course Descriptions chapter of this catalog to review the prerequisites to the courses listed below.

Production/Operations Management

Required Courses (18-27)

MBA 8452	Systems and Operations Management (3)
Mgt 8510	Operations Planning (3)
Mgt 8540	Operations Strategy (3)
	At least three of the following:
Mgt 8440	Work Team Design and Development (3)
Mgt 8520	Seminar in the Design of Operating Systems (3)
Mgt 8550	Simulation (3)
Mgt 8560	Quality Management (3)
Mgt 8580	Project Management (3)
DSc 8760	Statistical Quality Assurance (3)
DSc 8140	Management Science Modeling (3)
ECm 8400	e-Supply Chain Management (3)

Electives (3-12). At least one elective must be an 8000-level management or decision sciences course. Remaining electives will normally be selected also from 8000-level management or decision sciences courses. Where appropriate and approved by the departmental faculty adviser, electives may be taken from other areas, especially computer information systems.

Organizational Behavior and Change

MBA 8412	Organizational Behavior (3)
Mgt 8200	Organizing to Compete (3)
Mgt 8450	Organizational Development and Change (3)
	At least four of the following:
HRM 8210	Negotiation and Dispute Resolution (3)
Mgt 8150	Organizations, Work, and Literature (3)
Mgt 8430	Enhancing Leadership Skills (3)
Mgt 8435	Power in Organizations (3)
Mgt 8440	Work Team Design and Development (3)
Mgt 8460	Consulting Practice and Theory (3)

Electives (0-9). These courses will normally be selected from 8000-level courses in management and/or in human resource management. Where appropriate and approved by the departmental faculty adviser, electives may be taken from other areas, especially psychology, sociology, and anthropology.

3. **Program of Study.** Each student's program must be planned in consultation with the M.S. faculty adviser for his or her specialization before a non-required course is taken. Students may contact the department to schedule an appointment. A copy of the program will be filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for

graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit. The time limit for completing the M.S./Mgt. program is five years from the first semester a course in section B or C (above) is taken.

7260.35 Major in Marketing

Pam Scholder Ellen, Faculty Adviser

The MS in marketing is designed primarily for persons with an undergraduate business degree who want to distinguish themselves as marketing specialists. The major is designed to provide the in-depth theoretical and applied training needed to excel in a leadership position in marketing. The program extends the students' previously acquired basic business and marketing skills by developing advanced technical and analytical competency in a selected area. It therefore allows graduates to make more informed decisions in an increasingly complex marketing environment.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S./Marketing program. A maximum of nine hours of transfer credit is permitted in this 33-hour program.
2. Course Requirements. The course requirements for the degree Master of Science with a major in marketing and the format of the program follow:
 - A. Foundation Courses. The courses in this list are in addition to the 33 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Accounting/Finance: MBA 8121, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).
Behavioral Science: Management principles (Mgt 3500), organizational behavior (Mgt 4010), marketing principles (Mk 3010), psychology (Psyc 1101), sociology (Soci 1101) or anthropology (Anth 1102).
Economics: Microeconomics principles (Econ 2106).
Mathematics: College algebra (Math 1111).

Statistics: MBA 8011 or Math 1070.

- B. Required Courses in the Major (9 hours)

MBA 8642	Marketing Management (3)
Mk 8100	Buyer Behavior (3)
Mk 8200	Marketing Research (3)
- C. Marketing Electives (21 hours). These electives may be chosen from among the 8000-level marketing courses that are not required as core or capstone courses. A maximum of nine hours of appropriate 8000-level courses from other departments in the Robinson College of Business or from elsewhere in the university may be substituted for these courses with departmental approval.
- D. Capstone Course (3 hours). Select one of the following:

Mk 8900	Strategic Market Planning (3)
MBA 8880	Field Studies in Business (3)
3. Program of Study. Each student's program must be planned in consultation with the M.S./marketing faculty adviser before a non-required course is taken. Contact the department to schedule an appointment. A copy of the program will be filed with the Office of Graduate Student and Alumni Services for review and approval.

Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.
4. Time Limit. The time limit for completing the M.S./marketing is five years from the first semester a course in sections B, C, or D (above) is taken.

7260.40 Major in Personal Financial Planning

Conrad S. Ciccotello, Faculty Adviser

The master of science degree program in personal financial planning helps students learn to provide professional-quality comprehensive personal financial planning and services designed to meet clients' goals. The program content stresses the development and integration of knowledge in all facets of comprehensive financial plans. Emphasis is placed on integrity and the fiduciary nature of the process while the student gains the analytical, technical, research, and communication skills necessary and appropriate for a professional financial planning practice. Graduates from the M.S./P.F.P. program satisfy the education requirement for the Certified Financial Planner (CFP)TM designation.

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.S./P.F.P. program. A maximum of nine hours of transfer credit is permitted in this 33-hour program.
2. Course Requirements. The course requirements for the Master of Science degree with a major in personal financial planning and the format of the program follow. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.
- A. Foundation and Prerequisite Courses. The courses in this section are in addition to the 33 semester hours required for the degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of C.
 - Accounting/Finance: MBA 8121, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).
 - Behavioral Science: Management principles (Mgt 3500), psychology (Psyc 1101), or sociology (Soci 1101).
 - Economics: Microeconomics principles (Econ 2106).
 - Mathematics: College algebra (Math 1111).
 - Statistics: MBA 8011 or Math 1070.
 - Legal Studies: MBA 8423 or BusA 2106.
 - Taxation: Acct 4510.

Personal financial planning students are expected to be competent in computer operating systems (Windows-based or equivalent), word processing, and a spreadsheet package. Competence in mathematics of finance also is required and can be achieved through self study of math of finance tutorial outlines and manuals available in university bookstores.
- B. Required Courses in the Major (24 hours)

PFP 8400	Personal Financial Planning (3)
PFP 8420	Individual Retirement Planning (3)
PFP 8460	Estate Planning (3)
PFP 8520	Advanced Studies in Personal Financial Planning (3)
MBA 8622	Corporation Finance (3)
Fi 8000	Valuation of Financial Assets (3)
Fi 8240	Global Portfolio Management (3)
RMI 8200	Life Insurance (3)
- C. Elective Courses (9 hours). Students must select nine hours of 8000-level courses. These electives must be approved by the faculty adviser and must include at least one course selected from the following list:

RE 8020	Real Estate Investment Analysis (3)
RMI 8220	Employee Benefit Planning (3)
RMI 8240	Pension Planning (3)
Tx 8020	Advanced Federal Taxation (3)
Tx 8030	Tax Research (3)

3. Program of Study/Course Prerequisites. Each student’s program of study must be planned in consultation with the faculty adviser for the M.S. in personal financial planning and a copy of the program filed with the Office of Graduate Student and Alumni Services for review and approval. The program of study should be planned before the student takes a non-required course.

Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit. The time limit for completing the M.S./P.F.P. program is five years from the first semester a course in section B or C (above) is taken.

7260.45 Major in Risk Management and Insurance

William R. Feldhaus, Coordinator

There are two specializations in the risk management and insurance major in the Master of Science program: **Risk and Insurance** and **Mathematical Risk Management**.

The mission of the **Specialization in Risk and Insurance** is to educate students in the theory and practice of risk management and insurance at an advanced level through a customized program of study. Further concentration with this specialization is possible, although not required, through selection of one of three tracks: risk management, insurance, or employee benefits. The program is designed to prepare students for analytical and technical staff, consulting, and applied research positions in risk management, employee benefits, and insurance. The program is suited especially to the needs of students who have undergraduate business degrees or MBA degrees and who desire further course work in risk and insurance to enhance their professional careers.

Faculty Adviser: William R. Feldhaus

The mission of the **Specialization in Mathematical Risk Management** is to provide students with a solid understanding of the application of mathematics in economics and finance to address contemporary risk management issues. Emphasis is placed on the diagnosis, analysis, pricing, and customization of solutions to risk management problems, broadly defined to

include both financial and operational risk exposures. The program is designed to prepare students for analytical and technical positions within financial institutions, risk management advisory organizations, and the treasury departments of nonfinancial corporations. Quantitative in focus, the program is well suited for students with undergraduate and graduate degrees in mathematics, statistics, or similar technical disciplines. Students with an MBA or undergraduate degree in economics or finance who can demonstrate the necessary skills in mathematics also make excellent candidates.

Faculty Adviser: Richard D. Phillips

Regulations for the Degree

1. All Master of Science students will complete the Business Communication Skills requirement explained earlier in this chapter of the graduate catalog. The regulations, policies, and procedures given in the “Master’s Enrollment” and Master’s Programs” sections of this chapter apply to the M.S./R.M.I. program. A maximum of six hours of transfer credit is permitted in this 30-hour program.
2. Course Requirements: Foundation and Prerequisite Courses

Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

The courses in this section are in addition to the 30 semester hours required for the degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of “C.”

 - Accounting/Finance: MBA 8121, or financial and managerial accounting and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).
 - Behavioral Science: Management principles (Mgt 3500). Students specializing in Mathematical Risk Management may satisfy this requirement with either principles of management (Mgt 3500), sociology (Soci 1101), or psychology (Psyc 1101).
 - Economics: Macroeconomic principles (Econ 2105) and microeconomic principles (Econ 2106).
 - Mathematics: For the Risk and Insurance specialization, college algebra (Math 1111) and calculus (Math 1220). Students specializing in Mathematical Risk Management must have completed three semesters of advanced calculus (Math 2211, Math 2212, and Math 2215).
 - Statistics: For the Risk and Insurance specialization, MBA 8011 or Math 1070. Students specializing in Mathematical Risk Management must take DSc 8080 or have completed two semesters of undergraduate mathematical statistics (AS 4120 and AS 4130 or Math 4751 and Math 4752).

- Legal Studies: For the Risk and Insurance specialization, MBA 8423 or BusA 2106. Students specializing in Mathematical Risk Management are exempt from this requirement.

Computing Skills. All entering MS/RMI students are expected to be proficient at a minimum in CSP 1, Basic Microcomputing Skills; CSP 6, Word Processing and Presentation Graphics Skills; and CSP 7, Basic Internet Usage. Advanced or more specialized skills as required by specific courses must be developed before the courses are taken. The computing skills prerequisite (CSPs) for all RCB courses are shown in the course descriptions; the testing requirement to certify proficiency in CSPs is discussed earlier in this chapter of the catalog.

3. Course Requirements: Specialization in Risk and Insurance

This section is applicable to students interested in the specialization in Risk and Insurance. Students interested in the specialization in Mathematical Risk Management should refer to section 4 below.

- A. Required Technical Support Course (3)

MBA 8622	Corporation Finance (3)
- B. Required Courses in the Specialization (6)

RMI 8000	Perspectives on Risk and Insurance (3)
RMI 8050	Risk Management Modeling (3)
- C. Electives in the Specialization (21)

Students may select seven 8000-level courses to satisfy this requirement. In consultation with the faculty adviser for the Risk and Insurance specialization, students select a program of study that is consistent with their career orientation in risk management and insurance. The following optional tracks are available.

Risk Management Track

RMI 8120	Property and Liability Insurance (3)
RMI 8150	Corporate Risk Management (3)
RMI 8220	Employee Benefit Planning (3)
RMI 8330	Insurance Law (3)
RMI 8350	International Risk and Insurance (3)
RMI 8370	Financial Risk Management (3)
RMI 8500	Advanced Studies in Risk Management and Insurance (3)
Fi 8000	Valuation of Financial Assets (3)
Fi 8300	Advanced Corporate Finance (3)
Fi 8340	Multinational Corporate Finance (3)

Insurance Track

The following courses are recommended for all students in the insurance track.

RMI 8320	Management of Insurance Institutions (3)
RMI 8330	Insurance Law (3)
RMI 8350	International Risk and Insurance (3)
RMI 8500	Advanced Studies in Risk Management and Insurance (3)

The following courses are appropriate for students seeking further specialization in property-liability insurance

RMI 8120	Property and Liability Insurance (3)
RMI 8150	Corporate Risk Management (3)
RMI 8220	Employee Benefit Planning (3)
RMI 8370	Financial Risk Management (3)
RMI 8390	Electronic Commerce in the Insurance Industry (3)

Fi 8000 Valuation of Financial Assets (3)

The following courses are appropriate for students seeking further specialization in life and health insurance.

RMI 8200	Life Insurance (3)
RMI 8220	Employee Benefit Planning (3)
RMI 8240	Pension Planning (3)
RMI 8390	Electronic Commerce in the Insurance Industry (3)
HA 8250	Health Economics and Financing (3)
LgIS 8450	Legal Environment of Health Care (3)
PFP 8400	Personal Financial Planning (3)
PFP 8420	Individual Retirement Planning (3)
PFP 8460	Estate Planning (3)
PFP 8520	Advanced Studies in Personal Financial Planning (3)

Employee Benefits Track

RMI 8150	Corporate Risk Management (3)
RMI 8200	Life Insurance (3)
RMI 8220	Employee Benefit Planning (3)
RMI 8240	Pension Planning (3)
RMI 8330	Insurance Law (3) or
LgIS 8450	Legal Environment of Health Care (3)
RMI 8390	Electronic Commerce in the Insurance Industry (3)
RMI 8500	Advanced Studies in Risk Management and Insurance (3)
HA 8250	Health Economics and Financing (3)
HRM 8150	Human Resource Management (3)
HRM 8470	Compensation Management (3)
PFP 8400	Personal Financial Planning (3)
PFP 8420	Individual Retirement Planning (3)
Tx 8150	Taxation of Pension, Profit-Sharing, and Deferred Compensation Plans (3)

4. Course Requirements: Specialization in Mathematical Risk Management

This section is applicable to students interested in the specialization in Mathematical Risk Management. Students interested in the specialization in Risk and Insurance should refer to section 3 above.

A. Required Technical Support Courses (6-9)

The following courses must be completed within the first 18 hours of 8000-level course work.

Econ 8750	Econometrics* (3)
MBA 8622	Corporation Finance** (3)
Fi 8000	Valuation of Financial Assets (3)

* Depending upon the student's background, this

course may be taken after the first 18 hours of 8000-level course work.

** This requirement can be waived if Fi 3300 and Fi 4320, or equivalent courses, have been completed with grades of C or higher.

B. Required Courses in the Specialization (12)

MRM 8320	Stochastic Risk Management Models (3)
MRM 8610	Risk Engineering I (3)
RMI 8370	Financial Risk Management (3)
Econ 8770	Topics in Econometrics (3)

C. Elective Courses in the Specialization (9-12)

Students should consult with the faculty adviser prior to beginning their elective course work and may select from among the following courses.

MRM 8620	Risk Engineering II (3)
MRM 8630	Asset/Liability Management (3)
DSc 8090	Probability and Statistical Theory II (3)
Econ 8660	Economics of Global Finance (3)
Fi 8220	Derivative Markets (3)
Fi 8240	Global Portfolio Management (3)
Fi 8300	Advanced Corporate Finance (3)
Fi 8400	Financial Management of Depository Institutions (3)
Fi 9000	Mathematical Methods in Contemporary Finance (3) (Requires consent of instructor.)
Fi 9100	The Theory of Asset Valuation (3) (Requires consent of instructor.)
RMI 8150	Corporate Risk Management (3)

5. Program of Study. Each student's program must be planned in consultation with the appropriate faculty adviser for the M.S. in risk management and insurance and a copy of the program filed with the Office of Graduate Student and Alumni Services for review and approval. The program of study should be planned before the student takes a non-required course.

Progress toward the degree, including clearance for graduation, can be confirmed only with an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

6. Time Limit. The time limit for completing the M.S./R.M.I. program is five calendar years from the first semester a course in section 3 or 4 (above) is taken.

7270 Master of Science in Health Administration

In addition to offering the M.B.A. and M.H.A. degrees as a

joint program (described earlier), the Robinson College of Business offers the Master of Science in Health Administration as a single degree. This program is designed to meet the needs of students who want a background in health administration and the opportunity to acquire skills in a specific area of business. Students in the M.S.H.A. program choose one of these six concentrations:

Finance. This concentration is intended to prepare students for careers in financial management and in financial analysis in the health care field.

Human Resource Management. This concentration is intended to meet the needs of students desiring careers in human resource administration, labor relations, executive placement, or career counseling in the health care field.

Information Systems. This concentration is designed for students who have a career interest in the development and operation of data and information systems in health care organizations.

Management. This concentration is intended for students who desire a professional career in the management of operations. The emphasis of this concentration is on the internal operations of health care organizations.

Marketing. Marketing has historically been almost nonexistent in the health care industry. Today, however, most large providers of health care have a marketing department. This concentration is designed for students who plan careers in this area.

Risk Management and Insurance. This concentration is designed to prepare students to assume positions in a wide range of third-party organizations in which there is a need for knowledge of health insurance and risk management.

7270.10 Admissions

The application procedures and admission criteria are given in the “Master’s Admissions” section of this chapter. A personal interview normally is required for all applicants but may be waived by the director of the institute in exceptional circumstances.

Admission to the M.S.H.A. degree program occurs each semester. Early application is encouraged, however, since the number of applicants each year exceeds the capacity of the program.

7270.20 Regulations for the Degree

1. All Master of Science in Health Administration students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.S. H.A. program. A maximum of 12 hours of transfer credit is permitted in this 36-hour program.

2. Course Requirements. The course requirements for the Master of Science in Health Administration degree and the format of the program follow. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

- A. Foundation Courses. The courses in this list are in addition to the 36 hours required for the degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher.
Accounting: MBA 8121 or financial and managerial accounting principles (Acct 2101-2102).
Behavioral Science: Management (Mgt 3500).
Economics: Microeconomics principles (Econ 2106).
Mathematics: College algebra (Math 1111).
Statistics: MBA 8011 or Math 1070.
- B. Required Courses in Health Administration (24 hours)

HA 8160	Introduction to Business and the Health Care System (3)
HA 8190	Health Policy and Ethics (3)
HA 8250	Health Economics and Financing (3)
HA 8450	Legal Environment of Health Care (3)
HA 8550	Health Planning and Financial Management Information Systems (3)
HA 8630	Managed Care and Integrated Health Systems (3)
HA 8670	Health Information Systems (3)
HA 8990	Strategic Management in Health Care (3)
- C. Concentration (12 hours). Select one of the concentrations listed below to complete this section of the M.S.H.A. program. Refer to description of concentrations in the Master of Business Administration program earlier in this chapter. Follow the course requirements given for the chosen concentration.
Finance. Students who choose this concentration must include MBA 8622, Corporation Finance, and Fi 8000, Valuation of Financial Assets, as two of the courses in the concentration; these courses are prerequisites to other 8000-level finance courses.
Human Resource Management
Information Systems. Students who choose this concentration must also meet the foundation requirement for knowledge of a procedural or object-oriented programming language. This requirement is explained in the M.B.A./I.S. description earlier in this chapter.
Management. Students who choose this concentration must include one of the following courses, but they may not take both: MBA 8452, Systems and Operations Management, or HA 8620, Operations Manage-

ment and Quality in Health Care.

Marketing. Students who choose this concentration must include MBA 8642, Marketing Management, as one of the courses in the concentration; this course is a prerequisite to all 8000-level marketing courses.

Risk Management and Insurance

3. **Program of Study/Course Selection.** All M.S.H.A. students may contact the Institute for consultation and guidance as needed during their program. Because the course requirements for the M.S.H.A. program are prescribed, students are not required to plan a formal program of study with a faculty adviser in the Institute of Health Administration.
M.S.H.A. students should notify the Office of Graduate Student and Alumni Services as soon as they select their area of concentration.
Progress toward the degree, including clearance for graduation, will be determined by GSAS by comparing courses taken with the foundation courses assigned at admission and the degree requirements stated above. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.
4. **Time Limit.** The time limit for completing the M.S.H.A. degree with a concentration is five years from the first semester a course in section B or C (above) is taken.

7280 Master of Science in Real Estate

Joseph S. Rabianski, Coordinator

The M.S.R.E. degree is designed for students who are principally interested in careers in the real estate industry. It provides the student with both general and specialized real estate knowledge that is applicable to professional areas such as financial counseling, market analysis, and evaluation as well as being pertinent to the development, acquisition, disposition, management, and analysis of real property. The program provides analytical, communication, and interpersonal skills to make decisions about real estate assets under conditions of risk and uncertainty. The student will be able to apply the acquired knowledge to specific real property issues in a wide variety of corporate, entrepreneurial, and personal situations.

7280.10 Regulations for the Degree

1. All Master of Science in Real Estate students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.S.R.E. program. A maximum of six hours of transfer credit is permitted in this 36-hour program; see section 2.D. below.

2. **Course Requirements.** The Master of Science in Real Estate degree consists of 36 semester hours of course work numbered 8000 and above. The course requirements for the degree and the format of the program follow.
The number of hours of 8000-level credit required in each section of the program is shown in parentheses after the section heading. This number represents the *minimum* requirement. If prerequisites for the courses listed in each section have not been properly completed or if they are not included as electives within the M.S.R.E. program, they must be taken as additional hours. In most cases, however, the graduate-level prerequisites can be incorporated as electives into the student's program of study.
Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.
- A. **Foundation Courses.** The courses in this section are in addition to the 36 hours required for the M.S.R.E. degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of C. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.
Accounting: MBA 8121 or financial and managerial accounting principles (Acct 2101 and 2102).
Behavioral Science: Management principles (Mgt 3500), or marketing (Mk 4100, Buyer Behavior) or Mk 4200, Marketing Research.
Economics: Microeconomic principles (Econ 2106).
Mathematics: College algebra (Math 1111).
Statistics: MBA 8011 or Math 1070.
- B. **Required Courses in the Major (24 hours)**

RE 8000	Real Estate Concepts and Practices* (3)
RE 8020	Real Estate Investment Analysis (3)
RE 8030	Real Estate Financing (3)
RE 8040	Legal and Regulatory Environment of Real Estate (3)
RE 8050	Real Estate Development (3)
RE 8060	Applied Real Estate Market Analysis (3)
RE 8070	Quantitative Analysis for Real Estate (3)
RE 8080	Real Property Project Planning and Development (3)
RE 8090	Real Estate Case Analysis (3)

*RE 8000 may be exempted with replacement with the approval of the program coordinator.
- C. **Electives in the Major (9 hours).** Any three courses

from the list below can be taken to satisfy this requirement.

RE 8100	Strategic Management of Real Property in a Corporate Environment (3)
RE 8210	Advanced Real Estate Market Analysis (3)
RE 8400	Advanced Real Estate Investment Analysis (3)
RE 8410	Advanced Valuation—Theory, Practice, Methods (3)
RE 8420	Seminar in Advanced Appraisal Practice (3)
RE 8600	International Real Estate (3)
RE 8900	Urban Property Development and Growth (3)

D. Electives Outside the Major and Transfer Credit (0-6 hours).

Each student may petition the Coordinator of the M.S.R.E. program to substitute up to six semester hours of course work outside the Department of Real Estate in place of electives in the major (section C above). The student will prepare a written request in which the title of the course is identified, a full course outline/syllabus is attached, and a statement explaining the significance of the course to the student's program is included. These courses can be taken from other departments in the Robinson College of Business, from other departments at Georgia State University, or from other AACSB-accredited universities. In each instance, these courses must be graduate level. The written request should be submitted to, and will be evaluated by, the M.S.R.E. coordinator, who will notify the Office of Graduate Student and Alumni Services of any approvals.

3. Program of Study/Course Prerequisites.

Each student's program must be planned in consultation with a M.S.R.E. faculty adviser before a non-required course is taken and a copy of the program is filed with the Office of Graduate Student and Alumni Services for review and approval. Students may contact the department to schedule an appointment with a faculty adviser. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit.

The time limit for completing the M.S.R.E. program is five years from the first semester a course in section B, C, or D (above) is taken.

7280.20 M.S.R.E./M.A.I. Option

The Department of Real Estate has a program in cooperation with the Appraisal Institute leading to the Appraisal Institute's conferring the M.A.I. designation on graduates of the M.S.R.E. program. For specific details about the program, inquire at the Department of Real Estate and ask for the handout describing the M.S.R.E.-M.A.I. program.

7280.30 The Royal Institution of Chartered Surveyors Accreditation

The Department of Real Estate is formally accredited by the Royal Institution of Chartered Surveyors (RICS). RICS accreditation allows graduates of the Master of Science in Real Estate program to submit their degrees of fulfillment of educational requirements toward RICS designated membership. For specific details about the program, inquire at the Department of Real Estate and ask for the handout describing the RICS program.

7290 Master of Taxation

Tad D. Ransopher, Coordinator

The Master of Taxation program offers a variety of courses that provide students with a meaningful opportunity to develop the technical, analytical, and research skills needed for tax practice.

7290.10 Regulations for the Degree

- The regulations, policies and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the M.Tx. program. A maximum of nine semester hours of transfer credit is permitted in this 33-hour program.
- Course Requirements. The course requirements for the degree of Master of Taxation and the format of the program follow:
 - Foundation and Prerequisite Courses. The courses in this section are in addition to the 33 semester hours required for the M.Tx. degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of C. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Accounting: Financial accounting principles (Acct 2101) or MBA 8121.

Behavioral Science: Sociology (Soci 1101), psychology (Psyc 1101), anthropology (Anth 1102), buyer behav-

ior (Mk 4100), management principles (Mgt 3500), or organizational behavior (Mgt 4010).

Economics: Macroeconomic principles (Econ 2105) or Microeconomic principles (Econ 2106) – Econ 2106 is preferred.

Mathematics: College algebra (Math 1111).

Statistics: MBA 8011 or Math 1070.

Taxation: Acct 4510.

Graduate students who receive a grade lower than C in any undergraduate accounting course may repeat that course but may not enroll in any other accounting course until a grade of C or higher is earned in that course. M.Tx. students who have undergraduate accounting courses required and who have financial aid should refer to “Courses Eligible to Count Toward Graduate Students Financial Aid” in the Financial Information chapter before registering for the first time with graduate status.

B. Required Courses in Taxation (15 hours)

Tx 8020	*Advanced Federal Income Taxation (3)
Tx 8030	Tax Research (3)
Tx 8080	Taxation of Partnerships and Partners (3)
Tx 8100	Taxation of Property and Securities Transactions (3)
Tx 8120	Taxation of Corporations and Shareholders (3)

* Students who have credit for an undergraduate course in corporate income tax will substitute another approved Tx-prefixed course for Tx 8020.

C. Required Course Outside Taxation (3). This course satisfies the Robinson College’s Business Communication Skills Requirement for master’s students, so M.Tx. students are exempt from taking the one-day, non-credit workshop in business communication skills. M.Tx. students should take this course within the first two semesters of enrollment.

BCom 8250	Effective Executive Communication. (3)

D. Electives in Taxation (12 hours). These courses will be chosen from the Tx-prefixed courses listed in the Course Descriptions chapter of this catalog. Students also can take Law 7600, Tax Law Clinic Tax Court I, if they have completed Tx 8040 with a grade of C or higher and the instructor of Law 7600 consents. Students desiring to specialize should consider the courses listed below as recommended electives in their M.Tx. program. Courses in boldface type are strongly recommended for the specialization. Students are not required to specialize and, thus, can decide to take whichever elective courses they wish within the constraints of this section of the program.

Entity: Tx 8040, **Tx 8140**, Tx 8150, **Tx 8270**, **Tx 8300**, Tx 8320, Tx 8510

International: Tx 8040, **Tx 8140**, Tx 8270, **Tx 8300**, Tx 8320, Tx 8510, **Tx 8660**

Personal and Financial Planning: Tx 8040, **Tx 8150**, **Tx**

8200, **Tx 8220**, Tx 8510

State and Local: Tx 8040, Tx 8140, **Tx 8270**, Tx 8300, Tx 8320, **Tx 8510**

- E. Elective Course (3 hours).** This course, which can be a taxation course, will be chosen from the 8000-level RCB courses (except MBA 8121 and MBA 8683) listed in the Course Descriptions chapter of this catalog. Students also can take Law 7600, Tax Law Clinic Tax Court I, if they have completed Tx 8040 with a grade of C or higher and the instructor of Law 7600 consents.
- 3. Advisement/Course Selection.** Each student will be assigned a faculty adviser who will be available for consultation and guidance as needed. Students may contact the School of Accountancy for the name of their faculty adviser and to schedule an appointment. The School of Accountancy requires strict adherence to the prerequisites listed for each of its courses. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken. Students enrolled in taxation or accounting courses without having completed the stated prerequisites with minimum grades of C will be required to withdraw from the course. Any questions about course prerequisites should be directed to the School of Accountancy before registration. If prerequisites are listed that cannot be incorporated within the 33 hours of 8000-level course work for the degree, they must be taken as additional hours. Progress toward the degree, including clearance for graduation, will be determined by the Office of Graduate Student and Alumni Services by comparing courses taken by the student with the foundation courses assigned at admission and the degree requirements stated above.
- 4. Time Limit.** The time limit for completing the M.Tx. program is five years from the first semester a course in section B, C, D, or E (above) is taken.

7300 Graduate Certificate in Accountancy

Thomas L. Porter, Faculty Adviser

The Graduate Certificate in Accountancy is intended to prepare students to excel in a professional career in the field of accountancy. It is specifically designed for students possessing an undergraduate degree in a field other than accounting who do not want to complete all of the Master of Professional Accountancy (MPA) requirements. Students who successfully complete the Graduate Certificate in Accountancy will qualify to sit for the Uniform Certified Public Accountant Examination in the State of Georgia.

7300.10 Regulations for the Certificate Program

1. All Graduate Certificate in Accountancy (C.Ac.) students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and Master’s Programs” sections of this chapter apply to the C.Ac. program. The time limit for completing the certificate program is four years. No graduate accounting transfer credit is permitted in this program. A minimum cumulative GPA of 3.00 is required.

2. Course Requirements.

- A. Foundation and Prerequisite Courses. The courses in this section are in addition to the 15 to 39 semesters hours required for the certificate that are listed in section B and C below. They are assigned as part of the admission process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been completed previously with a minimum grade of C. These courses meet the State of Georgia requirements to sit for the Uniform Certified Public Accountant Examination and count as part of the 30 semester hours of accounting courses required by the State Board of Accountancy. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

Acct 4010	Contemporary Accounting Information (3)
Acct 4110	Financial Accounting and Reporting (3)
Acct 4210	Cost and Managerial Accounting (3)
Acct 4310	Accounting Information Systems (3)
Acct 4510	Introduction to Federal Taxation (3)
Acct 4610	Auditing (3)

- B. Required Accounting Courses (15 semester hours)

Acct 8030	Seminar in Contemporary Financial Accounting Standards (3)
Acct 8130	Advanced Accounting Topics (3)
Tx 8020	Advanced Federal Taxation (3)
Electives	Two 8000-level Acct or Tx courses (3). Neither MBA 8121 nor MBA 8683 may be used as an elective in this certificate program.
- C. Required Business Courses (0-24 semester hours). The required graduate courses in this section may be satisfied with approved undergraduate business core courses. These courses meet the State of Georgia requirements to sit for the Uniform Certified Public Accountant Examination and count as part of the 24 semester hours of business required by the State Board of Accountancy.

LgIS 4050	Principles of Business Law (3)
MBA 8011	Decision Science Foundations (3)

MBA 8231	Economics for Managers (3)
MBA 8412	Organizational Behavior (3)
MBA 8423	Law and Ethics in Business and Employment Environments (3)
MBA 8452	Systems and Operations Management (3)
MBA 8622	Corporation Finance (3)
MBA 8642	Marketing Management (3)

3. Awarding of the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the School of Accountancy to have the certificate awarded. The request, an official Georgia State transcript, and a certificate fee of \$75 (check made payable to Georgia State University) must be sent to the business manager in the School of Accountancy. The faculty adviser then reviews the student’s record. If all requirements have been met, the certificate, signed by the dean and the school director, will be issued to the student.

7310 Graduate Certificate in Electronic Commerce

The Graduate Certificate in Electronic Commerce is intended to prepare students to excel in a professional career requiring competence in electronic commerce. It is specifically designed for students possessing a graduate degree in a field other than electronic commerce who want to be able to certify completion of basic and fundamental courses in this area. In this regard, the certificate complements many other degrees.

7310.10 Regulations for the Certificate Program

1. All Graduate Certificate in Electronic Commerce (C.E.Cm.) students will complete the Business Communication Skills Requirement explained earlier in this section. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the C.E.Cm. program. The time limit for completing the certificate program is seven semesters. No graduate transfer credit is permitted in this program. A minimum cumulative GPA of 3.00 is required.
2. Course Requirements

Consult the Course Descriptions chapter later in this catalog for prerequisites to these courses.

 - A. Required Courses (6 semester hours)

CIS 8110	Information Technology Infrastructure (3)
CIS 8660	Electronic Commerce Strategy (3)
 - B. Electives in Electronic Commerce (9 semester hours)

Choose three courses for which prerequisites have been completed from the list below. Note: The list of available electives is expanding as new courses are

developed. Additional choices will be included on the college's Web site in the "Updates" section.

Acct 8500	Reporting and Control Issues in Electronic Commerce (3)
Acct 8630	Information Systems Assurance (3)
Acct 8680/CIS 8680	Security and Privacy of Information and Information Systems (3)
ECm 8400	e-Supply Chain Management (3)
Econ 8700	Economics and the Internet (3)
Ent 8200	Venture Creation in Electronic Commerce (3)
IB 8710	International Information Technology Issues and Policy (3)
Mgt 8300	Venture Creation in Electronic Commerce (3)
Mk 8700	Electronic Marketing Fundamentals (3)
RMI 8390	Electronic Commerce in the Insurance Industry (3)

C. Required Business Courses (0 - 27 semester hours)

The required graduate courses in this section may be satisfied with approved undergraduate business core courses such as those shown in parentheses or their equivalents.

MBA 8011	Decision Science Foundations (3) (Math 1070)
MBA 8231	Economics for Managers (3) (Econ 2105 and Econ 3910)
MBA 8412	Organizational Behavior (3) (Mgt 4010)
MBA 8423	Law and Ethics in Business and Employment Environments (3) (BusA 2106)
MBA 8452	Systems and Operations Management (3) (Mgt 4700)
MBA 8473	Information Technology and Decision Strategy (3) (CIS 2010)
MBA 8622	Corporation Finance (3) (Fi 3300)
MBA 8642	Marketing Management (3) (Mk 3100)

3. Awarding of the Certificate

After completing the requirements for the certificate according to these regulations, the student must make a written request to the Office of Graduate Students and Alumni Services in the Robinson College of Business to have the certificate awarded. A certificate fee of \$75 (check made payable to Georgia State University) must be included with the request. A counselor then reviews the student's record. If all requirements have been met, the certificate, signed by the dean of the college and the coordinator of the e-commerce programs, will be issued to the student.

7320 Graduate Certificate in Enterprise Risk Management

The Graduate Certificate in Enterprise Risk Management is intended for individuals who possess an MBA or a master's degree in a business-related field, or hold a CPA or CPCU, and who desire graduate education in enterprise risk management but do not wish to complete the degree requirements for an MBA with a major in risk management and insurance. The Certificate in Enterprise Risk Management is designed for individuals seeking more broad-based education than what they might have gained in their undergraduate or graduate degree programs. There is an increasing demand for professionals who can efficiently manage financial and nonfinancial risk exposures faced by businesses. Course work taken to meet the certificate requirements emphasizes both financial risks (including, for example, derivatives and exchange rate risk) and nonfinancial risk (including political risk, property and liability exposures, risks associated with information technology, and employee welfare exposures).

7320.10 Regulations for the Certificate Program

- All Graduate Certificate in Enterprise Risk Management students will complete the Business Communication Skills requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and Master's Programs sections of this chapter apply to the C.E.R.M. program. The time limit for completing the certificate program is three calendar years. The certificate program requires completion of six graduate courses in residence at Georgia State University. In the event of waiver of one or more of the prescribed courses due to prior experience or education, substitute courses will be approved by the Director of the E.R.M. Certificate Program. A minimum cumulative GPA of 3.00 is required
In addition to possessing the MBA or another business master's degree, or the CPA or CPCU professional credential, applicants are required to meet the admission requirements for the MBA program with a major in risk management and insurance (enterprise risk management specialization)
- Course Requirements
 - Required Courses (12)

RMI 8050	Risk Management Modeling
RMI 8050	Risk Management Modeling
RMI 8370	Financial Risk Management
RMI 8370	Financial Risk Management
Fi 8000	Valuation of Financial Assets
Fi 8000	Valuation of Financial Assets
Fi 8200	Derivative Markets I
 - Elective Courses (6)
Students select two courses from the following list with approval from the Director of the ERM Certificate

Program: Students select two courses from the following list with approval from the Director of the ERM Certificate Program:

RMI 8120	Property and Liability Insurance
RMI 8150	Corporate Risk Management
RMI 8350	International Risk and Insurance
Acct 8680/CIS 8680	Security and Privacy of Information and Information Systems
Econ 8860	Economics of Global Finance
Econ 8860 Finance	Economics of Global Finance

Other graduate-level course work may be substituted with prior approval by the Director of the E.R.M. Certificate Program. Other graduate-level course work may be substituted with prior approval by the Director of the E.R.M. Certificate Program.

3. Awarding the Certificate

After completing the requirements for the certificate according to these regulations, the student must make a written request to the Department of Risk Management and Insurance to have the certificate awarded. Degree-seeking MBA and MS students who have successfully completed the course requirements as part of their degree requirements may also request the Department of Risk Management and Insurance to have the certificate awarded. The written request, an official Georgia State University transcript, and a certificate fee of \$40.00 (check made payable to Georgia State University) must be sent to the business manager in the Department of Risk Management and Insurance. The Director of the E.R.M. Certificate Program then reviews the student's record. If all requirements have been met, the certificate, signed by the dean of the Robinson College of Business and the department chair, will be issued to the student. After completing the requirements for the certificate according to these regulations, the student must make a written request to the Department of Risk Management and Insurance to have the certificate awarded. Degree-seeking MBA and MS students who have successfully completed the course requirements as part of their degree requirements may also request the Department of Risk Management and Insurance to have the certificate awarded. The written request, an official Georgia State University transcript, and a certificate fee of \$40.00 (check made payable to Georgia State University) must be sent to the business manager in the Department of Risk Management and Insurance. The Director of the E.R.M. Certificate Program then reviews the student's record. If all requirements have been met, the certificate, signed by

the dean of the Robinson College of Business and the department chair, will be issued to the student.

7330 Graduate Certificate in Personal Financial Planning

The Graduate Certificate in Personal Financial Planning is intended for students who are CPAs or who possess an M.B.A., a master's degree in a business-related field, or a J.D. and who desire graduate training in the field of personal financial planning. The program helps prepare students for a career in personal financial planning. Completion of the program will satisfy the education requirement for the Certified Financial Planner (CFP)TM examination.

The program provides a focus on individual and small business needs which complements the typical M.B.A./business master's focus on larger business entities. Employers such as banks, brokerages, and other financial services firms will find this dual focus attractive as they seek employees capable of dealing effectively with both the demands of modern corporate life and the needs of the individuals and small businesses served by the financial services firms. The certificate provides attorneys with a focus on individual and small business financial needs which complements the legal services provided to those groups. Because of the close relationship between the financial planning and legal professions, the certificate also offers attorneys the opportunity to make a career change while using much of the knowledge and skill obtained through their legal training. For CPAs, the certificate provides the opportunity to expand the scope of services offered to clients.

7330.10 Regulations for the Certificate Program

- I. All Graduate Certificate in Personal Financial Planning students will complete the "Business Communication Skills Requirement" explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to this certificate program. The time limit for completing the certificate program is two years. The certificate program requires completion of six graduate courses in residence at Georgia State University; in the event of waiver of one or more of the listed courses due to prior experience or education, substitute courses will be approved by the program director. A minimum cumulative GPA of 3.00 is required. In addition to possessing the M.B.A., another business master's, or C.P.A. credential, applicants are required to meet the admissions requirements for the M.S. program with a major in personal financial planning with the following exceptions.

Graduate Certificate in P.F.P. applicants who are CPAs or who possess an M.B.A. or other master's degree in business from an AACSB-accredited institution or who possess a J.D. degree are exempt from the requirement of providing GRE or GMAT scores as part of the application process. Such qualifying applicants will be required to provide transcripts or other proof that they possess the necessary professional or academic credentials. If admitted to the Graduate Certificate in Personal Financial Planning program with valid GMAT or GRE scores, such applicants must submit valid GMAT or GRE scores before being eligible for admission to a regular master's degree program, another graduate certificate program, or nondegree status in the Robinson College of Business.

2. Course Requirements

A. Foundation Course. The Graduate Certificate in Personal Financial Planning requires completion of this foundation course or its equivalent.

Acct 4510	Introduction to Federal Income Taxation (3)

B. Required Courses (18 hours)

PFP 8400	Personal Financial Planning (3)
PFP 8420	Individual Retirement Planning (3)
PFP 8460	Estate Planning (3)
PFP 8520	Advanced Studies in Personal Financial Planning (3)
Fi 8000	Valuation of Financial Assets (3)
RMI 8200	Life Insurance (3)

3. Awarding the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the Department of Risk Management and Insurance to have the certificate awarded. The request, an official Georgia State University transcript, and a certificate fee of \$40.00 (check made payable to Georgia State University) must be sent to the director of the certificate program in the Department of Risk Management and Insurance. The director then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the department chair, will be issued to the student.

7340 Graduate Certificate in Real Estate

Joseph S. Rabianski, Coordinator

7340.10 Admissions

An accredited bachelor's degree provides appropriate background for the nondegree certificate in real estate program (C.R.E.) in the Department of Real Estate. No specific under-

graduate courses are required for consideration for admission to the program. The application procedures and admission criteria are given in the "Master's Admissions" section of this chapter.

7340.20 Regulations for the Certificate Program

- I. All Graduate Certificate in Real Estate students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the C.R.E. program. The time limit for completing the certificate program is two calendar years. The program requires 18 semester hours of course work. A maximum of nine hours of transfer credit is permitted in this program. A minimum cumulative GPA of 3.00 is required.
2. Course Requirements (3). There are three semester hours of required course work in the certificate program.

RE 8000	Real Estate Concepts and Practices (3)

This course can be replaced in the program by another 8000-level real estate course with permission from the program coordinator. Replacement with a substitute course will be evaluated based on previous course work and experience.
3. Electives (15). The student can select any 8000-level course from the real estate curriculum for the program. The following courses are recommended as electives.

RE 8020	Real Estate Investment Analysis (3)
RE 8030	Real Estate Financing (3)
RE 8040	Legal and Regulatory Environment of Real Estate (3)
RE 8050	Real Estate Development (3)
RE 8060	Applied Real Estate Market Analysis (3)
RE 8100	Strategic Management of Real Property in a Corporate Environment (3)
RE 8410	Real Estate Appraisal Theory and Practice (3)

Each student may petition the coordinator of the certificate program to substitute up to nine semester hours of course work from other departments or programs as electives in the C.R.E. program. These courses must have relevance for a real estate education. The student will prepare a written request in which the title of the course is identified, a full course description is attached, and a statement explaining the significance of the course to the student's program is included. In each instance, these courses must be graduate level. The written request should be submitted to, and will be evaluated by, the C.R.E. coordinator, who will notify the Office of Graduate Student and

Alumni Services of any approvals.

4. Awarding of the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the certificate adviser in the Department of Real Estate to have the certificate awarded; an official Georgia State University transcript and a certificate fee of \$125 (check made payable to Georgia State University) must be sent with the request. The adviser then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and department chair, will be issued to the student.

7350 Doctoral Programs

Doctoral Programs Office

831 RCB Building, 404/651-3379

Detmar W. Straub, PhD., Director of Doctoral Programs

Libby Crawley, A.B., Associate Director of Doctoral Programs

7350.05 Goals and Expectations

The doctoral programs of J. Mack Robinson College of Business will develop in graduates a high level of competence in conducting research and in teaching business disciplines by requiring: (1) education in theory; (2) education in general research techniques as well as research techniques specific to a discipline; (3) research experience with faculty members on contemporary research problems and issues; and (4) training on teaching methodology reinforced with active classroom teaching experience.

The doctoral programs require that the student demonstrate mastery of a large and complex body of knowledge and a high degree of proficiency in the techniques of teaching and research. This is evidenced by the successful completion of coursework and examinations, effective performance in classroom instruction, participation with faculty members in research, presentation of papers and reports, and the writing of a dissertation of high quality. Given the substantial commitment of intellectual effort and time required to achieve these competencies, students are required to enroll on a full-time basis.

7350.10 Doctoral Majors Offered

The Robinson College of Business offers the Ph.D. in Business Administration with major fields in:*

Accountancy
Computer Information Systems
Decision Sciences
Finance
Management
Marketing
Real Estate
Risk Management and Insurance

* The doctoral majors in human resource management and in operations management are currently inactive.

7350.15 Doctoral Program Operation

The doctoral programs of the Robinson College of Business are governed and administered as follows:

1. The Graduate Program Council of the Robinson College of Business, comprised of five faculty members, recommends doctoral degree requirements and academic regulations that are subsequently submitted for approval by the college faculty.
 2. The Doctoral Programs Office is run by the associate director of doctoral programs who reports to the director of doctoral programs. This office is the student's primary point of contact for administrative matters. Applications for admission are initially received and processed in this office.
 3. The doctoral coordinator is the faculty member in the student's academic unit* who advises students on courses to be taken and other degree requirements.
 4. The Doctoral Admissions Committee, comprised of three doctoral coordinators and the director of doctoral programs, reviews and authorizes certain admission recommendations made by the academic units.
 5. The Doctoral Assistantship Committee, comprised of three doctoral coordinators and the director of doctoral programs, determines the maximum amount of state-funded graduate research assistantship stipends an academic unit can allocate to an accepted applicant during his or her first year in the program.
- * The term "academic unit" is used generically to refer to a department, school, or institute.

7350.20 Admissions: Applications, Procedures, and Criteria

Applications for the doctoral programs will be accepted for once-a-year admission in the fall semester. The deadline for receipt of all required application materials is March 1. All inquiries and requests for application materials should be made to:

Doctoral Programs Office
MSC 4A0837
Georgia State University
Broad Street Unit 4
Atlanta, Georgia 30303-3084

All documents and other materials submitted by or for applicants for admission to the doctoral program become the property of Georgia State University and cannot be returned. It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all materials have been submitted to the Doctoral Programs Office by the deadline for receipt of materials. Incomplete applications will not be processed.

Admission is for entry in a specific major. A student may enter a different major only if, and after, formal approval has been given by the Doctoral Admissions Committee of the college. Not all majors admit students yearly.

Admission Criteria

Admission decisions are based on a careful review of the applicant's scholastic record, admission test score(s), letters of recommendation, and the other information submitted in support of the application (including an interview, if required by the academic unit). In making the decision, each academic unit and the director of doctoral programs must consider at all times the optimum number of students in the program. This could result in the denial or deferral of otherwise qualified applicants.

Applicants are not required to submit a certification of their state of health but must submit an immunization certification. The college reserves the right to investigate the health, character, and personality of each applicant.

Listed below are the materials which all applicants must submit to the Doctoral Programs Office to be considered for admission.

Application

Applicants must submit the Robinson College of Business Doctoral Programs Application.

Application Fee

An application fee of \$25 must be submitted by applicants who have never applied to a graduate program of the Georgia State University Robinson College of Business and paid the fee in the past. Checks or money orders should be made payable to Georgia State University in U.S. currency. Do not send cash. The application fee cannot be waived, is nonrefundable, and does not apply toward registration fees.

Transcripts

Applicants either must request that two official copies of all transcripts be sent directly from each institution to the Doctoral Programs Office or submit the official transcripts unopened with the application. An applicant who has previously attended Georgia State University is permitted to submit only one copy of transcripts from each institution attended prior to entering the university; two copies are required from all institutions attended after having last been registered at Georgia State University.

Letters of Recommendation

Three letters of recommendation are required from persons who are able to evaluate the applicant's intellectual capacity for advanced study, independent research, analytical thinking, and the potential for effective teaching at the collegiate level. Applicants and students are not permitted to have access to letters of recommendation.

Admission Test for Ph.D. in Business Administration

All applicants to the Ph.D. in business administration program must submit official scores on the Graduate Management Admission Test (GMAT) of the Educational Testing Service.* GMAT scores will not be considered if they are more than seven years old at the time of application to the doctoral program.

A GMAT Information Bulletin may be obtained by contacting the Educational Testing Service in one of these ways:

Graduate Management Admission Test
Educational Testing Service
P. O. Box 6103
Princeton, NJ 08541-6013
Phone: 1-609-771-7330
Fax: 1-609-883-4349
E-mail: gmat@ets.org
www.gmac.com

* The following units —Computer Information Systems, Real Estate, and Risk Management and Insurance—will accept scores on the Graduate Record Examinations (GRE) as a substitute for the GMAT from applicants for the doctoral majors in computer information systems, real estate, and risk management and insurance, respectively. Other academic units may consider GRE scores on a case-by-case basis, but an applicant to any program other than the three previously mentioned may lessen the probability of acceptance by not submitting GMAT scores.

Statement of Purpose

Applicants must submit a detailed statement explaining why they are interested in doctoral study.

Interview/Additional Information

As part of the review of an applicant's file by faculty representatives in the academic unit, an interview or additional information may be required. In such cases, the applicant will be notified.

7350.25 International Applicants

TOEFL. An international applicant whose native language is not English must submit official scores from the Educational Testing Service on the Test of English as a Foreign Language (TOEFL). An international applicant who has received a degree from an accredited U.S. institution is exempt from this requirement. However, international applicants who have taken the TOEFL within two years of application to the doctoral program are encouraged to submit official scores even if the exemption applies.

Financial Requirements. Georgia State University reserves the right to admit only those international applicants who are academically qualified and who have documented their ability to meet the financial requirements while in attendance. Although the doctoral program does award assistantships to the majority of accepted applicants, this funding is not always adequate to meet all living expenses. Applicants who are requesting a student (F-1) visa might be required to have some independent sources of funding, depending on the amount of their award. As this catalog went to press, the amount of funding required for a visa was not set for the 2003-2004 year. For the 2002-2003 year, an unmarried student coming to the U.S. without dependents was required to show resources totaling approximately \$27,862 a year for tuition and living expenses. Applicants with dependents will be required to document additional funds. This documentation will be requested of applicants who are offered admission. The estimated living expenses do not include owning a car.

7350.30 Changing Year of Entry

Admission to the doctoral program is for the specific semester and year stated in the acceptance letter. Anyone who does not enroll for the semester and year for which acceptance was granted must notify the associate director of doctoral programs so his or her records may be updated for fall of the next year. Admission for the next year is not guaranteed. Applicants should be aware that assistantships, instructorships, or fellowships could be affected by such a change.

7350.35 Doctoral Assistantships, Instructorships, and Fellowships

Doctoral students in the Robinson College of Business are eligible for graduate research assistantships (GRA) and graduate teaching assistantships (GTA). The college also awards temporary instructorships to select doctoral students who have passed the dissertation proposal defense. In addition, there are various fellowships and scholarships awarded on a competitive basis to doctoral students.

7350.40 Graduate Research Assistantships

Newly admitted doctoral students. Soon after admission to the doctoral program, the Doctoral Programs Office will inform newly admitted students of the type and number of appointments, if any, which they have been allocated by their academic unit. All accepted applicants are automatically considered for assistantships.

Students in their second and successive years of doctoral studies. Each academic unit will determine the assistantship appointment level to be allocated to its continuing doctoral students based on the students' performance in the program and on the unit's assistantship budget.

7350.45 Graduate Teaching Assistantships

The teaching assignment of a graduate teaching assistant is usually a basic undergraduate course in the student's area of interest. Advanced doctoral students may be permitted to teach advanced-level courses. Only doctoral students who have completed the requirements for a master's degree, or the equivalent amount of graduate coursework, can be considered for appointment as a GTA.

Prior to the actual appointment as a GTA, a student must be recommended for hiring by the academic unit and receive approval to teach from the Board of Regents of the University System of Georgia. The student is responsible for completing all paperwork involved in this process well in advance of the semester for which approval is sought.

Any doctoral student appointed as a GTA must take BusA 9200, Seminar in University Teaching, during his or her first or second semester of teaching. Prior teaching experience does not exempt a student from this requirement. Nonnative speakers of English must pass the Communicative Competency Examination prior to being hired as a GTA.

7350.50 Tuition for GRAs and GTAs

A student hired as a GRA or GTA receives a waiver of all tuition. A registration fee assessed each semester includes the health clinic, student activity, student athletics, recreation and transportation fees. International students pay a mandatory health insurance fee.

7350.55 Standards Applying to Both GRA and GTA Appointments

1. Students must register for a minimum of six credit hours of appropriate course work (or research hours) during each semester in which an assistantship is held. Students who are visa-holders may need to register for more hours and should discuss their status with International Programs, Office of International Affairs.
2. Students must maintain satisfactory academic standing during the period(s) of their appointment, including a minimum 3.00 cumulative grade-point average. Doctoral students must also be making normal progress toward completion of the degree requirements.
3. Satisfactory performance, as measured by the academic unit, as a GRA or a GTA is required for continuation of such appointments in subsequent semesters.
4. For further information on policies and procedures applying to GRA and GTA appointments, contact the associate director in the Doctoral Programs Office.

7350.60 Instructorships

A temporary instructor is appointed for one academic year. Appointment as a temporary instructor benefits doctoral students who have passed the dissertation proposal defense by providing them with a significant level of income during the year in which they are working full time on their dissertation. Students must have demonstrated satisfactory classroom teaching ability over a period of two or more semesters.

7350.65 Fellowships and Scholarships

The Robinson College of Business has a number of fellowships and scholarships available, ranging from \$500 to \$10,000 per year. Such fellowship and scholarship stipends are awarded in addition to the amounts received by doctoral students who are appointed as GRAs or GTAs. Information on specific fellowships and scholarships is available from the doctoral coordinator of the student's academic unit.

7350.70 Doctor of Philosophy in Business Administration Degree Requirements

I. Program of Study

The Doctoral Coordinator is the faculty member in the student's academic unit who advises students on courses to be taken and on other degree requirements. As a function of, and implicit in, course selection for the

student's program of study, the academic unit will consider how the discipline fits into managerial and organizational contexts and will select courses accordingly.

A program of study indicating how the student will fulfill each of the degree requirements must be approved by the student's doctoral coordinator and the director of the doctoral program by the end of the second semester of enrollment. This program of study is filed in the Doctoral Programs Office; it may be revised, as appropriate, but must be kept current, as it will be a key factor in determining satisfactory progress in the program. Forty-eight semester hours of coursework, as a minimum, must be completed successfully for graduation. Students are expected to complete the courses on their program of study on a timely basis. When feasible, registration for 12-15 hours per semester is encouraged; at a minimum, students must register for six hours per semester (excluding summer semester unless the student holds a GRA/GTA).

II. Quantitative and Economic Foundations

Students entering the doctoral program are also presumed to have background and current knowledge in the following additional areas:

- multi-variable calculus including multiple integration, partial derivatives, and infinite series;
- matrix algebra including linear transformations, vector differentiation, and eigenstructures;
- computer skills for empirical research including statistical packages and the use of data tapes and files; and
- macroeconomics and microeconomics through the intermediate level.

Students can remedy a deficiency in any or all of these areas by taking credit or noncredit courses, auditing appropriate graduate or undergraduate classes, and/or attending tutorial sessions. Students who feel their background is not adequate may consult with the associate director for the doctoral programs and their doctoral coordinator for recommendations on overcoming deficiencies.

III. Major Field

- A. Hours of Coursework. The satisfactory completion of no fewer than 27 semester hours constitutes minimum preparation in the major field.
- B. Preliminary Examination. The purpose of the preliminary examination is to determine students' mastery of the body of knowledge in their area of specialization. In determining this competency, the examination will include questions that draw upon the subject matter covered in the quantitative and research methods breadth requirement of the program (see IV. below). Students are encouraged to confer with their doctoral coordinator regarding the areas the examination will encompass. The preliminary examination is a written examination, supplemented in some cases by an oral examination.

Students must have satisfactorily completed all courses on the program of study in the major field and in the quantitative and research methods breadth requirement

to be eligible to take the preliminary examination. Requests to take the preliminary examination are made through their doctoral coordinator. The doctoral coordinator will notify the Doctoral Programs Office of the student(s) prepared to take the examination.

Students will not be permitted a second attempt to pass the preliminary examination except upon recommendation, by majority vote, of the group of faculty members who graded the examination. A maximum of two attempts is permitted to pass the preliminary examination.

IV. Breadth Requirements

- A. Quantitative and Research Methods. A minimum of 18 semester hours must be completed in the area of quantitative and research methods, as follows:
Subject Semester Hours (18)

1. Intermediate Statistics: DSc 8080 or DSc 8080-8090 (3)
2. Research Design: DSc 8820 or research design elective approved by the doctoral coordinator (3)
3. Regression: DSc 8840 or Econ 8750 (3)
4. Multivariate Data Analysis: DSc 8860 (3)
5. Elective: quantitative and/or research methods course to complement the major field; courses may be from the student's major field and department (3)
6. Elective: a basic theory or quantitative and/or research methods course to complement the major field; it must be outside the student's major field and department (3)

Elective courses (5 and 6 above) must be at the doctoral level and must support and complement the student's research interest. The course in basic theory must emphasize the use of theoretical approaches that are useful in defining or analyzing the relevant issues in the student's field of study. Students may not enroll for courses that satisfy these requirements until the program of study is approved. All courses that satisfy these requirements must be completed with a grade of B or higher.

- B. Economics. All students are required to complete Econ 8100, Applied Microeconomic Analysis, with a grade of B or higher.

7350.75 Academic Regulations

I. Transfer Credit

A maximum of 15 semester hours may be transferred from other institutions or from other programs at Georgia State University. Transfer credit, whether from other institutions or from Georgia State, must have been completed within five years of the semester of entry to the doctoral program. The course must have been limited to graduate students only, and a grade of A or B must have been received.

At the time the program of study is planned with the doctoral coordinator, the student who requests transfer credit must submit a course description from the catalog of the institution, a syllabus or course outline, and written justification stating why the course is relevant to the program of study. Final approval for the acceptance of transfer credit rests with the director of doctoral programs

at the time the program of study is submitted to the Doctoral Programs Office.

II. Scholastic Warning and Termination

A. The doctoral grade-point average (GPA) is defined as the GPA for all courses numbered 6000 or higher taken after admission to the doctoral program. Each student must maintain a 3.00 doctoral GPA ("B" average). A student whose doctoral GPA falls below 3.00 is on "scholastic warning." After being placed on scholastic warning, a student must attain a 3.00 doctoral GPA within two consecutive calendar semesters; otherwise the individual will be terminated from doctoral studies in the Robinson College of Business.

The doctoral GPA could differ from the GPA calculated by the university and reported on the student's official transcript, since the university GPA would also include the grades from any graduate courses numbered 6000 or above taken at Georgia State University before admission to the doctoral program.

No student will be permitted to sit for any examination required for the doctoral degree, other than course examinations, without having a minimum 3.00 doctoral GPA at the time the examination is to be taken. A student with a doctoral GPA below 3.00 is ineligible for graduate assistantship appointments as either a GRA or GTA.

B. A student who has been terminated from the doctoral program will not be permitted to reapply to or reenter the program.

III. Communicative Competency Examination for Non-Native Speakers of English

All non-native English speakers must pass the communicative competency examination (CCE) given by the Department of Applied Linguistics and English as a Second Language by the end of their first year in the doctoral program or prior to receiving approval to teach in the college. A student who does not pass the CCE by the end of his or her first year will be terminated from the Ph.D. program. A student may request an extension by following the petition procedure (see V. below). Further information about the CCE is available from the associate director of doctoral programs.

IV. Standards of Performance

The requirements and regulations listed in this catalog refer to minimum standards of performance. The student's academic unit may have additional requirements, as set forth in writing, that exceed the minimum standards published in this catalog. If a student fails to meet these additional requirements, either the chair of the student's major academic unit or the director of doctoral programs may require that the student withdraw from doctoral study.

To continue in the program, a student must make reasonable and timely progress toward the degree in terms of coursework completed and examinations. Students who fail to adhere to the minimum standards published in the catalog or to any higher standards established by the

academic unit will be terminated from the program.

V. Petitions

Where a student feels that unusual circumstances invalidate any of the regulations or requirements relating to the degree in his or her particular case, the student may write to the doctoral coordinator and request exemption from or change in the policy. The petition by the student must be submitted with accompanying justifications. If the doctoral coordinator and academic unit support the request, the doctoral coordinator will write a letter of support for the student and submit the material to the director of doctoral programs for a decision.

VI. Continuous Registration

Beginning with the semester of acceptance, a doctoral student must register for a minimum of nine hours a semester (excluding summer semester unless the student holds a GRA/GTA) until graduation. BusA 9000, Doctoral Research, may be used to satisfy this requirement until the student has passed the dissertation proposal defense. BusA 9500, Dissertation Research, may be used to satisfy this requirement once the student has passed the dissertation proposal defense. Students who fail to meet the continuous registration requirement are subject to withdrawal from doctoral studies in the Robinson College.

VII. The Dissertation

The purpose of the dissertation is for the Ph.D. candidate to demonstrate his or her ability to conduct a research program leading to a significant contribution to the candidate's discipline.

VIII. The Dissertation Committee

The Dissertation Committee consists of a chair plus a minimum of three members. The committee, and any subsequent change in its membership, is appointed by the director of doctoral programs on the recommendation of the doctoral coordinator. As the student develops an interest in a potential dissertation topic, he or she should discuss the topic with individual faculty members both to determine the topic's feasibility and merit and the faculty members' interest and expertise in that area. When the student is ready to begin the initial work on the dissertation, he or she should first discuss with the doctoral coordinator names of potential faculty who would be the most appropriate chair of the Dissertation Committee. Only after the doctoral coordinator has agreed with the student as to the choice of a particular faculty member should the student then invite the faculty member to be chair of the committee.

Once the dissertation chair has been chosen, the chair, in consultation with the student, will recommend the selection of the three remaining committee members to the doctoral coordinator. Normally, one of the committee members should be from outside the academic unit.

IX. Dissertation Proposal Defense

Prior to admission to candidacy for the degree, a dissertation proposal defense must be held. After the student completes a written proposal that the Dissertation Committee judges to be ready for final defense, a dissertation proposal defense will be held before the Dissertation Committee.

The student's dissertation proposal should include a summary of the following: the purpose of the study; the nature of the subject to be investigated and its importance; a brief review of the literature; the theory, if any, to be developed; the empirical methodology, techniques, and data sources, if any, to be used; the nature of the hypotheses to be developed or tested; and a time frame for completion of the dissertation. Normally the proposal should not exceed 40 pages.

The proposal defense will be open to all interested faculty and doctoral students. After the proposal defense has been held, the members of the committee will vote to determine if the student is deemed to have a satisfactory research topic. A unanimous decision by the student's Dissertation Committee is required. The members of the committee will sign the dissertation proposal defense approval form.

Submission of the approval form does not constitute a contractual agreement between the student and the Dissertation Committee. It is within the scope and function of the Dissertation Committee to recommend modifications to the research as it proceeds. Upon submission of the proposal defense approval form to the Doctoral Programs Office, the student is admitted to candidacy for the degree.

X. Final Dissertation Defense and Graduation

When the candidate's Dissertation Committee judges that the dissertation is complete, it must be defended orally in a final dissertation defense. At least two weeks in advance of the final dissertation defense, the doctoral coordinator will inform the Doctoral Programs Office of the candidate's date of defense and an announcement will be made to all academic units. While any interested faculty member or graduate student may attend the examination and participate in the discussion, only those individuals who are members of the candidate's Dissertation Committee may vote on the dissertation's approval or disapproval. Upon successful defense of the dissertation, a dissertation defense approval form will be signed by the members of the Dissertation Committee and submitted to the Doctoral Programs Office. Unanimous approval is required.

The associate director of doctoral programs will provide the candidate with information regarding clearance for graduation. Four copies of the dissertation must be submitted to the Doctoral Programs Office two weeks prior to the anticipated date of graduation. Guidelines for the dissertation are available from the Doctoral Programs Office and on the doctoral website: <http://robinson.gsu.edu/academic/doctoral/index.html>. Click on Information for Current Students, then on The Dissertation.

These time limits should be interpreted as the maximum amount of time students may take to complete each of the degree requirements. It is anticipated that most students will complete the requirements much earlier than the maximum time limits specified below:

A. All coursework on the program of study and the preliminary examination in the Ph.D. in business administration program must be completed within four years from the semester of entry into the doctoral program.

B. The Dissertation Committee must be appointed, the dissertation proposal defense must be held, and the student's dissertation proposal must be approved within one year after completion of the preliminary examination.

C. All requirements for the doctoral degree, including the dissertation, must be completed within seven years from the semester of entry into the doctoral program.

XI. Time Limits for the Degree

8000 Educator Preparation

<http://www.education.gsu.edu/pef>

Initial and advanced educator preparation programs at the undergraduate and master's levels are administered by the Professional Education Faculty, an organization of faculty members from the College of Arts and Sciences and the College of Education and local public school teachers and administrators. The Professional Education Faculty is a multidisciplinary team committed to teaching, research, and service in partnership with school and community agencies. Its mission is to prepare educators as leaders, thinkers, and change agents who are grounded in theory, content, and practice. Advanced educator preparation programs beyond the master's level are administered by the College of Education.

The professional education unit, the Professional Education Faculty, has been accredited by the National Council for the Accreditation of Teacher Education. All educator preparation programs administered by the Professional Education Faculty have been approved by the Georgia Professional Standards Commission.

Teacher preparation programs in music education have been accredited by the National Association of Schools of Music, and teacher preparation programs in art education have been accredited by the National Association of Schools of Art and Design. The Master of Education program in school counseling has been accredited by the Council for Accreditation of Counseling and Related Programs; the Master of Education program in communication disorders has been accredited by the American Speech-Language-Hearing Association; and the Master of Education program in educational leadership has been recognized by the University Council for Educational Administration.

8010 Conceptual Framework

The Professional Education Faculty's conceptual framework illustrates its philosophies and purposes in regard to effective teacher preparation. The framework builds on the College of Education mission statement and includes the Professional Education Faculty's purpose, assumptions underlying educator preparation, and candidate outcomes. The conceptual framework is described fully at <http://education.gsu.edu/aae/edprep.htm>.

8010.10 Mission Statement

The mission of the Professional Education Faculty (PEF) is to provide scholarship and leadership for the betterment of education and human development.

8010.20 Assumptions Guiding Teacher Preparation

The faculty has adopted six assumptions that further define and add depth to its mission.

1. Learning and teaching must continually adapt to changes in society and the expanding knowledge base.
2. Learning is an active process.
3. Quality teaching takes into account individual differences, learning styles, and backgrounds.
4. Learning environments are based on the mutual respect of all participants.
5. A variety of teaching strategies and assessments are used to meet the needs of individual learners.
6. An integrated knowledge base consisting of content, skills, attitudes, technologies, and theories is developed and demonstrated in field-based applications.

8010.30 Candidate Outcomes

The Professional Education initial educator preparation programs prepare individuals who, by integrating their knowledge, skills, and attitudes, make and implement effective educational decisions based on current data in each of the following areas:

1. content
2. human development
3. diversity among learners
4. varied instructional strategies and tools, including technology
5. the learning environment
6. communication skills
7. instructional planning
8. assessment
9. professional commitment
10. partnerships to support learners

These educators work collaboratively and exhibit high standards of professionalism.

The Professional Education advanced educator preparation programs prepare competent individuals who

1. are committed to pupils and their learning.
2. know the subjects they teach and how to teach them, using varied instructional strategies and tools, including technology.
3. are responsible for managing and monitoring pupil learning.
4. engage in scholarship and create new knowledge about teaching and learning.
5. are members of learning communities.

These educators work collaboratively and exhibit high standards of professionalism.

8020 Programs

8020.10 Initial Certification Programs

The following master's-level programs provide initial teacher preparation to qualified students:

Master of Art Education with a major in Art Education

Master of Education with a major in Behavior/Learning Disorders, Communication Disorders, Early Childhood Education (Urban Alternative Preparation Program), English Education (Alternative Preparation Program), Mathematics Education (Alternative Preparation Program), Multiple and Severe Disabilities, School Counseling, Science Education (Alternative Preparation Program), or Social Studies Education (Alternative Preparation Program). The Master of Education major in Educational Leadership provides initial administrative certification.

Master of Library Media with a major in Library Media Technology

8020.15 Beginning Teacher Support Program

The Georgia State University Beginning Teacher Support Program is geared towards beginning teachers' professional growth and retention. To make the first years of the teaching career as positive as possible, Georgia State University's Professional Education Faculty is providing a network of support during a beginning teacher's first two years in the classroom.

The Georgia State University program is geared to supplement the induction work of principals, school administrators, and mentor teachers. This support includes:

- Personal contact – Each of Georgia State University's teacher education programs designates a contact person for graduates who can be reached in person, by e-mail, or by telephone with any problems a beginning teacher is experiencing.
- Group contact – Seminars may be offered based on the assessed needs of beginning teachers.
- Technological contact – A public website containing information and support about induction is provided along with a password protected website that provides beginning teachers with personal information and support through chat rooms, threaded discussion sites, and specialized links to resources.

8020.16 Teacher Education Warranty

Georgia State University teacher education programs provide a limited warranty and guarantee the following:

- The Professional Education Faculty of Georgia State University guarantees the quality of any educator that they recommend for initial certification in Georgia.
- Georgia State University guarantees educators during the first two years immediately following graduation from Georgia State University or following recommendation by Georgia State University for an initial certificate, whichever occurs first.
- Any Georgia State University educator in a Georgia school who fails to demonstrate essential skills can receive additional training at no expense to the educator or the employer.

8020.20 Advanced Programs

The following degree programs provide advanced teacher preparation for qualified students:

Master of Art Education with a major in Art Education

Master of Arts for Teachers with a concentration in Mathematics

Master of Education with a major in Behavior/-Learning Disabilities; Communication Disorders; Early Childhood Education; Educational Leadership; English Education; Health and Physical Education; Mathematics Education; Middle Childhood Education; Multiple and Severe Disabilities; Reading, Language, and Literacy Education; Science Education; or Social Studies Education

Master of Education and Specialist in Education with a major in School Psychology

Master of Library Media with a major in Library Media Technology

Master of Music with a major in Music Education

Specialist in Education with a major in Early Childhood Education, Educational Leadership, School Counseling, Special Education, or Teaching and Learning

Doctor of Philosophy with a major in Counseling, Early Childhood Education, Education of Students with Exceptionalities, Educational Policy Studies with a concentration in Educational Leadership, Instructional Technology with a concentration in Library Media Technology, School Psychology, or Teaching and Learning

8030 Graduate Professional Education Core

Each student enrolled in a professional education program at the master's level must complete the graduate professional education core as it is described in the program requirements for his or her major. The professional core consists of three areas of study: research, social foundations, and psychology of learning. The Professional Education Faculty has designated the following courses as fulfilling the professional education core requirements:

Research (minimum of 3 semester hours)

EPRS 7900 Methods of Research in Education (3)

EPRS 7910 Action Research (3)

EPRS 7920 Classroom Testing, Grading, and Assessment (3)

Social Foundations (minimum of 3 semester hours)

EPSF 7100 Critical Pedagogy (3)

EPSF 7110 Multicultural Education (3)

EPSF 7120 Social and Cultural Foundations of Education (3)

Psychology of Learning (minimum of 3 semester hours)

EPY 7080 The Psychology of Learning and Learners (3)

EPY 7090 The Psychology of Learning and Learners: The Young Child (3)

EPY 7100 The Psychology of Learning and Learners: Preadolescent/Adolescent (3)

All initial certification students must submit copies of complete Praxis II scores (all four pages of the score report) to the Office of Academic Assistance in order to be recommended for teacher certification by Georgia State University.

8040 Georgia Responds

A collaborative effort of colleges of education of the University System of Georgia, Georgia Responds is designed to help schools meet critical staffing needs resulting from a significant shortage of qualified teachers. Georgia Responds is intended for two groups of people: (1) those with lapsed or expired teaching certificates who want to reenter the teaching profession and (2) those with significant work experience who can be prepared as teachers in Georgia's classrooms. In the state's current economic recession, many Georgia companies and industries are forced to dismiss employees and curtail customer service, thus furthering unstable economic conditions.

8040.10 Program Components

Founded on an unwavering commitment to quality, Georgia Responds holds as its central components:

- Quick entry into the classroom
- Individual assessment to determine teaching field placement
- Flexible entry dates and delivery formats across the state

- Rigorous, intensive, and supervised classroom practice
- Year-long supervision for new teachers
- Training in research-proven competencies required of new teachers
- Full support of the Board of Regents' Educator Preparation Guarantee
- Extensive statewide collaboration among the state universities' Colleges of Education.

Through the Colleges of Education, Georgia Responds offers preparation programs for initial certification in the areas listed on the statewide Georgia Responds website. Programs offered vary for each institution. At Georgia State University, the Georgia Responds program is for the following teaching areas: Early Childhood Education, English, Mathematics, Science (broad field), Social Studies, and Special Education.

8040.20 Admission Requirements

Qualified individuals with a baccalaureate degree or a higher degree may apply to the College of Education at the institution offering the program of interest. Applicants must meet the program admission requirements at the specific institution.

Individuals with an expired Georgia Teaching Certificate are eligible for Georgia Responds courses and activities necessary for reactivation of their certificates. Contact the Georgia Professional Standards Commission or one of the Georgia Responds programs for specific information on certificate reactivation.

For more information, please contact the appropriate office:

Early Childhood Education — 404/651-2584
ecemail@langate.gsu.edu

Middle-Secondary Education — 404/651-2510
msit.gsu.edu/programs.html

Special Education — 404/651-2310
education.gsu.edu/epse/NW3sped/index.htm

Applications are available from the College of Education Office of Academic Assistance and Graduate Admissions (404-651-2539) and from the college's website at education.gsu.edu.

More information about Georgia Responds is available online at www.gcsu.edu/acad_affairs/school_ed/georgiareponds/.

8050 Organization of the Professional Education Faculty

The Dean of the College of Education is the presiding officer of the Professional Education Faculty. The faculty meets at least twice each year, once during Fall Term and once during Spring Term.

Quotidian governance of the Professional Education Faculty is conducted by the Professional Education Council, which consists of faculty members elected from the various teacher education areas, faculty members appointed by the Dean of the College of Education, students appointed by their departments, and school personnel representing Metro-Atlanta school systems. The chair of the Professional Education Council is elected annually, and the position alternates between members of the College of Arts and Sciences and members of the College of Education.

The Professional Education Faculty's primary duty is to promote and facilitate constructive interaction of the members of the Professional Education Faculty, especially along interdisciplinary lines, in the interest of maintaining excellence in professional education programs at Georgia State University. The council is served by four committees: The Executive Committee, which reviews the work of other committees and sets the agenda for council meetings; the Curriculum Committee, which reviews existing and proposed professional education programs; the Diversity Committee, which monitors and makes recommendations regarding the faculty's progress toward goals and outcomes stated in its Diversity Plan; and the Standards and Accreditation Committee, which reviews the Conceptual Framework, legislative and Professional Standards Commission actions affecting curriculum, criteria used by accrediting bodies in their periodic reviews of programs, and programmatic recommendations of relevant scholarly and professional associations.

Additional information about the Professional Education Faculty and its activities is available through the Internet at <http://education.gsu.edu/aae/edprep.htm>.

8060 Criminal Background Investigation

Each student who is not already a certified teacher employed in Georgia *must* consent to a criminal background investigation before he or she will be placed for student teaching/internship. The results of the background check *may* disqualify the student to complete the program because many school systems do not allow students with criminal records to be placed in their schools. To consent to the background check, the student must complete a *Criminal Background Consent Form* (obtainable from the Office of Academic Assistance and Graduate Education, 300 College of Education Bldg.) and submit it along with a check or money order for \$10 (made out to Georgia State University) and a photocopy of his or her state-issued Driver's License or Georgia State University PantherCard to the Office of Academic Assistance and Graduate Admissions by the deadline for applying for student teaching. The student must report any circumstance in which he or she was convicted of a crime, paid a fine, forfeited a bond, was sentenced (by a judge) to perform community service, pled *nolo contendere*, pled guilty, or received a suspended sentence to jail or prison time. (Minor traffic offenses are excluded; however, DUI convictions must be reported.) All information obtained through the criminal background investigation will be kept confidential to the extent allowed by Georgia

9000 Course Descriptions

Graduate courses offered by Georgia State University are listed in this section in alphabetical order by subject name and course number.

Course Subjects

Course Subject Name (Abbreviations)

Accounting (Acct)
Actuarial Science (AS)
Anthropology (Anth)
Applied Linguistics (AL)
Art (Art)
Art Education (AE)
Art History (AH)
Astronomy (Astr)
Biology (Biol)
Business Administration (BA)
Business Communication (BCom)
Ceramics (Cer)
Chemistry (Chem)
Communication (Comm)
Computer Information Systems (CIS)
Computer Science (CSc)
Counseling & Psychological Services (CPS)
Criminal Justice (CrJu)
Decision Sciences (DSc)
Drawing and Painting (DP)
Early Childhood Education (ECE)
Economics (Econ)
Education/Curriculum and Instruction (EDCI)
Education/Language Arts (EDLA)
Education/Library Media Technology (ELMT)
Education/Mathematics (EDMT)
Education/Reading (EDRD)
Education/Science (EDSC)
Education/Social Studies (EDSS)
Educational Policy Studies (EPS)
Educational Policy Studies/Educational Leadership (EPEL)
Educational Policy Studies/Higher Education (EPHE)
Educational Policy Studies/Research (EPRS)
Educational Policy Studies/Social Foundations (EPSF)
Educational Psychology (EPY)
Electronic Commerce (ECm)
English (Engl)
English as a Second Language (ESL)

Entrepreneurship (Ent)
Executive Master of Business Administration (EMBA)
Exceptional Children (EXC)
Finance (Fi)
Folklore (Folk)
Foreign Language (ForL)
French (Fren)
Geography (Geog)
Geology (Geol)
German (Grmn)
Graphic Design (GrD)
Health Administration (HA)
Health and Human Sciences (HHS)
History (Hist)
Hospitality Administration (HAdm)
Human Resource Management (HRM)
Instructional Technology (IT)
Interior Design (ID)
International Business (IB)
Jewelry Design and Metalsmithing (Jewl)
Kinesiology and Health (KH)
Latin (Latn)
Law (Law)
Legal Studies (LglS)
Management (Mgt)
Marketing (Mk)
Master of Business Administration (MBA)
Mathematical Risk Management (MRM)
Mathematics (Math)
Mathematics Education (MtEd)
Music (Mus)
Natural Sciences (NSci)
Nursing (Nurs)
Nutrition (Nutr)
Personal Financial Planning (PFP)
Philosophy (Phil)
Photography (Phot)
Physical Therapy (PT)
Physics (Phys)
Political Science (PolS)
Printmaking (Prt)
Psychology (Psyc)
Public Administration and Urban Studies (PAUS)
Public Health (PH)
Real Estate (RE)
Respiratory Therapy (RT)

Risk Management and Insurance (RMI)
 RCB Undergraduate Foundation Courses – various
 abbreviations
 Sculpture (Scul)
 Social Work (SW)
 Sociology (Soci)
 Spanish (Span)
 Statistics (Stat)
 Taxation (Tx)
 Teaching English as a Second Language (TSLE)
 Textiles (Text)
 Women's Studies (WSt)

Definitions

Computer Skills Prerequisites (CSP): Some courses offered by the Robinson College of Business require any student who enrolls in that course to be proficient with certain computer skills. For a complete description of CSP requirements, please refer to the “J. Mack Robinson College of Business” chapter of this catalog (see section 7000).

Corequisites: A listed course's corequisite identifies another course or courses that should be taken concurrently with the listed course. A student who enrolls in a listed course with corequisites must also enroll in those corequisite courses. A student who has previously completed a corequisite course may not need to repeat it; he or she should consult with an academic adviser before registering to determine specific requirements.

Course credit hours: The total semester hours of credit for each course are shown in parentheses immediately following the course title.

Prerequisites: A listed course's prerequisite identifies a course, courses, or other requirements that a student who enrolls in the listed course should have completed successfully before enrolling in the listed course. Any student who has not met prerequisites for a listed course may be administratively withdrawn from that course at the discretion of the instructor. It is the policy of some university departments to withdraw automatically any student who enrolls in a course without first meeting its prerequisites.

Note: The first line of the course descriptions is the same as what shows in the on-line course listing, and the second line is the complete title.

ACCOUNTING

ACCT 8030 SEM CONT FI AC STANDARDS 3.0

Seminar in Contemporary Financial Accounting Standards.

Prerequisite: Acct 4110, minimum grade of C.

CSP: 1, 2, 4, 6, 7.

This course involves reading, discussions, and reports on current accounting theory with emphasis on pronouncements by professional organizations and governmental agencies. Special emphasis is given to the increasing development

of global accounting standards and the demand for new accounting standards motivated by the e-business economy.

ACCT 8090 INTERNATIONAL ACCT PRACT 3.0

International Accounting Practices.

Prerequisite: Acct 4110, minimum grade of C.

CSP: 1, 2, 4, 6, 7.

This course is designed to offer a conceptual framework for analyzing national accounting practices as products of cultural pressures and constraints and to provide an exposure to accounting problems involved in international operations and to the methods employed to solve, circumvent, or prevent them. It thus encompasses the study of several different national accounting systems, the problems caused by these differences in practices for international operations, the organizations which have emerged to reconcile differences and to handle international accounting problems, and the prospects for their success.

ACCT 8130 ADVANCED ACCOUNTING TOPICS 3.0

Advanced Accounting Topics.

Prerequisite: Acct 4110, minimum grade of C.

CSP: 1, 2, 3, 6, 7.

This course provides a study of accounting topics related to business mergers and acquisitions, international accounting and foreign currency issues, and other current topics of financial reporting.

ACCT 8200 STRATEGIC COST MGT 3.0

Strategic Cost Management.

(Students taking Acct 8200 and Tx 8020 should take them concurrently.) Prerequisite: Acct 4210 or equivalent.

CSP: 1, 2, 3, 4, 5, 6, 7.

This course focuses on the knowledge, skills, and attributes necessary for accounting managers operating in technology-enabled environments. The accounting manager is considered not as a strict purveyor of information but as a leader on the strategic management team. The course investigates the accounting manager's role in developing strategy, planning, measuring results, and working with other managers to define the direction and future of a variety of organizations, including those with e-business applications. Topics will vary but strategic issues in capital budgeting and cost analysis, performance measurement, value chain analysis, decision support services, strategic management control systems, and activity-based management are illustrations of subjects that might be covered.

ACCT 8310 SEMINAR MGT AC SYSTEMS 3.0

Seminar in Management Accounting Systems.

Prerequisite: Acct 4310 or MBA 8683.

CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course focuses on the design, development, and use of accounting information systems within organizations. Students design financial and non-financial performance measures for managing in specific contexts, including e-business applications. Students also develop and implement information systems to support management planning, control, and other decision making in specific making in specific contexts including e-business.

ACCT 8389 DIR READ IN ACCOUNTING 1.0 to 3.0

Directed Readings in Accounting.

Prerequisites: consent of the instructor, good academic standing.

ACCT 8391 FIELD STUDY ACCOUNTING 3.0

Field Study in Accounting.

(May be repeated once.)

Prerequisites: Acct 4110, Acct 4210, enrollment as an MPA or MBA student with a 3.0 or higher GPA, consent of instructor.

CSP: 1, 2, 3, 4, 5, 6, 7, 8.

The field study is a supervised, employer-site learning experience. In this experience, students have the opportunity to apply accounting skills in a professional setting. Students must consult with the instructor or the MPA Program Coordinator before registering to determine whether their employment or internship experiences will qualify for credit.

ACCT 8410 SEM FIN REPORTING POLICY 3.0

Seminar in Financial Reporting Policy.

(Recommended that this course be taken after Acct 8030.)

Prerequisite: Acct 4110, minimum grade of C.

CSP: 1, 2, 4, 6, 7.

This course provides an overview of accounting theory and policy with the aim of helping to increase students' understanding and analytical abilities in this complex area. Major elements of accounting theory are identified and related to significant problems in accounting. This type of analysis helps to establish an appreciation of the relationship between theory and policy.

ACCT 8500 REPRT&CONTRL ISS ELEC COM 3.0

Reporting and Control Issues in E-Commerce.

Prerequisite: MBA 8683 or Acct 4210.

CSP: 1, 2, 3, 4, 5, 6, 7.

This course develops the understanding of accounting, assurance, and taxation issues in e-business environments. Topics include, but are not limited to, web-based capital markets, just-in-time capital, real-time financial reporting, assurance services in e-business, and tax policy implications of global e-business.

ACCT 8610 ADV TOPIC IN ASSUR SERV 3.0

Advanced Topics in Assurance Services.

Prerequisite: Acct 4310, Acct 4610, both with minimum grades of C.

CSP: 1, 2, 4, 6, 7.

This course covers auditing and assurance topics in depth from professional and research perspectives. The topics include audit judgment research, substantive testing research, fraud, going concern judgments, attestation engagements, international auditing, professional ethics, and litigation issues. Topics of current interest, especially those related to assurance services in an e-business environment and the development of international auditing standards, are also covered.

ACCT 8630 INFO SYSTEMS ASSURANCE 3.0

Information Systems Assurance.

Prerequisites: CIS 3260 or CIS 3210; Acct 4610 or CIS 8120.

CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course focuses on the knowledge and skills required to provide assurance for application systems in e-business environments. The course covers continuous auditing and monitoring of applications, auditing of system development, and internal control as a function of system design. Students develop and implement audit approaches for e-business settings.

ACCT 8680 SECURITY&PRIVACY INFO SYS 3.0

Security and Privacy of Information and Information Systems. (Same as CIS 8680.)

Prerequisite: none.

CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course is designed to develop knowledge and skills for the management and assurance of security of information and information systems in technology-enabled environments. It focuses on concepts and methods associated with planning, designing, implementing, managing, and auditing security at all levels on different platforms, including worldwide networks for e-business. The course presents techniques for assessing risk associated with accidental

and intentional breaches of security and covers the associated issues of ethical uses of information and privacy considerations.

ACCT 8700 FINANCIAL/BUSINESS ANALY 3.0

Financial Statement and Business Analysis.

Prerequisite: Acct 4110 or MBA 8121.

CSP: 1, 2, 6, 7.

This course provides in-depth use of methods for performing financial statement analyses to evaluate a company's profitability, liquidity, solvency, and market value. It demonstrates how these analyses can be used to diagnose a company's past performance and to set operational and financial targets in traditional and e-business environments.

ACCT 9000 INTRO TO ACCT RESEARCH 3.0

Introduction to Accounting Research.

Prerequisite: doctoral standing or consent of instructor.

This is an introductory survey of the research literature in accounting. Research topics and methods of auditing, managerial accounting, taxation, systems, and financial accounting are explored, together with data sets that have proved useful to each area of inquiry.

ACCT 9100 SEMINAR IN CRITICAL ANALYSIS 1.0

Seminar in Critical Analysis of Accounting Research.

Prerequisite: consent of instructor.

This course develops students' ability to analyze accounting research papers with respect to design issues such as the choice of research issues, the development of theoretical underpinnings, the appropriateness of research methods, the effectiveness of methods' application, and the cogency of the presented results. The research issues addressed span the subspecialties in accounting and expose students to current research. Students take this course continuously through at least the third year in the doctoral program and engage in oral and written critiques of accounting research papers.

ACCT 9300 SEM IN MANAGERIAL AC 3.0

Seminar in Managerial Accounting.

Prerequisite: consent of the instructor.

This course covers the topics, theories, and methodologies relevant to research in managerial accounting. In addition to studying existing literature, students prepare research proposals in managerial accounting.

ACCT 9400 SEM IN FIN AC RESEARCH 3.0

Seminar in Financial Accounting Research.

Prerequisite: consent of the instructor.

This course exposes the student to scientific inquiry and methodology as it applies to theory construction and verification in financial accounting. An emphasis is placed on critical evaluation of recent developments in empirical accounting research. Topics include controversial issues in the field and an examination of significant research projects undertaken toward resolution of these issues.

ACCT 9500 SEMINAR IN TAXATION 3.0

Seminar in Taxation.

Prerequisite: consent of the instructor.

This course provides the student with the opportunity to analyze, critique, and do academic tax research. Emphasis is placed on research methodology rather than on technical or legal knowledge of the tax law.

ACCT 9900 READING SEM IN AC 3.0

Reading Seminar in Accounting.

Prerequisite: consent of the instructor.

ACTUARIAL SCIENCE

AS 8330 SURVIVAL & RUIN THEORY 3.0

Survival Models and Ruin Theory.

Prerequisite: AS 4130. CSP: 2.

This course is concerned with methods of analyzing survival data and the construction of interpretive models. The objectives are to acquaint the student with the current literature, to assist in the choice of appropriate analytical methods, and to warn the student about possible inappropriate use of methods. The survival models developed are used in the study of ruin theory.

AS 8340 LIFE CONTINGENCIES I 3.0

Life Contingencies I.

Prerequisites: AS 4130, AS 4230. CSP: 2.

This course is an introduction to life contingencies as applied in actuarial practice. Topics include present value random variables for contingent annuities and insurance, their distributions and actuarial present values, equivalence principle, and other principles for determining premiums.

AS 8350 LIFE CONTINGENCIES II 3.0

Life Contingencies II.

Prerequisite: AS 8340. CSP: 2.

This course is a continuation of the study of life contingencies. Topics include insurance and annuity reserves, characterization of discrete and continuous multiple decrement models in insurance and employee benefits, and multiple life models.

AS 8389 DIR READ IN ACT SCI 1.0 to 3.0

Directed Readings in Actuarial Science.

Prerequisites: consent of the instructor, good academic standing.

AS 8420 STAT MODELS FOR ACT SCI 3.0

Statistical Models for Actuarial Science.

Prerequisite: AS 4130.

The concepts of statistical model building are developed through the study of analysis of variance models, multiple regression models, and time series models. Basic assumptions, inferences, and forecasting are studied in detail.

AS 8430 LOSS DIST & CRED THEORY 3.0

Loss Distributions and Credibility Theory.

Prerequisite: MRM 8320. CSP: 2.

This course provides an introduction to fitting and validating actuarial models, including estimating loss distributions and applying credibility theory, tests of goodness-of-fit for frequency and severity distributions, and credibility of information obtained from various sources.

AS 8440 ADV SURVIVAL MODELS 3.0

Advanced Survival Models.

Prerequisites: AS 4130; AS 4330 or AS 8330. CSP: 2.

This course continues the study of survival models. It begins with an analysis of censored or truncated lifetime data, then continues with estimation of summary survival statistics. Another theme covered is hypothesis testing of hazard rates. Regression models for censored or truncated data are discussed in detail.

AS 8510 LIFE CONTINGENCIES III 3.0

Life Contingencies III.

Prerequisite: AS 8350. CSP: 2.

This course continues the study of life contingencies by dealing with advanced topics. Topics include actuarial principles and practices used in pricing, ratemaking,

and funding of traditional and non-traditional coverages, actuarial cost methods, valuation of liabilities and funding, analysis of experience gains and losses, and the role of reserve methods.

AS 8520 PRIN PROP&CAS RATEMAKING 3.0

Principles of Property and Casualty Ratemaking.

Prerequisite: AS 8430. CSP: 2.

This course covers techniques for pricing property and casualty insurance products in a regulated, competitive market. Topics include selection and evaluation of ratemaking techniques, methods of trending and projecting claims and premiums, and sources, uses and selection of data for ratemaking.

AS 8810 ACT SCI GRADUATE SEMINAR 3.0

Actuarial Science Graduate Seminar.

Prerequisite: AS 8340. CSP: 2, 7.

This course introduces the student to the practical considerations of actuarial modeling taught through a seminar format. The interactive approach of the seminar requires students to draw upon knowledge from the basic actuarial courses and learn modeling skills in a hands-on environment. This course emphasizes communication skills, teamwork, and synthesis of subjects in an applied setting. Professional standards applicable to actuarial work are reviewed.

ANTHROPOLOGY

ANTH 6010 ETHNICITY IN THE WORLD SYSTEM 3.0

Ethnicity in the World System.

Prerequisite: Anth 1102 or 2020 or consent of instructor.

Examination of ethnicity as a system of classification, identity, and status, relative to the nation-state and within the historical, economic, and political parameters of the world system.

ANTH 6020 ANTHROPOLOGICAL THEORY 4.0

Anthropological Theory.

Prerequisite: Anth 2020 or consent of instructor.

Historical treatment of the major theoretical trends in anthropology.

ANTH 6030 ANTHROPOLOGY & URBAN EDUCATION 3.0

Anthropology and Urban Education.

Prerequisite: Anth 2020 or consent of the instructor.

Complexity of teaching and learning in a multicultural

setting; problems of communicating and improving skills to students with different social and cultural backgrounds within the context of ethnicity, gender, and class.

ANTH 6040 GNDR/RACE/CLASS IN COMPLEX SOC 3.0

Gender, Race, and Class in Complex Societies.

Experiential learning in the urban setting through direct exposure and experience in an ethnic community. Informed awareness of the knowledge, attitudes, and practices of ethnic communities within the community and larger society.

ANTH 6060 CULTURAL ECOLOGY 3.0

Ecological Anthropology.

Prerequisite: Anth 1102, 2010, 2020, 2030, or consent of the instructor.

Interrelationships among human biology and culture, and the physical and social environments are examined. The evolution of humans and the capacity for cultural adaptation to changing contexts is analyzed to help create understandings of human nature and consider ways in which contemporary behavior can be modeled.

ANTH 6070 BELIEF/SYMBL/SYSTMS OF THOUGHT 4.0

Beliefs, Symbols, and Systems of Thought.

Magic, witchcraft, religion, and science as systems of explanation in contemporary societies; interrelationship of belief and behavior.

ANTH 6090 LANGUAGE AND CULTURE 3.0

Language and Culture.

Introduction to anthropological subdiscipline of linguistics; history of anthropological linguistics; language, cognition, and cultural meaning; metaphor and symbols; lexical structure; analysis; and interpretation.

ANTH 6110 SOCIAL ORGNZTN & CULTRL CHANGE 4.0

Social Organization and Cultural Change.

Prerequisite: Anth 2020 or consent of instructor.

Survey of various theoretical perspectives used to understand cultural continuity in both kin-based and state level societies.

ANTH 6112 MODERNITY AND IDENTITY 4.0

Modernity and Identity

Representations of modernity in postcolonial and metropolitan nation-states. National identities and their articulation with gender, race, and class.

ANTH 6150 PEOPLE/CULTR:MEXICO & C AMERIC 3.0

Peoples and Cultures of Mexico and Central America.

Origins, adaptations, and contemporary social, economic, political, and belief systems of indigenous and mestizo communities of the region.

ANTH 6160 ARCHAEOLOGY OF SOUTHWESTERN US 4.0

Archaeology of the Southwestern United States.

Prerequisite: Anth 2030 or consent of the instructor.

The appearance of the earliest inhabitants of the Southwest, the development of complex societies, and the effects of Europeans on indigenous culture.

ANTH 6180 ARCHAEOLOGY OF SOUTHEASTERN US 4.0

Archaeology of Southeastern United States.

Prerequisite: Anth 2030 or consent of the instructor.

The appearance of the earliest inhabitants of the Southeast, the development of complex societies, the effects of Europeans on indigenous culture, and the archaeology of the historic period. Students will be required to participate in three field trips.

ANTH 6200 URBAN ANTHROPOLOGY 4.0

Urban Anthropology.

Prerequisite: Anth 2020 or consent of the instructor.

Urban space and social stratification; theories of space, place, and identity; the city in the social imaginary.

ANTH 6210 NATIVE CULTURES OF NOR AMERICA 3.0

Native Cultures of North America.

Native cultures of North America from the late Pleistocene through the historic era, focusing on archaeologic and ethnographic information about social, economic, and political aspects of aboriginal adaptation and change.

ANTH 6280 AFRICAN-AMERICAN ANTHROPOLOGY 3.0

African-American Anthropology.

Major writings in the field of African-American Studies; theories, categories, and methods used in studying complex societies are brought to bear upon the literature; and use of ethnographies to provide a comparative perspective for understanding African-American cultures.

ANTH 6300 HUMAN EVOLUTION 3.0

Human Evolution.

Prerequisite: Anth 2010 or consent of instructor.

Principles and mechanisms of hominid and huminoid evolution.

ANTH 6310 HUMAN VARIATION 3.0

Human Variation.

Prerequisite: Anth 1102 or 2010 or consent of instructor.

Variation within and between human populations: morphology, gene frequencies and behavior. Biological concepts of race, race classification, and evolutionary processes acting on humans in the past, present, and future.

ANTH 6320 GIRLS 3.0

Girls.

(Same as Soci 6315 and WSt 6310.)

Three lecture hours a week. Who “girls” are and how they are socialized in our society. Girls’ experiences with social institutions; growth and development issues; self-esteem and body image; sexuality; culture and media; third-wave feminism; and girls’ movements.

ANTH 6330 PRIMATE BEHAVIORAL ECOLOGY 3.0

Primate Behavioral Ecology.

Prerequisites: Anth 1102 or 2010 or consent of instructor.

Examination of the diversity of free-ranging primates in their natural habitats. Ecological factors affecting diet, locomotor repertoires, body size, and the evolution of social behavior will be emphasized.

ANTH 6350 APPLIED BIOCULTURAL ANTHROPLGY 3.0

Applied Biocultural Anthropology.

Prerequisites: Anth 1102 and Anth 2020 or consent of the instructor.

Seminar on research methods and theory in human population ecology. Topics include methods of physical assessment, epidemiological and demographics analysis, data collection, and analysis.

ANTH 6360 METHODS & THEORIES: BIOL ANTHR 4.0

Methods and Theories in Biological Anthropology.

Prerequisite: Anth 2010 or consent of the instructor.

A survey of theories in skeletal biology, bioarchaeology, paleoanthropology, biomedical anthropology, population genetics, and contemporary human biological adaptation. Bioanthropological methods for testing hypotheses and creating explanatory models.

ANTH 6370 FORENSIC ANTHROPOLOGY 3.0

Forensic Anthropology.

Prerequisites: Anth 2010 or consent of instructor.

Laboratory-based identification of skeletal remains of

unknown individuals with an emphasis on determining age, sex, evidence of trauma, and cause of death. Crime scene recovery, documentation of evidence, the criminal justice system, and human rights initiatives will be explored.

ANTH 6390 DIET, DEMOGRAPHY, AND DISEASE 3.0

Diet, Demography, and Disease.

Prerequisite: Anth 1102, 2010 or 2030 or consent of the instructor.

Overview of human/disease interactions from prehistoric to contemporary populations. Emphasis on major social transformations such as sedentism, animal and plant domestication, urbanism and globalism.

ANTH 6410 CULTURE & PERSONALITY 3.0

Culture and Personality.

Prerequisite: Anth 1102 or 2020, or consent of the instructor.

Study of concepts of self, person, individual, and experience in a cultural context. Includes how people experience culture as well as the expression and performance of that experience.

ANTH 6420 WOMEN IN CROSS-CULTURAL PERSP 3.0

Women in Cross-Cultural Perspective.

(Same as WSt 6210.)

Prerequisite: Anth 2020 or consent of the instructor.

Behavioral patterns, status, roles, and symbols linked to gender in human cultures and societies. Holistic and comparative analyses of biological, psychological, and cultural similarities and differences among women.

ANTH 6430 ANTHROPOLOGY AND PUBLIC HEALTH 3.0

Anthropology and Public Health.

Prerequisite: Anth 1102 or 2020.

The history of public health and role of anthropology and other social sciences in the modern public health setting. Overview of current issues in international and domestic public health.

ANTH 6440 EPIDEMIOLOGY AND ANTHROPOLOGY 4.0

Epidemiology and Anthropology.

Prerequisite: Anth 1102 or 2020.

Basic principles of epidemiology, including outbreak investigation, disease control, and analytic epidemiology. Overview of the work of anthropologists in interdisciplinary public health settings.

ANTH 6460 HEALTH AND CULTURE 4.0

Health and Culture.

Prerequisite: Anth 2020 or consent of the instructor.

Interrelationship of health care delivery systems within the context of the culture and structure of societies; impact of health planning and policy on subcultural groups. Importance of epidemiology, nutrition, transcultural nursing, and mental health in a holistic view of health.

ANTH 6470 VISUAL CULTURE 4.0

Visual Culture.

Prerequisite: Anth 2020 or consent of instructor.

(Same as WSt 6470.)

Study of the visual politics of social organization with emphasis on the images and the arenas of everyday life in North American culture. Includes explorations of the fashion system, the medical body, the cosmetic and fitness industry, visual colonialism, museum displays, and high and popular art.

ANTH 6480 ETHNOGRAPHIC ANALYSIS 3.0

Ethnographic Analysis.

Prerequisite: Anth 2020 or consent of the instructor.

Examination of classic ethnographies; practicum and instruction in research design, field techniques, and data analysis through ethnographic fieldwork.

ANTH 6490 GLOBAL AND LOCAL CULTURE 4.0

Global and Local Culture.

Prerequisite: Anth 1102 or 2020 or consent of instructor.

Study of the interrelationship between global and local culture; the impact of globalization on cultures and the formation of global cultures. Includes the study of tourism, immigration, popular culture, world cities, transnational intellectuals, ethnicities, and ideologies.

ANTH 6500 ANTHROPOLOGY OF AGING 3.0

Anthropology of Aging.

Prerequisite: Anth 1102 or 2020 or consent of the instructor.

Anthropological approach to the aging process in western and nonwestern societies.

ANTH 6520 ANTHROPOLOGY OF PUBLIC CULTURE 4.0

Anthropology of Public Culture.

Prerequisites: Anth 2020 or consent of instructor.

The circulation of commodities, ideas, and practices that produce the condition of being public (and in public) as well as the notion and experience of privacy. Analyzes the

production and usage of public and private space (e.g. plazas, malls, homes), museum displays, the social life of commodities (e.g. fashion, antiquities, collectibles), and the role of theatricality in everyday life.

ANTH 6550 FIELD SCHOOL IN ANTHROPOLOGY 4.0 to 8.0

Field School in Anthropology.

Prerequisite: consent of the instructor.

Anthropological field methods. Students will develop skills in ethnographic, archaeological, and biological methods through field projects. Emphasis will be on providing a holistic interpretation of conditions at the field location.

ANTH 6560 ADVANCED FIELD SCHOOL IN ANTH 4.0 to 8.0

Advanced Field School in Anthropology.

Prerequisites: Anth 4550 or consent of instructor.

Advanced anthropological field methods. Students expand upon the ethnographic, archaeological, linguistic, and/or biological methods learned in Anth 4550 through supervised development and completion of their own professional research project.

ANTH 6590 ARCHAEOLOGICAL METHODS 4.0

Archaeological Methods.

Prerequisite: Anth 2030 or consent of the instructor.

Data recovery techniques, analytic methods, and theoretical concepts. Experience with archaeological materials.

ANTH 6610 PEOPLE & CULTURES/SOUTHEAST US 3.0

People and Cultures of the Southeastern United States.

Group differences in southern populations; emphasis on current trends in southern culture.

ANTH 6620 QUANTITATIVE METHODS IN ANTH 4.0

Quantitative Methods in Anthropology.

Prerequisite: Anth 1102 or 2020.

Basic principles of research design, sampling and field procedures for survey research. Analysis and interpretation of data, including bivariate and multivariate statistics.

ANTH 6630 QUALITATIVE METHODS IN ANTH 3.0

Qualitative Methods in Anthropology.

Prerequisite: Anth 2020 or consent of the instructor.

Study in ethnographic research design, data collection, analysis, and application. Special emphasis is placed on applied anthropological research methods relative to community intervention, policy formulation, and program evaluation in the public and private sectors.

ANTH 6980 SELECTED TOPICS 1.0 to 3.0

Selected Topics.

Prerequisite: Anth 2020 or consent of the instructor.

May be repeated if topics are different.

ANTH 8000 ANTHROPOLOGICAL THEORY AND PRAXIS 3.0

Anthropological Theory and Praxis.

Prerequisite: consent of the instructor.

Principal intellectual trends and debates in historical and contemporary anthropological thought and praxis. Emphasis on demonstrating the manifold interconnections, and erasing the conceptual divides, between academic and applied anthropology.

ANTH 8010 QUALITATIVE METHODS IN ANTH 3.0

Qualitative Methods in Anthropology.

Advanced study in ethnographic research design, data collection and management, analysis, and application.

Special emphasis is placed on applied anthropological research methods relative to community intervention, policy formation, and program evaluation in the public and private sectors.

ANTH 8030 RESEARCH SEMINAR 3.0

Research Seminar.

Prerequisite: Anth 8000.

Keystone course to prepare students to properly design and execute their internship and thesis research projects.

Readings, lectures, discussions, and site visits will address the many challenges in conducting applied anthropological research.

ANTH 8040 SEMINAR IN ANTHROPOLOGY 3.0

Seminar in Anthropology.

Prerequisite: consent of instructor.

Advanced topics in anthropology that vary each offering; may be taken more than once when topics differ.

ANTH 8050 SEMINAR - APPLIED ANTHROPOLOGY 3.0

Seminar in Applied Anthropology.

Prerequisite: consent of the instructor.

Advanced topics in applied anthropology. May be repeated if topics vary.

ANTH 8065 NON-THESIS RESEARCH 1.0 to 15.0

Non-thesis research.

For graduate lab assistant (GLA) or graduate research assistant (GRA) students only.

ANTH 8070 COMMUNITY ORGANIZATION & INTERVENTION 3.0

Community Organization and Intervention.

Prerequisite: consent of the instructor.

Anthropological approaches to contemporary social problems and community development, with emphasis on the design, implementation, monitoring, and evaluation of policies, projects, and programs in the public and private sectors.

ANTH 8230 ANTHROPOLOGY OF URBAN DEVELOPMENT 3.0

Anthropology of Urban Development.

Prerequisite: consent of the instructor.

Use of anthropological methods and theories to analyze the cultural dynamics of urbanization; cross-cultural examination of pluralism in cities.

ANTH 8240 PUBLIC ARCHAEOLOGY 3.0

Public Archaeology.

Prerequisite: consent of the instructor.

Laws and regulations governing cultural resource protection and preservation, the conduct of archaeology in a contract format, and mechanisms for public education.

ANTH 8330 METHODS & THEORY: MEDICAL ANTH 3.0

Methods and Theory in Medical Anthropology.

Prerequisite: consent of the instructor.

A comparative approach to health and illness. Emphasis on theories and methods that guide applied medical anthropology.

ANTH 8900 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Independent Study.

ANTH 8910 INTERNSHIP 3.0 to 9.0

Internship.

ANTH 8990 RESEARCH PRACTICUM 3.0

Research Practicum.

For non-thesis students only. This course serves as a research practicum in lieu of a thesis for the M. A. degree. May be retaken but only 3 credit hours can count toward the M.A.

ANTH 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

APPLIED LINGUISTICS

AL 6011 PHONETICS AND PHONOLOGY 3.0

Phonetics and Phonology.

Prerequisite: AL/ForL 3021.

(Same as ForL 6011.)

Descriptions and classifications of the sounds of human language; patterns of their occurrence and rules governing their use in various languages; emphasis on phonology in a generative framework.

AL 6012 MORPHOLOGY AND SYNTAX 3.0

Morphology and Syntax.

Prerequisite: AL/ForL 3021.

(Same as ForL 6012.)

Introduction to the basic concepts of syntax, including word classes, constituents, case systems, word order, and grammatical relations. Emphasis on comparison of syntax of a wide variety of languages.

AL 6111 SEMANTICS AND PRAGMATICS 3.0

Semantics and Pragmatics in Linguistic Theory.

Prerequisite: AL/ForL 3021 or equivalent.

(Same as ForL 6111.)

Broad range of topics in semantics, the study of how language communicates meaning, and in pragmatics, the study of how language is used to accomplish a speaker's intention.

AL 6121 HISTORICAL LINGUISTICS 3.0

Historical Linguistics.

(Same as ForL 6121.)

Comprehensive introduction to historical and comparative linguistics with a focus on causes and mechanisms of language change over time.

AL 6131 BILINGUALISM 3.0

Bilingualism.

(Same as ForL 6131.)

Comprehensive introduction to the phenomena, role, and function of bilingualism in the contemporary world with special emphasis on North America.

AL 6141 SPECIAL TOPICS 3.0

Special Topics in Language Studies.

(Same as ForL 6141.)

Topic varies according to instructor. May be repeated for a maximum of 6 semester hours.

AL 6151 CULTURE/LANG LEARNING 3.0

Culture and Language Learning.

(Same as ForL 6151.)

Introduction to the role of culture in second language learning. Topics include cultures of teachers, students, and language; cultural factors in second language writing, reading, speaking, and listening.

AL 7999 THESIS 1.0 to 9.0

Thesis.

AL 8240 GENERAL LINGUISTICS 3.0

General Linguistics.

An introduction to linguistic theory focusing on subtopics of particular relevance to language teachers: phonetics, phonology, morphology, syntax, and semantics.

AL 8250 SECOND LANG ACQUISITION 3.0

Second Language Acquisition.

Survey of the complex variables underlying second language acquisition and the various perspectives that inform second language acquisition theories. Current theories of second language acquisition and their implications for second language teaching.

AL 8270 SELECT TOP IN APPLD LING 3.0

Selected Topics in Applied Linguistics.

Study of current theory and research in selected topics in English as a second/foreign language. This course may be repeated with change in content with consent of adviser.

AL 8320 SOUND SYSTEM OF ENGLISH 3.0

The Sound System of English.

Comprehensive treatment of second language pronunciation pedagogy drawing on current theory, research, and practice. Thorough grounding in the sound system of North American English and in research on the acquisition of second language pronunciation abilities. In-depth discussion of instructional issues.

AL 8330 INTERCULTURAL COMMUNICATN 3.0

Intercultural Communication.

An overview of intercultural communication, including cultural differences in pedagogy and the role of culture in second language acquisition.

AL 8450 APPROACHES TO TCH ESL/EFL 3.0

Approaches to Teaching Second/Foreign Languages.

An overview, description, and analysis of methods and approaches to second language teaching. Focus on theoretical perspectives, major issues, and current controversies. Examination of the historical and theoretical foundations. Particular attention to long-term development of language teachers as decision-makers and problem-solvers.

AL 8460 ENG GRAM FOR ESL/EFL TCHR 3.0

English Grammar for ESL/EFL Teachers.

Investigation of the characteristics of the English language with emphasis on form and meaning in discourse. Discussion and applications to the teaching of ESL/EFL, especially the development and modification of language-teaching curricula, lessons, and materials.

AL 8470 SOCIOLINGUISTICS 3.0

Sociolinguistics.

The fundamental concepts of sociolinguistics: the study of the interplay of linguistic, social, and cultural factors in human communication. Relation of those concepts to the concerns of language teaching, particularly the teaching of English as a second or foreign language.

AL 8480 CLASSROOM PRAC IN TESL/FL 3.0

Classroom Practices in Teaching English as a Second or Foreign Language.

Emphasis on practical needs of prospective English language teachers and complement to the department's required AL 8450 course. Focus specifically on classroom techniques, instructional procedures, and teacher/learner behaviors. Familiarization with instructional procedures consistent with established theoretical principles of second language teaching/learning.

AL 8490 SEC LANG RDG: THY & PRAC 3.0

Second Language Reading: Theory and Practice.

Examination of recent research and theory in second or foreign language reading; applications to the practice of ESL/EFL pedagogy. Analysis of a number of reader and text factors which play a role in second language reading. Focus on adult learners of ESL/EFL as well as reference to younger readers.

AL 8500 PRAGMATICS & LANG TCHNG 3.0

Pragmatics and Language Teaching.

A survey of pragmatic theory, its influence on the development of notions of communicative competence, and the bridge between theory and classroom practice in communicative language teaching.

AL 8520 PSYCHOLINGUISTICS 3.0

Psycholinguistics.

A broad introduction to psycholinguistics at the graduate level, covering general methodology for the study of psycholinguistics, the nature of language, biological bases of language, language and the brain, animal communication systems, language comprehension, discourse processing, speech perception and production, and first and second language development.

AL 8530 ISS IN SEC LANG WRITING 3.0

Issues in Second Language Writing.

Theories and practices underlying the teaching and learning of second language writing. Emphasis on developing the background necessary for graduate students to examine and refine their own pedagogical positions on the teaching of writing.

AL 8540 SECOND LANGUAGE LISTENING COMP 3.0

Second/Foreign Language Listening Comprehension: Theory and Practice.

Examination of theory and research in second/foreign language (L2) listening comprehension with application for ESL/EFL pedagogy and assessment of L2 listening comprehension. Focus on adult L2 listener with reference to L1 adult listening comprehender.

AL 8550 SECOND LANG EVALUATION 3.0

Second Language Evaluation and Assessment.

An overview of language testing with a focus on the development of teacher-generated tests to measure student's achievement in a second language.

AL 8660 MATER DESIGN, DEVEL & PUB 3.0

Materials Design, Development and Publication.

Analysis of materials used in teaching ESL/EFL.

Investigation of teacher and student use of materials.

Design, development, and publication of a set of materials.

AL 8710 RES DES & STAT: APPD LING 3.0

Research Design and Statistics for Applied Linguistics.

Fundamental concepts of research design and statistics.

Research planning for experimental design and data analysis.

AL 8760 CORPUS LINGUISTICS 3.0

Corpus Linguistics

Review of the literature on corpus linguistics with a focus on both the conceptual and methodological underpinnings of

the field. Analysis of a selection of corpora of English.
Development of corpora. Use of concordancing software in corpus analysis.

AL 8770 CONVERSATION ANALYSIS 3.0

Conversation Analysis

Introduction to the principles, tools, and methods used in the empirical study of the structure of conversation, with special emphasis on analysis of differences between cultures and issues arising in native/non-native speaker interaction.

AL 8780 DISCRSE ANALYS FOR LANG TCHRS 3.0

Discourse Analysis for Language Teachers

In-depth investigation of various topics related to the analysis of oral discourse. Using insights from several approaches to discourse analysis, this course focuses on the nature of spoken communication with special emphasis on how discourse analysis can be effectively used in L2 classrooms. A primary goal is to develop analytical skills for purposes of teaching and research.

AL 8900 PRACTICUM: TEACHING ESL 3.0

Practicum in Teaching English to Speakers of Other Languages.

Practical teaching experience for preservice teachers of English as a second language. Enrollment limited to AL/ESL graduate students whose schedules permit them to observe and participate in the practicum supervisor's ESL course.

AL 8910 DIRECTED INDIVIDUAL STUDY 3.0

Directed Individual Study.

Exploration of a particular area of interest in department. Study is based on plan submitted by the student. Permission of adviser required.

AL 8920 RESEARCH APPRENTICESHIP 3.0

Research Apprenticeship for Graduate Research Assistants. Supervised research as an assistant to a faculty member. Required of all GRA's in the department. Does not count toward degree requirements.

AL 8930 APPRENTICESHIP FOR GLAS 3.0

Apprenticeship for Graduate Laboratory Assistants. Supervised work as a graduate laboratory assistant. Required of all GLA's in the department. Does not count toward degree.

AL 8940 TEACHING APPRENTICESHIP 3.0

Teaching Apprenticeship for Graduate Teaching Assistants. In-service teacher training for GTA's. Required for all GTA's in the department. Does not count toward degree requirements.

AL 9100 QUANTITATIVE RESEARCH METHODS 3.0

Quantitative Research Methods in Applied Linguistics. Focus on the most widely used and useful statistical methods in Applied Linguistics (AL). Examination of statistical concepts and methods fundamental to analysis and explanation of empirical data derived in AL research studies. The students will learn to use SPSS software for data analysis.

AL 9110 QUALITATIVE RESEARCH METHODS 3.0

Qualitative Research Methods in Applied Linguistics. Overview of issues related to qualitative research methods. Topics include various types of methodology, data collection and analysis.

AL 9170 SEMINAR IN RESEARCH METHODS 3.0

Seminar in Research Methods.

In depth investigation of various topics related to research methods. May be repeated if topics vary.

AL 9200 LINGUISTIC THEORY 3.0

Linguistic Theory in Applied Linguistics.

Overview of linguistic theory of particular relevance to applied linguistics. Topics include generative syntax, typology, and cross-language perception.

AL 9270 SEMINAR IN LANGUAGE ANALYSIS 3.0

Seminar in Language Analysis.

In depth investigation of various topics related to language analysis. May be repeated if topics vary.

AL 9300 CUR ISS SEC LANG ACQUISITION 3.0

Current Issues in Adult Second Language Acquisition. Survey of current research and theory in the field of L2 acquisition. For each topic, examination of underlying epistemologies (including theories and research methods) and evaluations of the implications of established findings for second and foreign language learning by adults.

AL 9370 SEM LANG COGNITION COMMUNICATN 3.0

Seminar in Language, Cognition, and Communication. Latest research in special areas of second language learning as it relates to cognition, behavior, and communication.

Topics may include cognitive, social, and/or experimental perspectives regarding biological, psychological, social, and cultural factors in the learning and using of second languages. Course may be repeated if topic varies.

AL 9371 BILINGUAL LANGUAGE PROCESSING 3.0

Bilingual Language Processing

Examination of current research on bilingual language processing and its potential implications for second language acquisition and teaching.

AL 9400 CUR ISS PREP SEC LANG TEACHER 3.0

Current Issues in Preparation of Second Language Teachers.

For prospective educators of ESL and EFL teachers. Focuses on theory, processes, and research options teacher educators may explore to prepare language teachers to work in diverse cultural, linguistic, and social contexts. Expands awareness of social, cultural, professional, and institutional considerations that combine to influence the process of serving as an educator of ESL/EFL teachers, especially of those teachers who work in English for Academic Purposes (EAP) settings with adult learners. Research project focused on L2 teacher learning and/or teacher development required.

AL 9470 SEM: LANG TEACHING/TCHR DEVLPM 3.0

Seminar in Language Teaching and Teacher Development.

Designed for prospective educators of ESL and EFL teachers. Surveys current research and theory in second language (L2) teacher learning and professional development of L2 teachers. Participants will complete a research project focused on L2 teacher learning and/or teacher development as part of course requirements. Course may be repeated if topic varies.

AL 9800 SELECTED TOPICS 3.0

Selected Topics.

Study of current theory and research in variable topics in Applied Linguistics. Course may be repeated if topic varies.

AL 9900 RESEARCH 3.0 to 6.0

Research.

An independent study course for students carrying out non-dissertation research. Can also be used for independent reading course for students preparing for qualifying examination.

AL 9999 DOCTORAL DISSERTATION RESEARCH 1.0 to 12.0

Doctoral Dissertation Research.

ART

ART 6300 RESEARCH PRACTICUM IN ART 3.0

Research Practicum in Art.

Not for degree credit. Supervised research as an assistant to a faculty member.

ART 6400 LABORATORY PRACTICUM IN ART 3.0

Laboratory Practicum in Art.

Not for degree credit. Supervised work as a studio laboratory assistant to an art discipline.

ART 6780 INTERNSHIP 3.0

Internship.

Practicum in Art and Design classes. Observing, teaching, coordinating, and directing art experiences under the guidance of supervising professor. Required for GTAs.

ART EDUCATION

AE 6050 SPECIAL TOPICS IN ART EDUCATN 3.0

Special Topics in Art Education.

For teachers in elementary school and others not majoring in art education. Lecture, discussion, studio, and field experience.

AE 6100 PROF PRACTICE IN HIGHER EDUC 3.0

Professional Practice in Higher Education.

Teaching philosophy, syllabus construction, teaching methods, and development of a teaching portfolio. To be taken at least once while a graduate assistant is teaching. Not for degree credit.

AE 6200 ART FOR PRESCHOOL-FIFTH GRADE 3.0

Art for Preschool through Fifth Grade.

Curriculum, materials, and practicum.

AE 6300 ART FOR MIDDLE & SECDRY SCHOOL 3.0

Art for Middle and Secondary Schools (TE).

Prerequisite: AE 6200 or consent of the instructor.

Curriculum, materials, methods, assessment, and practicum.

AE 6400 MEDIA, TECH, & VISUAL PRESENTN 3.0

Media, Technology, and Visual Presentation (TE).

Prerequisite: AE 6200 or consent of the instructor.

Computer-based educational media, visual presentation techniques and practicum.

AE 6550 VISUAL ART IN ELEMENTARY CURR 2.0

Visual Art in the Elementary Curriculum.

Not for students majoring in Art. Art content and teaching methodology grades P-5 with a focus on integration with other disciplines.

AE 6750 STUDENT TEACHING IN ART 3.0

Student Teaching in Art (TE).

Prerequisite: consent of the instructor.

Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6760 STUDENT TEACHING IN ART 3.0

Student Teaching in Art (TE).

Prerequisite: consent of the instructor.

Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6765 ELEM/MIDDLE ART EDUC PRACTICUM 3.0

Elementary/Middle School Practicum.

Practicum in elementary and middle school art education.

Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher at elementary and middle school levels.

AE 6770 STUDENT TEACHING IN ART 3.0

Student Teaching in Art (TE).

Prerequisite: consent of the instructor.

Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6775 MIDDLE/SCNDRY ART ED PRACTICUM 3.0

Middle/High School Practicum.

Practicum in middle school and secondary art education.

Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher at the middle and high school levels.

AE 6780 STUDENT TEACHING IN ART 3.0

Student Teaching in Art (TE).

Prerequisite: consent of the instructor.

Observing, teaching, coordinating, and directing art experiences under the guidance of a supervising teacher.

AE 6785 INTERNSHIP I 3.0

Internship I.

Prerequisites: AE 6200, 6300, 6400, 6900.

Full-time internship in an elementary, middle school, or

high school setting. Students will be supervised on site by Georgia State University faculty. Responsibilities will include lesson planning, curriculum development, and classroom management.

AE 6795 INTERNSHIP II 3.0

Internship II.

Prerequisites: AE 6200, 6300, 6400, 6490.

Full-time internship in an elementary, middle school, or high school setting. Responsibilities will include self-assessment of teaching performance, creating instructional resources, and integrating art into the larger curriculum.

AE 6800 VISUAL ARTS MANAGEMENT 3.0

Visual Arts Management.

Administrative and management techniques for public, profit, and not-for-profit arts organizations. Public relations and advertising for individual artists and art groups.

AE 6900 ART THEORY & CRITCSM IN ART ED 3.0

Art Theory and Criticism in Art Education (TE).

Prerequisites: Art 1020, 1030, 1040, and two 1000-level art history courses, and AE 4200 or concurrently.

Topics include art criticism, aesthetics, and multiculturalism and how issues from these areas may impact curriculum in art classrooms. Methods and practicum.

AE 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are art education majors.

Individual research. May be repeated for a maximum of 12 hours.

AE 8000 INTRO:RESEARCH IN ART EDUCATN 3.0

Introduction to Research in Art Education.

Introduction to analyzing research in art education. Review of a variety of research methodologies and research tools.

Prepare proposal for a thesis or terminal curriculum project.

AE 8010 PHILOSOPHY & CURRICULUM 3.0

Philosophy and Curriculum.

For M.A.Ed. and Ed.S. majors. Visual art curriculum development based on varying philosophies and techniques of creative learning.

AE 8020 LEARNING THEORY 3.0

Learning Theory.

For M.A.Ed. and Ed.S. majors. Educational implications of selected learning theories and research in the psychology of art.

AE 8030 LEADER SUPERVISION IN ART ED 3.0

Leadership and Supervision in Art Education.

For M.A.Ed. and Ed.S. majors. Philosophical and practical foundations. Reflective teaching, evaluation and conferencing skills, peer coaching, leadership roles in art education. Required field experience.

AE 8050 COMPUTER IMAGING & INSTRC TECH 3.0

Computer Imaging and Instructional Technology.

Prerequisite: consent of the instructor.

For M.A.Ed. Majors and Ed.S. students. Use of the computer in the art room, Internet access, web pages, digital imaging.

AE 8060 PROJECT IN ART EDUCATION 3.0

Project in Art Education

Prerequisites: AE 8000 and consent of art education project committee.

Culminating course for master's students selecting a curriculum project aligned with National Professional Teaching Board standards. Successful completion of a written curriculum project will stand in lieu of thesis.

AE 8100 SEMINAR IN ART EDUCATION 3.0

Seminar in Art Education.

Prerequisite: consent of the instructor.

May be repeated for a maximum of 12 credit hours.

Selected topics for the art specialist. May include lecture, discussion, studio, and field experience.

AE 8200 HIST, CULT, & COMM IN ART ED 3.0

Histories, Cultures, and Communities in Art Education

Prerequisite: MA Ed or consent of advisor.

History of art education, historical development in relation to general education and American culture. Contemporary trends in art education; historical, cultural, social contexts and implications for the field.

AE 8300 RESEARCH IN ART EDUCATION 3.0

Research in Art Education

Prerequisites: admission to Ed Specialist program, AE 8010 and 8020.

Specialist-level option to fulfill art education research requirement and complete a specialist project proposal.

AE 8400 AESTHETICS AND CRITICAL THEORY 3.0

Aesthetics and Critical Theory

Prerequisite: MA Ed in art education or permission of art education advisor.

Graduate-level course focusing on foundational readings in aesthetics and art criticism shaping the field of art education. Traditional view of disciplines; contemporary critical theory regarding art, visual culture, technology, and the environment as educational issues.

AE 8500 DIRECTED STUDY 3.0

Directed Study.

Prerequisite: consent of the instructor.

May be repeated for a maximum of 12 credit hours.

Individual research and studio projects for M.A. Ed. and Ed.S. students.

AE 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and school director.

Contract outlining course content is required. May be repeated for a maximum of 6 credit hours.

AE 8999 THESIS RESEARCH 3.0 to 6.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

ART HISTORY

AH 6000 AFRICAN ART 3.0

African Art.

Survey of the sculpture, architecture, textiles, body ornament, and performance arts of Africa in terms of form, meaning, and function within society. Objects reintegrated into cultural contexts and examined in light of "tradition" and social and political change.

AH 6010 ART OF EGYPT, NUBIA, & MAGHRIB 3.0

Art of Egypt, Nubia, and the Maghrib.

Introduction to the arts of North Africa. Painting, sculpture, architecture, ceramics, textiles, and metal arts. Objects and monuments examined within a cultural and historical framework.

AH 6011 ART & ARCH OF ANCIENT EGYPT I 3.0

Art and Architecture of Ancient Egypt I: 4000-1600 BC

Prerequisite: Art 1700 or consent of instructor.

An examination of the art and architecture of ancient Egypt from the Predynastic Period to the Middle Kingdom with reference to stylistic development and historical, religious, and cultural context.

AH 6012 ART & ARCH OF ANCIENT EGYPT II 3.0

Art and Architecture of Ancient Egypt II: 1600-31 BC

Prerequisite: Art 1700 or consent of instructor.

An examination of the art and architecture of ancient Egypt from the New Kingdom to the Ptolemaic Period with reference to stylistic development and historical, religious, and cultural contexts.

AH 6020 ART/ARCHITCT ANCIENT NEAR EAST 3.0

Art and Architecture of the Ancient Near East.

An investigation of art and society from the Neolithic period to Alexander the Great, using archaeological data and art historical methods to analyze ancient objects and monuments.

AH 6030 CONTEMPORARY AFRICAN ART 3.0

Contemporary African Art.

Prerequisites: ART 1850 or AH 4000/6000.

Arts and artists of Africa during the colonial and post-colonial eras. Social, political, economic, and cultural frameworks explore shifting notions of tradition, authenticity, and identity as they relate to art, artists, and audiences.

AH 6110 ART & ARCH OF ANCIENT GREECE 3.0

Art and Architecture of Ancient Greece.

Aegean and ancient Greek art from 3000-31 B.C. Examination of archaeological methods; development of style; and the social, religious, and political contexts of artistic production.

AH 6120 ART & ARCH OF ANCIENT ROME 3.0

Art and Architecture of Ancient Rome.

Roman artistic traditions and building techniques from the time of the Etruscans to the fall of the Roman Empire; examination of the Roman's cultural heritage and influence on socioeconomic and political structures to modern times.

AH 6200 ART & ARCH OF MIDDLE AGES 3.0

Art and Architecture of the Middle Ages.

Art and architecture of Europe and the Mediterranean basin

from the Early Christian period to the Gothic, with special emphasis on the church arts of Italy, Byzantium, France, England, and Germany.

AH 6310 ART OF N EUROPE:RENAISSANCE 3.0

Art of Northern Europe in the Renaissance Era.

Miniaturistic traditions incorporated into monumental artistic production in Northern Europe during the fifteenth and sixteenth centuries.

AH 6320 ITAL RENAISSN: AGE OF HUMANISM 3.0

Italian Renaissance Art: The Age of Humanism.

Art from the late fourteenth to the sixteenth century. Focus on philosophical and religious underpinnings.

AH 6400 BAROQUE ART 3.0

Baroque Art.

Art of seventeenth-century Europe during the age of kings, papal princes, and a new bourgeoisie in the north.

AH 6500 19TH C:NEOCLASS-POST-IMPRESS 3.0

Nineteenth Century: Neoclassicism Through Post-Impressionism.

Visual arts of the nineteenth century, analyzed for underlying problems of form and content within the expanded range and complexity of the modern movement.

AH 6600 MODERN ARCHITECTURE 3.0

Modern Architecture.

Evolution of twentieth-century methods, materials, and concepts of architectural design.

AH 6610 20TH C PAINTING & SCULPTURE 3.0

Twentieth-Century Painting and Sculpture.

European and American painting and sculpture since 1900. Study of painting emphasizes analysis of style and content; study of sculpture emphasizes conceptual and technological innovations.

AH 6620 AFRICAN-AMERICAN ART 3.0

African-American Art.

Aesthetic expression of African-American artists from colonial times to present. Social, cultural, and creative history of Black America. Diverse contributions made by artists of African descent to the development of American culture. Artists, art movements, the relationship of art to politics, and the formation of racial/cultural identity.

AH 6630 PRE-COLOMBIAN ART 3.0

Pre-Colombian Art.

Introduction to the visual culture of the Andes and Mesoamerica before Columbus.

AH 6650 AMERICAN ART 3.0

American Art.

American painting, sculpture, photography, and architecture from the Revolutionary War to World War II.

AH 6660 19/20C LATIN AMERICAN ART 3.0

Nineteenth- and Twentieth-Century Art in Latin America.

Prerequisites: Art 1750 and Art 1850.

The work of leading visual artists, architects, and photographers in Latin America during the nineteenth and twentieth centuries. Discussion of historical, political, social, and cultural contexts as well as issues of colonialism, gender relations, ethnicity, and representation.

AH 6665 LATIN AMERICAN AVANT-GARDES 3.0

Latin American Avant-Gardes of the 1920s: Argentina, Brazil, Mexico

Prerequisite: Art 1750 or consent of instructor.

An examination of the work of leading visual artists, architects, and photographers in Argentina, Brazil, and Mexico during the 1910s and 1920s. Discussion of historical, political, social, and cultural contexts as well as issues of cultural colonialism, gender relations, ethnicity, and representation.

AH 6670 CONTEMP ART IN LATIN AMERICA 3.0

Contemporary Art in Latin America.

Studies the work of leading Latin American visual artists, architects, and photographers since the 1940s. Explores their historical, political, social, and cultural contexts as well as issues of colonialism, gender relations, ethnicity, and representation.

AH 6700 CONTEMPRY ART: THEORY & CRIT 3.0

Contemporary Art: Theory and Criticism.

Prerequisite: AH 4610/6610.

Linguistic bases of description, analysis, and evaluation of contemporary art.

AH 6900 SPECIAL STUDIES SEMINAR 3.0

Special Studies Seminar.

Topics may include African diaspora, German expressionism, Renaissance urban planning, signs and symbols in Christian

art, and American identity as shaped by the domestic interior. May be repeated for credit if topics are different.

AH 6930 ART HISTORY INTERNSHIP 3.0

Art History Internship.

Prerequisite: consent of the instructor.

Open to any major. Internship in art history within an established museum program relating to the student's academic and career goals.

AH 6980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and School director.

Independent study.

AH 8000 SEMINAR IN ART HISTORY 3.0

Seminar in Art History.

Topics may include: Picasso, the Bauhaus, romanticism, impressionism, abstract expressionism, and surrealism.

AH 8010 METHODOLOGY/HISTORIOGRAPHY OF ART 3.0

Methodology and Historiography of Art.

Research skills; methods of art historical investigation, and the history of literature on art.

AH 8050 SEMINAR: 20TH C THEORY/CRITICISM 3.0

Seminar in Twentieth-Century Art Theory and Criticism.

Basic theoretical developments in twentieth-century artistic interpretation. In-depth readings of primary texts in the evolution of contemporary aesthetic thought.

AH 8060 WRITING PRACTICUM 3.0

Writing Practicum.

Writing art critical reviews for journals, periodicals, and exhibition catalogues in a particular style of art writing for a general audience. Designed to familiarize graduate studio majors with the process of art description and evaluation.

AH 8500 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

For the M.A. student majoring in art history.

AH 8930 ART HISTORY INTERNSHIP 3.0

Art History Internship.

Prerequisite: consent of the instructor.

Internship in art history within an established museum program relating to student's academic and career goals.

AH 8980 SPECIAL PROJECTS 3.0 to 6.0

Special Projects.

Prerequisite: consent of the instructor and School director.

Contract outlining course content is required.

AH 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

Prerequisite: consent of thesis advisor.

Preparation of thesis and graduate exhibition.

ASTRONOMY

ASTR 6000 FUNDAMENTALS OF ASTROPHYSICS 3.0

Fundamentals of Astrophysics.

Prerequisite: consent of the instructor.

Three lecture hours a week. This course is prerequisite for all 8000-level astronomy courses. Application of mechanics, electricity and magnetism, and atomic and nuclear physics to the solution of astrophysical problems.

ASTR 6100 ASTRO TECHNQS/INSTRUMENTATION 3.0

Astronomical Techniques and Instrumentation.

Three lecture hours a week. Fundamentals and practical application of photography, spectroscopy, photometry, astrometry, interferometry, and current developments in detector technology and telescope design.

ASTR 6300 TEACHING ASTRONOMY 1.0

Teaching Astronomy.

Prerequisite: Demonstrated ability in basic astronomy via an undergraduate program or consent of the instructor.

Research on student learning, understanding concepts, teaching styles and models, types of tests and other evaluations, and presentation techniques; participation in the faculty enrichment seminars organized by the Center for Teaching and Learning.

ASTR 6310 TEACHING ASTRONOMY LAB PRACTCM 1.0

Teaching Astronomy Lab Practicum.

Prerequisite: Astr 6300 or current enrollment in Astr 6300 or consent of the instructor.

One half-hour seminar and two laboratory hours a week.

Hands-on experience in teaching introductory laboratories; the syllabus will vary according to the specific lab taught.

ASTR 7010 ASTRONOMY FOR TEACHERS I 4.0

Astronomy for Teachers I.

Designed to give teachers a basic understanding of introductory astronomy, including celestial motions of the stars, sun, moon, and planets; historical development of our understanding of gravitation and orbital motion.

Electromagnetic radiation and basic light emitting processes. Telescopes and astronomical instrumentation.

Physical nature of the earth, moon, and terrestrial and Jovian planets. Information on teaching resources in astronomy will be available.

ASTR 7020 ASTRONOMY FOR TEACHERS II 4.0

Astronomy for Teachers II.

Prerequisite: Astr 7010.

Designed to extend a teacher's understanding of our observations of the sun and stars with the derivation of their fundamental properties, including the conditions and fusion reactions below their surfaces. Matter between stars and stellar birth; old-age; and death, including neutron stars and black holes. Our Milky Way and other galaxies; quasars and peculiar galaxies; evidence for and interpretation of an expanding universe. Information on teaching resources will be available.

ASTR 7910 DIR STUDY IN ASTR FOR TEACHERS 1.0 to 4.0

Directed Study in Astronomy for Teachers.

Areas of study and credit to be determined by the department.

ASTR 8000 STELLAR ATMOSPHERES 3.0

Stellar Atmospheres.

Three lecture hours a week. Physics of radiative transfer in stellar atmospheres and the formation of continuous and line spectra with particular emphasis on the spectroscopic analysis of stellar photospheres and chromospheres.

ASTR 8100 STELLAR STRUCTURE & EVOLUTION 4.0

Stellar Structure and Evolution.

Four lecture hours a week. Applications of the time-dependent equations of stellar structure to models of stellar interiors: thermodynamics, hydrostatics, energy transport, nuclear energy generation, protostars, red giants, white dwarfs, neutron stars, and black holes.

ASTR 8200 GALACTIC STRUCTURE 3.0

Galactic Structure.

Three lecture hours a week. Structure, kinematics, and dynamics of the Milky Way Galaxy and its various components.

ASTR 8250 METHODS OF INFRARED ASTRONOMY 3.0

Methods of Infrared Astronomy.

Prerequisite: consent of the instructor.

Three lecture hours a week. Topics of current research in infrared astronomy, especially galactic star formation; important concepts of infrared photometry and spectroscopy; differences from studies of astronomy in other wavelength ranges.

ASTR 8300 INTERSTELLAR MEDIUM 3.0

The Interstellar Medium.

Three lecture hours a week. Physical conditions within the various components of the interstellar medium and the observational approaches to understanding these components.

ASTR 8400 EXTRAGALACTIC ASTRONOMY 3.0

Extragalactic Astronomy.

Three lecture hours a week. Observed distribution and properties of normal galaxies, active galaxies, and quasars; introduction to cosmology.

ASTR 8500 BINARY STARS 3.0

Binary Stars.

Three lecture hours a week. Various observational approaches to the study of binary stars; their formation, evolution, statistics and importance in astrophysics.

ASTR 8600 STELLAR SPECTROSCOPY 3.0

Stellar Spectroscopy.

Prerequisite: Astr 8000.

Three lecture hours a week. Multilayer stellar atmosphere models; absorption line formation, deviations from local thermodynamical equilibrium, determination of chemical abundances in stars.

ASTR 8700 REL ASTROPHYSICS & COSMOLOGY 4.0

Relativistic Astrophysics and Cosmology.

Prerequisite: Phys 8100 or equivalent.

Four lecture hours a week. Introduction to the theory of general relativity; coordinate systems, tensor analysis, and Einstein's equation; application to problems of astronomical concern such as neutron stars, black holes, and gravitational radiation; relativistic cosmologies; and physical cosmology, including the Big Bang and the growth of structure in the universe.

ASTR 8710 RESEARCH TOPICS IN ASTRONOMY 1.0 to 15.0

Research Topics in Astronomy.

Topics related to area of current research to be chosen by the instructor. May be taken more than once for credit if topics are different.

ASTR 8800 OPTICS IN ASTRONOMY 3.0

Optics in Astronomy.

Prerequisite: consent of the instructor.

Three lecture hours a week. Optical design and Fourier optics with emphasis on astronomical applications: first and third order ray theory results (foci, pupils, stops, and Seidel aberrations); experience with ZEMAX code on a variety of examples will be emphasized; linear systems and Fourier transforms; scalar diffraction theory; and astronomical applications. A class project will be assigned.

ASTR 8850 PLANETARY SCIENCE 3.0

Planetary Science.

Prerequisite: Astr 6000 or equivalent.

Three lecture hours a week. Introduction to the field of planetary science; formation of the solar system, terrestrial, and jovian planets; detailed discussion of Mars, Jupiter, Europa and Titan; discovery and characterization of extrasolar planets and brown dwarfs; overview of detection methods and analysis of recent discoveries of other solar systems.

ASTR 8900 SEMINAR IN ASTRONOMY 1.0 to 3.0

Seminar in Astronomy.

Prerequisite: Departmental consent.

Discussion of current research in astronomy.

May be repeated for no more than three total credit hours.

ASTR 8910 DIRECTED STUDY IN ASTRONOMY 1.0 to 6.0

Directed Study in Astronomy.

Area of study and credit to be determined by the department.

ASTR 9999 DOCTORAL DISSERTATION RESEARCH 1.0 to 15.0

Doctoral Dissertation Research.

BIOLOGY

BIOL 6014K INVERTEBRATE BIOLOGY 4.0

Invertebrate Biology.

Prerequisites: Biol 3840 and 3850, or equivalent course work.

Three lecture and three laboratory hours a week.

Structure, function, distribution, and taxonomic relationship of invertebrate animals.

BIOL 6015 VERTEBRATE BIOLOGY 4.0

Vertebrate Biology.

Prerequisites: Biol 3840 and 3850, or equivalent course work.

Three lecture and three laboratory hours a week. Diversity, taxonomy, structure, function, distribution, and ecology of living and extinct vertebrates.

BIOL 6045K GENERAL ECOLOGY 4.0

General Ecology.

Prerequisites: Biol 3840 or equivalents. Biol 3820 recommended.

Three lecture and three laboratory hours a week.

Principles governing distribution and abundance of organisms and their interaction.

BIOL 6050 NATURAL ENVIRONMENT OF GEORGIA 4.0

The Natural Environments of Georgia.

Prerequisites: Biol 1107K/1108K or 2107K/2108K.

Three lecture hours a week with a one day weekend lab every other week. Principles involved in the structure and function of Georgia's dwindling, but diverse ecosystems. Locations, diversity, and indicator species will be examined in the classroom and in the field.

BIOL 6053K ECOLOGY OF SOUTHERN ROCKY MTNS 4.0

Ecology of the Southern Rocky Mountains.

Prerequisites: consent of instructor; Biol 2108K or equivalent.

Three lecture hours a week with a 27-day field lab. Identification of the plant and animal communities characteristic of the southern Rocky Mountains and the Chihuahuan, Sonoran, and Great Basin Deserts. The factors responsible for the control and dynamics of these communities will be discussed in the class and examined in the field. A field fee is required in addition to the tuition. Field lab takes place during the break between semesters.

BIOL 6054K ECOLOGY OF GREAT SMOKY MTNS 4.0

Ecology of the Great Smoky Mountains

Prerequisites: consent of the instructor; Biol 2108K or equivalent.

Three lecture hours a week with a one-week field lab. Identification of the plant and animal communities characteristic of the Great Smoky Mountains. The factors responsible for the control and dynamics of these communities will be discussed in the class and examined in

the field. A field fee is required in addition to the tuition. Field lab takes place during the break between semesters.

BIOL 6065K VERTEBRATE MORPHOGENESIS 4.0

Vertebrate Morphogenesis.

Prerequisites: Biol 3840 and 3850 or equivalent course work.

Three lecture and three laboratory hours a week.

Embryology and comparative anatomy of vertebrate animals.

BIOL 6074 DEVELOPMENTAL BIOLOGY 4.0

Developmental Biology.

Prerequisites: Biol 3840 and 3900.

Four lecture hours a week. An introduction to developmental biology emphasizing cellular, genetic, and molecular aspects and mechanisms of animal development.

BIOL 6094 DEVELOPMENTAL NEUROBIOLOGY 4.0

Developmental Neurobiology.

Prerequisite: Biol 3800.

Four lecture hours per week.

Introduction to the development of the nervous system.

Covers the field of developmental neurobiology from neural induction to the modification of neuronal connections in the adult nervous system and uses a variety of model organisms to demonstrate the rules by which nervous systems develop.

BIOL 6102 FUNDAMENTALS OF NEUROBIOLOGY 4.0

Fundamentals of Neurobiology.

Prerequisites: Biol 3800 and 3840.

Comprehensive basis for understanding brain research, major discoveries in neuroscience, and the methods employed for those achievements. Topics include the neural basis of learning and memory, sensory perception, motor control, neurological diseases, drug action, and behavior.

BIOL 6104 ZOO BIOLOGY 4.0

Zoo Biology.

Prerequisite: Biol 3840.

Four lecture hours a week. Historical background as well as current issues and developments in zoos. Topics include conservation, SSPs (Species Survival Plans), behavioral enrichment, studbook management, and planning/economics of major exhibits. Course instruction will be on-site at Zoo Atlanta. Students will work directly with animal curators and keepers.

BIOL 6105 SPECIAL TOPICS IN ZOO BIOLOGY 1.0

Special Topics in Zoo Biology.

Prerequisite: Biol 6104.

One seminar-style hour per week. Special topics courses to provide more detailed investigations into the subject matter covered in Zoo Biology. Examples include Mammalogy, Ornithology, Herpetology, and Conservation Biology. Course enrollment will be capped at 15 students.

(May be repeated if topic varies.)

BIOL 6114 NEUROBIOLOGY III 4.0

Neural Mechanisms of Regulatory Behavior.

Prerequisites: Biol 3840 and 4102, or equivalent course work.

(Same as Psyc 6570.)

Four lecture hours a week. Brain-behavior interactions in mammals. Topics include the neurochemical/neuroanatomical basis of eating and drinking, temperature regulation, aggression, and reproductive behaviors.

BIOL 6115 MEDICAL NEUROANATOMY 4.0

Medical Neuroanatomy.

Prerequisite: Biol 3840.

Four lecture hours per week. Human brain and spinal cord functional neuroanatomy and associated pathologies. Master's students only.

BIOL 6116K PRIMATE BEHAVIOR: FIELD & LAB 4.0

Primate Behavior: Field and Laboratory.

Prerequisites: Biol 3840 or Psyc 4110 or equivalent course work.

(Same as Psyc 6116.)

Three lecture and two laboratory hours a week.

Nonhuman and human primate origins of cognition, language, mythology, rituals, tool use, nonverbal expressions, symbolism, sexuality, and aggression.

BIOL 6180 NEUROBIOLOGY LABORATORY 4.0

Neurobiology Laboratory.

Prerequisite: Biol 4102 and consent of instructor.

Two lecture and six laboratory hours a week. Laboratory techniques in neuroscience, including intra- and extracellular electrophysiology, computational methods, neuroanatomy, immunocytochemistry, and neuroethology.

BIOL 6240 ENDOCRINOLOGY 4.0

Endocrinology.

Prerequisites: Biol 3840 and Chem 6600 or equivalents.

Four lecture hours a week. Basic biochemistry and physiology of the endocrine system, including synthesis and secretion of steroid and protein hormones, mechanisms of hormone action, and endocrinology of reproduction.

BIOL 6241 HORMONES AND BEHAVIOR 4.0

Hormones and Behavior.

Prerequisite: Biol 3840.

(Same as Psyc 6630.)

Four lecture hours per week. Interaction of nervous and endocrine systems in the control of animal behavior, including humans, with emphasis on the mechanisms that adapt behavior to the changing physical and social environments.

BIOL 6242 CIRCADIAN RHYTHMS 4.0

Circadian Rhythms.

Functional and physiological aspects of biological timekeeping, with special emphasis on circadian timing. Significant student participation is expected with required essential and timely reading assignments.

BIOL 6246 ADVANCED ANIMAL PHYSIOLOGY 4.0

Advanced Animal Physiology.

Prerequisite: Biol 3840 or equivalent course work.

Four lecture hours a week. Physiological systems of animals with emphasis on the skeletal, muscular, circulatory, respiratory, gastrointestinal, and renal systems. Human physiology will be emphasized.

BIOL 6248 CELL PHYSIOLOGY 4.0

Cell Physiology.

Prerequisites: Biol 3820, 3840, 3880, 3900; Chem 3410, Chem 4600 is recommended.

Three lecture and three laboratory hours a week. Mechanism of cell and organ function at the molecular level.

BIOL 6278 IMMUNOLOGY 4.0

Immunology.

Prerequisite: Biol 3880, 3890, 3900; Chem 3410, or equivalent course work.

Four lecture hours a week. Comprehensive overview of the immune system and its functions within the context of cell to cell interaction and communication.

BIOL 6284 BIOENERGETICS 3.0

Bioenergetics.

(Same as Chem 6840.)

Prerequisite: Chem 6600 or equivalent course work.

Three lecture hours a week. Principles and experimental methods appropriate to energy transduction in a variety of biological systems.

BIOL 6428K MEDICAL MICROBIOLOGY 4.0

Medical Microbiology.

Prerequisites: Biol 3880 and 3890 or equivalent course work.

Four lecture hours per week. An overview of significant human and animal pathogens, including aspects of bacterial, viral, protozoan, and helminthic infections and pathogenesis. Pathogen characteristics and features, epidemiology, immunity, and treatment.

BIOL 6430K MICROBIAL DIVERSITY & SYSTEMATICS 4.0

Microbial Diversity and Systematics.

Prerequisites: Biol 3880 and 3890 or equivalent course work.

Three lecture and three laboratory hours a week.

Diversity and systematics of selected groups of bacteria and yeasts.

BIOL 6438 APPLIED MICROBIOLOGY 4.0

Applied Microbiology.

Prerequisites: Biol 3880 and 3890, or equivalent course work.

Four lecture hours a week. Microbiology of industrial processes, including quality control, fermentations, biotransformations, strain selection and maintenance.

BIOL 6450 MOLECULAR MODELING METHODS 2.0

Molecular Modelling Methods.

Prerequisites: Chem 3410, Chem 4110, or equivalent course work and consent of the instructor.

(Same as Chem 6450.)

Use of molecular mechanics methods to solve structural problems in organic, bioorganic, and biophysical chemistry. May be repeated if topics are different.

BIOL 6451 AQUATIC POLLUTION & TOXICOLOGY 4.0

Aquatic Pollution and Toxicology.

Prerequisite: Biol 2108K, Chem 1212K. Chem 2400 recommended.

Four lecture hours per week.

Comprehensive introduction to water pollution (including relevant methods and techniques) and its relationship to public health.

BIOL 6458 MICROBIAL ECOLOGY & METABOLISM 4.0

Microbial Ecology and Metabolism.

Prerequisites: Biol 3880 and 3890 or equivalents.

Four lecture hours a week. Microbial communities and the interrelationships of microorganisms and environment. Particular emphasis on metabolic activities, and their measurement and applications to environmental problems (bioremediation).

BIOL 6480 PRINCIPLES OF TOXICOLOGY 4.0

Principles of Toxicology.

Prerequisites: Biol 2108K, 2240 (or concurrently) or equivalents. Chem 2400 is recommended.

Four lecture hours a week. Studies of the absorption, distribution and excretion of toxicants; their detoxication, and bioactivation; their adverse effects.

BIOL 6481 MYCOLOGY 4.0

Mycology.

Prerequisites: Biol 3880 and 3890, or equivalent course work.

Four lecture hours a week. Study of the ecology, physiology, and systematics of micro-fungi, particularly organisms of industrial and economic importance.

BIOL 6484 LAB TECH:APPL&ENVIR MICROBIOL 4.0

Laboratory Techniques in Applied and Environmental Microbiology.

Prerequisite: Biol 3880, 3890 or equivalent course work and at least two of the following: Biol 4438, 4458, 4481.

One lecture and six laboratory hours a week. Techniques and procedures for isolation, characterization and identification of microorganisms of practical significance; model ecosystems and biofilms; sampling and enumeration of microorganisms; metabolism; and analysis of microbial growth.

BIOL 6490 INTRO TO ENVIRONMENTAL SCI FOR ED 3.0

Introduction to Environmental Science for Education.

Prerequisite: consent of the instructor.

Three lecture hours a week. Examination of environmental science concepts with an emphasis on incorporation of environmental science issues/applications into science curriculum. Internet and group projects will be utilized.

BIOL 6500 HUMAN GENETICS 4.0

Human Genetics.

Prerequisite: Biol 3900.

Four lecture hours a week. Principles of human heredity, with emphasis on the molecular basis of heredity, detection and treatment of genetic diseases, and genetic counseling.

BIOL 6564 ADVANCED GENETICS 4.0

Advanced Genetics.

Prerequisite: Biol 3900.

Four lecture hours a week. Advanced topics and techniques in prokaryotic and eukaryotic genetic systems, including gene mapping, molecular techniques, regulation of gene expression, genomics, and population genetics.

BIOL 6575 VIROLOGY 4.0

Virology.

Prerequisites: Biol 3880, 3900; Chem 3410; Phys 1112 or equivalent course work. Chem 4600 is recommended.

Four lecture hours a week. Introduction to viruses. Topics covered include structure and replication of viruses; virus isolation and classification; and pathogenesis and epidemiology of virus disease.

BIOL 6580 MICROBIAL PATHOGENESIS 4.0

Microbial Pathogenesis.

Prerequisite: Biol 3880, 3890, or equivalent course work.

Four lecture hours a week. This course integrates material from pathogenic microbiology, molecular biology and immunology into an overview of bacterium-host interactions including bacterial attributes, virulence factors and several paradigms of bacterial-host interactions focusing on molecular and genetic approaches.

BIOL 6595 MICROBIAL PHYSIOLOGY&GENETICS I 4.0

Microbial Physiology and Genetics I.

Prerequisites: Biol 3800, 3880, 3900, Chem 4600.

Four lecture hours a week. Molecular biology of bacteria and their viruses, with an emphasis on the use of microbes as model systems for studying molecular processes. Topics include microbial physiology, genetic exchange, gene expression, recombinant DNA technology, and the molecular basis for microbial pathogenesis.

BIOL 6597 MICROBIAL PHYSIOLOGY&GENETICS II 4.0

Microbial Physiology and Genetics II.

Prerequisite: Biol 6595.

Four lecture hours a week. Genetic approaches to the study of bacteria and bacteriophage. Topics include: regulation of gene expression, mechanisms of recombination and mutagenesis, and use of microbial systems in recombinant DNA technology.

BIOL 6598 MOLECULAR GENETICS: EUKARYOTES 4.0

Molecular Genetics of Eukaryotes.

Prerequisite: Biol 6597 or consent of the instructor.

Four lecture hours a week. Genetic approaches to the study of eukaryotic gene expression and genome organization.

Topics include: chromosome structure, regulation of gene expression, human molecular genetics, developmental genetics, and molecular evolution.

BIOL 6630 ENZYMOLOGY 3.0

Enzymology.

(Same as Chem 6630.)

Prerequisite: one year of organic chemistry (Chem 3410) and one semester of biochemistry (Chem 6600).

Introduction to enzyme catalysis with emphasis on the general concepts of enzyme kinetics and the common tools for studying enzymes.

BIOL 6640 FUNDAMENTALS OF BIOINFORMATICS 4.0

Fundamentals of Bioinformatics.

Prerequisites: Biol 3800 or written approval of instructor.

(Same as Chem 6640 and CSc 6640.)

Four lecture hours per week. A “hands-on” approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for proteins and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three-dimensional structures of proteins and nucleic acids, the major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

BIOL 6680 BIOLOGICAL IMAGING 4.0

Biological Imaging.

Prerequisites: Biol 3800 and Phys 1112K or Phys 2212K.

Four lecture hours per week. An introduction to the theory of microscopy and various types of microscopes and their applications to biological research. Topics include: microscopes, basic specimen preparation, and staining techniques.

BIOL 6685 FUNCTIONAL HISTOLOGY 4.0

Functional Histology

Prerequisites: Biol 3800 and 3240 or equivalent.

Four lecture/laboratory hours per week. Topics include preparation and basic staining of tissues, special stains, identification of tissue features and classification. The course will correlate tissue form and function by incorporating concepts of cell, tissue, and organ physiology.

BIOL 6690 LAB IN ELECTRON MICROSCOPY 4.0

Laboratory in Electron Microscopy.

Prerequisite: Biol 4680/6680.

Eight laboratory hours per week. Practical application of transmission and scanning electron microscopy techniques, including sample preparation, instrument operation, image acquisition, and interpretation of ultrastructure. Each student will be required to complete two independent projects, one using transmission electron microscopy and one using scanning electron microscopy.

BIOL 6694 BIOSAFETY: PRINCIPLES & PRAC 4.0

Biosafety: Principles and Practice.

Prerequisites: Biol 3800 or consent of instructor.

Four lecture hours per week. The discussion of pathogenic agents and their associated occupational and public health risks. Topics include emerging biosafety issues such as bioterrorism, human gene therapy, and federal and state regulations guiding use of pathogenic organisms.

BIOL 6696 LAB: MOLECULAR BIOL TECHNIQUES 4.0

Laboratory in Molecular Biological Techniques.

Prerequisites: Biol 3800, 3900 and Chem 4600.

One lecture and six laboratory hours a week. Isolation and characterization of nucleic acids and proteins. Topics include molecular cloning, isolation, characterization and sequence analysis of chromosomal and plasmid DNA, PCR mediated gene amplification and protein purification.

BIOL 6744 BIOSTATISTICS 3.0

Biostatistics.

Prerequisites: Math 2211 and Biol 2108K, or equivalents.

(Same as Math 6544.)

Three lecture hours a week. Principles and methods of statistics as applied to biology and medicine.

BIOL 6800 ADVANCED CELL BIOLOGY 4.0

Advanced Cell Biology.

Prerequisites: Chem 1211K and Biol 3800 and Biol 3900, or consent of instructor.

Four lecture hours per week. Molecular basis of animal cell compartmentalization, vesicular transport, organization of the cytoskeleton, cell interactions with environment, cell division, cell cycle regulation, cell cycle deregulation in cancer cells, and stem cell renewal.

BIOL 6801 SURVIVAL SKILLS IN ACADEMIA 3.0

Survival Skills in Academia.

(Same as Psyc 6801.)

Guidance and direction for graduate students on how to accomplish many of the day-to-day tasks encountered by researchers and instructors throughout their careers in academia. Topics covered include how to write and publish scientific papers, grantspersonship, scientific ethics, posters and oral presentations, mentoring, and job interviewing.

BIOL 6911 INTERNSHIP IN ZOO RESEARCH 3.0

Internship in Zoo Research.

Prerequisite: Biol 6104.

Admission by permission of instructor. Nine lab hours per week. Students will directly participate in ongoing primary research at the zoo. This will be under the direction of animal curators and keepers at the zoo and will provide specific research opportunities with the living collections at Zoo Atlanta.

BIOL 6912 ZOO INTERNSHIP IN ANIMAL MGMT 3.0

Zoo Internship in Animal Management.

Prerequisite: Biol 6104.

Admission by permission of instructor. Nine lab hours per week. Supervised hands-on experience with the practical aspects of managing a wide range of exotic animals in a captive setting. Students will work directly with animal curators and keepers.

BIOL 6930 TOPICS IN BIOLOGY 4.0

Topics in Biology.

Prerequisite: consent of the instructor.

Four lecture hours, or two lecture and three laboratory hours a week.

Detailed examination of a selected area in biological science. May be repeated for credit if topics are different.

BIOL 6960 BIOLOGY CAREERS SEMINAR 1.0

Biology Careers Seminar

Prerequisite: Biol 3800 or equivalent.

Speakers from different biology-related fields will discuss their jobs from the perspective of helping Biology majors with their career planning. Topics will include graduate training at GSU, health and teaching-related careers, other biology-related careers, and job search strategies.

(May be repeated for credit a maximum of two times.)

BIOL 6970 BIOLOGY SEMINAR 1.0

Biology Seminar.

No more than one hour a semester. Current research topics in biology.

BIOL 7240 HUMAN PHYSIOLOGY 3.0

Human Physiology.

Prerequisites: Biol 1107K, 1108K, and Chem 1212K, or consent of the instructor.

Three lecture hours a week. Major organ systems, with emphasis on homeostatic mechanisms in health and disease.

BIOL 7250 HUMAN PHYSIOLOGY LAB 1.0

Human Physiology Laboratory.

Prerequisite: Biol 7240 or concurrently.

Three laboratory hours a week. Exercises dealing with the physiology of the major organ systems.

BIOL 7700 TOPICS:FOR HS SCIENCE TEACHERS 3.0

Topics in Biology for High School Science Teachers.

Prerequisites: Biol 1107K and 1108K or equivalents.

Two lecture and three laboratory hours a week. Topics include the major concepts of contemporary biology.

BIOL 7800 MOLECULAR CELL BIOLOGY 3.0

Molecular Cell Biology.

Prerequisites: Biol 1107K/1108K and 2800, or Biol 2107K/2108K.

Three lecture hours a week. A survey of biochemistry, molecular genetics, and cell biology including cell structure and chemistry, macromolecular structure and synthesis, protein trafficking, cell motility, signaling, and division.

BIOL 7802 INSTRUCTIONAL METHODS 3.0

Instructional Methods.

Prerequisite: consent of instructor.

Two laboratory hours a week and discussion sections with laboratory supervisors for the review of laboratory progress and problems (one hour a week). Principles of undergraduate laboratory instruction, including instructional theory, laboratory policies, and academic honesty. A laboratory apprenticeship is required.

BIOL 7810 MOLECULAR CELL BIOLOGY LAB 2.0

Molecular Cell Biology Laboratory.

Prerequisite: Biol 7800 or concurrently.

Four laboratory hours a week. Experiments demonstrating techniques and concepts in molecular cell biology.

BIOL 7820 PLANT BIOLOGY 3.0

Plant Biology.

Prerequisites: Biol 2108K and 3800/7800 (or concurrently) or equivalents.

Three lecture hours a week. Dynamic aspects of plant function, structure, and growth.

BIOL 7830 PLANT BIOLOGY LAB 1.0

Plant Biology Laboratory.

Prerequisites: Biol 7810 and 7820 or concurrently.

Three laboratory hours a week. Dynamic aspects of plant functions, structure, and growth.

BIOL 7840 ANIMAL BIOLOGY 3.0

Animal Biology.

Prerequisites: Biol 2108K and 3800 (or concurrently) or equivalents.

Three lecture hours per week. Comparative analysis of the behavior, physiology, anatomy, phylogeny, evolution, and ecology of animals.

BIOL 7850 ANIMAL BIOLOGY LAB 1.0

Animal Biology Laboratory.

Prerequisites: Biol 7810 and 7840 or concurrently.

Three laboratory hours a week. Comparative structure and function of representative animal types.

BIOL 7880 MICROBIOLOGY 3.0

Microbiology.

Prerequisites: Biol 2108K and 3800/7800 or equivalents.

Three lecture hours a week. Functional anatomy, metabolism, cultivation, growth, and control of microorganisms with emphasis on the procaryotes; relationships of these organisms to their environment.

BIOL 7890 MICROBIOLOGY LAB 1.0

Microbiology Laboratory.

Prerequisites: Biol 7810 and 7880 or concurrently.

Three laboratory hours a week. Techniques of cultivation, quantitations, isolation, and identification of microorganisms with emphasis on bacteria; effects of physical and chemical agents.

BIOL 7900 GENETICS 3.0

Genetics.

Prerequisites: Biol 2108K and 3800/7800 or equivalents.

Chem 2400 recommended.

Three lecture hours per week.

Introduction to classical and molecular genetics including Mendelian genetics, gene mapping, and molecular biology.

BIOL 7910 GENETICS LABORATORY 1.0

Genetics Laboratory.

Prerequisites: Biol 7810 and 7900 or concurrently.

Three laboratory hours a week. Experiments demonstrating concepts in genetics.

BIOL 8010 NEUROBIOLOGY I: CELLULAR 4.0

Neurobiology I: Cellular Neurobiology.

Prerequisites: Biol 3800 and 3840, or equivalents.

(Same as Psyc 8616.)

Four lecture hours a week. The unique cellular and molecular properties of neurons and how these properties enable neurons to perform their computational tasks. Topics include neuronal excitability, synaptic communication, sensory transduction and neural development.

BIOL 8020 NEUROBIOLOGY II: INTEGRATIVE 4.0

Neurobiology II: Integrative Neurobiology.

Prerequisite: Biol 8010 or Psyc 8616 or consent of the instructor.

(Same as Psyc 8617.)

Four lecture hours a week. How neurons are organized into neural systems that control behavior. Topics include sensory integration, central pattern generators, control and motor systems, neuroendocrine systems and neural modulation, and the neural basis of learning and cognition.

BIOL 8040 FUNCTIONAL HUMAN NEUROANATOMY 3.0

Functional Human Neuroanatomy.

Prerequisite: Biol 3840 or Psyc 8610, or equivalent, or consent of the instructor.

(Same as Psyc 8615.)

Two lecture and two laboratory hours a week. In-depth study of the neuroanatomy and function of the human central nervous system. Considers neuroanatomical techniques used to study the brain, neuroanatomical basis for the control of sensory and motor systems, as well as cortical, autonomic nervous system, and limbic system anatomy and function. Both normal brain anatomy and pathologies are covered.

BIOL 8050 STATISTICS FOR BIOINFORMATICS 3.0

Statistics for Bioinformatics.

Prerequisites: Math 4544/6544 or Biol 4744/6744 or its equivalent.

(Same as Chem 8050 and Stat 8050.)

Three lecture hours per week. Introduction of computational biology and microarray informatics, gene expression and analysis using microarray for transcriptional profiling, use of multivariate statistics and computer algorithms for different clustering techniques, important role of statistical packages, algorithms for calculating statistical quantities, and statistical research in this area.

BIOL 8060 BEHAVIORAL NEUROSCIENCE 3.0

Behavioral Neuroscience.

Prerequisite: Biol 3840 or Psyc 4110.

(Same as Psyc 8610.)

Three lecture hours a week. Analysis of functional neural systems in the regulation of behavior, emphasizing the analysis of limbic, hypothalamic, and reticular-cortical mechanisms in behavior.

BIOL 8110 CONCEPTS IN NEUROBIOLOGY 2.0

Concepts in Neurobiology.

Prerequisite: consent of the instructor.

Two lecture hours a week. Lectures and discussions dealing with contemporary topics in neurobiology.

BIOL 8220 MOLECULAR CELL BIOLOGY 4.0

Molecular Cell Biology.

Prerequisite: Biol 3800, 3900, and Chem 4600 or consent of the instructor.

Four lecture hours a week. Current concepts in cell biology. The structure and function of the various cellular components and processes will be examined on a molecular, cellular and multicellular level.

BIOL 8278 MOLECULAR IMMUNOLOGY 4.0

Molecular Immunology.

Prerequisites: Biol 3800, 3880, 3900, and Chem 3410, or equivalents.

Three lecture hours a week. Important concepts of modern immunology presented in an experimental context. Topics include structure and function of antibodies, genetics of immunoglobulin and TCR expression, the MHC, antigen processing and presentation, T and B cell activation, cytokines, and regulation.

BIOL 8310 CONCEPTS:CELL BIOL, PHYSIOLOGY 2.0

Concepts in Cell Biology and Physiology.

Prerequisite: consent of the instructor.

Two lecture hours a week. Lectures and discussions dealing with contemporary topics in cell biology and physiology.

BIOL 8360 PROTEIN STRUCTURE & FUNCTION 3.0

Protein Structure and Function.

Prerequisite: Chem 6610 or consent of instructor.

(Same as Chem 8360.)

Discussion of the structure and function of proteins and of enzyme mechanisms. Topics include protein folding and motions, descriptions of enzyme catalysis at a molecular level, consideration of the energetics of biological processes, and enzyme kinetics.

BIOL 8410 ADVANCED MICROBIOLOGY 4.0

Advanced Microbiology.

Prerequisite: Basic microbiology.

Four lecture hours a week. In depth study of the organismal aspects of microbiology with particular emphasis on metabolic functions in eukaryotic microorganisms.

BIOL 8420 MEDICAL MYCOLOGY 3.0

Medical Mycology.

Prerequisite: Biol 6481 or equivalent.

Two lecture and three laboratory hours a week. Aspects of symptomatology, virulence, and fungal agents of human mycoses.

BIOL 8510 CONCEPTS IN MICROBIOLOGY 2.0

Concepts in Microbiology.

Prerequisite: consent of the instructor.

Two lecture hours a week. Lectures and discussions dealing with contemporary topics in microbiology.

BIOL 8540 ADV METHODS IN BIOSTATISTICS 3.0

Advanced Methodologies in Biostatistics.

(Same as Stat 8540.)

Prerequisite: Stat 6752.

General overview of S language, using S-plus for distributions and data summaries, linear statistical models, generalized linear models, non-linear regression models, modern regression, and survival analysis.

BIOL 8550 INTRO TO GRADUATE BIOL STUDIES 1.0

Introduction to Graduate Studies in Biology.

One lecture hour a week. Analysis, discussion and review of basic skills, techniques and attributes related to library and laboratory research, recordkeeping, organization, oral presentations, writing, and the practice of ethics in biology.

BIOL 8610 PHYSIOLOGY/GENETICS:PROKARYOTES 4.0

Physiology and Genetics of Prokaryotes.

Prerequisites: Chem 4600 or equivalent, and consent of the instructor.

Four lecture hours a week. Physiology and molecular biology of the microbial world, with an emphasis on a molecular genetic approach to an understanding of the bacterial cell. Topics include macromolecular synthesis, molecular and cell to cell interactions, recombinant DNA techniques, together with microbial metabolism and the regulation of gene expression.

BIOL 8620 EUKARYOTIC MOLECULAR GENETICS 4.0

Eukaryotic Molecular Genetics.

Prerequisites: Biol 8610 or consent of the instructor; Chem 4600 or equivalent.

Four lecture hours a week. Principles of cell biology as relevant to eukaryotic molecular genetics, and chromosome structure and gene regulation. Advanced topics include gene manipulation in higher plants and animals, gene therapy, and genome sequencing.

BIOL 8630 BIOINFORMATICS 4.0

Bioinformatics.

Prerequisites: CSc/Chem/Biol 6640 Fundamentals of Bioinformatics, ability to program in Java or C++ or equivalent, and by permission of instructor.

Advanced topics in bioinformatics, computer and internet tools, and their applications. Computer skills for the analysis and extraction of functional information from biological databases for sequence and structure of nucleic acids and proteins. Students will complete a computer-based bioinformatics project. Crosslist with CSc/Chem 8630.

BIOL 8637 NUCLEIC ACID STRUCTURE & FUNCT 3.0

Nucleic Acid Structure and Function.

Prerequisite: Chem 6610 or consent of instructor.

(Same as Chem 8370.)

Three lecture hours a week. Topics include the structure of nucleic acids, mechanism and control of DNA and RNA structure, and interaction of proteins and drugs with nucleic acids.

BIOL 8675 MOLECULAR VIROLOGY 4.0

Molecular Virology.

Prerequisites: Biol 3880, 3890, 4575, and Chem 4600.

Four lecture hours a week. Molecular biology of viruses, their replication and genetics, and interaction of viruses and the host cell.

BIOL 8700 BIOLOGY SEMINAR 1.0

Biology Seminar.

(No more than one hour a term.) Current research topics in biology.

BIOL 8710 CONCEPTS: MOLECULAR GENETICS 2.0

Concepts in Molecular Genetics.

Prerequisite: consent of instructor.

Two lecture hours a week. Lectures and discussions dealing with contemporary topics in molecular genetics.

BIOL 8800 RESEARCH 1.0 to 25.0

Research.

Repeatable course.

BIOL 8888 NONTHESIS MASTER'S RESEARCH 4.0

Nonthesis Master's Research

Prerequisite: consent of instructor.

Investigation, review, and critical evaluation of topics in biological science.

BIOL 8900 TOPICS IN MICROBIOLOGY 1.0

Topics in Microbiology.

May be repeated if topics vary.

BIOL 8910 TOPICS IN BIOLOGY 3.0

Topics in Biology.

May be repeated if topics vary.

BIOL 8940 TOPICS IN PHYSIOLOGY 1.0

Topics in Physiology.

May be repeated if topics vary.

BIOL 8950 TOPICS IN BEHAVIOR & NEUROBIOLOGY 1.0

Topics in Behavior and Neurobiology.

May be repeated if topics vary.

BIOL 8960 TOPICS: CELL PHYSIOLOGY & BIOCHEMISTRY 1.0

Topics in Cell Physiology and Biochemistry.

May be repeated if topics vary.

BIOL 8970 TOPICS IN MOLECULAR BIOLOGICAL SCIENCES 1.0

Topics in Molecular Biological Sciences.

(Same as Chem 8970.)

May be repeated if topics vary.

BIOL 8980 TOPICS-APPLIED/ENVIRONMENTAL MICROBIOLOGY 1.0

Topics in Applied and Environmental Microbiology.

May be repeated if topics vary.

BIOL 8999 THESIS RESEARCH 1.0 to 25.0

Thesis Research.

BIOL 9999 DOCTORAL DISSERTATION RESEARCH 1.0 to 25.0

Doctoral Dissertation Research.

Prerequisite: consent of the instructor.

BUSINESS ADMINISTRATION (PHD)**BA 6000 COMPUTER SKILLS/EMPirical RESEARCH 1.0**

Computer Skills for Empirical Research.

Prerequisite: introductory statistics.

This course is designed to prepare the student to apply computer tools in conducting empirical research. Micro and mainframe computer hardware, software and interfaces essential for data manipulation and statistical analysis are presented and discussed. Numerous computer laboratory sessions provide students with hands-on experience in using the tools. Students learn to use text and data editors, database managers, programming languages and statistical software, and learn how they interrelate in an empirical research context. The course concludes by drawing together various hardware and software elements that are presented throughout the course to demonstrate an "Empirical Researcher's Intelligent Work Station," a productivity-enhancing tool for the researcher.

BA 9000 DOCTORAL RESEARCH 1.0 to 9.0

Doctoral Research.

Prerequisite: doctoral standing.

Doctoral students who have not yet passed the preliminary examination and are not registered for nine or more semester hours of course work on their program of study must register for this course to satisfy the continuous registration requirement. A grade of S or U will be assigned based on attendance and participation in departmental research activities.

BA 9200 SEMINAR IN UNIVERSITY TEACHING 3.0

Seminar in University Teaching.

The seminar is concerned with problems relating to teaching and research in business administration. Various teaching methods including lecture, case and incident methods, sociodrama techniques, and tutorial procedures are examined. The problems of particular subject fields, of different levels of classes of students, and of the function of the examination process are considered.

BA 9500 DISSERTATION RESEARCH 1.0 to 9.0

Dissertation Research.

Prerequisite: completion of preliminary examination.

Doctoral students who have passed the preliminary examination must register for this course each term (excluding summer term) until graduation to satisfy the continuous registration requirement. A grade of IP (indicating that satisfactory progress was made on the dissertation) or U (indicating lack of satisfactory progress) is assigned each term. At the end of the term during which the dissertation is completed/defended, a grade of S (satisfactory) or U (unsatisfactory) is assigned to the student.

BUSINESS COMMUNICATION

BCOM 7250 SPOKEN COMMUNICATION IN BUS 3.0

Spoken Communication in Business.

Prerequisites: None.

Spoken Communication in Business helps improve the proficiency and fluency of graduate students who speak English as an other language or native students who need remedial work to improve their conversational and presentation skills. The course exposes students to the elements of spoken communication that are vital in a graduate business program and the corporate workplace in the U.S. Students utilize the elements of clear speech and learn business terminology and cultural awareness to effectively converse with a business person and deliver a presentaion. Students take this course based on an interview assessment or deficiencies based on classroom performance.

BCOM 7260 WRITTEN COMMUNICATION IN BUS 3.0

Written Communication Business.

Prerequisities: None.

Written Communication in Business helps improve the writing proficiency and comprehension skills of native and nonnative graduate students. The course enables students to select culturally appropriate tone and idioms, correct grammar, and incorporate business terminology. These writing skills are crucial in a graduate business program and the U.S. corporate workplace. Students will acquire the necessary skills to complete business documents with adequate English expertise. Students take this course based on their TOEFL, GMAT and/or GRE scores or deficiencies based on classroom performance.

BCOM 8250 EFFECTIVE EXEC COMMUN 3.0

Effective Executive Communication.

Prerequisite: None. CSP:1,6,7.

Managers face a wide range of demanding communication tasks every day. They must communicate vision, negotiate for resources, lead meetings, provide performance feedback, and manage new communication technologies, all in an increasingly international workplace. This course prepares students to communicate effectively as managers. Students practice the strategies and techniques in a wide range of written and spoken performance situations. They work individually and in groups on cases and make several presentations during the course.

BCOM 8260 CORPORATE COMMUNICATION 3.0

Corporate Communication.

Prerequisite: None. CSP: 1,6,7.

Companies today need to structure themselves for both internal and external communication, with a corporate communication function that is totally integrated throughout the organization. This course examines the developing field of corporate communication from the perspective of both internal and external communication; communicating within the organization; creating an image and an identity and communicating a vision; developing a strategy for dealing with crises; establishing a corporate position; and communicating with various corporate constituencies.

CERAMICS

CER 6050 CERAMICS 3.0

Ceramics.

Prerequisite: consent of the instructor.

May be repeated for a maximum of 15 credit hours. For students not majoring in ceramics. Handbuilding and/or wheelthrowing.

CER 6910 HISTORY OF CERAMICS 3.0

History of Ceramics.

Ceramics from the potteries of indigenous cultures to the fine porcelains of Asia and Europe and culminating in the eclecticism of the contemporary world. Includes ceramics from Africa, Egypt, Greece, Asia, the Near East, Europe, and the United States.

CER 6920 CONTEMPORARY CERAMIC HISTORY 3.0

Contemporary Ceramic History.

Exploration of ceramics from the Arts and Crafts Movement of the nineteenth century through contemporary trends.

CER 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of instructor.

Not for students who are ceramic majors. Individual research. May be repeated for a maximum of 12 hours.

CER 8000 ADVANCED STUDIO PROBLEMS 3.0

Advanced Studio Problems.

Prerequisite: consent of the instructor.

For the M.F.A. ceramics major. Construction and surface application. Emphasis on individual interests, goals, and professional development. May be repeated for a maximum of six credit hours.

CER 8100 DIRECTED STUDY SEMINAR 3.0

Directed Study Seminar.

Prerequisite: consent of instructor.

For M.F.A. Ceramics majors. Conceptual development in studio/seminar format using a variety of traditional and experimental approaches to ceramics. May be repeated for a maximum approaches to ceramics.

CER 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Prerequisite: consent of instructor.

For the M.F.A. Ceramics major. Individual projects including glaze calculation, clay bodies, firing processes, kiln building equipment, and studio organization. May be repeated for a maximum of 24 credit hours.

CER 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of instructor and School director.

Independent Study. Contract outlining course content is required. May be repeated for a maximum of 24 credit hours.

CER 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

CHEMISTRY**CHEM 6000 FUND OF CHEMICAL ANALYSIS 3.0**

Fundamentals of Chemical Analysis.

Prerequisites: Chem 3410 and Math 2212.

Two lecture and four laboratory hours a week. Chemical equilibria of acid-base systems, metal ion complexes and

solubility, and their relationship to chemical analysis, using manual and semiautomatic methods of data collection.

CHEM 6010 INST METHODS I:CHROMATOGRAPHY 3.0

Instrumental Methods I: Chromatography.

Prerequisite: Chem 6000. Corequisite: Chem 6110.

Two lecture and three laboratory hours a week. Modern methods, e.g., gas, liquid, thin layer, column, and ion exclusion chromatographic techniques, used to demonstrate the principles of chromatography.

CHEM 6015 SEPARATION IN BIOSCIENCES 3.0

Separation in Biosciences.

Prerequisites: Chem 6000, 6010 or equivalent.

Two lecture and three laboratory hours per week. Analytical chemistry applications of electrophoresis, gel chromatography precipitation, and ultracentrifugation to molecular recognition and separations in biological systems.

CHEM 6050 INTRO TO FOUR-TRAN NMR SPECTRO 2.0

Introduction to Fourier-Transform NMR Spectroscopy.

Prerequisites: demonstrated research need and approval of the departmental chair.

Introduction to techniques of Fourier-Transform Nuclear Magnetic Resonance Spectroscopy

CHEM 6100 CHEMICAL LITERATURE 3.0

Chemical Literature.

Prerequisites: Chem 3110 or equivalent and consent of instructor.

Introduction to the chemical literature. Emphasis on literature searching via database services.

CHEM 6110 PHYSICAL CHEMISTRY I 3.0

Physical Chemistry I.

Prerequisites: Chem 3410; Math 2212; Phys 2211K, 2212K.

Three lecture hours a week. Principles of thermodynamics, transport, and kinetics, and how they serve as a basis for interpreting and interrelating the properties of matter.

CHEM 6120 PHYSICAL CHEMISTRY II 3.0

Physical Chemistry II.

Prerequisites: Chem 3410; Math 2212; Phys 2211K, 2212K.

Three lecture hours a week. Quantum mechanics and statistical mechanics, and how they serve as a basis for interpreting and interrelating the properties of matter.

CHEM 6150 INTRO TO BIOPHYSICAL CHEMISTRY 3.0

Introduction to Biophysical Chemistry.

Prerequisite: Math 2212 or equivalent.

Not acceptable for credit toward a degree in chemistry.

Thermodynamics, theories of solution, and principles of dynamics applied to biological systems.

CHEM 6190 INSTR METHODS III: SPECTRO 3.0

Instrumental Methods III: Spectroscopy.

Prerequisites: Chem 6000 and 6120.

Two lectures and three laboratory hours a week. Modern spectroscopic techniques including an introduction to Fourier-Transform theory and their application to chemical problems. The results of quantum mechanics will be used as a guide in the analysis of spectra.

CHEM 6210 INORGANIC CHEMISTRY 3.0

Inorganic Chemistry.

Prerequisite: Chem 6120.

Periodic relationship of the elements and their compounds, including those less commonly encountered. Bonding, reaction mechanisms, complexes, and stereo-chemistry are among the topics discussed.

CHEM 6220 BIOMETALLOCHEMISTRY 3.0

Biometallochemistry.

Prerequisite: one year of organic chemistry (Chem 3410) and one semester of biochemistry (Chem 4600).

An exploration of the structural and functional use of metals in biological systems including metalloproteins and metallocomplex interaction with nucleic acids.

CHEM 6330 ADVANCED SYNTHESIS 3.0

Advanced Synthesis.

Prerequisite: One year organic chemistry with laboratory (Chem 3110).

Two lecture and four laboratory hours a week. Synthesis and characterization of inorganic and organic compounds by modern methodology.

CHEM 6370 POLYMER CHEMISTRY 3.0

Polymer Chemistry.

Prerequisites: Chem 3410 and 6110 or equivalent.

Introduction to polymer synthesis, properties and characterization. Topics include: reaction mechanisms, molecular weight determination, thermodynamics and chain statistics, rubber elasticity, and transport properties of dilute polymer solutions.

CHEM 6400 ADV ORGANIC CHEM: BIOORGANIC I 3.0

Advanced Organic Chemistry: Bioorganic I.

Prerequisite: One year of organic chemistry (Chem 3410).

Applications of the principles of organic chemistry to biochemical problems. Emphasis is on bioorganic models for biochemical processes.

CHEM 6410 ADV ORGANIC CHEM: BIOORGANIC II 3.0

Advanced Organic Chemistry: Bioorganic II.

Prerequisite: One year of organic chemistry (Chem 3410).

Applications of the principles of organic chemistry to biochemical problems. Emphasis is on bioorganic models for biochemical processes.

CHEM 6450 MOLECULAR MODELING METHODS 2.0

Molecular Modeling Methods.

Prerequisites: Chem 3410, 6110, or equivalents and consent of instructor.

Use of molecular mechanics methods to solve structural problems in organic, bioorganic, and biophysical chemistry. May be repeated if topics are different.

CHEM 6490 SPECIAL TOPICS IN ORGANIC CHEM 3.0

Special Topics in Organic Chemistry.

Prerequisite: Chem 3410.

May be repeated if topics are different. Advanced topics in organic chemistry as may fit the needs and interests of the students and faculty. Such topics might be stereoisomerism, heterocycles, alkaloids, organic mechanisms, structure-activity relationships.

CHEM 6590 SPEC TOPICS IN PHYSICAL CHEM 3.0

Special Topics in Physical Chemistry.

Prerequisite: Chem 6120 or equivalent.

May be repeated if topics are different. Advanced topics in physical chemistry as may fit the needs and interests of the students and faculty. Such topics might be chemical kinetics, statistical mechanics, quantum mechanics, molecular spectra, phase equilibrium.

CHEM 6600 BIOCHEMISTRY I 5.0

Biochemistry I.

Prerequisite: Chem 3410.

Five lecture hours a week. Introduction to biochemical phenomena: proteins, enzymes, vitamins, carbohydrates, lipids, nucleic acids, DNA, RNA, and metabolism.

CHEM 6610 BIOCHEMISTRY II 3.0

Biochemistry II.

Prerequisite: Chem 3410.

Three lecture hours a week. Introduction to biochemical phenomena: proteins, enzymes, vitamins, carbohydrates, lipids, nucleic acids, DNA, RNA, and metabolism.

CHEM 6620 BIOCHEMISTRY LAB I 2.0

Biochemistry Laboratory I.

Prerequisite: Concurrent registration in Chem 6600 or consent of the instructor.

One lecture and four laboratory hours a week. Laboratory exercises to illustrate and elucidate the lecture material in Chem 6600.

CHEM 6630 ENZYMOLOGY 3.0

Enzymology.

Prerequisite: one year of organic chemistry (Chem 3410) and one semester of biochemistry (Chem 6600).

(Same as Biol 6630.)

Introduction to enzyme catalysis, with emphasis on the general concepts of enzyme kinetics and the common tools for studying enzymes.

CHEM 6640 FUNDAMENTALS OF BIOINFORMATICS 4.0
Fundamentals of Bioinformatics.

Prerequisites: Biol 3800 or written approval of instructor. (Same as Biol 6640 and CSc 6640.)

Four lecture hours per week. A “hands-on” approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for proteins and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three-dimensional structures of proteins and nucleic acids, the major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

CHEM 6740 STATISTICAL MECHANICS 3.0

Statistical Mechanics.

Prerequisites: Chem 6110 and Chem 6120, or equivalent. Three lecture hours a week. Introduction to statistical mechanics and the theory of ideal and non ideal gases, liquids, and solids.

CHEM 6792 COMPUTATIONAL CHEMISTRY 3.0

Computational Chemistry.

Prerequisites: Chem 6110 and Chem 6120, or equivalent.

Two lecture and three laboratory hours a week. Application of current computational chemistry programs to research problems and projects.

CHEM 6800 ADVANCED ANALYTICAL CHEMISTRY 3.0

Advanced Analytical Chemistry.

Prerequisite: consent of instructor.

Advanced theories and methods of analytical chemistry.

May be repeated if topics are different.

CHEM 6820 ANALYTICAL LABORATORY 2.0

Analytical Laboratory.

Prerequisite: consent of instructor.

One lecture and three laboratory hours a week. Fundamental principles of analytical chemistry as applied to modern analytical problems.

CHEM 6840 BIOENERGETICS 3.0

Bioenergetics.

Prerequisite: Chem 6000 or equivalent.

(Same as Biol 6284.)

Two hours lecture and three laboratory hours a week.

Principles and experimental methods appropriate to energy transduction in a variety of biological systems.

CHEM 6850 BIOANALYTICAL CHEMISTRY I 3.0

Bioanalytical Chemistry I.

Prerequisite: Chem 6190 or consent of instructor.

Basic concepts of analytical chemistry as applied to biologically-oriented problems.

CHEM 6860 BIOANALYTICAL CHEMISTRY II 3.0

Bioanalytical Chemistry II.

Prerequisite: Chem 6850 or consent of instructor.

Basic principles underlying instrumentation, automation, and laboratory computers used in solving bioanalysis problems.

CHEM 6871 ELECTROCHEMICAL METHODS 3.0

Electrochemical Methods.

Prerequisite: Chem 4110 or equivalent.

Three lecture hours a week. Fundamentals of electrochemistry and application to chemical problems. Special emphasis on electrode reaction mechanisms and interpretation of electrochemical results for organic, inorganic, and biological systems.

CHEM 7000 ESSENTIALS OF GENERAL CHEM 3.0

Essentials of General Chemistry.

Three lecture hours a week. Essentials of mass relationships, solutions, gas laws, calorimetry, atomic structure, oxidation/reduction, and chemical nomenclature.

For secondary school science teachers not teaching chemistry.

CHEM 7010 FOUNDATIONS OF GENERAL CHEM I 3.0

Foundations of General Chemistry I.

Prerequisite: Chem 7000 or equivalent.

Three lecture hours a week. Principles of chemical equilibrium, thermochemistry, acid/base theories, and electro-chemistry. For secondary school teachers.

CHEM 7020 FOUNDATIONS OF GENERAL CHEM II 2.0

Foundations of General Chemistry II.

Prerequisite: Chem 7000 or equivalent.

Two lecture hours a week. Principles of atomic structure, chemical bonding, and molecular structure. For secondary school chemistry teachers.

CHEM 7900 DIRECTED STUDY IN CHEMISTRY 1.0 to 5.0

Directed Study in Chemistry.

Prerequisite: consent of instructor and advisor.

Laboratory and recitations to be arranged. Directed study in areas of special interest to teachers or teacher candidates.

May be repeated if topics vary.

CHEM 7910 DIR RESEARCH IN CHEMICAL EDUC 1.0 to 5.0

Directed Research in Chemical Education.

Combined credit received for Chem 7900 and 7910 must not exceed 14 hours. May be repeated if topics vary.

CHEM 8360 PROTEIN STRUCTURE & FUNCTION 3.0

Protein Structure and Function.

Prerequisite: Chem 6610 or consent of instructor.

Discussion of the structure and function of proteins and of enzyme mechanisms. Topics include protein folding and motions, descriptions of enzyme catalysis at a molecular level, consideration of the energetics of biological processes, and enzyme kinetics.

CHEM 8370 NUCLEIC ACID STRUC & FUNC 3.0

Nucleic Acid Structure and Function.

Prerequisite: Chem 6610 or consent of instructor.

(Same as Biol 8637.)

Topics include the structure of nucleic acids, mechanism and control of DNA and RNA synthesis, and interaction of proteins and drugs with nucleic acids.

CHEM 8400 MEDICINAL CHEMISTRY 3.0

Medicinal Chemistry.

Prerequisite: consent of instructor.

Study of the isolation, characterization, and elucidation of structure and synthesis of medically important compounds. The relationship between chemical structure and biological activity of selected drugs, vitamins, hormones, and proteins is reviewed.

CHEM 8500 INTR ELECT RADIATION W/MATTER 3.0

Interaction of Electromagnetic Radiation with Matter.

Prerequisite: consent of instructor.

Magnetic resonance, infrared, Raman, visible, and ultraviolet spectral phenomena.

CHEM 8510 BIOPHYSICAL CHEMISTRY 4.0

Biophysical Chemistry.

Prerequisite: (a) Chem 6110, 6120, or equivalent required;

(b) Chem 6190 or consent of the instructor.

Applications of quantitative physical techniques to biomolecules, especially proteins and nucleic acids.

CHEM 8540 BIOMOLECULAR NMR 3.0

Biomolecular Nuclear Magnetic Resonance.

Prerequisite: Introductory courses in spectroscopy, such as Chem 4050/6050 and Chem 4190/6190 or equivalent.

Some experience in the application of quantum mechanics in spectroscopy is useful, but not essential. Experimental design and interpretation of nuclear magnet resonance data, particularly with respect to applications in structural biology.

CHEM 8620 ADV TOPICS IN BIOCHEMISTRY 3.0

Advanced Topics in Biochemistry.

Prerequisite: consent of instructor.

Biochemical areas emphasized may include carbohydrates, lipids, nucleic acids, proteins, enzymes, immunochemistry, electron transport, and oxidative and photosynthetic phosphorylation. May be repeated if topics vary.

CHEM 8630 BIOINFORMATICS 4.0

Bioinformatics.

Prerequisites: CSc/Chem/Biol 6640 Fundamentals of Bioinformatics, ability to program in Java or C++ or equivalent, and by permission of instructor.

Four lecture hours a week. Advanced topics in bioinformatics, computer and internet tools, and their applications. Computer skills for the analysis and

extraction of functional information from biological databases for sequence and structure of nucleic acids and proteins. Students will complete a computer-based bioinformatics project. Crosslisted with Biol/CSc 8630.

CHEM 8800 SEMINAR IN CHEMISTRY 1.0

Seminar in Chemistry.

Prerequisite: departmental consent.

Discussion of current research areas in chemistry.

CHEM 8900 DIRECTED STUDY IN CHEMISTRY 1.0 to 5.0

Directed Study in Chemistry.

Prerequisite: departmental consent.

May be repeated if topics vary.

CHEM 8910 DIRECTED RESEARCH IN CHEMISTRY 1.0 to 15.0

Directed Research in Chemistry.

May be repeated if topics vary.

CHEM 8960 CHEMISTRY LAB SUPERVISION 3.0

Practicum in Chemistry: Laboratory Supervision.

Introduces graduate students to the techniques of good laboratory supervision. This course or its equivalent is required of all chemistry graduate students who serve as laboratory assistants. Credit does not count toward graduation.

CHEM 8970 TOP IN MOLECULAR BIO SCIENCES 2.0

Topics in Molecular Biological Sciences.

(Same as Biol 8970.)

May be repeated if topics vary.

CHEM 8999 THESIS RESEARCH 1.0 to 15.0

Thesis Research.

CHEM 9999 DISSERTATION RESEARCH 1.0 to 15.0

Dissertation Research.

COMMUNICATION

COMM 6000 ACTING FOR THE CAMERA 4.0

Acting for the Camera.

Two lecture and two lab hours. Acting theory and practice for the performer and director of film and television production.

COMM 6010 ISSUES & PERSPECTIVES IN COMM 3.0

Issues and Perspectives in Communication.

(Formerly Comm 8000.) Overview of general concepts in the study of human and mass mediated communication. Comparison of commonly used terms across communication disciplines emphasized.

COMM 6020 ADVANCED FILM THEORY 3.0

Advanced Film Theory.

An in-depth study of the theoretical writing about film, particularly those classical and contemporary paradigms that have illuminated the medium: realism, formalism, structuralism, semiotics, psychoanalysis, Marxism, and feminism.

COMM 6030 RESEARCH METHODS IN COMM 3.0

Research Methods in Communication.

(Formerly Comm 8020.) Experimental and survey design.

Methodology for communication research studies; problems and projects.

COMM 6040 HISTORY OF NEWS MEDIA 3.0

History of the News Media.

Comparative study of the origins and development of news systems in relation to their historical, social, political, and economic environments.

COMM 6125 COMMUNITY-BASED MEDIA PROD 4.0

Community-Based Media Production

Prerequisite: consent of instructor.

Two lecture and two lab hours. Seminar combines service learning and digital video production to preserve stories of overlooked local communities.

COMM 6130 FILMMAKING II 3.0

Filmmaking II.

Prerequisite: Film 4120 and consent of the instructor.

Film and single camera video methods on location: directing, lighting, sound, script development, and casting included.

COMM 6135 DIGITAL CINEMATOGRAPHY 4.0

Digital Cinematography.

One lecture and three lab hours per week. A comprehensive introduction to Cinematography covering framing and lighting for different film and electronic imaging formats. Out of class collaboration is required. Student must bear all additional costs for productions during the semester.

COMM 6140 POSTPRODUCTION 3.0

Postproduction.

Prerequisites: Comm 6130 and consent of the instructor.

Film postproduction processes and techniques, including editing, A & B rolling, audio mix, and answer print review.

COMM 6145 DIGITAL EDITING 4.0

Digital Editing.

Two lecture and two lab hours per week. An intensive exploration of the practice, technique, and aesthetics of editing the motion picture image and sound visual media. Non-linear editing software will be used in the creation of process-oriented exercises and short projects. Students are responsible for the cost of materials required for class projects. Outside class time will be required for collaborative student projects.

COMM 6155 MEDIA EXPRESSION 4.0

Conceptualization and Expression for Mediamakers.

Two lecture and two lab hours per week. Seminar combines film and digital video production to explore a variety of conceptual and expressive strategies and techniques.

COMM 6170 HOLLYWOOD CINEMA TO 1967 3.0

Hollywood Cinema to 1967.

John Ford, Orson Welles, Alfred Hitchcock, or other major American directors. Auteur theory and the director in classic Hollywood filmmaking.

COMM 6180 INTERNATIONAL CINEMA 3.0

International Cinema.

Survey of major international films and their contribution to world cinema from the modernist to the contemporary era. Films will be studied in their immediate cultural and larger historical and critical context.

COMM 6210 CRITICAL HISTORY OF TV 3.0

Critical History of Television.

(Same as Film 4210.)

History of television and its origins in radio, focusing on the medium as a technology, an industry, a site of gender and racial representation, a component of American social history, and a cultural forum.

COMM 6240 DOCUMENTARY FILM 3.0

Documentary Film.

The history of non-fiction film and production.

COMM 6250 PRODUCING FOR TV AND FILM 3.0

Producing for Television and Film.

(Same as Film 4250.)

Role of the producer in film, broadcasting, and theatre.

Refinement of skills in developing program ideas, supervising, and financing productions.

COMM 6260 FILM AND LITERATURE 3.0

Film and Literature.

Inter-relationships of film and literature; consideration of relevant historical, intellectual, and cultural themes; and process of adaptation.

COMM 6280 FILM GENRES 3.0

Film Genres.

Study of genre theory as applied to specific genres such as melodrama, western, and comedy. May be repeated once if topics are different.

COMM 6310 FEATURE SCREENWRITING 3.0

Feature Screenwriting I.

Principles of writing the full-length screenplay for feature film. Preparation for and writing of the first half of the screenplay. The second half will be completed in the sequence course, Comm 6320: Feature Screenwriting II.

COMM 6320 FEATURE SCREENWRITING II 3.0

Feature Screenwriting II.

Prerequisite: Comm 6310.

Principles of writing the full-length screenplay for feature film, including contest competitions and marketing.

Writing and revising the second half of the screenplay begun in Comm 6310: Feature Screenwriting I.

COMM 6350 DIGITAL MOTION IMAGING 4.0

Digital Motion Imaging.

Prerequisite or Co-requisite: Comm 6020.

Two lecture and two lab hours per week. An introduction to the production and post-production of digital media with the use of digital motion picture photography and non-linear editing systems. Videos may explore short fiction, documentary, and visual effects.

COMM 6355 DIGITAL MOVING IMAGE PRODUCTN 4.0

Digital Moving Image Production.

Prerequisite: Comm 6350.

Two lecture and two lab hours per week. Pre-production and production of a short project originated on film or

high-definition video or other moving image technologies. Creative and technical processes included are live-action digital cinematography and digital sound recording. Projects may include short fiction and non-fiction subjects. Post-production is to be completed in Comm 6360.

COMM 6360 DIGITAL POST-PRODUCTION 4.0

Digital Post-Production.

Prerequisite: Comm 6350.

Two lecture and two lab hours per week. Intensive exploration of non-linear editing of digital video and audio and title design for the completion of post-production for a short fiction or non-fiction moving image project.

COMM 6370 DIGITAL EFFECTS FOR FILM 4.0

Digital Effects for Film.

Prerequisite: Comm 6350 and 6360.

Two lecture and two lab hours per week. Builds on knowledge gained from earlier digital video technology courses by adding the opportunity to work in the uncompressed digital film formats. Students will be taught aspects of digital film technology, from film scanning to image compositing and manipulation to film recording.

COMM 6390 NEW MEDIA CULTURE, THEORY/PRAC 3.0

New Media Culture in Theory and Practice

Examination of the semiotics, aesthetics, economics, and politics of new media. Combines theoretical readings with hands-on training in the design of websites and multi-media projects.

COMM 6400 DEVL OF COMM/LANGUAGE:LIFESPAN 3.0

Development of Communication and Language Across the Lifespan.

Theories, nature, basic behavioral aspects and constraints of typical communication and language development across the lifespan.

COMM 6450 RHETORICAL THEORY & CRITICISM 3.0

Rhetorical Theory and Criticism.

Development of critical skills useful for evaluating public discourse, with an emphasis on classical and modern theories of rhetoric.

COMM 6460 TOPICS:PUB COMM THEORY/RESRCH 3.0

Topics in Public Communication Theory and Research. Special topics in political communication, the rhetoric of social movements, social argumentation and decision

making, and rhetorical theory. May be taken for a maximum of 9 credit hours if topics are different.

COMM 6470 TOPS:INTRPRSNL COMM THEORY/RES 3.0

Topics in Interpersonal Communication Theory and Research.

Contemporary theory and research in interpersonal communication, including nonverbal behavior, relational communication, intercultural communication, and communication and gender. May be taken for a maximum of 9 credit hours if topics are different.

COMM 6480 POLITICAL COMMUNICATION 3.0

Political Communication.

Political communication in contemporary America with a focus on the rhetoric of political leaders during campaigns and governance.

COMM 6490 COMMUNICATION AND GENDER 3.0

Communication and Gender.

The influence of gender (social definitions of maleness and femaleness) on public, interpersonal, and mass communication.

COMM 6500 VISUAL COMMUNICATION 3.0

Visual Communication.

Examination of communication theories that help explain how visual images symbolically interact with audiences. The manifest and latent persuasive functions of visual messages will be explored in a variety of contexts, from the mass media to human interactions.

COMM 6510 MEDIA AND POLITICS 3.0

Media and Politics.

Examination of the symbiotic relationship among the media, the political process and the public. Emphasis on how the media's structures and conventions help identify and frame issues and provide interpretative frameworks for analyzing political messages.

COMM 6520 SPEECHWRITING 3.0

Speechwriting.

(Formerly Comm 8500.) Principles and practices in writing manuscript speeches for a variety of contexts, including corporate, organizational, and political. Emphasis on exposition, argumentation, persuasion, and special occasions.

COMM 6590 NEWS DIRECTOR IN BROADCASTING 3.0

News Director in Broadcasting.

(Formerly Comm 8760.) Functions of the news director in radio and television stations: editorial decision making, selection of personnel, and policy implementation.

COMM 6600 MEDIA MANAGEMENT 3.0

Media Management and Marketing.

(Formerly Comm 8630.) Planning, organizing, coordinating, controlling, and marketing the media entity.

COMM 6610 DESKTOP EDITING & PUBLISHING 3.0

Desktop Editing and Publishing.

Focus on writing, editing and producing desktop publishing for target audiences and assessing impact of desktop publishing.

COMM 6620 PROBLEMS IN PUBLIC RELATIONS 3.0

Problems in Public Relations.

(Formerly Comm 8660.) Analysis of recurring problems in public relations practice, e.g., measurement of public relations results, credibility, and definition of the public relations functions within the organizational structure.

COMM 6630 PUBLIC RELATIONS WRITING 3.0

Public Relations Writing.

(Formerly Comm 8670.) Experience in constructing and/or analyzing such materials as annual reports, brochures, news releases, position papers, employee publications, and special purpose letters.

COMM 6640 MEDIA ADVERTISING 3.0

Media Advertising.

(Formerly Comm 8700.) Study and evaluation of the principal advertising media, including newspapers, magazines, trade publications, radio, television, and film. Scheduling, planning, layout, and design.

COMM 6650 INTERNATL COMMUNICATION 3.0

International Communication.

Critical and comparative approaches to the study of communication systems and journalism at the national, regional, and global levels. Analysis of issues and implications of the globalization of mass media, information systems, and culture. Strategies for international communication research.

COMM 6660 CORPORATE COMMUNICATION 3.0

Corporate Communication.

Structures, functions and outcomes of corporate communication policies and behaviors; corporate missions, business plans and the design of strategic communication plans to accomplish goals in contexts of corporate cultures, budget audiences, and environmental issues.

COMM 6670 COMMUNICATION CONSULTING 3.0

Communication Consulting.

(Formerly Comm 8110.) Methods utilized in providing individuals and organizations with assistance in developing communication skills. Assessment of client needs and implementation of various programs.

COMM 6780 WOMEN AND MEDIA 3.0

Women and Media.

Critical and analytical approaches applicable to the study of women in the media. Emphasis on research methods appropriate for analyzing mediated representations of women and the impact of those images on women in society.

COMM 6840 COMPUTER GRAPHIC IMAGING 3.0

Computer Graphics Imaging.

Prerequisite: consent of the instructor.

(Same as CSc 6840.)

Modeling techniques include lofting, extrusion, surfaces of revolution, constructive solid geometry, procedural modeling, metaballs and others. Image synthesis techniques include scan-line graphics, ray tracing, and radiosity. Also covered are anti-aliasing, surface mapping, shadowing, lighting, and other relevant topics.

COMM 6841 COMPUTER ANIMATION 3.0

Computer Animation.

Prerequisite: Comm 6840.

(Same as CSc 6841.)

3D computer animation including classical animation techniques, cel animation, key framing, storyboarding, physically-based modeling, character animation, lighting, camera placement and motion, motion blur, compositing, and other relevant topics.

COMM 6910 SPECIAL PROJECT 3.0

Special Project.

Prerequisite: consent of the instructor.

Supervised experience in individual projects developed out of the student's professional or vocational interests and responsibilities.

COMM 6930 GENDER AND PERFORMANCE 3.0

Gender and Performance.

Examination of gender as a factor in the history, theory, criticism, and creation of all forms of live performance, from ritual to theater.

COMM 6950 ADVANCED PLAYWRITING 3.0

Advanced Playwriting.

Continuation of study and practice of dramatic writing for the stage. Students will learn full-length dramatic structure, play development, and will write one full-length play.

COMM 6970 INTERNSHIP 3.0

Internship.

Prerequisite: Eligibility criteria may be obtained from the Department of Communication Internship Coordinator. Professional field experience with an organization in the student's area of concentration. Only M.A. students in Communication may enroll.

COMM 6980 PRACTICUM 1.0 to 20.0

Practicum.

(Formerly Comm 8800.) Theory and practice in student's area of concentration resulting in a research project or artifact.

COMM 6990 THESIS RESEARCH 1.0 to 20.0

Thesis Research.

(Formerly Comm 8999.)

COMM 8015 QUANTITATIVE RESEARCH METHODS 3.0

Quantitative Research Methods

An advanced seminar examining social science methodology and statistical analysis used in communication research. Topics include measurement and design issues, basic research methods (e.g., experiments, surveys, observational research, content analysis), and conceptual and practical issues in quantitative data analysis.

COMM 8025 CONTENT ANALYSIS 3.0

Content Analysis.

Prerequisite: Comm 6030 or equivalent course work.

Research methods for text and image analysis. Examination of theoretical, methodological, and computing issues relevant in analyzing human discourse and media artifacts (including television, film, and new media content).

COMM 8035 COMMUNICATION PEDAGOGY 3.0

Doctoral Colloquium in Communication Pedagogy.

Techniques and approaches to pedagogy in the communication field. Includes a supervised teaching presentation before members of the graduate faculty and graduate students.

COMM 8040 NEW MEDIA RESEARCH & PRODUCTN 3.0

New Media Research and Production.

Examination of basic issues in assessing new media, including theories and research methods for studies of interactive news and entertainment. Students will develop interactive media projects using information gleaned from audience analyses and reviews of relevant scholarship. Students will develop and apply formal methods of assessing new media production, content, dissemination, and reception.

COMM 8050 PRINCIPLES OF PERSUASION 3.0

Principles of Persuasion.

Analysis of verbal and visual communication strategies intended to influence attitude and opinions.

COMM 8055 SEMINAR IN MEDIA EFFECTS 3.0

Seminar in Media Effects

A seminar examining media uses, processes, and effects from a social science perspective. Reviews major theories and related research, focusing on how audiences use, respond to, and are influenced by mediated messages.

COMM 8060 SEMINAR IN COMMUNICATION LAW 3.0

Seminar in Communication Law.

Conflicting traditions in communication law. Discussion of landmark decisions affecting communication practices. Understanding of the utility of legal research in the governing of communication processes.

COMM 8070 COMMUNICATION TECHNOLOGY 3.0

Communication Technology.

Consideration of recent modes of technology, current innovations, and developing trends in the sight/sound communication process.

COMM 8080 SEMINAR: COMMUNICATION POLICY 3.0

Seminar in Communication Policy.

Prerequisite: Comm 8060, 8070, or consent of the instructor.

Examination and application of major theoretical perspectives of public policy-making as they apply to the mass media, including radio, television, cable, telephone, satellite, and new media forms.

COMM 8090 COMMUNICATION ETHICS 3.0

Communication Ethics.

Ethical theories and issues related to communication, with emphasis on codes of ethics of the various professions.

COMM 8100 THEORIES OF THE PUBLIC 3.0

Theories of the Public.

Introduction to advanced theories of the communicating public, including surveys of Lippmann, Dewey, Habermas, and others. Review of disciplinary perspectives on mass audiences from speech communication, mass communication, media studies, argumentation theory, cultural studies, and public relations approaches.

COMM 8111 DOCTORAL PROSEMINAR 1.0

Doctoral Proseminar.

Introduction to the academic processes, the requirements of the doctoral prospectus and dissertation, and professional opportunities and expectations of the communication discipline. (To be repeated 6 times.)

COMM 8120 AUDIENCES AND IDENTITIES 3.0

Audiences and Identities

An advanced seminar examining how mediated communication and interpersonal communication intersect in the creation/re-creation of audiences and identities. Begins with diverse conceptualizations of audiences and several theories related to identity. Focuses on four broad approaches: the audience as market approach, the media effects approach, the critical/cultural studies approach, and the motivated audience approach.

COMM 8130 COMMUNICATION IN GLOBAL CONTXT 3.0

Communication in a Global Context.

Prerequisite: consent of instructor.

Three lecture hours per week. Examination of theoretical debates, communication processes and practices, regulatory mechanisms, conflict, cultural identities in the global space, and the consequent relation of our social environment and self-perceptions to a global scale.

COMM 8400 TOPICS IN COMM RESEARCH METHDS 3.0

Topics in Communication Research Methods.

Seminar in various topics related to the theories and methods of advanced research in communication. May be taken more than once for credit as content varies.

COMM 8410 QUALITATIVE METHODS 3.0

Qualitative Methods.

Philosophy and practice of qualitative methods in communication; problems and projects.

COMM 8600 LITERARY JOURNALISM 3.0

Literary Journalism.

A survey of the critical and creative literature in this genre, and assignments to write literary journalism with the objective of publication.

COMM 8710 SEMINAR: MASS COMMUNCTN THEORY 3.0

Seminar in Mass Communication Theory.

Mass communication theories from individual, organizational, and societal perspectives.

COMM 8720 SEM:WRITING FOR MASS AUDIENCES 3.0

Seminar in Writing for Mass Audiences.

Persuasive principles and theory of media information processing relevant to writing across the media.

COMM 8730 SEM: INTERNATNL MEDIA & CULTURE 3.0

Seminar in International Media and Culture.

Prerequisite: Comm 6650.

In-depth examination of issues, trends, and culture pertaining to mass communication within and among nations of sub-Saharan Africa or of the Arab nations of the Middle East and North Africa. Specialized areas of study will rotate from year to year.

COMM 8740 INTL POLITICAL ECONMY OF MEDIA 3.0

International Political Economy of the Media.

Prerequisite: Comm 6650.

Critical examination of the economic, political, and social relations that structure communication as a commodity in the global marketplace. Emphasizes the effects of integration, diversification, and internationalization of the media, as well as the ideological effects of the increasing concentration of communication resources.

COMM 8750 SEMINAR: MOVING IMAGE STUDIES 3.0

Seminar in Moving Image Studies.

Prerequisite: Comm 6020.

This seminar is intended to provide students with specific knowledge and skills in the area of moving image studies. Graduate faculty and specific tools for this course will rotate according to the specialized research and publication areas of participating faculty. May be repeated more than once if topics are different.

COMM 8780 DIRECTED RESEARCH IN COMM 1.0 to 20.0

Directed Research in Communication.

COMM 8790 SEMINAR: PUBLIC COMMUNICATION 3.0

Seminar in Public Communication.

This seminar is intended to provide students with advanced instruction in various areas of public communication theory. Graduate faculty for this course will rotate according to the specialized research and publication areas of participating faculty. May be repeated multiple times as topics vary.

COMM 8900 INTERNSHIP 1.0 to 3.0

Internship.

Prerequisite: Eligibility criteria may be obtained from the Department of Communication Internship Coordinator. Professional field experience with an organization in the student's area of concentration. Only Ph.D. students may enroll.

COMM 8980 SPECIAL TOPICS 3.0

Special Topics.

Prerequisite: consent of instructor.

COMM 9999 DISSERTATION RESEARCH 1.0 to 20.0

Doctoral Dissertation Research.

Prerequisite: consent of instructor.

COMPUTER INFORMATION SYSTEMS

CIS 8110 INFO TECH INFRASTRUCTURE 3.0

Information Technology Infrastructure.

Prerequisite: none. CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course pursues the complex organization of computers, networks, software and delivery goals which collectively form the platform for assimilating and delivering information products and services to the organization and its stakeholders (customers, clients, suppliers, government, etc.)—the “information technology (I/T) infrastructure.” This course provides an overview of the components which go into the making of an infrastructure, the enabling role the infrastructure plays in the functioning and repositioning of organizational processes, missions and strategies, and an investigation into both public (internet) and corporate (intranet and extranet) infrastructures. While the core of course relates to the understanding of IS/IT infrastructures it also reflects a view towards information systems develop-

ment which holds that much of future development will be internet/intranet protocols-based development.

CIS 8120 WEB DEVELOPMENT WITH OBJECTS 3.0

Web Development with Objects.

Prerequisite: none. CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course employs current object-oriented technologies to quickly develop and deploy Web applications. Students learn and use web technologies, iterative design, and interface design techniques with special emphasis on the principles of human computer interaction (HCI) as applied to assessing the usability of web sites. As web development methodologies continue to evolve, this course continually modifies the tools utilized to comply with the needs of the IT business community.

CIS 8130 OBJ-ORIENT SPECIFICATION 3.0

Object-Oriented Specification.

Prerequisites: CIS 3210 or CIS 3260; CIS 8110, CIS 8120.

CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course introduces students to an object view of business requirements analysis and the design of object-based information systems to satisfy those needs. The course presents a disciplined approach to problem classification, domain analysis, and method selection using object-oriented methods. Based on this, the student is able to select, or create, and assemble an object-based business solution.

CIS 8140 FUNDAMENTS OF DBASE MGT SYS 3.0

Fundamentals of Database Management Systems.

Prerequisites: CIS 3210 or CIS 3260; CIS 8110, CIS 8120.

CPS: 1, 2, 3, 4, 5, 6, 7, 8.

This course examines the basic design and use issues underlying relational, object-oriented, and distributed database management systems. Design and implementation methods are examined with the support of modern software tools. Data management issues are then addressed.

CIS 8150 IT PROJECT MANAGEMENT 3.0

Information Technology Project Management.

Prerequisite: CIS 8110 or MBA 8473. CSP: 1, 2, 3, 4, 5, 6, 7.

This course examines the defining characteristics of information technology projects and introduces the student to a variety of project management techniques that can be applied in an information technology project context. Managing scope, time, cost, and quality are explored.

The course covers management issues associated with packaged software implementation (e.g., ERP systems), in-house developed systems, and outsourced projects.

CIS 8160 BUS INNOV & ORGANIZAT CHG MGT 3.0

Business Process Innovation and Organizational Change Management.

Prerequisite: CIS 8110 or MBA 8473. CSP: 1, 4, 5, 6, 7.

This course examines the design of an organization's structure and business processes. The course primarily focuses on the application of information technologies to transform organizations and improve their performance. Methods of introducing and implementing information technologies to enable organizational change are examined.

CIS 8170 NETWORK DESIGN AND MGT 3.0

Network Design and Management.

Prerequisites: CIS 3210 or CIS 3260; CIS 8110.

CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course addresses the major issues in network design and management. Design considerations include communication services, local- and wide-area networks, network performance, communication architectures, network management architectures, application interconnectivity evaluation, and vendor selection. Methods for the analysis, design, and selection of networks are covered from the perspectives of standard, proprietary, and customized solutions. Managerial considerations of acquiring, utilizing, supporting, and managing these technologies are emphasized.

CIS 8240 ADVANCED NETWORKS 3.0

Advanced Networks.

Prerequisites: CIS 3270 or CIS 3280; CIS 8170. CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This is an advanced-level course covering computer networks and communication protocol design. It focuses on two key networking technologies: internetworking with TCP/IP and broadband multimedia communications using ATM (Asynchronous

Transfer Mode). Issues including analysis, design, programming and administration of inter-networks and the Internet will be covered.

CIS 8260 KNOWLEDGE MANAGEMENT 3.0

Knowledge Management. (Same as DSc 8030.)

Prerequisite: none. CSP: 2, 4, 7.

This course provides an introduction to the analytical, managerial and technological approaches used in knowledge management. Key approaches that are available for knowledge

creation and discovery are examined and contrasted.

Implications of recent knowledge management technologies, such as intelligent agents and organizational memory information systems, are assessed. Strategic, economic and social issues in the creation and transfer of knowledge are examined. Best knowledge management practices are discussed.

CIS 8270 DATA STRUCT SOFTWARE APPL 3.0

Data Structures for Software Applications.

Prerequisite: CIS 3270 or CIS 3280. CSP: 1, 2, 3, 4, 5, 6, 7.

This course provides the student with design insights into the critical role that data structures play in the specification, development, implementation, and performance of software applications. Alternative data structures and their applicability to such common application problems as pattern matching, data compression, list searching, and retrieval are discussed. Examples are drawn from well-known UNIX utilities such as diff, grep, and compress. Upon completion of the course, the student should be able to identify, evaluate, and select suitable and reliable data structures for a range of applications.

CIS 8389 DIR READ IN INFO SYSTEMS 1.0 to 3.0

Directed Readings in Information Systems.

Prerequisites: consent of the instructor, good academic standing.

Open to CIS majors only. Required for MS/CIS thesis option.

CIS 8390 ADV TOPICS IN INFO TECH 3.0

Advanced Topics in Information Technology.

Prerequisites: CIS 3210 or CIS 3260, CIS 8110, and others depending on the topic.

This course addresses emerging or advanced topics in information technology, such as parallel computing, high-capacity networking, or video-conferencing technologies. The specific topic may vary from term to term, as will the associated course prerequisites. The student is advised to check with the department or his/her adviser on this offering. This course is repeatable for different topics.

CIS 8410 OBJ-ORIENTED DSG & DEV 3.0

Object-Oriented Design and Development.

Prerequisites: CIS 3270 or CIS 3280, CIS 8130. CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course introduces object-oriented software development

using an object-oriented programming language such as C++. Emphasis is placed on object-oriented design and the efficient implementation of that design. Topics include principles of software engineering; the prototyping, development, testing, debugging, and maintenance of software systems; and the related management issues. The central objective is to enable the student to build quality software through reuse.

CIS 8450 KNOWLEDGE SYS: DEV & USE 3.0

Knowledge Systems: Development and Use.

Prerequisite: CIS 8110. CSP: 1, 2, 3, 4, 5, 6.

This course covers the development and use of knowledge intensive systems in business applications. Methodologies, tools, and techniques to support knowledge intensive business processes and exploiting the vast amount of data available, especially in the Internet age, are explored. Several knowledge-based development environments for the construction of knowledge intensive applications are studied. Case studies of several knowledge intensive systems are used for insight into their motivation, construction, and use. Popular tools, methodologies, techniques, and environments for developing knowledge intensive systems will be evaluated and compared from technical and usage perspectives.

CIS 8470 E-COMMERCE APPLICATIONS 3.0

E-Commerce Applications.

Prerequisites: CIS 8110, CIS 8140. CSP: 1, 2, 3, 4, 5, 6, 7.

This course introduces the development of web applications. Topics covered include web servers, web application servers, web application development methods, client side and server side scripting, and web application development techniques. Other topics discussed in this class include web application security, session management, design patterns, and reusable web application components. Advanced topics include XML and Cascading Style Sheet.

CIS 8610 INFO TECH & COMP STRATEGY 3.0

Information Technology and Competitive Strategy.

Prerequisite: CIS 8110 or MBA 8473. CSP: 1, 4, 5, 6, 7.

This course emphasizes the design of information systems to develop distinct competitive advantage in relations with competitors and suppliers. An international outlook is woven throughout the course. Topics examined are the competitive potential of strategic information systems, the design of strategic information systems, special issues

related to inter-organizational systems, special issues related to strategic information systems that require international networks, and development of financial and audit structures for strategic information systems. Students plan and design strategic information systems and evaluate existing ones.

CIS 8620 MGT OF INFO SERVICES 3.0

Management of Information Services.

Prerequisite: CIS 8110 or MBA 8473. CSP: 1, 2, 3, 4, 5, 6, 7.

This course addresses the many management issues unique to the information services function within organizations. Coverage includes information systems planning; managing the information infrastructure; justifying information technology investments; costing services and networks; evaluating information system performance; alternative information service delivery modes; managing distributed and end-user computing; project and operations management; systems security; and the management of information technology professionals.

CIS 8650 INFO TECH & COLLAB WORK 3.0

Information Technology and Collaborative Work.

Prerequisite: CIS 8110 or MBA 8473. CSP: 1, 2, 3, 7.

This course addresses the area of computer-supported collaborative work systems. Topics range from an exploration of the variety of system-types that support collaborative work to their identification, requirements assessment, selection, design, use, implementation, and facilitation, with particular emphasis on the technology and design issues. Additional consideration is given to the justification, impact, and assessment of such systems. Multicultural aspects also are explored.

CIS 8660 ELECTRONIC COMMERCE STRAT 3.0

Electronic Commerce Strategy.

Prerequisite: CIS 8110 or MBA 8473. CSP: 1, 2, 3, 4, 5, 6, 7.

This course is designed to assist students in developing knowledge and skills for managing information systems that support electronic commerce (EC). It begins with the concepts of industry segmentation of EC providers and EC usage. It goes on to focus on concepts and methods associated with developing strategy, outsourcing, planning, designing, implementing, securing, and managing such systems and technologies on various systems platforms including worldwide networks. The course also focuses on obstacles to

the adoption of EC and on its future directions from both technological and managerial perspectives.

CIS 8680 SECURITY&PRIVACY INFO SYS 3.0

Security and Privacy of Information and Information Systems. (Same as Acct 8680.)

Prerequisite: none. CSP: 1, 2, 3, 4, 5, 6, 7, 8.

This course is designed to develop knowledge and skills for the management and assurance of security of information and information systems in technology-enabled environments. It focuses on concepts and methods associated with planning, designing, implementing, managing, and auditing security at all levels on different platforms, including worldwide networks for e-business. The course presents techniques for assessing risk associated with accidental and intentional breaches of security and covers the associated issues of ethical uses of information and privacy considerations.

CIS 8690 ADV TOPICS MGT INFO SYS 3.0

Advanced Topics in Management of Information Systems.

Prerequisite: CIS 8110 or MBA 8473 and others depending on the topic.

This course addresses emerging or advanced topics in the management of information systems and services such as outsourcing, information systems consultancy and entrepreneurship, or the management of development projects. The specific topic may vary from term to term as may the associated course prerequisites. The student is advised to check with the department or his/her faculty adviser on this offering. This course is repeatable for different topics.

CIS 8990 MS-CIS THESIS RESEARCH 0.0 to 6.0

MS-CIS Thesis Research.

Prerequisites: CIS 8110, CIS 8120, CIS 8130, CIS 8140, CIS 8150, CIS 8160, CIS 8170, CIS 8389; consent of instructor. Master of Science students approved for the thesis option must continuously enroll in this research course each semester until the thesis is completed and presented.

CIS 9220 TOPICS IN INFO SYS TECH 3.0

Topics in Information Systems Technology.

Prerequisite: none.

This is a research seminar that focuses on research issues and methods in one or more areas having to do with the technology of information systems. Topics include software engineering, communication systems, and data-based/knowledge-based systems. The focus of the course

is announced in advance and the course syllabus is made available for students to review.

CIS 9240 TOPICS IN INFO SYS DEV 3.0

Topics in Information Systems Development.

Prerequisite: none.

In this course, theories and models applicable to the analysis of systems structure and the processes of systems analysis and design are studied. Emphasis is on the applicability of the material covered to information systems in particular. The focus of the course is announced in advance and the course syllabus is made available for students to review.

CIS 9260 TOPICS IN INFO SYS MGT 3.0

Topics in Information Systems Management.

Prerequisite: none.

This course covers various topics in information systems management or the management of information systems. Topics covered vary depending upon the research interest of the department. Students acquire skills for developing a research proposal. The focus of the course is announced in advance and the course syllabus is made available for students to review.

CIS 9280 QUANT RSCH MTHDS INFO SYS 3.0

Quantitative Research Methods in Information Systems.

Prerequisite: none.

This course develops skills in designing, evaluating, and understanding quantitative methods and methodologies for IS research. Students also acquire skills in developing research proposals, supporting methodological choices, and understanding how to successfully publish their work.

CIS 9300 QUAL RSCH MTHDS INFO SYS 3.0

Qualitative Research Methods in Information Systems.

Prerequisite: none.

This course helps develop knowledge and skills in the application and use of qualitative research techniques. The course provides a survey of the methodological literature on qualitative research methods paired with appropriate article-length exemplars in the information systems domain. This course covers a variety of different research strategies including case study, qualitative data collection and analysis techniques, ethnography, and meta-ethnography/meta-interpretation. In addition, students acquire skills in developing a research approach, understanding and using a grounded-theory approach, and

triangulation methods for strengthening research findings, and supporting methodological choices.

CIS 9320 DESIGN RESEARCH METHODS 3.0

Design Research Methods in Information Systems.

Prerequisite: RCB doctoral standing or consent of instructor.

The course develops skills needed for conducting research whose aim is to invent methods and techniques for designing information systems that are effective and efficient. Students also acquire skills in developing research proposals that follow the design research paradigm and learn how to public such research.

COMPUTER SCIENCE

CSC 6110 EMBEDDED SYSTEMS 4.0

Introduction to Embedded Systems Laboratory.

Prerequisites: Phys 3500; CSc 3210, or equivalent course work with consent of instructor.

(Same as Phys 4110.)

Four lecture hours per week. Topics taken from: review of basic logic functions; automatic systems; microprocessor-based systems and applications; embedded system software survey; microprocessor based applications; digital communications; and embedded systems programming.

CSC 6210 COMPUTER ARCHITECTURE 4.0

Computer Architecture.

Prerequisite: CSc 3210.

Logic design, combinatorial and sequential circuits, input-output devices, memory, processors, controllers, parallel architectures, bit-slicing, reduced instruction sets.

CSC 6220 COMPUTER NETWORKS 4.0

Computer Networks.

Prerequisite: CSc 3320 and Math 3030.

Introduction to computer networks; details of layered network protocols with emphasis on functionality and analysis. Principles of relevant state-of-the art network standards.

CSC 6230 VLSI DESIGN 4.0

VLSI Design.

Prerequisites: CSc 4210/6210.

The basics of CMOS technology, circuit design, layout, and system design. Students will learn different design

methodologies and algorithms of design synthesis, analysis, simulation and verification, principles of validation and testing of manufactured chips. Important trends in modern design such as MCM (multi-chip modules) and FPGA (field-programming gate arrays) technologies.

CSC 6250 VLSI CAD & COMPUTER ARCH LAB 4.0

VLSI CAD & Computer Architecture Laboratory.

Prerequisite: CSc 4210/6210.

Introduction to design techniques and tools to design large-scale integrated circuits. The goals are to design and analyze digital integrated circuits in CMOS technology and to use modern computer-aided design tools. The approach is to start students at the transistor level and then have them gradually build up to inverter and small logic circuits.

CSC 6260 DIGITAL IMAGE PROCESSING 4.0

Digital Image Processing.

Prerequisite: CSc 3410.

Fundamentals of image processing, including image digitization, description, enhancement, segmentation, image transforms, filtering, restoration, coding, and retrieval. Concepts are illustrated by laboratory sessions in which these techniques are applied to practical situations, including examples from industrial and biomedical image processing.

CSC 6270 INTRO DIGITAL SIGNAL PROC 4.0

Introduction to Digital Signal Processing.

Prerequisites: CSc 4210/6210.

This course covers the nature of information, signals, transforms, and applications. Topics include analog to digital and digital to analog conversion, data storage (such as the audio format MP3), data transforms, and filters. Applications include noise reduction, signal analysis, volume control (e.g., audio signals), and compression. We will be using computer programs to handle mathematical modeling and calculations.

CSC 6310 PARALLEL & DIST COMPUTING 4.0

Parallel and Distributed Computing.

Prerequisite: CSc 2311.

Introduction to various parallel and distributed computing paradigms, algorithms, architectures, programming environments, and tools. Hands-on programming on both shared-memory and message-passing parallel architectures.

CSC 6320 OPERATING SYSTEMS 4.0

Operating Systems.

Prerequisite: CSc 3320.

Introduction to operating systems concepts. Topics may include multiprogramming, resources allocation and management, and their implementation.

CSC 6330 PROGRAMMING LANG CONCEPTS 4.0

Programming Language Concepts.

Prerequisite: CSc 2311 and 3210.

Fundamental programming language concepts, including syntax versus semantics, binding time, scopes, and storage management.

CSC 6340 INTRODUCTION TO COMPILERS 4.0

Introduction to Compilers.

Prerequisite: CSc 4330/6330.

Survey of topics related to compiler design, including parsing, table processing, code generation, and optimization.

CSC 6350 SOFTWARE ENGINEERING 4.0

Software Engineering .

Prerequisite: CSc 3410.

Techniques used in large scale scientific or technical software development, including requirements analysis, specification, systems design, implementation, testing, validation, verification, and maintenance.

CSC 6360 NETWORK-ORIENTED SOFTWARE DEV 4.0

Network-Oriented Software Development.

Prerequisite: CSc 3410 Data Structures.

Object-oriented design of network-oriented distributed applications. Review of middleware technologies used in building distributed systems by providing interoperability among applications running on multiple networks and platforms from embedded systems to servers. Programming in middleware using state-of-the-art technologies.

CSC 6510 AUTOMATA 4.0

Automata.

Prerequisite: CSc 2311.

Theory of computing devices and the languages they recognize.

CSC 6520 DESIGN & ANALYSIS-ALGORITHMS 4.0

Design and Analysis of Algorithms.

Prerequisite: CSc 3410.

Techniques for designing efficient algorithms; analysis of algorithms; lower bound arguments; and algorithms for sorting, selection, graphs, and string matching.

CSC 6610 NUMERICAL ANALYSIS I 3.0

Numerical Analysis I.

Prerequisite: Math 2215 and the ability to program in a high-level language.

Nature of error; iteration; techniques for nonlinear systems; zeros of functions; interpolation; numerical differentiation; Newton-Cotes formulae for definite integrals; and computer implementation of algorithms.

CSC 6620 NUMERICAL ANALYSIS II 3.0

Numerical Analysis II.

Prerequisite: Math 3030 or 3435, and the ability to program in a high-level language.

(Same as Math 6620.)

Gaussian Elimination for linear systems; least squares; Taylor, predictor-corrector and Runge-Kutta methods for solving ordinary differential equations; boundary value problems and partial differential equations.

CSC 6640 FUNDAMENTALS OF BIOINFORMATICS 4.0

Fundamentals of Bioinformatics.

Prerequisite: Biol 3800 or written approval of instructor.

(Same as Biol 6640 and Chem 6640.)

Four lecture hours per week. A "hands-on" approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for protein and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three-dimensional structures of proteins and nucleic acids, the major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

CSC 6710 DATABASE SYSTEMS 4.0

Database Systems.

Prerequisite: CSc 3410.

An introduction to the fundamental concepts and principles that underlie the relational model of data. Topics include formal query languages; SQL; query optimization; relational database design theory; and physical database design, integrity, security, and concurrency control.

CSC 6720 HUMAN-COMPUTER INTERACT 4.0

Human-Computer Interaction.

Prerequisite: CSc 2311.

Techniques and methodologies for development of user interfaces in software systems; topics include interaction styles, interaction devices, user documentation, and interface assessment.

CSC 6730 SCIENTIFIC VISUALIZATION 4.0

Scientific Visualization.

Prerequisite: For computer science majors, CSc 2311; for all other majors, consent of the instructor.

Use of sophisticated computer graphics techniques and software packages to display, transform, and analyze data; mapping concepts, glyphs, and grids; rendering techniques.

CSC 6810 ARTIFICIAL INTELLIGENCE 4.0

Artificial Intelligence.

Prerequisite: CSc 3410 and 4330/6330.

An overview of techniques and methodologies in the field of artificial intelligence. Topics may include search strategies, problem solving, natural language processing, logic and deduction, memory models, learning, expert systems, knowledge representation, and robotics.

CSC 6820 COMPUTER GRAPHICS ALGORS 4.0

Computer Graphics Algorithms.

Prerequisite: CSc 2311 and Math 3030.

Algorithms used for computer graphics programming. Windows, viewpoints, modeling transformations in two and three dimensions, viewing transformations, and hidden surface elimination. Graphics standards for hardware and software systems.

CSC 6830 SYSTEM SIMULATION 4.0

System Simulation.

Prerequisite: CSc 2311 and Math 3030.

Concepts and methods for developing simulation models of discrete systems, including development of algorithms for program execution for statistical analyses of sample event sequences, for random number generation, and for computer sampling. Translation of models into high level language and a simulation language.

CSC 6840 COMPUTER GRAPHICS IMAGING 3.0

Computer Graphics Imaging.

(Same as Comm 6840.)

Prerequisite: consent of the instructor.

Modeling techniques include lofting, extrusion, surfaces of revolution, constructive solid geometry, procedural modeling, metaballs and others. Image synthesis techniques include scan-line graphics, ray tracing, and radiosity. Also covered are anti-aliasing, surface mapping, shadowing, lighting, and other relevant topics.

CSC 6841 COMPUTER ANIMATION 3.0

Computer Animation.

Prerequisite: CSc 6840.

(Same as Comm 6841.)

3D computer animation including classical animation techniques, cel animation, key framing, storyboarding, physically based modeling, character animation, lighting, camera placement and motion, motion blur, compositing, and other relevant topics.

CSC 7350 COMPUTER SCIENCE I 3.0

Computer Science I.

An introduction to a high level programming language and basic data structures with a structured approach to problem solving, algorithmic analysis, and program development.

CSC 7351 COMPUTER SCIENCE II 3.0

Computer Science II.

Prerequisite: CSc 7350.

An introduction to a high level programming language and basic data structures with a structured approach to problem solving, algorithmic analysis, and program development.

CSC 8050 STATISTICS FOR BIOINFORMATICS 3.0

Statistics for Bioinformatics.

Prerequisite: Math 4544/6544 or Biol 4744/6744, or its equivalent.

(Same as Biol 8050 and Stat 8050.)

Three lecture hours per week. Introduction of computational biology and microarray informatics, gene expression analysis using microarray for transcriptional profiling, use of multivariate statistics and computer algorithms for different clustering techniques, important role of statistical packages, algorithms for calculating statistical quantities and statistical research in this area.

CSC 8210 ADVANCED COMPUTER ARCH 4.0

Advanced Computer Architecture.

Prerequisite: CSc 4210/6210.

Multiprocessors (including shared memory as well as distributed memory systems), vector processing, program and network properties, scalable performance, memory hierarchy (including cache memory organization), pipelining, and bus systems. Topical research papers will also be discussed.

CSC 8215 HIGH-PERFORMANCE ARITHMETIC 4.0

High-performance Arithmetic.

Prerequisite: CSc 4210/6210.

Algorithms and hardware implementation for addition and subtraction, multiplication and division, floating point operations, fast addition and multiplication schemes such as carry look ahead principle, Booth algorithm, residue arithmetic, and fast addition and multiplication schemes using non-conventional arithmetic.

CSC 8220 ADVANCED COMPUTER NETWORKS 4.0

Advanced Computer Networks.

Prerequisite: CSc 4220/6220, or consent of the instructor.

Basics of queueing theory, network simulation, analysis methods, current network protocols, their implementation, potential extensions and improvements. Survey of current literature on performance analysis.

CSC 8221 OPTICAL/WIRELESS NETWORKS 4.0

Optical and Wireless Networks.

Prerequisite: CSc 4220/6220.

Topics may include various optical and wireless networks, enabling technologies, multiplexing techniques, WDM, broadcast networks, wavelength-routed networks, network architectures, protocols, personal communication service (PCS) networks, location management, network algorithms, and optimization problems.

CSC 8240 RECONFIGURABLE NETWORKS 4.0

Reconfigurable Networks.

Prerequisites: CSc 4210/6210 and CSc 4520/6520.

Introduction to dynamically reconfigurable models, their topological properties, and algorithmic techniques. Existing algorithms for these models will be studied, as well as their capabilities and limitations.

CSC 8260 ADV IMAGE PROCESSING 4.0

Advanced Image Processing.

Prerequisite: CSc 4260/6260.

Advanced research topics of image processing, which include image digitization, description, enhancement, segmentation, image transforms, filtering, restoration, coding, and retrieval.

CSC 8270 DIGITAL SIGNAL PROCESSING 4.0

Digital Signal Processing.

Prerequisite: CSc 4210/6210.

The nature of information, signals, transforms, and applications. Topics include periodic sampling, the Fourier transform, finite impulse response filters, signal averaging, the Haar transform, and the wavelet transform.

CSC 8320 ADVANCED OPERATING SYSTEMS 4.0

Advanced Operating Systems.

Prerequisite: CSc 4320/6320.

Advanced operating systems concepts and mechanisms. Topics may include process synchronization, process deadlock, distributed operating systems, atomicity, commitment, recovery, fault-tolerance, distributed leader election, distributed mutual exclusion algorithm, and concurrency control.

CSC 8330 PRIN OF PROGRAMMING LANGUAGES 4.0

Principles of Programming Languages.

Prerequisite: CSc 4330/6330.

Advanced treatment of programming language issues. Topics may include language design, formal specification of semantics, concurrent programming, object-oriented programming, applicative programming, and logic programming.

CSC 8350 ADVANCED SOFTWARE ENGINEERING 4.0

Advanced Software Engineering.

Prerequisite: CSc 4350/6350.

Advanced concepts in software engineering. Topics may include new life cycle paradigms, code reusability issues, formal specifications, new design methodologies, and others.

CSC 8370 DATA SECURITY 4.0

Data Security.

Prerequisites: CSc 4320/6320 or 4210/6210 or 4220/6220.

The basics of data security and integrity in computer systems. The theoretical basis of data security, including concepts in cryptography, network protocols, operating systems, and authentication. Topics will include the structure, mechanism, and detection of computer viruses and worms; the use of firewalls and packet filters; common security lapses in operating systems and their prevention; checksums and basic cryptography; and related ideas such as buffer overflow attacks and indirect assembly programming. "Real-world" examples of attacks will be analyzed and discussed.

CSC 8510 THEORY OF COMPUTATION 4.0

Theory of Computation.

Prerequisite: CSc 4510/6510.

Finite automata and Turing machines as formal models for computation. Topics may include recursion, program verification, program schemes, and complexity.

CSC 8520 APPLIED COMBIN/GRAPH THEORY 3.0

Applied Combinatorics and Graph Theory.

Prerequisite: CSc 4520/6520.

Development of combinatorial and graphical algorithms. Techniques for the study of complexity with application to algorithms in graph theory, sorting, and searching.

CSC 8530 PARALLEL ALGORITHMS 4.0

Parallel Algorithms.

Prerequisite: CSc 6520.

Techniques for designing and analyzing parallel algorithms on shared-memory and other models. Topics may include basic techniques, lists, trees, searching, sorting, graphs, and randomized algorithms.

CSC 8550 VLSI CAD/NETWORK ALGORITHMS 4.0

Advanced Algorithms for VLSI CAD/Communication Networks.

Prerequisite: CSc 4520/6520.

Advanced data structures and algorithms. Heuristics and approximation algorithms for physical design of VLSI CAD. Hierarchical placement (top-down and bottom-up techniques) and clock routing. Tools for design methods of field-programmable gate arrays. Protocols for improvement of communication networks survivability and reliability.

CSC 8610 ADVANCED NUMERICAL ANALYSIS 3.0

Advanced Numerical Analysis.

Prerequisite: Math 4435/6435 and CSc 4610/6610.

Advanced topics in numerical analysis. Stability and conditioning, discretization error, and convergence. Examples are drawn from linear algebra, differential and nonlinear equations.

CSC 8620 NUMERICAL LINEAR ALGEBRA 3.0

Numerical Linear Algebra.

Prerequisite: Math 4435/6435 and CSc 4610/6610.

Computational aspects of linear algebra. Matrix factorization, least squares, orthogonal transformations, eigenvalues, and methods for sparse matrices.

CSC 8630 BIOINFORMATICS 4.0

Bioinformatics.

Prerequisites: CSc/Chem/Biol 6640 Fundamentals of Bioinformatics, ability to program in Java or C++ or equivalent, and by permission of instructor.

Advanced topics in bioinformatics, computer and internet tools, and their applications. Computer skills for the analysis and extraction of functional information from biological databases for sequence and structure of nucleic acids and proteins. Students will complete a computer-based bioinformatics project. Crosslisted with Chem/Biol 8630.

CSC 8710 DEDUCTV DATABS/LOGIC PROG 4.0

Deductive Databases and Logic Programming.

Prerequisite: CSc 4710/6710.

An introduction to the area of deductive databases and logic programming. Topics include syntax of logic programs and deductive databases, model-theoretic, proof-theoretic and fixed-point semantics, operational semantics such as bottom-up evaluation and SLD-resolution techniques, query optimization, negation, constraint checking, and applications of deductive databases.

CSC 8711 DATABASES AND THE WEB 4.0

Databases and the Web.

Prerequisite: CSc 4710/6710 or by consent of the instructor.

Application of database technology to access information on the World Wide Web. Topics include Common Gateway Interface (CGI), HTML form processing, accessing databases from the Web, search engines, query languages for Web data, semi-structured data model, and XML.

CSC 8712 ADVANCED DATABASE SYSTEMS 4.0

Advanced Database Systems.

Prerequisite: CSc 6710.

Advanced topics in database systems will be discussed: transaction processing, atomicity-consistency-isolation-durability (ACID) requirements of transactions, transaction processing in Internet, distributed databases, transaction models, concurrency control, middleware in transaction processing systems, application integration, semi-structured data, on-line analytical processing, data warehouses, real-time and active databases.

CSC 8720 ADV HUMAN-COMPUTER INTER 4.0

Advanced Human-Computer Interaction.

Prerequisite: CSc 4350/6350 and CSc 4720/6720.

Current trends in user interface technology; topics include

alternative interaction devices, user interface tools, and interface modeling techniques.

CSC 8810 COMPUTATIONAL INTELLIGENCE 4.0

Computational Intelligence.

Prerequisite: CSc 4810/6810.

Introduction to computational intelligence techniques and their applications. Major topics include soft computing, granular computing, knowledge discovery and data mining, distributed intelligent agents, etc. How to implement an actual intelligent system is also covered.

CSC 8820 ADVANCED GRAPHICS ALGORITHMS 4.0

Advanced Graphics Algorithms.

Prerequisite: CSc 4820/6820.

Advanced topics in computer graphics, primarily for raster graphics systems, including raster scan conversion, three dimensional clipping, removal of hidden lines and surfaces, solid modeling, shading, texturing, and the use of fractals.

CSC 8830 MATH MODELS & SIMULATION 4.0

Mathematical Models and Simulation.

Prerequisite: CSc 4830/6830.

Construction of mathematical models for simulating real systems. Emphasis is on the probabilistic and statistical properties of the models. Models are applied with computational algorithms using a standard simulation language.

CSC 8900 SEMINAR IN COMPUTER SCIENCE 1.0

Seminar in Computer Science.

Discussion of current research in computer science.

CSC 8910 COMPUTER SCIENCE TOPICS SEMINR 1.0 to 3.0

Computer Science Topics Seminar.

May be repeated if topic varies.

CSC 8950 DIR RESEARCH IN COMP SCI 1.0 to 15.0

Directed Research in Computer Science.

Prerequisite: consent of the instructor.

CSC 8980 TOPICS IN COMPUTER SCIENCE 4.0

Topics in Computer Science.

Prerequisite: consent of the instructor.

May be taken more than once if topics are different.

CSC 8981 RESEARCH IN COMPUTER SCIENCE 4.0 to 9.0

Research in Computer Science.

Prerequisite: consent of instructor.

May be repeated.

CSC 8982 LAB IN COMPUTER SCIENCE 4.0 to 9.0

Lab in Computer Science.

Prerequisite: consent of instructor.

May be repeated.

CSC 8984 DIRECTED READINGS 4.0

Directed Readings in Computer Science.

Directed readings in special areas of computer science. May be taken twice if readings are from different areas.

CSC 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

CSC 9900 SEMINAR IN COMPUTER SCIENCE 1.0

Seminar in Computer Science

One lecture hour a week. Discussion of current research in computer science.

CSC 9999 DISSERTATION RESEARCH 1.0 to 20.0

Doctoral Dissertation Research.

COUNSELING & PSYCH SERVICES

CPS 6010 PROF IDEN/ETHICS IN PROF COUNS 3.0

Professional Identity and Ethics in Professional Counseling.

This course provides an introduction and overview of the counseling profession. Students learn about the roles, responsibilities, and identity of a counselor; the history of the counseling profession; the various work settings of counselors; professional organizations; professional journals; standards of preparation; credentialing and licensure; ethical and legal issues; current trends and issues; and awareness and action.

CPS 6020 INTRO ELEM/MID SCHOOL COUNSEL 3.0

Introduction to Elementary and Middle School Counseling.

This course provides an overview of the unique issues of the specialty of elementary and middle school counseling including history and ethical/legal concerns. Students become familiar with multicultural diversity, research, technology, and professional/organizational issues as they apply to the school counselor.

CPS 6030 INTRO SECONDARY SCHOOL COUNS 3.0

Introduction to Secondary School Counseling.

This course provides an overview of the unique issues of the specialty secondary school counseling including history and ethical/legal concerns. Students become familiar with multicultural diversity, research, technology, and professional/organizational issues as they apply to the school counselor.

CPS 6040 INTRO SCHOOL PSYCH SERVICES 3.0

Introduction to School Psychological Services.

This course provides an overview of the unique issues of the specialty of school psychological services, including history and ethical/legal concerns. Students become familiar with multicultural diversity, research, and professional/organizational issues as they apply to the school psychologist.

CPS 6050 INTRO REHAB COUNS RESRCH/ PRAC 3.0

Introduction to Rehabilitation Counseling Research and Practice.

This course provides an overview of the unique topics associated with the specialty of rehabilitation counseling including history, laws, employment, and ethical/legal concerns. Students become familiar with multicultural diversity, research, professional/organizational, and career development issues as they apply to the rehabilitation counselor.

CPS 6150 ETHICAL/LEGAL STANDARDS IN CPS 2.0

Ethical and Legal Standards in Counseling and Psychological Services.

This course provides the rationale of basic ethical, legal, and practical professional standards governing practice in school counseling, rehabilitation counseling, and school psychology, especially as defined by the American Counseling Association, American School Counselor Association, the Commission on Rehabilitation Counselor Certification, American Psychological Association, and the National Association of School Psychologists. Emphasis is placed on practice within agencies or organizational settings.

CPS 6410 INTERPERSONAL SKILLS I 3.0

Interpersonal Skills I.

This course is an introduction to the basis for all interpersonal interaction whether in one-to-one or group counseling, teaching, consulting, supervising, or any other form of communication.

CPS 6450 GROUP COUNSELING SYSTEMS 3.0

Group Counseling Systems.

Prerequisite: CPS 6410.

This course provides the opportunity to learn and apply various systems for group counseling, skills related to group leadership, member participation, goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling.

CPS 7260 COUNS SYSTEMS & INTERVENTIONS 3.0

Counseling Systems and Interventions.

This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

CPS 7300 CAREER THEORY,ASSESS,INTERVEN 3.0

Career Theory, Assessment, and Intervention.

This course is an introductory course of career theory, assessment, and intervention. Course contents include (a) classic and contemporary career development and counseling theories, (b) career assessment, (c) multicultural career issues, and (d) career counseling and intervention. Students are expected to learn how to apply career theories and assessments in counseling with various populations.

CPS 7340 SOCIAL/CULTURAL ISSUES IN CPS 2.0

Social/Cultural Issues in Counseling and Psychological Services.

This course enhances and advances the knowledge, skill, and sensitivity to diverse populations in the counseling process. The student learns the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

CPS 7360 THEORIES LEARNG/BEHAVIOR CHANGE 3.0

Theories of Learning and Behavior Change.

This course is designed for students preparing for service in the helping professions. Its focus is on those forces useful in promoting desirable emotional states and patterns of behavior and in eliminating undesirable ones. More particularly, it introduces students to (a) theories of learning that are useful in the construction of change strategies, (b) implications from neuroscience regarding biological causes of behavior, and (c) counseling techniques

for influencing behavioral patterns and emotional states that are drawn from these bodies of information.

CPS 7430 ASSESSMENT OF REHAB POTENTIAL 3.0

Assessment of Rehabilitation Potential.

Prerequisite: CPS 6050.

This course outlines assessment techniques for measuring intelligence, personality, interests and aptitudes in children, adolescents, and adults. Job placement, job analysis, labor market surveys, life care and rehabilitation planning, and case management issues are included.

CPS 7450 EDUCATIONAL & PSYCH APPRAISAL 3.0

Educational and Psychological Appraisal.

This course covers cognitive and non-cognitive methods of data gathering in educational and psychological organization. Students focus on the history, ethical and legal practices, psychometrics of administration, scoring, and integration of tests, inventories, and interviews. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools.

CPS 7490 PSYC ASSESSMENT I:INTELLIGENCE 3.0

Psychological Assessment I: Intelligence.

Corequisite: CPS 6040.

This first course covers assessment and evaluation of cognitive function (intelligence) in children and adolescents. A variety of assessment instruments and techniques are reviewed. The student is taught at least three interpretive schemes. Students must maintain a B average throughout the course.

CPS 7500 INDIV/FAMLY OVER THE LIFE SPAN 3.0

Individual and Family Over the Life Span.

The purpose of this course is for students to explore actively the theoretical and research literature regarding human growth and development across the life span. Theoretical understanding of human development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children's, adolescents', and adults' lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development and ethical considerations related to these topics and to apply the information learned to the student's program of study. (Same as EPY 7500)

CPS 7510 PSYC ASSESSMENT II:ACHIEVEMENT 3.0

Psychological Assessment II: Achievement.

Prerequisite: CPS 7490.

This second course covers all aspects of academic assessment including visual-motor skills. In addition, Georgia Department of Education guidelines for determining categories of exceptionality are presented. Theories in developmental psychology are reviewed in the context of accurate academic assessment. Students must maintain a B average throughout the course.

CPS 7540 CONSULTATION IN PROF COUNSELNG 3.0

Consultation in Professional Counseling.

Prerequisite: CPS 6010.

This course covers the history, ethical/legal, and professional/organizational issues related to consultation as a form of professional practice.

CPS 7550 CONSULT IN SCHOOL COUNSELING 3.0

Consultation in School Counseling.

Corequisite: CPS 7661.

Students discuss case studies involving consultation techniques with teachers, parents, and others. History, ethical/legal, advocacy, and professional/organizational issues are related to consultation as a form of professional practice.

CPS 7570 CONSULT SCHOOL PSYCH SERVICES 3.0

Consultation in School Psychological Services.

Prerequisite: CPS 6040.

This course covers the history, ethical/legal, practical, and professional organization issues related to consultation as a form of professional practice. It provides numerous NASP approved intervention strategies.

CPS 7660 APPL PRAC I:PROF & REHAB COUNS 1.0 to 6.0

Applied Practice I: Professional and Rehabilitation Counseling.

Prerequisites: CPS 6450, CPS 7260, CPS 7340, and CPS 7500; additional prerequisites for Professional Counseling: CPS 7450, CPS 8100, and CPS 8460; additional prerequisites for Rehabilitation Counseling: CPS 6150 and CPS 7410.

The purpose of the counseling practica is to introduce counseling master's students to the practice of professional or rehabilitation counseling with actual clients at a site commensurate with the student's professional interests. (Repeatable)

CPS 7661 APPL PRAC I: SCHOOL COUNSELING 1.0 to 6.0

Applied Practice I: School Counseling.

Prerequisites: CPS 6020 or CPS 6030; CPS 6150, CPS 6450, CPS 7260, CPS 7300, CPS 7340, and CPS 7500.

Corerquisite: CPS 7550.

The purpose of the counseling practica is to introduce counseling master's students to the practice of school counseling with actual clients at a site commensurate with the student's professional interests. (Repeatable)

CPS 7662 APPL PRAC I: SCHOOL PSYCHOLOGY 1.0 to 6.0

Applied Practice I: School Psychology.

Prerequisites: CPS 6040, CPS 6150, and CPS 7510.

The purpose of the counseling practica is to introduce master's students to the practice of school psychology with actual clients at a site commensurate with the student's professional interests. (Repeatable)

CPS 7680 INTERN:PROF & REHAB COUNSELING 1.0 to 6.0

Internship: Professional and Rehabilitation Counseling.

Prerequisite: permission of department for spring only.

Corequisite: CPS 7660 for fall only.

This internship is designed to enable students to practice their professional or rehabilitation counseling skills by assuming the role of a counselor-in-training on their internship sites. Students carry out all the activities and functions performed by employed counselors on site. (Repeatable)

CPS 7681 INTERNSHIP: SCHOOL COUNSELING 1.0 to 6.0

Internship: School Counseling.

Prerequisite: CPS 7661.

This internship is designed to enable students to practice their school counseling skills by assuming the role of school counselor-in-training on their internship sites. Students carry out all of the activities and functions performed by employed school counselors on site. (Repeatable)

CPS 7970 SEMINAR 1.0 to 3.0

Seminar.

Prerequisite: consent of the instructor.

Students focus on research and discussion of special topics and analyze the issues facing the practitioner in contemporary society. (Repeatable)

CPS 7975 SEMINAR FOR GRADUATE ASSISTANTS 3.0

Seminar for Graduate Assistants.

This course is designed to inform the students of policies and procedures needed to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable)

CPS 8100 PSYCHOBEBHAVIORAL DIAGNOSIS 2.0

Psychobehavioral Diagnosis.

Prerequisite: CPS 6010.

This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes) which are considered dysfunctional, according to the classification system utilized by the American Psychiatric Association in their Diagnosis and Statistical Manual Disorders IV-TR (2000). Axis I and Axis II (Personality) Disorders are focused on through a series of lectures, student papers and presentations of selected disorders, and case studies (written/video).

CPS 8200 ADV DEV PSY:COGNITION & INTLCT 3.0

Advanced Developmental Psychology: Cognition and Intellect.

This course provides basic knowledge of stages of human psychological development, including intellectual, social, and affective processes, with reference to the biological, parental, familial, interpersonal, and multicultural events and experiences that shape human development. This course emphasizes development from birth through adolescence. (Same as EPY 8200).

CPS 8220 ADV DEV PSY: PERSONALITY & SOC 3.0

Advanced Developmental Psychology: Personality and Socialization.

This course provides basic knowledge of human psychological development, including intellectual, social, and affective processes, with reference to the biological, parental, familial, interpersonal, and multicultural events and experiences that shape human development. This course addresses continuing development through young adulthood, maturity, and aging. (Same as EPY 8220).

CPS 8240 ADV DEV PSY:NEUROLOGICAL DEVEL 3.0

Advanced Development Psychology: Neurological Development.

This course provides basic knowledge of stages of human psychological development, including intellectual, social,

and affective processes, with reference to the biological, parental, familial, interpersonal, and multicultural events and experiences that shape human development. This course addresses the sensory, motor, and neurological foundations of human psychological development throughout the life span.

CPS 8300 TRAUMATOLOGY 3.0

Traumatology.

Students explore the expanding literature base and attempt to delineate its common concerns, research basis, and practice guidelines for working with trauma.

CPS 8340 ADV MULTICULT COUN STRAT/INTRV 3.0
Advanced Multicultural Counseling Strategies and Interventions.

Prerequisites: CPS 6450, CPS 7260, and CPS 7340.

The course is designed to advance student's multicultural counseling knowledge and skills with diverse populations. Employing culturally relevant and effective intervention strategies and skills is considered an essential component of cultural competence. Students develop an understanding of how client's cultural, historical, and sociopolitical context may inform accurate assessment, interpretation and treatment interventions. Culturally-based interventions with the goal of developing purposeful, directional, and culturally relevant approaches to working with diverse clients who present with a range of clinical issues are reviewed. Treatment approaches developed from a cultural frame of reference with attention to the intersections of the client's race, ethnicity, gender, class, acculturation level, and presenting problem are explored.

CPS 8350 BIOPSYCHOLOGY AND MEDICATION 3.0

Biopsychology and Medication.

Prerequisite: consent of instructor.

Students examine known relationships of biological functioning to psychological perceptions of mental functioning as related to mood, reality testing, attention, and/or focus of concentration. The effectiveness of medication and focus of psychotherapeutic intervention are reviewed and compared. (Formerly CPS 9350).

CPS 8360 PSYCHOLOGICAL CHNGE STRATEGIES 3.0

Psychological Change Strategies.

Prerequisites: CPS 6450 and CPS 7260.

Students have exposure to and limited practice with certain counseling techniques based on learning principles.

CPS 8370 ADVANCED CAREER COUNSELING 3.0

Advanced Career Counseling.

Prerequisite: CPS 7300.

This course extends the student's understanding of career counseling and provides opportunities for application of theoretical principles learned in the introductory course. (Formerly CPS 9370).

CPS 8380 FAMILY SYSTEMS & INTERVENTIONS 3.0
Family Systems and Interventions.

Prerequisite: CPS 6010, CPS 6030, or CPS 6040.

This course provides an overview of the historical roots of the family movement and the major theoretical orientations including systematic, psychodynamic, and communications orientations. A brief overview of the role of research and ethics on the development of the family movement is also discussed.

CPS 8390 PSY ASPECTS OF HUMAN SEXUALITY 3.0

Psychological Aspects of Human Sexuality.

Prerequisite: consent of the instructor.

Students develop a knowledge base of current research on human sexuality and application to professional practice in evaluation and therapeutic intervention concerning problems of human sexual adjustment and function. (Formerly CPS 9390).

CPS 8400 COUNSELING THROUGH PLAY 3.0

Counseling Through Play.

Prerequisites: CPS 6010 or CPS 6020.

This course is designed to train counseling students to become effective play therapists in a school or community setting. The course covers the history and theories of play therapy as they relate to child development, techniques of play therapy, the meaning of play in the therapeutic setting, and the logistics of setting up a playroom. (Formerly CPS 7400).

CPS 8410 MEDICAL/PSYC ASPECTS DISABIL I 3.0

Medical and Psychological Aspects of Disability I.

Students learn medical etiology, prognosis, and psychological adjustment for individuals who experience trauma, injuries, and mental retardation.

(Formerly CPS 7410).

CPS 8420 MEDICAL/PSY ASPECTS DISABIL II 3.0

Medical and Psychological Aspects of Disability II.

Students learn medical etiology, prognosis, and

psychological adjustment for individuals who experience illnesses, psychiatric disturbances, addictions, and congenital deformities.
(Formerly CPS 7420).

CPS 8430 INTERPERSONAL SKILLS II 3.0

Interpersonal Skills II.

Prerequisite: CPS 6410.

Course focuses on in-depth use of problem-solving and program development models introduced in CPS 6410.

CPS 8440 SOCIAL/EMO ASSESS CHILDRN/ADOL 3.0

Social/Emotional Assessment of Children and Adolescents.

Prerequisite: CPS 7510.

Assessment/diagnosis of social and emotional function in school-age children is discussed. Objectives, projective and behavioral checklist test instruments are utilized. Emphasis is on norm-based test instruments. Course includes laboratory experience.

CPS 8450 ADVANCED GROUP COUNSELING 3.0

Advanced Group Counseling.

Prerequisites: permission of the department.

Current theories and recent innovations in group counseling and group dynamics are discussed.

CPS 8460 PSYC ASPECTS OF ADDICTION 3.0

Psychological Aspects of Addiction.

Prerequisite: CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050.

Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to physiological factors, personal traits, family dynamics, treatment methods, and implications for schools, communities, and businesses.

CPS 8470 CRISIS INTERVENTION 3.0

Crisis Intervention.

Prerequisite: consent of the instructor.

Students explore crisis intervention models and appropriate techniques for assessing and facilitating crisis situations. Research bases and practical guidelines are discussed and compared.

CPS 8480 SUPERV SCHOOL COUNS SERVICES 3.0

Supervision of School Counseling Services.

Prerequisite: CPS 7681.

This course develops the knowledge and skills necessary for

the supervision of school counseling practice.

CPS 8490 CURRENT TRNDS/ETHICS SCH COUNS 3.0

Current Trends and Ethical Issues in School Counseling.

Prerequisite: CPS 7681.

This course is designed to provide students with the opportunity to research and study particular areas of interest in the practice of school counseling.

CPS 8500 STRESS MANAGEMENT 3.0

Stress Management.

Prerequisite: consent of the instructor.

Students examine the nature, etiology, symptoms, and management of stress.

CPS 8520 CONSCIOUSNESS 3.0

Consciousness.

Prerequisite: consent of the instructor.

Students explore the nature of alternative states of consciousness and investigate ways in which the understanding of consciousness can assist work with clients. (Formerly CPS 9540).

CPS 8530 PROFESSIONAL ISSUES/ DECISIONS 3.0

Professional Issues and Decisions.

Prerequisite: CPS 6010 or CPS 6150.

This course is an advanced professional seminar emphasizing experience and practice in making difficult professional decisions in the practice of applied psychology, counseling, and related professions.

CPS 8540 CHILD/ADOL PSYCHOPATHOLOGY 3.0

Child/Adolescent Psychopathology.

Prerequisite: CPS 7510.

This course focuses on the classification and etiology of major childhood and adolescent behavior clusters formed by school psychologists in their consultation and diagnostic duties. DSM-IV is reviewed.

CPS 8580 CHLD/ADOL DEVELOPMNT IN FAMILY 3.0

Child/Adolescent Development in Family.

Prerequisite: CPS 8380.

This course familiarizes the student with concepts and research concerning the role of family dynamics in the development of children from birth to adulthood, through the years associated with public school education.

CPS 8600 ADVANCED PLAY THERAPY 3.0

Advanced Play Therapy.

Prerequisites: CPS 7680, CPS 7681, CPS 8400.

Students engage in the advanced study of play therapy. This includes theories of play therapy, advanced play therapy skills, special topics in play therapy, and a supervised on-campus practicum. (Formerly CPS 9400).

CPS 8620 ADLERIAN TECHN W/FAM & COUPLES 3.0

Adlerian Techniques with Families and Couples.

Prerequisite: CPS 7260.

This course is designed to provide students with applications of Adlerian theory and the use of techniques related to the theory opportunity via practice and skill building activities with individuals, couples, parents, and families.

CPS 8630 ADVANCED FAMILY COUNSELING 3.0

Advanced Family Counseling.

Prerequisite: CPS 8380.

This course extends student's understanding of family systems theory and provides opportunities for application of theoretical principles learned in the introductory course.

CPS 8640 ADM/SUPV PUPIL PER SRV SCH PSY 3.0

Administration and Supervision in Pupil Personnel Services for School Psychology.

Prerequisite: CPS 6040.

This course is designed for advanced school counseling/psychology majors who wish to pursue leadership roles in pupil personnel services also known as student support services.

CPS 8650 ADVANCED COUNSELING THEORY 3.0

Advanced Counseling Theory.

Prerequisite: CPS 7260.

Students examine representative theories of counseling and psychotherapy with attention to implications for practice.

CPS 8655 DESIGN CULTURE SPEC INTERVNTNS 3.0

Designing Culture Specific Interventions for School and Community Settings.

This course provides the student with knowledge of the range of culturally diverse populations that psychologists are working with in school and community settings. The student is exposed to qualitative research methods and tools that provide the student with an opportunity to inquire, explore, and learn about a particular culture and subsequently to develop, implement, and evaluate culture specific interventions. (Formerly CPS 9655).

CPS 8660 APPL PRAC II:PROF/REHAB COUNS 3.0

Applied Practice II: Professional and Rehabilitation Counseling.

Prerequisite: CPS 7680.

Students engage in advanced work experience under supervision in a setting appropriate to the student's professional objective in providing professional or rehabilitation counseling services.

CPS 8661 APPL PRAC II:SCHOOL COUNSELING 3.0

Applied Practice II: School Counseling.

Prerequisite: CPS 7681.

Students engage in advanced work experience under supervision in a setting appropriate to the student's professional objective in providing school counseling services.

CPS 8665 INTERVENTION STRATEGIES 3.0

Intervention Strategies for Students with Learning Problems.

Prerequisite: consent of the instructor.

This course provides students with advanced knowledge of current conceptions of prevention and intervention strategies for children with learning difficulties and disabilities. Students explore current research on the characteristics, etiology, and development of learning difficulties and disabilities with particular emphasis on literacy. Further, students gain substantive practical experience in (a) how to assess a child's current level of literacy development, (b) how to link these data to specific prevention and intervention strategies, and (c) how to design, implement, and evaluate prevention and intervention efforts. (Formerly CPS 9650).

CPS 8670 INTERPERSONAL SKILLS III 3.0

Interpersonal Skills III.

Prerequisite: CPS 8430.

This course enables selected students to develop trainer skills in interpersonal communications.

CPS 8680 INTERNSHP IN SCHOOL PSYCHOLOGY 3.0 to 6.0

Internship in School Psychology.

Prerequisite: CPS 7662.

This is a supervised field placement in public and/or private school settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. (Repeatable)

CPS 8690 BEHAVIOR ASSESS & INTERVENTION 3.0
Behavioral Assessment and Intervention with Children and Adolescents.

Prerequisite: consent of the instructor.

This course is an orientation to the concepts of behavioral assessment and intervention among children with behavioral, social/emotional, and academic concerns. The procedures, assumptions, and implications underlying the use of behavioral methodologies are thoroughly investigated, and the uses of behavioral methods are explored within the context of scientific and ethical considerations. Finally, the application of behavioral principles and techniques with respect to their use with children and families from diverse backgrounds and across a wide array of settings are reviewed. (Formerly CPS 9640).

CPS 8810 DIRECTED READINGS 1.0 to 3.0

Directed Readings.

Prerequisite: a directed reading form must be completed and signed by the instructor and the departmental chair before registration.

Students participate in individual reading projects under supervision.

CPS 8820 HEALTH PSYCHOLOGY 1.0 to 3.0

Health Psychology.

Students explore current research and practice domains in the area of health psychology. (Formerly CPS 9820).

CPS 8970 SEMINAR 3.0

Seminar.

Prerequisite: permission of the instructor.

Students focus on research and discussion of special topics and analyze the issues facing the practitioner in contemporary society. Seminar may extend beyond one term. (Repeatable)

CPS 9420 ADULT PERSONALITY ASSESSMENT 3.0

Adult Personality Assessment.

Students explore objective and projective assessment of psychopathology in adults and older adolescents. Test instruments reviewed include MMPI (2), Rorschach (Exner comprehensive system), Bender Gestalt, drawings, CRIS, Depression and Anxiety self reports scales, and thematic tests.

CPS 9440 ADVANCED PROJECTIVE TECHNIQUES 3.0

Advanced Projective Techniques.

Prerequisite: CPS 9420.

Students explore advanced projective techniques utilized in a clinical case methodology format, including differential diagnosis, reliability and validity testing instruments, preparation of appropriate IEP's for children and adolescents referred for behavioral dysfunction.

CPS 9480 SUPERV OF COUNSELING SERVICES 3.0

Supervision of Counseling Services.

Prerequisite: CPS 8660.

This course develops the knowledge and skills necessary for the administration and supervision of counseling practice.

CPS 9630 ADVANCED ISSUES IN CONSULTATION 3.0

Advanced Issues in Consultation.

This is an advanced seminar in mental health consultation. This course assumes prior knowledge and experience regarding consultation. A range of approaches to consultation is considered with a focus on the primary prevention of social, emotional, behavioral, and learning problems. Organizational consultation is considered as a strategy to provide services in school as well as other institutional settings. Methods for seeking grants that are focused on prevention are explored.

CPS 9660 APPLIED PRACTICE III 3.0

Applied Practice III.

Students work in an appropriate psychological counseling setting with clients under supervision.

CPS 9661 SUPERVISION INTERNSHIP 3.0

Supervision Internship.

Prerequisite: PhD standing.

Students work in the Department of Counseling and Psychological Services supervising masters' level students completing CPS 7660 and CPS 7661 under supervision of faculty.

CPS 9680 DOCTORAL INTERNSHIP 1.0 to 9.0

Doctoral Internship.

Prerequisite: consent of the instructor; PhD standing.

Students work under individual supervision in an approved internship setting. (Repeatable)

CPS 9920 RESEARCH AND PUBLICATION 1.0 to 4.0

Research and Publication.

Prerequisite: PhD standing.

Students study the processes and methodologies for the production of a research article for publication in a scholarly journal. (Repeatable)

CPS 9930 PROSPECTUS DESIGN 3.0

Prospectus Design.

Prerequisites: CPS 9920, EPRS 8540 and Ph.D. standing.

Students study the processes and methodologies for the production of dissertation research including the development of a prospectus.

CPS 9961 SCHOOL PSYCHOLOGY SEMINAR 1.0 to 9.0

School Psychology Seminar.

Prerequisite: consent of the instructor; PhD standing.

Students study the professional standards, current issues, and personal rewards associated with the practice of school psychology. (Repeatable)

CPS 9962 COUNSELING PSYCHOLOGY SEMINAR 1.0 to 9.0

Counseling Psychology Seminar.

Prerequisite: consent of the instructor; PhD standing.

Students study the professional standards, current issues, and personal rewards associated with the practice of counseling psychology. (Repeatable)

CPS 9963 COUNSELING SEMINAR 1.0 to 9.0

Counseling Seminar.

Prerequisite: consent of the instructor; PhD standing.

Students study the professional standards, current issues, and personal rewards associated with the practice of counseling. (Repeatable)

CPS 9970 DOCTORAL SEMINAR 1.0 to 3.0

Doctoral Seminar.

This course is designed to introduce the student to specific topics in the profession of counseling, counseling psychology, and school psychology. These topics reflect literature review, ethical/legal standards, research, and multicultural issues pertaining to these professions. (Repeatable)

CPS 9990 DISSERTATION 3.0 to 9.0

Dissertation.

Prerequisite: consent of the instructor; Ph.D. standing.

Students complete research and writing of the doctoral dissertation. (Repeatable)

CRIMINAL JUSTICE

CRJU 6040 COMP CRIMINAL JUSTICE SYSTEMS 3.0

Comparative Criminal Justice Systems

An analysis of the criminal justice systems— police, courts and corrections— in selected eastern and western nations.

CRJU 6060 ETHICS IN CJ 3.0

Ethics in Criminal Justice.

Discusses the philosophical theories underlying ethics and how they relate to the police, courts, corrections, law, criminal justice research, and the principles of justice.

CRJU 6070 FAMILY VIOLENCE & CJ 3.0

Family Violence and Criminal Justice.

Examines how the justice system responds to family violence.

CRJU 6230 PREV & CORR STRAT FOR JUV OFF 3.0

Prevention and Correctional Strategies for Juvenile Offenders.

Examination of the philosophy and practical application of prevention and correctional programs designed to prevent or control delinquent and other high-risk behaviors committed by youth.

CRJU 6920 COMMUNITY POLICING 3.0

Community Policing.

An in-depth examination of community policing as a social control mechanism in various nations and its future role in policing.

CRJU 6940 INTERNSHIP IN CRIMINAL JUSTICE 3.0

Internship in Criminal Justice.

To provide graduate students with practical exposure to the criminal justice system. Designed to provide the student with the opportunity to integrate theory and practice, utilize knowledge, and confront contradictions between the conceptual and the real world. Application deadlines: see graduate student handbook. For Criminal Justice majors only.

CRJU 6960 DOMESTIC TERRORISM 3.0

Domestic Terrorism.

An exploration into the theoretical underpinnings, groups, and control of domestic terrorism in general and domestic terrorism extremism in particular.

CRJU 7010 CRIME & THE CJ SYSTEM 3.0

Crime and the Criminal Justice System.

A graduate introduction to the discipline of criminal justice through a survey of the significant literature and

a review of contemporary studies of all major facets of the justice system.

CRJU 7510 ORG & MGT THEORY IN CJ 3.0

Organization and Management Theory in Criminal Justice. An introduction to organizational and management theories and concepts and an in-depth analysis of these principles as they apply to the criminal justice system.

CRJU 7630 APPL REGRESSION ANALYSIS 3.0

Applied Regression Analysis for Criminal Justice. The objective of this course is to provide an understanding of commonly used regression techniques. Students will learn simple regression, multiple regression, and important diagnostic tests. Finally, they will learn how to remedy problems if the data fail to meet basic estimation assumptions.

CRJU 7730 WORKPLACE LAW FOR CJ MGRS 3.0

Workplace Law for Criminal Justice Managers. This course provides an introduction and description of laws relating to the criminal justice workplace. While the course focuses primarily on statutory protections afforded criminal justice employees, it also includes a review of constitutional rights in the employment context, covering laws and grievance procedures with respect to hiring, dismissing, promoting, demoting, transferring, and disciplining criminal justice employees.

CRJU 7920 IND STUDY IN CRIM JUSTICE 3.0

Independent Study in Criminal Justice. Permits selected qualified criminal justice students to engage in independent research under the guidance of a faculty member. This course must have the approval of the student's instructor and the graduate coordinator.

CRJU 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum. Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

CRJU 8050 CRIMINOLOGICAL THEORY 3.0

Criminological Theory. Criminological issues and their effect on criminal justice, including theories of punishment, concepts of law, violence, and crime causation.

CRJU 8110 LAW ENFORCEMENT ISSUES 3.0

Law Enforcement Issues. An examination of fundamental issues confronting the management of law enforcement organizations through a critical analysis of research related to police practices and operations.

CRJU 8210 JUVENILE JUSTICE ISSUES 3.0

Juvenile Justice Issues. This course concerns itself with procedural and substantive aspects of the juvenile justice system, including such areas as history and philosophy, intake, legal and social investigations, judicial and administrative decision making, legal rights, roles of attorneys, and definitive case law addressing system analysis.

CRJU 8310 CORRECTIONAL ISSUES 3.0

Correctional Issues. A survey of the major issues confronting the field of corrections, and the administration and management of correctional systems, including institutional corrections and alternatives to incarceration.

CRJU 8410 CRIMINOLOGICAL ISSUES 3.0

Criminological Issues. An examination of the fundamental theories and issues in the field of criminology which additionally may include the exploration of white collar crime and organized crime.

CRJU 8610 RESEARCH METHODS IN CJ 3.0

Research Methods in Criminal Justice. An overview of research methodology as it applies to the field of criminal justice.

CRJU 8620 STATISTICS IN CRIM JUST 3.0

Statistics in Criminal Justice. A review of descriptive and inferential statistics as they apply to the field of criminal justice.

CRJU 8710 LEGAL ASPECTS OF CJ 3.0

Legal Aspects of Criminal Justice. Emphasizes the constitutionalization of the criminal justice process with special attention to the Supreme Court of the United States.

CRJU 8720 LEGAL ISSUES IN CJ 3.0

Legal Issues In Criminal Justice. Gives in-depth treatment to selected topics involving judicial institutions and the criminal process.

CRJU 8900 SEL TOPICS IN CRIM JUSTICE 3.0

Selected Topics in Criminal Justice.

Research and seminar discussions of specified contemporary, behavioral or administrative problems which impact on criminal justice. May be repeated for credit when topics vary.

CRJU 8910 READINGS IN CRIM JUSTICE 1.0 to 3.0

Readings in Criminal Justice.

Prerequisite: Consent of instructor.

Permits selected qualified students to pursue a course of readings on a selected topic under the guidance of a faculty member. This course must have the approval of the student's instructor and the graduate coordinator.

CRJU 8990 THESIS 3.0 to 6.0

Thesis.

Prerequisite: Consent of instructor.

Data gathering and research in thesis format. Student, with approval of the graduate coordinator and department chair, chooses a chair and at least two additional members to form a thesis committee. The committee must approve student's proposed and subsequent thesis.

DECISION SCIENCES

DSC 8020 BUSINESS INTELLIGENCE 3.0

Business Intelligence.

Prerequisite: none. CSP: 1,2,3,4,5,6.

This course focuses on the features, uses, and design strategies for IT-enabled managerial decision support. Model-based, data-based, and knowledge-based applications for business intelligence and corporate decision making are emphasized. Implementation issues in the context of emerging business environments also addressed. Application areas include financial analysis, marketing research, and project management.

DSC 8030 KNOWLEDGE MANAGEMENT 3.0

Knowledge Management. (Same as CIS 8260.)

Prerequisite: none. CSP: 2,4.

This course provides an introduction to the analytical, managerial, and technological approaches used in knowledge management. Key approaches that are available for knowledge creation and discovery are examined and contrasted. Implications of recent knowledge management technologies, such as intelligent agents and organizational memory information systems, are assessed. Strategic,

economic, and social issues in the creation and transfer of knowledge are examined. Best knowledge management practices are discussed.

DSC 8070 ADV CALCULUS/MATRIX ALG 3.0

Advanced Calculus and Matrix Algebra.

Prerequisite: Math 1220.

This course may not be counted for degree credit in the RCB's doctoral program. This course presents calculus and linear algebra topics to provide the student with the mathematical background necessary for advanced statistics courses. Calculus topics include techniques of integration, functions of several variables, and infinite series whereas linear algebra topics include methods of solving systems of linear equations, vectors, linear transformations, determinants, and matrix eigenstructure.

DSC 8080 PROB & STAT THEORY I 3.0

Probability and Statistical Theory I.

Prerequisites: DSc 8070 and introductory statistics equivalent to Math 1070. CSP: 1.

This course presents a general outline of the mathematical theory of probability and statistics. Topics include random variables, discrete and continuous probability distributions, sampling distribution theory, estimation, and multivariate distributions.

DSC 8090 PROB & STAT THEORY II 3.0

Probability and Statistical Theory II.

Prerequisite: DSc 8080.

This course covers advanced topics in the theory of probability and statistics including Bayesian estimation, chi-square tests, quadratic forms, analysis of variance, nonparametric statistics, sufficiency, and the multivariate normal distribution.

DSC 8130 PROBLEM SOLVING 3.0

Problem Solving.

(Same as Mgt 8130.)

Prerequisite: MBA 8011.

This course focuses on how managers, individually and in groups, make decisions. It covers the major descriptive and normative models of managerial problem diagnosis and alternative generation. By comprehending how managers solve problems, students are prepared to build computer-based support tools. Cases and mini-examples are used to apply the concepts and methods to real-world problems.

DSC 8140 MANAGEMENT SCIENCE 3.0

Management Science.

Prerequisite: none. CSP: 1,3,4,7.

Various optimization techniques are surveyed with an emphasis on the why and how of these types of models as opposed to a detailed theoretical approach. Students develop optimization models which relate to their areas of interest. Spreadsheets are used extensively to accomplish the mathematical manipulations. Emphasis is placed on input requirements and interpretation of results.

DSC 8200 BUS FORECASTING METHODS 3.0

Business Forecasting Methods.

Prerequisite: MBA 8011. CSP: 1, 3.

The basic aim of this course is to improve the student's understanding of the various forecasting techniques and the problems associated with using these techniques. Those procedures with greatest applicability to practical business problems are covered. Acquainting the student with the assumptions underlying the basic forecasting techniques is another aim of the course.

DSC 8240 BUSINESS MODELING 3.0

Business Modeling.

Prerequisite: DSc 8020. CSP: 1, 2, 3, 4, 5, 6.

This course covers the development, implementation, and utilization of business models for managerial decision making. Various techniques for analytical modeling, such as forecasting, optimization, simulation, decision analysis, and classification, are discussed. Students gain mastery in developing complex financial models implemented in decision support systems that cover applications in strategic planning, financial management, operations/project management, and marketing research. These topics are covered in the context of emerging information technology architecture. emerging information technology architecture.

DSC 8300 APPL REGRESSION ANALYSIS 3.0

Applied Regression Analysis.

Prerequisite: MBA 8011. CSP: 1, 6.

The basic aim of this course is to improve the student's understanding of the various uses of regression analysis. These uses range from linear to nonlinear estimations. Both bivariate and multivariate regression are discussed. Acquainting the student with the assumptions of the general regression model is another aim of the course. Practical suggestions are given for checking the regression model by

examining the residuals. A description and comparison of the basic types of regression computer programs are presented.

DSC 8330 DATA MINING 3.0

Data Mining.

Prerequisite: MBA 8011 or consent of instructor.

CSP: 1, 2, 3, 4, 5, 6.

This course covers various analytical techniques to extract managerial information from large data warehouses. A number of well-defined data-mining tasks such as classification, estimation, prediction, affinity grouping and clustering, and data visualization are discussed. Design and implementation issues for corporate data warehousing are also covered.

DSC 8350 RISK BENEFIT ANALYSIS 3.0

Risk Benefit Analysis.

Prerequisite: Math 1070. CSP: 1, 2, 3.

This course develops the basic elements involved in decision making and integrates them developing a systematic theory of decision making under uncertainty. It examines the problems of measurements of uncertainty, utility, and payoffs in decision making and explores the costs of various decision criteria.

DSC 8389 DIR READ IN DECISION SCI 1.0 to 3.0

Directed Readings in the Decision Sciences.

Prerequisites: consent of the instructor, good academic standing.

DSC 8450 STATISTICAL MODELING 3.0

Statistical Modeling.

Prerequisites: MBA 8011, DSc 8020, DSc 8240. CSP: 1, 6.

This course presents applications of important statistical models for organizational analysis and decision making. Applied research based on observational studies is emphasized. The SAS statistical package is employed to analyze data using various statistical techniques. Examples of statistical models and techniques include exploratory data analysis, factor analysis, regression analysis, discriminant analysis, and cluster analysis.

DSC 8760 STAT QUALITY ASSURANCE 3.0

Statistical Quality Assurance.

Prerequisite: MBA 8011. CSP: 1, 2, 3, 6.

This course provides students with a set of statistical skills to implement quality control and to improve manufacturing service processes. The course emphasizes

control-charting methods for variables (mean, range, standard deviation, and single observations) and attributes (proportion and number of nonconforming pieces). This course also emphasizes both classical and Taguchi methods for experimental design and the improvement of performance. Computer exercises and mini-cases reinforce the statistical concepts, and outside readings help place the statistical concepts within the broader total quality management context.

DSC 8780 KNOWLEDGE-BSD DEC SUP SYS 3.0

Knowledge-based Decision Support Systems.

Prerequisite: DSc 8020 or consent of the instructor.

CSP: 1, 2, 4.

This course deals with decision support systems which represent expert knowledge of problem-solving rules and heuristics directly in a “knowledge base.” Student’s projects use available expert system “shell” programs as DSS generators to acquire, represent, refine, and use expert knowledge in specific application areas such as financial analysis, auditing, and market analysis.

DSC 8820 RESEARCH DESIGN 3.0

Research Design.

Prerequisite: DSc 8080.

This course consists of a survey of statistics which relate to the following topic areas: (1) the philosophy of experimental design, (2) ANOVA techniques, (3) philosophy of research, and (4) data collection techniques.

DSC 8840 REGRESSION ANALYSIS 3.0

Regression Analysis.

Prerequisites: DSc 8080 and BA 6000. CSP: 1, 6.

The focus of the course is on regression as an inferential tool for conducting empirical research. As such, in-depth coverage is given to the topics of parameter estimation, hypothesis testing, and residual analysis. Multicollinearity diagnostics and remedies are discussed, and several special topics are covered.

DSC 8860 MULTIVARIATE DATA ANALYSIS 3.0

Multivariate Data Analysis.

Prerequisites: DSc 8840 or Econ 8750, and BA 6000.

CSP: 1, 6.

Multivariate data analysis is illustrated for data reduction, quasi-experimentation, and true experimentation. Critical assessment of published research is the key goal. Among various techniques covered are multivariate hypothesis

testing, principal components analysis, factor analysis, cluster analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and multivariate analysis of covariance.

DSC 8880 TIME SERIES MODELS 3.0

Time Series Models.

Prerequisite: DSc 8840 or Econ 8750 or DSc 8200 or DSc 8300. CSP: 1, 3.

This course covers advanced methods for analyzing, modeling, and forecasting time series. The course emphasizes the theory and applications of time series and covers single and multiple series. The course covers stationarity, Autoregressive and Moving Average Models (ARMA), and vector ARMA.

DSC 9200 SEM-DECISION SCIENCES 3.0

Seminar in the Decision Sciences.

Prerequisite: consent of the instructor.

This course concentrates on the elements of the decision process. The primary media used for instruction are presentations of decision-making applications in organizational environments.

DSC 9250 READ SEM IN DEC SCIENCES 3.0

Reading Seminar in the Decision Sciences.

Prerequisite: consent of the instructor.

The coverage of this course is highly variable. The course allows a student with a special interest in an area to pursue his or her interest in whatever depth and direction are appropriate. Examples of such areas are topics not covered in other course offerings and special in-depth coverage beyond normal course offerings. Instruction and guidance are normally on a tutorial basis.

DRAWING AND PAINTING

DP 6000 SEL TOPICS: DRAWING & PAINTING 3.0

Selected Topics in Drawing and Painting.

Prerequisite: consent of instructor.

Selected topics in drawing and painting. May be repeated once for a maximum of six credit hours.

DP 6100 DRAWING 3.0

Drawing.

Prerequisite: consent of instructor.

For students not majoring in Drawing, Painting, and Printmaking. Expressive and interpretive drawing. May be repeated for a maximum of 12 credit hours.

DP 6500 PAINTING 3.0

Painting.

Prerequisite: consent of instructor.

For students not majoring in Drawing, Painting, and

Printmaking. Expressive and interpretive painting.

May be repeated for a maximum of 12 credit hours.

DP 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are drawing and painting majors.

Individual research. May be repeated for a maximum of 12 hours.

DP 8100 DIRECTED STUDY IN DRAWING 3.0 to 9.0

Directed Study in Drawing.

Prerequisite: consent of instructor.

For M.F.A. drawing and painting majors. Conceptual development using a variety of traditional and experimental approaches to drawing. May be repeated for a maximum of 12 credit hours.

DP 8500 DIRECTED STUDY IN PAINTING 3.0 to 9.0

Directed Study in Painting.

Prerequisite: consent of the instructor.

For M.F.A. drawing and painting majors. Conceptual development using a variety of traditional and experimental approaches to painting. May be repeated for a maximum of 12 credit hours.

DP 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and School director.

Independent study. Contract outlining course content is required.

DP 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: consent of thesis advisor.

Preparation of thesis and graduate exhibition.

EARLY CHILDHOOD EDUCATION

ECE 5000 LITERACY COLLAB TEAM PLANNING 1.0 to 2.0

Literacy Collaborative Team Planning.

Restricted to Literacy Collaborative program students. This course is designed to introduce teachers to a literacy lesson framework that supports and extends children's

knowledge of reading and writing. Course requires participation over two consecutive terms. (Repeatable)

ECE 5001 LITERACY COLLAB COORD TRAINING 3.0

Literacy Collaborative Coordinator Training.

Restricted to Literacy Collaborative program students. This course is designed to help teachers learn the theoretical framework for understanding the reading and writing process. Teachers learn how to prepare staff development opportunities for colleagues at their schools. Course requires participation over three consecutive terms. (Repeatable)

ECE 5002 LITERACY COLLAB TEACHER TRAINING 1.0 to 2.0

Literacy Collaborative Teacher Training.

Restricted to Literacy Collaborative program students. This course is designed to help teachers learn and implement the theoretical framework for the development of reading and writing processes in young learners. Teachers learn how to assess children's reading and writing, to plan the next step for instruction, and to reflect on the effectiveness of teacher decisions to meet the literacy needs of children. (Repeatable)

ECE 6691 MENTORSHIP IN URBAN CLASS 3.0

Mentorship in the Urban Classroom.

Corequisites: ECE 6820, ECE 6821, ECE 6985, and ECE 6987. Students participate in a supervised internship in an urban setting. Grades of satisfactory/unsatisfactory are assigned. (Repeatable)

ECE 6820 TEACHER REFLECTION/RESEARCH I 3.0

Teacher Reflection and Research I.

Corequisites: ECE 6691 and ECE 6985.

This course focuses on methods of teacher reflection and on research procedures and design suitable for the conduct of teacher research. Students keep a reflective journal, identify a research problem for study in their classroom or at their school, and do a literature search on their identified research problem. Grades of satisfactory/unsatisfactory are assigned.

ECE 6821 TEACHER REFLECTION/RESEARCH II 3.0

Teacher Reflection and Research II.

Corequisites: ECE 6691 and ECE 6987.

Students deepen their questioning in their reflective journals, conduct classroom/school research on the previously identified problem, and write a paper suitable

for submission to a journal. Grades of satisfactory/unsatisfactory are assigned.

ECE 6960 SEM:RDG/LANG ARTS CURRICULUM 6.0

Seminar: Reading and Language Arts Curriculum for Young Children.

Corequisites: ECE 6970 and ECE 6980.

Students examine the basic pre-requisites to literacy and the general progression of skill acquisition necessary in identifying literacy levels and tailoring instructional strategies to meet students' needs. Supervised field experience is required. Grades of satisfactory/unsatisfactory are assigned.

ECE 6961 SEM:COACH,CURRIC,TECHNOLOGY I 6.0

Seminar: Coaching, Curriculum, and Technology I.

Supervised by departmental faculty, students receive individualized coaching designed to support the instructional effectiveness of the beginning classroom teacher. Coaching includes management, curriculum planning and methods, and the use of technology. Group sessions on curriculum and technology are identified and scheduled as needed. Instructional coaching is provided in the teacher's classroom. Grades of satisfactory/unsatisfactory are assigned.

ECE 6962 SEM:COACH,CURRIC,TECHNOLOGY II 6.0

Seminar: Coaching, Curriculum, and Technology II.

Corequisites: ECE 6971 and ECE 6981.

Supervised by departmental faculty, students receive individualized coaching designed to support the instructional effectiveness of the beginning classroom teacher. Coaching includes management, curriculum planning and methods, and the use of technology. Group sessions on curriculum and technology are identified and scheduled as needed. Instructional coaching is provided in the teacher's classroom. Grades of satisfactory/unsatisfactory are assigned.

ECE 6963 SEM:COACH,CURRIC,TECHNOLOGY III 6.0

Seminar: Coaching, Curriculum, and Technology III.

Corequisites: ECE 6972 and ECE 6982.

Supervised by departmental faculty, students receive individualized coaching designed to support the instructional effectiveness of the beginning classroom teacher. Coaching includes management, curriculum planning and methods, and the use of technology. Group sessions on curriculum and technology are identified and scheduled as

needed. Instructional coaching is provided in the teacher's classroom. Grades of satisfactory/unsatisfactory are assigned.

ECE 6970 SEM:MATH CURRIC YOUNG CHILDREN 3.0

Seminar: Math Curriculum for Young Children.

Corequisites: ECE 6960 and ECE 6980.

Students examine the basic prerequisite of numeracy and the general progression of skill acquisition necessary in identifying mathematical understanding and tailoring instructional strategies to meet students' needs. Supervised field experience is required. Grades of satisfactory/unsatisfactory are assigned.

ECE 6971 SEMINAR: CRITICAL ISSUES I 1.0 to 3.0

Seminar: Critical Issues I.

Corequisites: ECE 6962 and ECE 6981.

Students examine relevant issues including diversity, urban school culture, and management and their application to classroom practice. Grades of satisfactory/unsatisfactory are assigned.

ECE 6972 SEMINAR: CRITICAL ISSUES II 3.0

Seminar: Critical Issues II.

Corequisites: ECE 6963 and ECE 6982.

Students examine relevant issues including parent-teacher communication, testing, reflective teaching, and management and their application to classroom practice. Grades of satisfactory/unsatisfactory are assigned.

ECE 6980 SEM:MANAGING CHILDREN/INSTRUCT 3.0

Seminar: Managing Children and Instruction in Early Childhood Education.

Corequisites: ECE 6960 and ECE 6970.

The course focuses on effective teaching skills and techniques such as planning, assessment, and reflection in developing a classroom environment. Strategies for appropriate behavior management are examined and developed. Supervised field experience is required. Grades of satisfactory/unsatisfactory are assigned.

ECE 6981 SEM:CHILD DEVELOPMENT & LRNG I 3.0

Seminar: Child Development and Learning I.

Corequisites: ECE 6962 and ECE 6971.

Students examine major developmental theories and research related to normal development and exceptionality and their application to the teaching of young children. Topics include physical and motor development; language and

cognition; intelligence; and social, emotional, and moral development. Instructional coaching is provided in the teacher's classroom. Grades of satisfactory/unsatisfactory are assigned.

ECE 6982 SEM:CHILD DEVELOPMNT & LRNG II 3.0

Seminar: Child Development and Learning II.

Corequisites: ECE 6963 and ECE 6972.

Students examine major developmental theories and research related to normal development and exceptionality and their application to the teaching of young children. Topics include physical and motor development; language and cognition; intelligence; and social, emotional, and moral development. Instructional coaching is provided in the teacher's classroom. Grades of satisfactory/unsatisfactory are assigned.

ECE 6985 SEMINAR: CURRICULUM I 6.0

Seminar: Curriculum I.

Corequisites: ECE 6691 and ECE 6820.

Students examine and adapt current theory and professional standards when planning reading, math, social studies, and technology instruction in the early childhood classroom. Content integration with appropriate assessment strategies for kindergarten through 5th grade is included. This course assists the teacher to identify specific reading, language, and mathematical deficiencies in concepts and skills of children in his or her classroom. Strategies for designing and implementing remediation plans are emphasized. Grades of satisfactory/unsatisfactory are assigned.

ECE 6987 SEMINAR: CURRICULUM II 6.0

Seminar: Curriculum II.

Corequisites: ECE 6691 and ECE 6821.

Students examine and adapt current theory and professional standards when planning reading, math, science, and technology instruction in the early childhood classroom. Content integration with the appropriate assessment strategies for kindergarten through 5th grade is included. This course assists the teacher to identify specific reading, language, and mathematical deficiencies in concepts and skills of children in his or her classroom. Strategies for designing and implementing remediation plans are emphasized. Grades of satisfactory/unsatisfactory are assigned.

ECE 6989 SEM:FAM,YNG CHLD,SCHL IN SOCTY 3.0

Seminar: Families, Young Children, and the School in Contemporary Society.

Students explore the changing nature of the family in today's society and the role of the school as a socializing agent in early childhood in cooperation with the family and community. The course focuses on strategies for effective communication and partnership between the teacher, family, and community. Grades of satisfactory/unsatisfactory are assigned.

ECE 7360 RDG RECOVERY CLINICAL TEACHR I 3.0

Reading Recovery Clinical for Teachers I.

Corequisite: ECE 7370.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.)

This course is designed to help teachers in training develop an in-depth knowledge of the principles and procedures of the Reading Recovery program and to implement these principles and procedures with at-risk regular education first-grade children in local school districts.

ECE 7370 RDG RECOVERY CLINICAL TCHR II 3.0

Reading Recovery Clinical for Teachers II.

Corequisite: ECE 7360.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.)

This course is designed to help teachers in training further develop an in-depth knowledge of the principles and procedures of the Reading Recovery program and continue to explore these teaching methods and procedures, for acceleration of learning, and subsequent discontinuing from the program with at-risk regular education first-grade children in local school districts.

ECE 7380 RDG RECOVERY CLINICAL TCHR III 3.0

Reading Recovery Clinical for Teachers III.

Prerequisites: ECE 7360 and ECE 7370.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.)

The course is designed to help teachers in training develop further the principles and procedures of the Reading Recovery program and continue to explore these teaching methods and procedures, acceleration of learning, discontinuing from the program with at-risk regular education first-grade children in local school districts. Other issues discussed include midyear selection of students, guidelines for program withdrawal, records management, data collection, system-wide implementation, and evaluating and reporting the results of the Reading Recovery program.

ECE 7390 CURRICULUM IN ECE CLASSROOM I 3.0

Curriculum in the Early Childhood Classroom I.

Prerequisites: ECE 7410.

Corequisites: ECE 7740 and EPRS 7910.

Students examine and adapt current theory and professional standards when planning mathematics, science, social studies, and language arts instruction in the early childhood classroom. Faculty model integration and collaborative approaches; participants continually reflect upon classroom implementation. Course work is taken over two consecutive terms. IP grades are assigned each term until all course requirements have been completed.

ECE 7400 CURRICULUM IN ECE CLASSROOM II 3.0

Curriculum in the Early Childhood Classroom II.

Prerequisite: ECE 7390.

Corequisites: ECE 7750 and EPY 7090.

Students examine and adapt current theory and professional standards when planning mathematics, science, social studies, and language arts instruction in the early childhood classroom. Faculty model integration and collaborative approaches; participants continually reflect upon classroom implementation. Course work is taken over two consecutive terms. IP grades are assigned each term until all course requirements have been completed.

ECE 7410 CRITICAL ISSUES IN ECE I 3.0

Critical Issues in Early Childhood Education I.

Prerequisites: EPRS 7910 and EPY 7090.

Corequisites: ECE 7420 and EPSF 7120.

Students examine critical issues in the field such as diversity, technology, leadership, assessment and others, and their impact on instructional practice in a collaborative setting. Course work is taken over two consecutive terms. IP grades are assigned each term until all course requirements have been completed.

ECE 7420 CRITICAL ISSUES IN ECE II 3.0

Critical Issues in Early Childhood Education II.

Corequisites: ECE 7410 and EPSF 7120.

Students examine critical issues in the field such as diversity, technology, leadership, assessment and others, and their impact on instructional practice in a collaborative setting. Course work is taken over two consecutive terms. IP grades are assigned each term until all course requirements have been completed.

ECE 7740 INTERNSHIP IN ECE CLASSROOM I 3.0

Internship in Early Childhood Classroom I.

Prerequisites: ECE 7420.

Corequisites: ECE 7390 and EPRS 7910.

This is a field experience in the P-5 classroom which encourages the educator to implement a program based on the assumption that learning is a constructive process which builds upon the knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing child learning.

ECE 7750 INTERNSHIP IN ECE CLASSROOM II 3.0

Internship in Early Childhood Classroom II.

Prerequisite: ECE 7390.

Corequisites: ECE 7400 and EPY 7090.

This is a continuation of the previous field experience in the P-5 classroom which encourages the educator to implement a program based on the assumption that learning is a constructive process which builds upon knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing child learning.

ECE 7800 CAPSTONE EXPERIENCE 3.0 to 9.0

Capstone Experience.

Prerequisites: ECE 7400, ECE 7410, and ECE 7740.

This culminating seminar/independent study course allows participants to document, interpret, synthesize, and present benchmarks of professional development over the year-long program.

ECE 7975 SEMINAR FOR GRADUATE ASSISTANTS 3.0

Seminar for Graduate Assistants.

This course is designed to inform the students of policies and procedures needed to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable)

ECE 8010 CONSTRUCTIVIST LEADERSHIP IN ECE 3.0

Constructivist Leadership in Early Childhood Education.

Corequisites: ECE 8680 and ECE 8920.

Students examine the meaning and application of constructivist leadership in elementary schools. Issues

addressed include diversity in schools, classrooms, and professionals and use of technology for effective leadership. Course includes a 2-day, 2-night retreat focused on community building and self reflection.

ECE 8100 ACCOMPLISHED TEACHING 3.0

Accomplished Teaching.

Corequisite: ECE 8400.

This course provides a history and overview of national standards (e.g., INTASC, NBPTS, NAEYC) and their role in accomplished teaching. It introduces the premises and propositions of the respective standards regarding what teachers should know and be able to do and helps teachers explore their own teaching using standards as a framework. The course includes an overview of the process of obtaining National Board certification.

ECE 8200 STANDARDS FOR ELEMENTARY TCHRS 3.0

Standards for Elementary Teachers.

Corequisites: ECE 8680 and ECE 8920.

This course facilitates teacher preparation for National Board certification. It explores the eight standards for early childhood/generalist certification (teachers of students 3-8 years old) and the ten standards for middle childhood/generalist certification (teachers of students 7-12 years old). Emphases include child development, curriculum (focuses on literacy/language arts, science, and health), diversity, teaching strategies, assessment, reflective practice, working with families, and working with colleagues. This course helps a teacher begin the process of preparing an NBPTS portfolio to demonstrate his or her competence in the standards.

ECE 8300 READING RECOVERY THEORY I 3.0

Reading Recovery Theory I.

Corequisites: ECE 8360, ECE 8370, and ECE 8700.

Restricted to Reading Recovery students. Students examine the theoretical and research foundation for Reading Recovery, its history, issues for implementation, and the nature of this systemic educational innovation.

ECE 8310 READING RECOVERY THEORY II 3.0

Reading Recovery Theory II.

Prerequisite: ECE 8300.

Corequisites: ECE 8320, ECE 8380, ECE 8390, and ECE 8700.

Restricted to Reading Recovery students. Students examine the theoretical and research foundation for Reading Recovery issues for implementation of this systematic

educational innovation. Emphasis in this course shifts to a focus on developing and understanding of Clay's theories of reading and emergent literacy in comparison to those of other theorists in the field.

ECE 8320 READING RECOVERY THEORY III 3.0

Reading Recovery Theory III.

Prerequisite: ECE 8300; restricted to Reading Recovery students.

Corequisites: ECE 8310, ECE 8380, ECE 8390, and ECE 8700.

Students examine the theoretical and research foundation for Reading Recovery issues for implementation of this systemic educational innovation. Emphasis in this course continues on developing an understanding of Clay's theories of reading and emergent literacy in comparison to those of other theorists in the field.

ECE 8360 RDG RECOVERY CLINICAL LEADRS I 3.0

Reading Recovery Clinical for Leaders I.

Corequisites: ECE 8300, ECE 8370, and ECE 8700.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teacher leaders in training develop an in-depth knowledge of the principles and procedures of the Reading Recovery program and to implement these principles and procedures with at-risk regular education first grade children within local school districts.

ECE 8370 RDG RECOVERY CLINICAL LDRS II 3.0

Reading Recovery Clinical For Leaders II.

Corequisites: ECE 8300, ECE 8360, and ECE 8700.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teacher leaders in training develop further an in-depth knowledge of the principles and procedures of the Reading Recovery program and to continue to explore these teaching methods and procedures, for acceleration of learning, and subsequent discontinuing from the program with at-risk regular education first grade children within local school districts.

ECE 8380 RDG RECOVERY CLINICAL LDRS III 3.0

Reading Recovery Clinical for Leaders III.

Prerequisites: ECE 8370.

Corequisites: ECE 8320, ECE 8390, and ECE 8700.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teacher leaders in training develop further the

principles and procedures of the Reading Recovery program and to continue to explore these teaching methods and procedures, acceleration of learning, discontinuing from the program, regular education first-grade children within local school districts. Other issues discussed include midyear selection of students, guidelines for program withdrawal, records management, data collection, system-wide implementation, reporting, and evaluation of the Reading Recovery program.

ECE 8390 RDG RECOVERY CLINICAL LDERS IV 3.0

Reading Recovery Clinical for Leaders IV.

Prerequisite: ECE 8360.

Corequisites: ECE 8310, ECE 8320, and ECE 8380.

Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) The fourth in a four-course sequence is designed to help teacher leaders in training refine the principles and procedures of the Reading Recovery program and to continue to explore these teaching methods. Other issues discussed include late-year selection of students, program withdrawal, and problems of children receiving incomplete programs, end-of-year management and instructional issues, and planning for teacher training.

ECE 8400 CURRICULUM & TEACHER DEVELOPMNT 3.0 to 6.0

Curriculum and Teacher Development.

Corequisite: ECE 8100.

This seminar addresses leadership in supervision, curriculum development, and staff development. The course focuses on theories and research in teacher change and curriculum.

ECE 8680 INTERNSHIP IN EARLY CHLD ED II 3.0

Internship in Early Childhood Education II.

Corequisites: ECE 8920 (Fall); ECE 8920 and ECE 8010 (Spring).

Provides field experience in the P-5 school/classroom which encourages the educator to facilitate constructivist leadership, teacher development, and action research in the school. The participant functions in a collaborative with other professionals to enhance their growth and development. (Repeatable)

ECE 8700 READING RECOVERY SUPERVISION 3.0

Reading Recovery Supervision.

Corequisites: ECE 8300, ECE 8360, and ECE 8370.

Restricted to Reading Recovery students. This course prepares students for the role of Reading Recovery teacher leader. Special attention is given to the understanding of

how theory and research support the Reading Recovery program, issues related to effective implementation, theories and models of professional development, supervision, and systemic change. Students develop skills for administering, implementing, evaluating, and improving district and regional early literacy intervention programs and further develop skills for facilitating professional development of classroom teachers and educators. Issues that impinge on program development and change and the professional development of educators are explored. Teacher leaders in training apply knowledge of teacher effectiveness and supervision theory and supervision of Reading Recovery teachers. (Repeatable)

ECE 8800 CAPSTONE EXPERIENCE 6.0

Capstone Experience.

The capstone experience is designed by faculty and participants to provide a final reflection and documentation of an individual's work. As a culminating experience, it incorporates components of the program including self-assessment, reflection, articulation of work to an outside audience, peer assessment, research analysis, and an action research project. The format for the capstone is negotiated by faculty and participants but must include emphasis on the three strands of the program: early childhood education, leadership, and research.

ECE 8920 CONSTRUCTIVIST THEORIES/RESRCH 3.0 to 6.0

Constructivist Theories and Research in Early Childhood Education.

Corequisites: ECE 8680 (Fall); ECE 8680 and ECE 8010 (Spring).

This course addresses constructivist theories and their application to early childhood education. Students and faculty collaboratively examine developmental theory and its relationship to educational practice. Students examine research and plan and implement research projects in school settings. The focus of this experience is on how theory and research inform practice and improve schools.

ECE 9000 RESEARCH APPRENTICESHIP 3.0

Research Apprenticeship.

Corequisite: ECE 9850.

The student learns to conduct research through close participation with an experienced faculty researcher. At the end of the course the student is prepared to conduct research independently.

ECE 9400 TEACHER DEVELOPMENT IN ECE 3.0

Teacher Development in Early Childhood Education.

This course focuses on theory and research related to teacher change and development and practices related to teacher development. The course includes an internship in which participants work with a student teacher to promote teacher development.

ECE 9650 CUR/ISSUES & HIST PERSPECTIVES 3.0

Curriculum, Issues, and Historical Perspectives in Early Childhood.

This course is intended to contribute to the knowledge of teacher-researchers in the area of early childhood education. Content focuses on historical perspectives, curriculum theory, and current issues in the field and their applications.

ECE 9810 DIRECTED READING IN ECE 1.0 to 3.0

Directed Reading in Early Childhood Education.

Prerequisite: consent of the instructor.

This course includes individual readings on special topics in early childhood education. These areas must be ones not covered by any course regularly taught in the Department of Early Childhood Education or an extension of a previously completed course. A Directed Reading Form, available in the Department of Early Childhood Education, must be completed and signed by the instructor and the departmental chair prior to registration. (Repeatable)

ECE 9850 RESEARCH SEMINAR IN ECE 3.0

Research Seminar in Early Childhood Education.

This course is a study of research and methods and their application to early childhood theory and classroom practice. (Repeatable)

ECE 9960 SEM:ADVANCED DEVLPMNTAL THEORY 3.0

Seminar in Early Childhood Education: Advanced Developmental Theory.

This course focuses on the major theories of child development. Original works by the major theorists are read and discussed. Effects of theories on research and practice are examined.

ECE 9990 DISSERTATION 3.0 to 9.0

Dissertation.

Involves the research and writing of the doctoral dissertation. (Repeatable)

ECONOMICS**ECON 6030 INTRO TO MATH FOR ECON 3.0**

Introduction to Mathematics for Economists.

Prerequisites: Math 1111, Econ 2105, Econ 2106 or consent of the instructor.

This course provides an introduction to mathematical techniques that are frequently used in economic analysis. Topics covered include differential and integral calculus and matrix algebra. Emphasis is placed on optimization techniques.

ECON 6680 AMER ECONOMIC HIST 3.0

American Economic History.

(Cross-listed with Hist 6680). This course covers the development of the American economy with an emphasis upon the changing structure, institutional pattern, and performance of the system.

ECON 8000 SPECIAL TOPICS ECONOMICS 3.0

Special Topics in Economics.

This course provides a graduate-level treatment of topics in economics. The course can be repeated when topics vary. The course is intended primarily for master's students.

ECON 8030 MATH FOR ECONOMISTS 3.0

Mathematics for Economists.

Prerequisite: Econ 6030.

This course covers the elements of mathematical analysis, classical optimization techniques (Lagrange technique), and linear and nonlinear programming, with applications to economics, particularly comparative statistics.

ECON 8060 DYNAMICS AMER ECONOMY 3.0

Dynamics of the American Economy.

This is a survey course which incorporates both micro- and macroeconomic concepts. Topics covered include: supply and demand, markets, competition, property rights, prices, production, costs, aggregate supply and demand, the banking system, inflation, economic growth, and pricing of factors of production. The course may not be used in the economics graduate degree program.

ECON 8080 ECON OF THE PUBLIC SECTOR 3.0

Economics of the Public Sector.

Prerequisites: Econ 2106 and PAUS 8141.

Analysis of the role of government in the economy. Survey of the problems of monopoly, government regulation,

externalities, public goods, and income redistribution. Emphasis on measuring the output and costs of government services. Survey of public sector decision-making techniques such as benefit-cost analysis.

ECON 8100 APP MICROECONOMIC ANALY 3.0

Applied Microeconomic Analysis.

Prerequisites: Econ 3910 and Econ 6030 or DSc 8070.

This course provides comprehensive coverage of microeconomic topics by analyzing the applications of the theory.

A graphical and intuitive approach is stressed in addition to the mathematical. Topics include both the standard and the new consumer theory, production and cost analysis, modern theories of the firm and markets, and basic welfare economics. Applications useful to business students are also provided.

ECON 8110 MACROECONOMIC ANALYSIS 3.0

Macroeconomic Analysis.

Prerequisites: Econ 3900 and Econ 6030 or DSc 8070.

This course covers the theory of aggregate demand and supply, sector demand functions (consumption, investment, money), disequilibrium models, economic growth, inflation, unemployment and expectations, stabilization, and control.

ECON 8120 OPTIMI & PART EQUIL ANALY 3.0

Optimization and Partial Equilibrium Analysis.

Prerequisite: Econ 8100.

This course provides an in-depth analysis of utility theory and consumer demand functions, the importance of different market structures on the price and output decisions of business firms, and the pricing of factor inputs.

ECON 8130 ADV MACROECONOMIC THEORY 3.0

Advanced Macroeconomic Theory.

Prerequisites: Econ 8110 and Econ 8030.

This is the first of two advanced macroeconomic theory courses designed to bring graduate students to the frontier of current research. Topics include disequilibrium models, the real business cycle, the open economy, economic growth, stochastic macroeconomics, and control analysis.

ECON 8150 MONETARY ECON & POLICY 3.0

Monetary Economics and Policy.

Prerequisite: Econ 4500.

This course introduces the student to monetary theory and the institutions and policy through which phenomena influence national economic performance. The brand of

monetary theory developed is based on a simple inter-generational model with foundations planted in the microeconomic theory of choice (on the demand for money side). Monetary macroeconomics and open economy macroeconomics are treated extensively to recognize the importance of international economic phenomena and foreign sector policy as influences on the outcomes of domestic monetary policy actions.

ECON 8180 APPLIED ECONOMIC ANALYSIS 3.0

Applied Economic Analysis.

Prerequisites: Econ 8100 and Econ 8110.

Tools and techniques that are used for policy purposes and for forecasting by business and government will be studied. Large-scale econometric models, leading indicators, anticipations surveys, and other devices will be analyzed in order to determine the range of their usefulness for the decision maker. Model evaluation at the industry, firm, or regional level also will be pursued.

ECON 8200 BUSINESS FLUCTUATIONS 3.0

Business Fluctuations: Trends and Forecasting.

Prerequisite: Econ 3900.

An examination of the dynamic factors that lead to business fluctuations in the U.S. economy. Recent and projected U.S. experience will be analyzed in the context of macroeconomic disequilibrium.

ECON 8220 HUMAN RESOURCE & LABOR MK 3.0

Human Resources and Labor Markets.

Prerequisites: Econ 3910 and MBA 8231.

The course examines the operation of labor markets, the determination of labor supply, labor demand, and wages, and the impact that market forces and institutions have on the practice of human resource management and employment relations. A variety of public policy issues related to the labor market are also considered.

ECON 8230 EXPERIMENTAL ECONOMICS 3.0

Experimental Economics.

Prerequisite: Econ 8100 or MBA 8231.

This course introduces the student to economics experiments, providing the tools and concepts to evaluate and conduct economics experiments. Students will be encouraged to think about the empirical and policy implications of theories taught in other economics classes and to learn skills that are used to conduct empirical analysis (using both experimental and field data). We consider the historical

development of experimental economics, market experiments (where policy issues such as market power and regulation are considered), bargaining and games (where we will focus on bargaining and collective action problems), and individual decision-making experiments (focusing on decision making under risk).

ECON 8300 URBAN ECONOMICS 3.0

Urban Economics.

Prerequisite: Econ 8080 or Econ 3910.

This course examines the underlying causes of urban economic problems and evaluates alternative public policies for dealing with specific problems including congestion, discrimination, poverty, affordable housing, and central city decay. Emphasis is placed on the spatial characteristics of the urban economy as well as on market failures arising from the presence of externalities.

ECON 8320 ENVIR & NAT RESOURCE ECON 3.0

Environmental and Natural Resource Economics and Theory

Prerequisite: Econ 2106 or Econ 8100 or PAUS 8141 or MBA 8231 or consent of the instructor.

The goal of this course is to stimulate critical thinking about today's environment and natural resource problems and the public policies designed to alleviate them. It attempts to broaden students' approaches to evaluating the state of their environment and the policies that affect the environment through critical analyses of case studies concerning current environmental issues. Students will gain experience in applying principles of economic analysis to evaluate today's environmental issues and public policy.

ECON 8380 DIRECTED READINGS IN ECON 1.0 to 6.0

Directed Readings in Economics.

Prerequisite: consent of the instructor.

ECON 8430 THEORY OF FIRM & BUS STR 3.0

Theory of the Firm and Business Strategy.

Prerequisite: Econ 8100.

An application of microeconomic theory and industrial organization to topics for internal firm organization and strategic business decision-making. Topics vary, but typically include transactions cost analysis and empirical implications, multiproduct cost concepts, vertical integration, product differentiation and product quality, durable good pricing, innovation and patents, spatial competition, delivered (base point) pricing, price

discrimination, product building, network economies and information implications, and special topics in regulatory economies and transitional adjustments in deregulated industries.

ECON 8440 INDUSTRIAL ORG & ANTITRUST EC 3.0

Industrial Organization and Antitrust Economics.

Prerequisite: Econ 3910 or MBA 8231.

This course applies microeconomic analysis to the study of firm strategies and industry behavior, with special emphasis on those horizontal and vertical interactions that have been subject to antitrust scrutiny. Specific examples include price fixing, mergers, tying contracts, exclusive dealer and territorial arrangements, price discrimination, boycotts and reciprocity, and various predation strategies. Doctrinal disputes are explored and specific cases studied in light of the academic literature in industrial organization.

ECON 8450 ISSUE PUBLIC PROG & TAX POLICY 3.0

Issues in Public Programs and Tax Policy.

Prerequisite: Econ 8080 or PAUS 8141 or MBA 8231.

In this course a set of public policy issues is presented for in-depth discussion and analysis. The issues are selected from public program and tax policy issues that are of contemporary national interest. Examples of public programs could include social security, education, health care, environmental issues, or defense. Tax policy issues might include capital gains taxation, value-added taxation, user fees, or the personal income tax. The policy issues selected will vary from term to term.

ECON 8460 ECON STATE & LOCAL PUBLIC SEC 3.0

Economics of the State and Local Public Sector.

Prerequisite: Econ 8080 or PAUS 8141 or MBA 8231.

This course focuses on the application of economic principles to fiscal decisions of state and local governments. Three major topics are discussed: the description and analysis of revenue sources including taxes, lotteries, and debt; intergovernmental fiscal relations including grants, school-aid programs, and the allocation of functions between levels of government; and the provision of public services.

ECON 8470 INT'L PUBLIC ECONOMICS 3.0

International Public Economics.

Prerequisites: Econ 8080 or PAUS 8141 or MBA 8231.

This course is a survey of topics in international public

economics with an emphasis on world-wide practices. The purpose of the course is to provide students with case studies of international experiences developed using standard tools of public economics so that students can analyze these and other topics outside the classroom. The course uses the concepts of public economics (public goods, externalities, economic efficiency, equity, and income distribution) to analyze issues such as the following: Which level of government should provide which goods? How should a tax system be structured in developing, transitional, and developed economies? How many levels of government should exist? How can taxes be more effectively collected? At the end of the class, students will be familiar with the more important policy questions facing countries around the world and will be better equipped to analyze alternative policy reforms.

ECON 8500 HIST OF ECON THOUGHT 3.0

History of Economic Thought.

Prerequisite: Econ 2106.

This course deals with the development of political economy from its Greek origins through the twentieth century. The continuity of intellectual and economic thought and their relationship to changing social and political settings are stressed. Particular emphasis is placed on the Classical and neo-Classical authors and their critics.

ECON 8600 ECONOMICS OF DEVELOPMENT 3.0

Economics of Development.

Prerequisites: MBA 8231 or Econ 8100 and Econ 8110.

This course examines the process by which countries may achieve successively higher levels of development. Its theoretical foundation is the theory of economic growth. However, it draws heavily on elements of the theories of international trade and finance, monetary-macroeconomics, industrial organization and the new theory of the firm. The dialogue begins with treatments of the relationships between macroeconomic stabilization and growth, and proceeds to the analysis of structural change, institutional development, economic policy and growth.

ECON 8610 QUANT DEV POLICY ANALYSIS 3.0

Quantitative Development Policy Analysis.

Prerequisites: MBA 8231 or Econ 8100 and Econ 8110 and DSc 8080.

This course is designed to develop a working knowledge of specific quantitative techniques commonly used in economic development policy analysis. For each case study, actual

data and the case scenarios are taken from a developing country. The relevant economic issues are addressed, and, then, empirical exercises are prescribed in order to answer the policy questions posed. The course will be conducted in a computer lab. Each workstation will have the software necessary to carry out all assigned exercises. Attention is also given to understanding the applicability and limits of empirical analysis for the purpose of improving policy decisions.

ECON 8680 ADV ECON HISTORY 3.0

Advanced Economic History.

Prerequisites: Econ 2105 and Econ 2106.

An analysis of the emergence of the United States from status as an underdeveloped area to that of a high-mass consumption economy in the twentieth century. Special attention will be given to the interaction of capital formation, technology, entrepreneurship, and public policy in influencing this evolution. Changes in national income and its distribution will be assessed; the changing position of the United States in the world economy will be evaluated.

ECON 8700 ECONOMICS & THE INTERNET 3.0

Economics and the Internet.

Prerequisite: MBA 8231.

This course presents a broad overview of economics and the Internet, covering both macro and microeconomic topics. We begin by describing the role of innovation and technology in economic growth, including growth models and a comparison of the industrial and information revolutions. Within this framework, we discuss the emergence of the Internet as a foundation for the information economy. The macroeconomic section includes both domestic and international topics: measuring economic activity, electronic commerce, monetary policy, and international integration. We then explore how the Internet is changing industries and market structures, from production and cost structures to market pricing.

ECON 8740 APP STATISTICS & ECONOMETRICS 3.0

Applied Statistics and Econometrics.

This course develops basic knowledge of applied statistics and applied econometrics with particular emphasis on the relationship between economic variables. The first part of the course reviews statistical measures, random variables, and probability distributions. It will examine the role of a random sample and estimation and testing of parameters. The second part will introduce estimation approaches such as simple ordinary least squares and then multiple regression.

These techniques will be applied to real data for the purpose of policy analysis in areas as diverse as health, labor markets, finance, development, and taxation.

ECON 8750 ECONOMETRICS 3.0

Econometrics.

Prerequisite: DSc 8080.

This course provides a study of linear econometric methods. Subjects cover the classical linear regression model, generalized least squares, and an introduction to a symptotic distribution theory. Topics such as maximum likelihood testing, specification testing, violations of the classical assumption, and dichotomous choice models will be examined.

ECON 8760 ADV ECONOMETRICS 3.0

Advanced Econometrics.

Prerequisite: Econ 8750 or DSc 8840.

This course covers a variety of advanced topics in econometrics. Standard theory is reviewed and extended. Subjects include maximum likelihood, limited dependent variables, method of moments estimation, and simultaneous systems estimation.

ECON 8770 TOPICS IN ECONOMETRICS 3.0

Topics in Econometrics.

Prerequisites: Econ 8750 and Econ 8760.

This course extends the student's knowledge of modeling and estimation in econometrics. Two important topics will be considered: time series and limited dependent variables. Students will cover stationarity, ergodicity, ARMA, ARIMA, and unit roots. Limited dependent variables models such as probit, logit, multinomial logit, nested logit, and duration models will be considered under the second topic.

ECON 8850 INTERNATIONAL TRADE 3.0

International Trade.

Prerequisite: Econ 3910 or MBA 8231.

This course develops an understanding of the economic basis for trade. It also examines trade policies nations adopt, common markets, international resources flows, and the multinational corporation.

ECON 8860 ECONOMICS OF GLOBAL FINANCE 3.0

Economics of Global Finance.

Prerequisites: Econ 2105 and Econ 2106.

This course deals with the functioning of the international monetary system and its financial markets which set or

influence foreign exchange rates. It develops an open economy macro model showing balance of payments equilibrium, and assesses policies to deal with imbalances. It examines the impact of international capital flows.

ECON 8990 THESIS RESEARCH 1.0 to 15.0

Thesis Research.

Thesis research for students in the MA-EC program.

ECON 9000 DOCTORAL RESEARCH 1.0 to 15.0

Doctoral Research.

Doctoral students who have not yet passed their field examinations and are not registered in nine or more hours of course work on their program of study must register for this course to satisfy continuous registration requirements. A grade of S or U will be assigned based on attendance and participation in departmental research activities.

ECON 9070 GEN EQUILIBRIUM & WELFARE 3.0

General Equilibrium and Welfare.

Prerequisite: Econ 8120.

This course deals with the existence, stability, and uniqueness of multimarket equilibrium and the welfare properties of such equilibrium.

ECON 9080 TOPICS IN MACROEC THEORY 3.0

Topics in Macroeconomic Theory.

Prerequisite: Econ 8130.

This second course in advanced macroeconomic theory covers special topics in contemporary macroeconomics. While some topics may vary from year to year in response to theoretical developments, primary emphasis is placed upon the overlapping generations model, money, multiple equilibria, and optimal consumption.

ECON 9150 ADV MONETARY THEORY 3.0

Advanced Monetary Theory.

Prerequisite: Econ 8130.

This course covers topics in the following areas: the role of money as a causal factor in a modern economic system; alternatively formulated demand for and supply of money functions; integration of value and monetary theory; and dynamic models of monetary behavior.

ECON 9180 ECONOMICS OF UNCERTAINTY 3.0

Economics of Uncertainty.

Prerequisites: Econ 8100 and Econ 8110.

Topics in the economics of uncertainty including the utility

analysis of choices involving risk, models of risk aversion, the theory of the firm under uncertainty, information and search models, and market equilibrium under uncertainty.

ECON 9190 APPLIED GAME THEORY 3.0

The purpose of this course is to introduce the basic tools of game theoretical analysis to graduate students in economics and other subjects. Topics include basic decision theory and measurement of payoffs, games in normal (strategic) and extensive forms, Nash equilibrium and its refinements, existence results, perfect and imperfect information, mixed strategies, introduction to repeated games, games with incomplete information, and cooperative games. Many applications of game theory in economics and other subjects will be discussed.

ECON 9220 ADVANCED LABOR ECONOMICS 3.0

Advanced Labor Economics.

Prerequisites: Econ 8100 and Econ 8750.

This course provides a theoretical and empirical foundation for the analysis of issues in the areas of labor supply, labor demand, and human capital. There is a strong emphasis on the policy implications of the theoretical models and empirical techniques studied.

ECON 9230 TOPICS IN ADV LABOR ECON 3.0

Topics in Advanced Labor Economics.

Prerequisites: Econ 8100 and Econ 8750.

This course is designed to familiarize the advanced Ph.D. student with the current state of the labor economics literature in a broad range of topic areas and with the theoretical and empirical foundations on which that literature is built. The topics included will vary from year to year.

ECON 9300 SEMINAR IN URBAN ECON 3.0

Seminar in Urban Economics.

Prerequisites: Econ 8100 and Econ 8300 or equivalent.

This course covers economic theory, concepts, and methods of analysis for the study of the structure, operation, and development of urban economics. Theories and evidence are reviewed in the areas of spatial economics, urban transportation, housing markets, urban poverty, and local public finance.

ECON 9310 ENVR & RESOURCE ECONOMICS I 3.0

Environmental and Resource Economics I.

Prerequisites: Econ 8100 and Econ 8120.

This course is part of a two-course sequence designed to provide students with a working knowledge of the most important models and analytical techniques used in the design of public policy for the management and conservation of natural and environmental systems; environmental benefits measurement; and dynamic models of natural resource management.

ECON 9320 ENVR & RESOURCE ECONOMICS II 3.0

Environmental and Resource Economics II.

Prerequisites: Econ 8100 and Econ 8120.

This concluding section of environmental and resource economics will focus the skills developed in Environmental and Resource Economics I toward using theoretical models and analytical techniques associated with contemporary environmental and natural resource management problems.

ECON 9330 REGIONAL ECONOMICS 3.0

Regional Economics.

Prerequisites: Econ 8100 and Econ 8300 or equivalent.

The course examines the structure and development of regional economies, the causes of growth among regions, and the location of economic activity within an economic system. The role of factor mobility and other determinants of growth will be covered.

ECON 9450 ADVANCED PUBLIC ECON I 3.0

Advanced Public Economics I.

Prerequisite: Econ 8100.

This is an advanced course that focuses on the theory of and recent research on public expenditures. Topics include: Public goods, externalities, cost benefit analysis, and bureaucracy.

ECON 9460 ADVANCED PUBLIC ECON II 3.0

Advanced Public Economics II.

Prerequisite: Econ 8100.

This is an advanced course that focuses on the theory of recent research on taxation. Topics covered include: tax incidence, incentive effects of taxation, and welfare analysis of taxation.

ECON 9500 DISSERTATION RESEARCH 1.0 to 18.0

Dissertation Research.

Doctoral students who have passed the field examinations must register for this course each term (excluding summer term) until graduation to satisfy the continuous registration requirement. A grade of IP (indicating

satisfactory progress was made on the dissertation) or U (indicating lack of satisfactory progress) is assigned each term. At the end of the term during which the dissertation is completed/defended, a grade of S (satisfactory) or U (unsatisfactory) will be assigned to the student.

ECON 9510 DISSERTATION WORKSHOP 3.0

Dissertation Workshop.

Prerequisite: completion of Ph.D. course work.

This course provides a forum for the development and implementation of dissertation topics and research. In-depth analysis of selected economic literature is conducted with an emphasis on effective research strategies and techniques. Students are expected to make presentations regarding their own research ideas to gain constructive criticism in a supportive environment.

ECON 9520 SPECIAL TOPICS ECONOMICS 3.0

Special Topics in Economics.

Prerequisite: consent of the instructor.

This course provides an advanced research-oriented treatment of topics in economic analysis. The course can be repeated when topics vary. The course is intended primarily for doctoral students.

ECON 9800 INT'L TRADE THEORY 3.0

International Trade Theory.

Prerequisite: Econ 8100.

A rigorous development of the pure theory of international trade, examining the economic factors which in the long-run determine the structure of trade. The classical, neoclassical, and modern theories of international trade; the gains from trade; and factor movements are all analyzed in detail. Trade theory is also applied to commercial policy and economic integration.

ECON 9880 INT'L MONETARY ECON 3.0

International Monetary Economics.

Prerequisites: Econ 8100 and Econ 8110.

This course deals in a systematic fashion with the monetary aspects of international trade and investment. Topics covered include the foreign exchange market, the balance of payments, adjustment under alternative monetary systems, international capital movements, and policies to maintain external and internal balance.

EDCI 6600 INTRO TO SECONDARY TEACHING 3.0

Introduction to Secondary Teaching.

Examines the nature of secondary students and schools.

Explores instructional materials, teaching strategies, technology, and effective teaching. Includes experiences in reflective teaching and micro-teaching.

EDCI 7020 MID SCHLS IN A DIVERSE SOCIETY 3.0

Middle Schools in a Diverse Society.

Examines the rationale for middle schools, organizational patterns, nature of students, and the linkages among schools, families, and communities.

EDCI 7400 DYNAMIC INTERDISCP TCHG MID GR 3.0

Dynamics of Interdisciplinary Teaching in the Middle Grades.

Explores theory and practice of interdisciplinary, child-centered teaching, and effective learning in middle grades classrooms.

EDCI 7420 ASSESSMENT ISSUES IN MID GRDS 3.0

Assessment Issues in the Middle Grades.

Explores assessment and instruction issues and cases in major learning areas (reading, language arts, mathematics, science, and social studies) with an emphasis on common areas of attention, comprehension, memory, concept learning, problem-solving, and motivation. Alternative means of assessment and evaluation are explored.

EDCI 7660 PRACTICUM I 3.0

Practicum I.

This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7670 PRACTICUM II 3.0

Practicum II.

This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7680 PRACTICUM III 3.0

Practicum III.

This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision.

EDCI 7800 PROFESSIONAL INQUIRY 3.0

Professional Inquiry.

EDUCATION/CURRICULUM & INSTRUCTION

Students conduct professional inquiry project in schools/classrooms as part of portfolio assessment of M.Ed. program performance and of excellence in practice and inquiry.

EDCI 7975 SEMINAR FOR GRADUATE ASSISTANTS 3.0

Seminar for Graduate Assistants.

This course is designed to inform the students of policies and procedures needed to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable)

EDCI 8400 DYNAMICS OF TCHG, LRNG, CUR DEV 3.0

Dynamics of Teaching, Learning, and Curriculum Development. Students explore the theory, research, and practice of curriculum development in school subjects and the aspects of effective teaching and learning.

EDCI 8550 TRENDS/ISSUES IN MID CHLDHD ED 3.0

Trends and Issues in Middle Childhood Education.

Students explore the current problems, trends, and curricular issues related to middle childhood education.

EDCI 8810 DIRECTED RDGS RES TCHG & LRNG 3.0 to 9.0

Directed Readings and Research in Teaching and Learning.

Provides opportunity for students to focus attention on a specific area of interest in teaching and learning not covered in regular course offering. (Repeatable)

EDCI 8900 EDUCATIONAL INQUIRY 3.0

Educational Inquiry.

Students examine alternative research paradigms, examples of sound research and critical interpretation, and evaluation of research and theoretical writing in the field.

EDCI 8960 SEM LDRSHIP/SUPV IN TCHG/LRNG 3.0

Seminar in Leadership and Supervision in Teaching and Learning.

Prerequisite: EdS students.

Seminar focuses on leadership in teaching and learning and issues of school change, supervision, and curriculum. (Repeatable)

EDCI 8970 SEMINAR IN TEACHING & LEARNING 3.0

Seminar in Teaching and Learning.

Prerequisite: PhD students.

Seminar focuses on range of major issues in teaching and learning the theoretical and empirical underpinnings, and the critique of alternative research, policy, and practice options. (Repeatable)

EDCI 8990 ED SPECIALIST SCHOLARLY INQUIRY 3.0

Educational Specialist Scholarly Inquiry.

Focuses on the design, implementation, and documentation of the scholarly inquiry requirement for the Ed.S. degree.

EDCI 9660 INTERNSHIP 3.0

Internship.

Students conduct research or a teaching apprenticeship.

Focuses on class or conference study of problems encountered by the advanced intern with remainder of time in application of principles. (Repeatable)

EDCI 9850 RESEARCH SEMINAR 3.0

Research Seminar.

Considers the identification, planning, and implementation of advanced research projects.

EDCI 9870 ADV RESEARCH SEMINAR MID CH ED 1.0 to 3.0

Advanced Research Seminar in Middle Childhood Education.

Prerequisite: EDCI 9900 or consent of instructor.

This is a seminar for advanced doctoral students concentrating in middle childhood education. Course explores research methodology, research findings, and design of studies. (Repeatable)

EDCI 9900 CRITIQUE OF EDUCATION RESEARCH 3.0

Critique of Educational Research.

Students critically examine theoretical and empirical work in their fields and in the area of research focus.

EDCI 9990 DISSERTATION 3.0 to 9.0

Dissertation.

Involves the research and writing of the doctoral dissertation. (Repeatable)

EDUCATION/LANGUAGE ARTS

EDLA 6550 PRINCIPLES OF ENGLISH INSTRUCT 3.0

Principles of English Instruction.

Corequisite: EDCI 6600.

Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school English.

EDLA 7150 LITERATURE FOR MID/SECONDARY ED 3.0

Literature for Middle and Secondary Education.

In this course students read widely from the body of literature for children and adolescents, examine selected texts in terms of theories of literary criticism, and evaluate books on the basis of literary quality, the characteristics and needs of contemporary young people, and relevance for the teaching of literature.

EDLA 7440 THEORY/PEDAGOGY IN STDY OF LIT 3.0

Theory and Pedagogy in the Study of Literature.

This course focuses on the relationship between the reader and the literary text, examining assumptions about the nature of literature, the characteristics and patterns of readers, the processes of reading, responding to, and interpreting texts, and implications for teaching.

EDLA 7460 THEORY/PEDAGOGY STUDY WRITING 3.0

Theory and Pedagogy in the Study of Writing.

In this course students examine theory and research in rhetoric and composition, study the problems of teaching and assessing writing, and examine various designs and strategies of instruction. Students also investigate their own writing habits and patterns with the purpose of improving writing instruction in the schools.

EDLA 7550 THEORY/PEDAGOGY ENGLISH INSTR 3.0

Theory and Pedagogy of English Instruction.

Prerequisite: EDLA 6550.

Examines current issues in strategies, materials, and technology related to the teaching and learning of English at the middle school and secondary levels. Current literature in English curriculum, teaching, and research in English education are investigated.

EDLA 7940 WRITING WORKSHOP 3.0 to 6.0

Writing Workshop.

Prerequisite: consent of the instructor.

This course immerses participants in the writing process and in-depth reflection of how writing is facilitated in literacy classrooms. Students read extensively in the field, complete personal writing projects, and do demonstrations of exemplary teaching practices.

EDLA 8330 LANGUAGE VARIATION & LEARNING 3.0

Language Variation and Learning.

Prerequisite: EdS or PhD students.

This course focuses on language characteristics marking

regional, ethnic, and social variations of American English. Emphasis is on learning problems arising from linguistic differences and on strategies and materials for students from diverse language backgrounds.

EDUCATION/LIBRARY MEDIA TECHNOLOGY

ELMT 7020 SELECT PRINT/NONPRINT MATERIAL 3.0

Selection of Print and Nonprint Materials.

Study focuses on the process, services, and criteria for the selection of various material formats. Includes examination of selection tools, problems of copyright, and censorship.

ELMT 7130 SELECT & USE REFERENCE SOURCES 3.0

Selection and Use of Reference Sources.

Course focuses on the study and evaluation of basic reference sources including electronic databases. Examines the role of the school library media specialist in the information process.

ELMT 7140 CLASS & CATALOG INFORM SOURCES 3.0

Classification and Cataloging of Information Sources.

Introduces the principles and procedures of organizing print and non-print resources in both manual and automated systems.

ELMT 7150 PRODUCTION OF EDUC MATERIALS 3.0

Production of Educational Materials.

Introduces the design and production of instructional materials as related to current theories of communication. Includes video, computer presentation, and production applications.

ELMT 7250 SURVEY OF LIT FOR YOUNG PEOPLE 3.0

Survey of Literature for Young People.

Provides a survey of literature suitable for school media centers including exploration of literature reflecting diversity.

ELMT 7370 PRINCIPLES OF INSTRUCT COLLAB 3.0

Principles of Instructional Collaboration.

Assists students in the study and application of the instructional collaborator role with teachers.

ELMT 7410 ADMIN OF LIBRARY MEDIA CENTERS 3.0

Administration of Library Media Centers.

Focuses on principles of management necessary for successful administration of a library media program.

ELMT 7660 INTERNSHIP LIBRARY MEDIA TECHN 3.0

Internship in Library Media Technology.

Provides field based experiences in school library media settings.

ELMT 8150 ADMIN & SUPV OF MEDIA SERVICES 3.0

Administration and Supervision of Media Services.

Studies supervision and leadership pertinent to the administration of system-wide media programs and services.

ELMT 8200 COMPUTERS IN LIB MEDIA MGMTMENT 3.0

Computers in Library Media Management.

Includes the study and application of computer technology to library media center services.

ELMT 8350 SPECIAL LIBRARIES 3.0

Special Libraries.

Examines the philosophy and unique characteristics of information centers and the role of special librarians.

ELMT 8360 TECHN PROCESSES/INTEGR SYSTEMS 3.0

Technical Processes and Integrated Systems.

Explores principles of designing and developing automated systems for media centers.

ELMT 8370 ADV REF:ON-LINE SRCH TECHNIQUE 3.0

Advanced Reference: On-line Searching Techniques.

Examines reference sources in education and media with special attention to bibliographic instruction and searching computer databases.

ELMT 8390 PRINCIPLES OF VIDEO TECHNOLOGY 3.0

Principles of Video Technology.

Provides techniques for successful utilization of television as an instructional tool.

ELMT 8550 TRNDS/ISSUE/PERSP INFORM TECHN 3.0

Trends, Issues, and Perspectives in Information Technology.

Students examine the professions of information science and instructional technology. Topics include historical background, professional activities, current roles, ethical issues, and future needs.

ELMT 9870 ADV RES SEM INFORMATION TECHN 3.0

Advanced Research Seminar in Information Technology.

Provides in-depth critical explorations of theoretical and empirical work in information technology.

EDCUATION/MATHEMATICS

EDMT 6560 PRINCIPLES OF MATH INSTRUCTION 3.0

Principles of Mathematics Instruction.

Corequisite: EDCI 6600.

Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school mathematics.

EDMT 7360 INTEGRATION TECH IN MATH INSTR 3.0

Integration of Technology in Mathematics Instruction.

Students examine the role of computing technology in the teaching and learning of mathematics. Course includes hands-on experience with graphing calculators, computer software tools, Internet resources, and instructional materials for integrating technology in mathematics instruction.

EDMT 7400 MATH CONCEPTS SPECIAL LEARNERS 3.0

Mathematics Concepts for Special Learners.

Students explore the full range of materials and strategies for developing mathematical competence in special learners. The course emphasizes diagnosis, remediation, concept learning, and mathematical problem solving taught in a concrete, student-centered manner.

EDMT 7530 MATH CONCEPTS FOR MID CHD ED I 3.0

Mathematics Concepts for Middle Childhood Education I.

Develops selected topics in middle school mathematics including number systems, number theory, number and number relations, computation and estimation, algebra concepts, patterns, and functions. The course emphasizes problem solving, communicating, reasoning, connecting mathematical ideas, and using technology.

EDMT 7560 THEORY/PEDAGOGY OF MATH INSTRU 3.0

Theory and Pedagogy of Mathematics Instruction.

Students examine current issues, strategies, materials, and technology related to the teaching and learning of mathematics at the middle school and secondary levels. Current literature in mathematics curriculum, teaching, and research in mathematics education are investigated.

EDMT 8290 STUDY OF LEARNNG/INSTRU IN MATH 3.0

The Study of Learning and Instruction in Mathematics.

Students examine psychological bases for the study of teaching and learning of mathematics. Findings of research in mathematics education related to the learning of selected

topics in the school curriculum are explored. Research methods, theoretical constructs, and research perspectives in mathematics education are investigated.

EDMT 8420 TOPICS IN SCHOOL MATH CURRIC 1.0 to 3.0

Topics in the School Mathematics Curriculum.

Students explore the content and pedagogy related to selected topics in the school mathematics curriculum. May be repeated for credit when topics change. (Repeatable)

EDMT 8540 MATH CONCEPTS MID CHILD ED II 3.0

Mathematics Concepts for Middle Childhood Education II.

Develops selected topics in middle school mathematics including geometry, measurement, probability, statistics, and discrete mathematics. The course emphasizes problem solving, reasoning, connecting mathematical ideas, and using technology.

EDMT 8550 TRENDS/ISSUES OF TEACHING MATH 3.0

Trends and Issues of Teaching Mathematics.

Students examine current problems, trends, and curriculum issues related to teaching mathematics in middle and secondary schools.

EDMT 9870 ADV RESEARCH SEMINAR MATH EDUC 1.0 to 3.0

Advanced Research Seminar in Mathematics Education.

Prerequisites: EDCI 9900 or consent of the instructor.

This seminar is designed for advanced doctoral students in mathematics education. Students explore research methodology, research findings, and design of experiments in mathematics education. (Repeatable)

EDUCATION/READING

EDRD 6600 INTRO MAT/METHDS READING INSTR 3.0

Introduction to Materials and Methods in Reading Instruction.

Intended for students who do not have a background in education or who are not majoring in language and literacy education. This course introduces students to classroom approaches to reading instruction. Foci include examination of how children learn to read and analysis of specific strategies and materials used to teach reading. Students are involved in observing and analyzing literacy programs in field experience settings.

EDRD 7260 LANGUAGE & LITERACY DEVELOPMNT 3.0

Language and Literacy Development.

Students examine theories and research on language and literacy development in childhood and adolescence. Psychological, social, and cultural factors that influence development are related to educational implications for students' understanding and effective use of language and literacy.

EDRD 7550 LINKING LIT ASSESS/CLSRM INSTR 3.0

Linking Literacy Assessment and Classroom Instruction.

This course involves advanced study of the planning and managing of classroom literacy events based on assessment information. Emphases include (1) examination of ways of recording, analyzing, and using assessment information in daily classroom instruction; and (2) consideration of cultural, psychological, social, and political issues associated with traditional ability group and with alternative approaches that can be implemented to meet students' needs.

EDRD 7600 THEORY/PEDAGOGY STUDY OF READG 3.0

Theory and Pedagogy in the Study of Reading.

This course addresses methodologies and materials used in developmental reading programs. Students analyze strategies, materials, and organizational designs for teaching reading to all students including those representing diverse cultural and linguistic communities.

EDRD 7630 LITERACY IN THE CONTENT AREAS 3.0

Literacy in the Content Areas.

In this course students examine reading and writing instructional strategies and materials in the content area classroom. Emphases are on the processes of reading and writing, the role of textbooks and trade books, concept development, comprehension, vocabulary, study strategies, and assessment.

EDRD 7650 INDIV ASSESS/INST AT-RISK RDRS 3.0

Individualized Assessment and Instruction for At-Risk Readers.

Prerequisite: EDRD 7600.

This course introduces the use of formal and informal assessment methods for the diagnosis of individual student's reading strengths and weaknesses. Emphases include instructional strategies for working with at-risk or remedial readers and the preparation of literacy profiles using the case study approach.

EDRD 8280 LITERACY FOR A DIVERSE SOCIETY 3.0

Literacy for a Diverse Society.

Prerequisite: consent of instructor; EdS and PhD students.

This course involves students in an in-depth study of cultural, social, and political factors affecting the acquisition of literacy, literacy instruction, literacy achievement, and literacy assessment of various groups within the United States and groups outside the United States. Special attention is given to the relationship of class, gender, and ethnicity to literacy.

EDRD 8310 THEOR MODELS/PROCESS LIT LRNG 3.0

Theoretical Models and Processes of Literacy Learning.

Prerequisite: EdS and PhD students.

This course focuses on critical interpretation and evaluation of research and theoretical writing in the field of literacy (i.e., topics focus on reading, literature, and/or writing). Emphases included historical changes in the field, models of reading and/or literacy process, and paradigms underlying literacy research. (Repeatable when topics change.)

EDRD 8550 TRENDS/ISSUES LANG/LITERACY ED 3.0

Trends and Issues in Language and Literacy Education.

In this course students examine theory and pedagogy in language and literacy education. Students analyze current instructional practices and issues in reading, language arts, and English and study future directions in these fields. (Repeatable when topics change.)

EDRD 8610 SUPERVISION SCH LITERACY PROGM 3.0

Supervision of School Literacy Programs.

Prerequisite: three literacy courses and admission to a master's-level degree program or admission to an EdS or PhD program.

This course introduces students to organization, administration, and supervision of school (P-12) literacy (reading, language arts, English) programs. Students analyze existing programs for elementary, middle, and high schools, examine roles of literacy personnel, and address methods of program evaluation and ways to achieve change in literacy programs.

EDRD 9870 ADV RESEARCH SEM LANG/LIT EDUC 1.0 to 3.0

Advanced Research Seminar in Language and Literacy Education.

Prerequisite: EDCI 9900 or consent of the instructor.

This seminar is for advanced doctoral students in language

and literacy education. Students explore research methodology, research findings, and design of research in language and literacy. (Repeatable)

EDUCATION/SCIENCE

EDSC 6550 PRINCIPLES OF SCIENCE INSTRUCT 3.0

Principles of Science Instruction.

Corequisite: EDCI 6600.

Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school science.

EDSC 7120 SCIENCE CONCEPTS AND ISSUES 3.0

Science Concepts and Issues.

Provides introductory experiences through which teachers may explore and investigate the many factors relating to the concepts and topics in science appropriate to middle grade students.

EDSC 7410 ENVIRONMENTAL INVESTIGATIONS 3.0

Environmental Investigations.

Provides experiences through which students may explore and investigate the natural environment and many aspects related to the teaching of environmental science.

EDSC 7550 THEORY/PEDAGOGY SCIENCE INSTRU 3.0

Theory and Pedagogy of Science Instruction.

Examines current issues, strategies, materials, and technology related to the teaching and learning of science at the middle and secondary school levels. Science curriculum, teaching, and research in science education are investigated.

EDSC 8400 STRATEGIES OF INSTR IN SCIENCE 3.0

Strategies of Instruction in Science.

Designed for teachers in middle schools and high schools. The course explores topics such as the nature of science and of learning and the implications for teaching science, alternative uses for technology, assessment of science learning, and teaching.

EDSC 8440 ADV SCIENCE CONCEPTS & ISSUES 3.0

Advanced Science Concepts and Issues.

This course provides an in-depth exploration of science concepts and issues and the application of this inquiry to teaching and learning settings.

EDSC 8550 TRENDS/ISSUES IN TCHG SCIENCE 3.0

Trends and Issues in Teaching Science.

Explores the current problems, trends, and curriculum issues related to teaching science in middle and secondary schools.

EDSC 8600 SCIENCE IN SCHOOL CURRICULUM 3.0

Science in the School Curriculum.

Acquaints teachers with the basis of curriculum decisions, the purpose and nature of science curricula, science curricula in the schools historically, current innovations and future directions, and the process of developing curricula. Emphasis will be placed on developing necessary knowledge, skills, attitudes, and self-confidence to contribute to the revitalization of science curricula.

EDSC 9870 ADV RESEARCH SEM IN SCIENCE ED 1.0 to 3.0

Advanced Research Seminar in Science Education.

Prerequisite: EDCI 9900 or consent of instructor.

This course is designed for advanced doctoral students in science education. Students explore research methodology, research findings, and design of experiments in science education. (Repeatable)

EDUCATION/SOCIAL STUDIES

EDSS 6560 PRINCIPLES OF SOC STU INSTRUCT 3.0

Principles of Social Studies Instruction.

Corequisite: EDCI 6600.

Students examine instructional procedures, teaching strategies, technology, and evaluation procedures for middle and secondary school social studies.

EDSS 7540 THEORY/PEDAGOGY OF SOC ST INST 3.0

Theory and Pedagogy of Social Studies Instruction.

Students examine current issues, strategies, materials, and technology related to the teaching and learning of social studies at the middle and secondary levels. Current literature in social studies curriculum, teaching, and research in social studies education are investigated.

EDSS 7570 SOCIAL STUDIES CONCEPTS/ISSUES 3.0

Social Studies Concepts and Issues.

Study focuses on the application of historical and social science concepts, skills, and processes to the analysis of critical social issues. The student undertakes an interdisciplinary analytic approach to defining, analyzing, and evaluating alternative topics and issues in the social studies curriculum.

EDSS 8290 LRNG/CURRIC/INSTRU SOC STUDIES 3.0

Learning, Curriculum and Instruction in Social Studies.

Students examine the historical evolution of and issues in the social studies curriculum and the nature of learning demanded by historical and social science knowledge.

EDSS 8420 TOPICS IN SCHOOL SOC ST CURRIC 1.0 to 3.0

Topics in the School Social Studies Curriculum.

Investigates selected topics related to the middle and/or secondary social studies curriculum. (Repeatable)

EDSS 8550 TRENDS/ISSUES TCHG SOC STUDIES 3.0

Trends and Issues of Teaching Social Studies.

Examines current problems, trends, and curriculum issues related to teaching social studies in middle and secondary schools.

EDSS 9870 ADV RESEARCH SEM SOCIAL STU ED 1.0 to 3.0

Advanced Research Seminar in Social Studies Education.

Prerequisite: EDCI 9900 or consent of the instructor.

Seminar is for advanced doctoral students in social studies education. Course explores research methodology, research findings, and design of research in social studies education.

EDUCATIONAL POLICY STUDIES

EPS 6070 CONFLICT RES:SERV LRNG PROJECT 4.0

Conflict Resolution in Schools: A Service Learning Project.

Course is available to all students regardless of major.

First of two consecutive term courses. The course provides the pedagogical content knowledge necessary for effective conflict resolution instruction P-12. The course begins with a 16-hour intensive workshop prior to the beginning of fall term classes. During the last few weeks of class, students are assigned two hours per week in the public school. The course covers an understanding of conflict, types of conflict, causes of conflict, traditional and nontraditional ways of handling conflict, communication, problem solving and negotiation skills, anger management, and a study of power. Students design and implement a research project pertaining to conflict resolution in schools and have an opportunity for GRA and Americorps status. (Fifteen hour time commitment.) (Taught with EPS 3070.)

EPS 6071 CONFLICT RES IN SCHL:PRACTICUM 4.0

Conflict Resolution in Schools: Practicum.

Course is available to all students regardless of major.

Second of two consecutive term courses. This second term

course begins with an eight-hour workshop on the mediation process. Students learn the skill of mediation and how it can be applied as a next step in the conflict resolution process. All classes are at an assigned school site. Field work in schools continues training in conflict resolution, creating new mediation programs or supporting existing programs and assisting in appropriate support areas such as counseling centers and after school programs. Students receive teaching supervision, on-site training from CNCR staff, and complete a research paper representing a year's worth of research that should contribute to the knowledge base. Completion of this course may lead to qualification for registration with the Office of Dispute Resolution. (Taught with EPS 3071).

EPS 7810 DIRECTED READINGS OR RESEARCH 1.0 to 3.0

Directed Readings and Research.

Prerequisite: consent of the department chair.

Provides opportunity for students to focus attention on a specific area of interest. (Repeatable)

EPS 7975 SEMINAR FOR GRADUATE ASSISTANTS 3.0

Seminar for Graduate Assistants.

This course is designed to inform the students of policies and procedures needed to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable)

EPS 7990 MASTER'S THESIS 1.0 to 6.0

Master's Thesis.

Restricted to master's-level students. Students earn credit for supervised development and preparation of the thesis. (Repeatable)

EPS 7991 MASTER'S PROJECT 1.0 to 6.0

Master's Project.

Students earn credit for supervised development and preparation of the master's project. (Repeatable)

EPS 8360 EDU POLICY MAKING AND ANALYSIS 3.0

Educational Policy Making and Analysis.

This course offers an introduction to theories of the public policy making process with an applied focus on education policy. The course includes an overview of the

stages of the policy process including agenda setting, formation, implementation, and evaluation, discussion of the intergovernmental structure of educational policy making in the United States including the formal and informal roles of governmental institutions and interest groups, and examination of the tools of policy analysis. Students utilize the frameworks and methods to review and analyze current issues in educational policy.

EPS 8660 PRACTICUM 3.0

Practicum.

Prerequisite: consent of adviser.

This course provides field-based experience in a leadership setting appropriate to the student's professional goals. Settings vary according to the needs of the student. (Repeatable)

EPS 8800 INDEPENDENT STUDY 3.0

Independent Study.

Prerequisite: consent of the department chair.

Provides in-depth study of selected area(s). It is highly personalized to meet the needs and career interests of the student. Requires a contract between student and sponsoring Educational Policy Studies faculty member. (Repeatable)

EPS 8810 DIRECTED READING OR RESEARCH 1.0 to 3.0

Directed Reading and Research.

Prerequisite: consent of the instructor and the department chair.

The student conducts intensive study and produces a formal report of his or her findings. (Repeatable)

EPS 8970 SEMINAR IN EDUC POLICY STUDIES 3.0

Seminar in Educational Policy Studies.

Study and exploration of selected issues related to policies and educational leadership are discussed. (Repeatable)

EPS 9260 ISSUES OF RACE, CLASS,& GENDER 3.0

Issues of Race, Class, and Gender in Education.

Examines historical and contemporary interrelationships of hegemony, domination, and power undergirding sociocultural viewpoints, institutional forces, and policy discourses in education. Focuses upon the study of theory and praxis for equity and justice.

EPS 9270 LEADRSHP,CHANGE & POLICY IN ED 3.0

Leadership, Change, and Policy in Education.

Students examine issues of leadership and policy in both formal and informal settings. Considerations of effecting change in view of social contexts are also examined.

EPS 9820 METHODS OF EDUCATIONAL INQUIRY 3.0

Methods of Educational Inquiry.

An overview of the assumptions and design of educational research studies is given using a variety of educational paradigms including qualitative paradigms, historical inquiry, single subject methodology, measurement theory, and selected quantitative methods.

EPS 9980 RESEARCH SEMINAR ED POLICY STUD 3.0

Research Seminar in Educational Policy Studies.

Prerequisites: EPS 9260 and EPS 9270.

Students study course topics decided by the seminar participants as well as a topic of their own choosing.

Emphasis is on critical analysis and communication across areas of policy studies.

EPS 9990 DISSERTATION 3.0 to 9.0

Dissertation.

Involves the research and writing of the doctoral dissertation. (Repeatable)

EDUCATIONAL PSYCHOLOGY

EPY 7080 PSYCHOLOGY OF LEARNING/LEARNERS 3.0

The Psychology of Learning and Learners.

This course provides an overview of major behavioral, cognitive, and sociohistorical approaches to learning with consideration of learning across the life span. Sources for individual differences in learning are discussed.

EPY 7090 PSYC OF LEARNING: YOUNG CHILD 3.0

The Psychology of Learning and Learners: The Young Child.

This course provides an overview of major behavioral, cognitive, and sociohistorical approaches to learning with a special emphasis on learning in the young child. Sources for individual differences in learning are discussed.

EPY 7100 PSY OF LEARNING: PREADOL & ADOL 3.0

The Psychology of Learning and Learners: Preadolescent and Adolescent.

This course provides an overview of major behavioral, cognitive, and sociohistorical approaches to learning with a special emphasis on learning in preadolescents and adolescents. Sources for individual differences in learning are discussed.

EPY 7500 INDIVIDUAL/FAMILY OVER LIFESPAN 3.0

Individual and Family over the Lifespan.

The purpose of this course is for students to actively explore the theoretical and research literature in human growth and development across the lifespan. Theoretical understanding of human development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children's, adolescents', and adults' lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development, to explore ethical considerations related to this topic, and to apply the information learned to the student's program of study. (Same as CPS 7500)

EPY 7975 SEMINAR FOR GRADUATE ASSISTANTS 3.0

Seminar for Graduate Assistants.

This course is designed to inform students of policies and procedures to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable)

EPY 7990 MASTER'S THESIS 1.0 to 6.0

Master's Thesis.

Prerequisite: MS Educational Psychology students.

Students earn credit for supervised development and preparation of the project or thesis for the M.S. degree with a major in educational psychology. (Repeatable)

EPY 8010 PROFESSIONAL STUDIES IN ED PSY 3.0

Professional Studies in Educational Psychology.

Prerequisite: consent of the instructor.

This seminar is designed for beginning doctoral students majoring in Educational Psychology. Study focuses on major trends, issues, and research in the field of educational psychology.

EPY 8030 ADV APPLIED BEHAVIOR ANALYSIS 3.0

Advanced Applied Behavior Analysis.

Students survey topics in the use of applied behavior analysis such as direct instruction, behavior reduction, functional analysis, and ethical issues in the use of various procedures. Students read primary sources with an emphasis on empirical findings.

EPY 8050 PSYCHOLOGY OF INSTRUCTION 3.0

The Psychology of Instruction.

Students analyze theoretical models and psychological bases of instructional techniques. Research on psychology of instruction is critically evaluated.

EPY 8070 UNDERSTAND & FACIL ADULT LEARN 3.0

Understanding and Facilitating Adult Learning.

This course examines the nature of the adult learner and presents an in-depth look at current theories of adult learning during the young and middle adult years. Practical applications of these principles are provided in terms of formal and informal settings.

EPY 8080 MEMORY AND COGNITION 3.0

Memory and Cognition.

Students survey the core areas of research on cognition in adults (e.g., memory, comprehension, metacognition) and critically examine recently published research. Theoretical issues and implications for education are addressed.

EPY 8120 MOTIVATION IN LEARNING & BEHVR 3.0

Motivational Factors in Learning and Behavior.

Students study motivational processes in educational settings. Individual differences in motivation and the interaction of learning and motivational processes are major areas of focus.

EPY 8140 PSYC OF CLASSROOM INTERACTION 3.0

Psychology of Classroom Interaction.

Students examine interaction process and patterns of verbal and nonverbal communication in the classroom that are designed to increase awareness of teacher-student emotional environments as influences on the learning process.

EPY 8180 DEVELOPMENT DURING SCHOOL AGE 3.0

Development During School Age (5 to 18 Years).

Study focuses on the interaction of physical, cognitive, and social development of individuals from 5 to 18 years of age. Students critically examine recently published research and evaluate current theory. The relevance of the literature to educational practice is emphasized.

EPY 8200 ADV DEV PSY:COGNITION & INTLCT 3.0

Advanced Developmental Psychology: Cognition and Intellect.

Students examine theories of the development of thinking from birth through adolescence by reading and discussing recently published research. Implications for education and learning are emphasized. (Same as CPS 8200)

EPY 8220 ADV DEV PSY:PERSONALITY & SOC 3.0

Advanced Developmental Psychology: Personality and Socialization.

Study focuses on the emergence of human personality within a sociocultural matrix. Students evaluate recent empirical reports and study the application of scientific knowledge to educational practice. (Same as CPS 8220)

EPY 8250 PSYCHOLOGY OF INNER-CITY CHLD 3.0

Psychology of Inner-City Children.

Students analyze the special problems that arise in the relationship between teachers and students in the inner city community, review innovative programs (with field observations), and investigate psychological, cultural, and ecological factors which most strongly influence education in this setting.

EPY 8260 PSYCHOLOGY OF ADLTHOOD & AGING 3.0

Psychology of Adulthood and Aging.

Students study theoretical perspectives and research findings on the characteristics of adult development and the aging process. While attention is given to physical, social, and personality changes, emphasis is placed on cognitive development during the later years.

EPY 8810 DIRECTED RDG OR RES IN ED PSYC 1.0 to 6.0

Directed Reading or Research in Educational Psychology.

Students study selected areas. (Repeatable)

EPY 8850 INTRO SINGLE-CASE METHODOLOGY 3.0

Introduction to Single-Case Methodology.

The content of this course includes types of research questions appropriate for single-case research, data collection procedures, and selection, implementation, and analysis of research designs.

EPY 8860 APPL SINGLE-CASE METHODOLOGY 3.0

Applications of Single-Case Methodology.

This course focuses on applications of single-case methodology in the areas of education and developmental disabilities. It examines research questions, design selection and implementation of intervention procedures, and analysis.

EPY 8960 SEMINAR IN EDUCATIONAL PSYCH 1.0 to 3.0

Seminar in Educational Psychology.

Prerequisite: consent of the instructor.

Students discuss selected topics in educational psychology. (Repeatable in different areas)

EPY 8961 PROFESSIONAL DEV SEM ED PSYCH 1.0 to 3.0

Professional Development Seminar in Educational Psychology.

Students discuss current issues and topics in educational psychology and develop a personal line of research leading to a residency study and preparation for their dissertation.

The seminar may extend beyond one term. (Repeatable)

EPY 9000 FACILITATING COLLEGE TEACHING 3.0

Facilitating College Teaching.

Prerequisite: Ph.D. student.

Students review adult learning literature and prepare syllabi, tests, and portfolios. They practice implementing effective teaching strategies and learn to incorporate technology in their teaching and assessment. They also consider legal and ethical issues in college teaching.

EPY 9990 DISSERTATION 3.0 to 9.0

Dissertation.

Involves the research and writing of the doctoral dissertation. (Repeatable)

ENGLISH

ENGL 6510 GRANT AND PROPOSAL WRITING 3.0

Grant and Proposal Writing.

Prerequisite: graduate standing.

Study and practice in grant and proposal writing in business and organizational settings.

ENGL 8000 BIBLIO AND RESEARCH METHODS 3.0

Bibliography and Research Methods.

Various approaches to literary scholarship and methods, bibliographical methods, standard editions, and sources.

Required of all English graduate students except those specializing in Composition and Rhetoric. To be taken in the first term in residence if possible.

ENGL 8020 POETRY WRITING 3.0

Poetry Writing.

For the writer who has made a serious commitment to the writing of poetry. Strong emphasis on critique of student work with the goal of publication. Discussion of current literary markets, grants and prizes, and trends in poetry writing and reviewing. May be repeated if topics vary.

ENGL 8030 FICTION WRITING 3.0

Fiction Writing.

For the writer who has made a serious commitment to prose

fiction. Strong emphasis on critique of student work with the goal of eventual publication. Discussion of current literary markets, grants and prizes, and trends in fiction writing and reviewing. May be repeated if topics vary.

ENGL 8040 BRITISH & AMERICAN CLTR STUDIES 3.0

British and American Culture Studies.

A theoretical, analytical, and historical introduction to the issues, theories, debates, and methodologies involved in the critical study of popular culture.

ENGL 8050 MODERN DRAMA 3.0

Modern Drama.

Central trends in modern drama, with readings in modern English, American, and European dramatists.

ENGL 8060 LITERARY CRITICISM 3.0

Literary Criticism.

An introduction to literary theory and criticism including an historical survey.

ENGL 8065 FOUND OF MODERN CRITICAL THEORY 3.0

Foundations of Modern Critical Theory.

Survey of the philosophical, psychological, and political writings that form the basic foundations of modern critical theory. Works studied range from the late 18th to the mid 20th centuries and may include texts by Kant, Hegel, Marx, Nietzsche, Freud, Bataille, Heidegger, Benjamin, Horkheimer, and Adorno.

ENGL 8070 CONTEMPORARY LITERARY THEORY 3.0

Contemporary Literary Theory.

A survey of contemporary ideas, issues, and concepts in literary theory from New Criticism to the present day.

ENGL 8075 FEMINIST LITERARY THEORY 3.0

Feminist Literary Theory.

Survey of contemporary ideas, issues, and concepts in feminist literary theory.

ENGL 8080 MODERN GRAMMAR 3.0

Modern Grammar.

Fundamentals of present-day English language constructions in writing and speech: phonology, morphology, syntax, and discourse. Focuses on applying modern linguistic theories to the analysis of form, function, and meaning of English utterances. Especially recommended for those who expect to teach English or English Language Arts.

ENGL 8090 HIST OF THE ENGLISH LANGUAGE 3.0

History of the English Language.

Development of the structure and history of the English language from its Indo-European roots through Old English, Middle English, Early Modern English to Present-Day English. Attention will also be given to social and regional variations of English and the International Phonetic Alphabet (IPA).

ENGL 8100 DIRECTED INDIVIDUAL RESEARCH 3.0

Directed Individual Research.

Prerequisite: consent of the Director of Graduate Studies. Specialized research projects for doctoral and advanced M.A. students. May be repeated if topics vary.

ENGL 8115 TECHNICAL WRITING 3.0

Technical Writing.

(Formerly Engl 6110.) Study of scientific and technical styles; practice in various formats, including reports, proposals, instructional manuals, and professional papers.

ENGL 8120 WRITING FOR ACADEMIC PUBLIC 3.0

Writing for Academic Publication.

Study of academic writing and publication opportunities; focus on submitting conference abstracts, book reviews, and journal articles for publication.

ENGL 8121 ELECTRONIC WRIT AND PUBLISHING 3.0

Electronic Writing and Publishing.

Theory and practice of computer-aided publishing and writing on computer networks. Strong emphasis on rhetorical design principles, theoretical and ethical issues of on-line writing, and practical computer strategies.

ENGL 8123 DIGITAL RHETORIC 3.0

Digital Design: Rhetoric and Writing for the Internet.

Provides knowledge of the theory and practice of writing for electronically delivered documents. Focuses on information architecture, modular design principles, usability testing, visual rhetoric, and hypertext theory.

ENGL 8125 WRITING & RESEARCH METHODOLOGY 3.0

Writing and Research Methodology.

Theory and practice of reading and conducting empirical research for the study of writing. Strong emphasis on theoretical and ethical principles of research methodology important for critically reading empirical research and designing new studies.

ENGL 8150 MODERN AND CONTEMP RHET THEORY 3.0

Modern and Contemporary Rhetorical Theory.

Survey of the development of rhetorical theory from seventeenth-century continental authorities to the present with emphasis on Blair, Campbell, and Whately in the eighteenth century; on nineteenth-century Scottish influences on subsequent rhetorical practices; and on major twentieth-century figures and movements.

ENGL 8160 FORM AND THEORY 3.0

Form and Theory of Literary Craft.

Study of literary structures and techniques. Designed for but not limited to creative writing students. May be repeated if topics vary.

ENGL 8170 HISTORICAL FOUNDATIONS OF RHET 3.0

Historical Foundations of Rhetoric.

A reading survey in rhetorical traditions from early Greek sophistical discourses to education in the Roman Empire.

ENGL 8180 COMPOSITION THEORY 3.0

Composition Theory.

An introduction to composition studies, including the study of bibliographical resources and problems; the relationships of literature, rhetoric, and literary theory to composition studies; writing across the curriculum; the application of composition theory to pedagogy; and major social, political, and curricular issues.

ENGL 8200 CONTEMPORARY LITERATURE 3.0

Contemporary Literature.

Survey of contemporary fiction or poetry. Designed for but not limited to creative writing students. May be repeated if topics vary.

ENGL 8210 OLD ENGLISH 3.0

Old English.

An examination of grammar and other features of Old English.

ENGL 8220 BEOWULF 3.0

Beowulf.

The poem as a literary masterpiece and as an important philological document. Knowledge of Old English is required.

ENGL 8230 AMERICAN ENGLISH 3.0

American English.

Historical development of American English and current American grammar, vocabulary, and dialects.

ENGL 8250 MIDDLE ENGLISH 3.0

Middle English.

Medieval texts with emphasis on philology.

ENGL 8270 CHAUCER 3.0

Chaucer.

Chaucer's major poetry in Middle English. Prior knowledge of Middle English is not required. May be repeated if topics vary.

ENGL 8290 TOPICS IN MEDIEVAL LIT 3.0

Topics in Medieval Literature.

Focused study of a problem, question, issue, genre, or specialized subject not covered in regularly scheduled courses. Topic varies. May be repeated if topics vary.

ENGL 8300 16TH-CEN ENGLISH LIT 3.0

Sixteenth-Century English Literature.

Selected works by More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, and others.

ENGL 8310 EARLY & MIDDLE 17TH-C ENG LIT 3.0

Early and Middle Seventeenth-Century English Literature.

Selected works by Donne, Jonson, Bacon, Herbert, Marvell, Milton, and others.

ENGL 8320 ENGLISH RENAISSANCE DRAMA 3.0

English Renaissance Drama.

Selected plays by Marlowe, Jonson, Webster, and others.

ENGL 8330 SPENSER 3.0

Spenser.

The Faerie Queene and other works.

ENGL 8360 SHAKESPEARE, EARLIER WORK 3.0

Shakespeare, Earlier Works.

Selected works from the first half of Shakespeare's career, including major comedies and history plays, early tragedies, sonnets, and narrative poems.

ENGL 8370 SHAKESPEARE, LATER WORKS 3.0

Shakespeare, Later Works.

Selected works from the second half of Shakespeare's career, including major tragedies, problem comedies, and romances.

ENGL 8380 TOPICS IN RENAISSANCE LIT 3.0

Topics in Renaissance Literature.

Topics vary. Topics may relate to an individual

author, a comparison between two authors, a theme, a genre, or the relationship between literature and its social context. May be repeated if topics vary.

ENGL 8390 MILTON 3.0

Milton.

Paradise Lost, Samson Agonistes, and other selected poetry and prose, with attention to major critical problems.

ENGL 8420 RESTORATION & EARLIER 18C LIT 3.0

Restoration and Earlier Eighteenth-Century Literature.

Selections of poetry, prose, and drama, c. 1660-1745, by authors such as Sprat, Rochester, Pepys, Prior, Dryden, Dennis, Finch, Chudleigh, Defoe, Davys, Mandeville, Swift, Wortley Montagu, Pope, Gay, Addison, and Steele.

ENGL 8430 LATER 18TH-CENTURY LIT 3.0

Later Eighteenth-Century Literature.

Selections of prose, poetry, and drama, c. 1745-1800, by authors such as Young, the Wartons, Gray, Johnson, Boswell, Reynolds, Goldsmith, Burke, More, Carter, Gibbon, Cowper, Barbauld, Burns, and Wollstonecraft.

ENGL 8440 RESTORATION & 18TH-C DRAMA 3.0

Restoration and Eighteenth-Century Drama.

(Formerly Engl 6410.) Selected plays by authors such as Lee, Otway, Behn, Dryden, Centlivre, Congreve, Gay, Goldsmith, and Sheridan.

ENGL 8450 STUDIES IN 18TH-C FICTION 3.0

Studies in Eighteenth-Century Fiction.

Selected works by authors such as Behn, Defoe, Haywood, Manley, Aubin, Richardson, Scott, the Fieldings, Smollett, Burney, Inchbald, Monk, Goldsmith, Radcliffe, and Austen. May be repeated if topics vary.

ENGL 8460 TOPICS IN REST & 18TH-C LIT 3.0

Topics in Restoration and Eighteenth-Century Literature.

In-depth study of writers and issues of the period 1660-1800. May be repeated if topics vary.

ENGL 8500 EARLY BRITISH ROMANTIC LIT 3.0

Early British Romantic Literature.

Selected works by early Romantic authors such as Blake, Burns, Wollstonecraft, Barbauld, Baillie, William Wordsworth, Dorothy Wordsworth, Lamb, and Coleridge.

ENGL 8510 LATE BRITISH ROMANTIC LIT 3.0

Late British Romantic Literature.

Selected works by late Romantic authors such as Byron, Hemans, Landon, Mary Shelley, Percy Shelley, Hazlitt, DeQuincy, Hunt, and Keats.

ENGL 8630 19C NON-FIC PROSE & VIC POETRY 3.0

Nineteenth-Century Non-fiction Prose and Victorian Poetry.

Selected works by authors such as Tennyson, Browning, Arnold, the pre-Raphaelites, Christina Rossetti, Newman, Carlyle, Ruskin, and others.

ENGL 8640 TOPICS IN 19TH-C BRIT LIT/CUL 3.0

Topics in Nineteenth-Century British Literature and Culture.

In-depth study of writers and issues of the period 1800-1900. May be repeated if topics vary.

ENGL 8650 19TH-CENTURY BRITISH FICTION 3.0

Nineteenth-Century British Fiction.

Selected works by authors such as Austen, the Brontes, Dickens, Eliot, Hardy, Stoker, Gaskell, and others.

ENGL 8670 LIT OF TRANSITION, 1880-1920 3.0

Literature of Transition, 1880-1920.

Selected works by authors such as Hardy, Wilde, Pater, Conrad, and others.

ENGL 8700 20TH-CENTURY ENGLISH POETRY 3.0

Twentieth-Century English Poetry.

Selected poems written in English (excluding American poetry).

ENGL 8750 20TH-CENTURY ENGLISH PROSE 3.0

Twentieth-Century English Prose.

Selected novels, short stories, and non-fiction prose works written in English (excluding American works).

ENGL 8755 20TH-CENTURY IRISH LIT 3.0

Twentieth-Century Irish Literature.

Study of issues surrounding Irish writing and selected works by authors such as Yeats, Synge, Joyce, Bowen, Friel, Heaney, Boland, and Ni Dhomhnaill.

ENGL 8756 TOPICS IN 20TH-C ENGLISH LIT 3.0

Topics in Twentieth-Century English Literature.

Focused study of a specialized topic, theme, or theoretical approach. May be repeated if topics vary.

ENGL 8810 AMERICAN POETRY 20TH CENTURY 3.0

American Poetry of the Twentieth Century.

Development of American poetry from the turn of the century to the present, with an emphasis on the major poets. May be repeated if topics vary.

ENGL 8830 AMERICAN RENAISS, 1820-1865 3.0

American Renaissance, 1820-1865.

Selected works by Thoreau, Emerson, Whitman, Hawthorne, Melville, and others.

ENGL 8831 19TH-CENTURY AFR-AMER LIT 3.0

Nineteenth-Century African-American Literature.

Selected works by authors such as George Moses Horton, David Walker, Harriet Jacobs, Harriet Wilson, William Wells Brown, Frederick Douglass, Frances E. W. Harper, Booker T. Washington, Charles W. Chesnutt, Pauline E. Hopkins, W. E. B. DuBois, James Weldon Johnson, and Paul Laurence Dunbar.

ENGL 8840 AMERICAN REAL & NAT, 1865-1914 3.0

American Realism and Naturalism, 1865-1914.

Selected works by Clemens, James, Howells, Wharton, Crane, Norris, Chopin, Harper, Johnson, Hopkins, and others.

ENGL 8850 SOUTHERN LITERATURE 3.0

Southern Literature.

A survey of fiction, poetry, drama, non-fiction and memoir, and historical writing from and about the American South from settlement to the present.

ENGL 8855 EARLY AMERICAN LIT & CULTURE 3.0

Early American Literature and Culture.

(Formerly Engl 6820.) Investigation of literary, historical, theological, and cultural traditions from the seventeenth to the early nineteenth century.

ENGL 8860 MODERN AMER FICT, 1900-1945 3.0

Modern American Fiction, 1900-1945.

Selected short stories and novels by authors such as Anderson, Cather, Dos Passos, Dreiser, Faulkner, Hemingway, Lewis, Stein, West, and Wright.

ENGL 8870 CONT AMER FIC, 1946-PRESENT 3.0

Contemporary American Fiction, 1946 to the Present.

Selected short stories and novels by authors such as Baldwin, Barth, Bellow, Cheever, Ellison, Mailer, Malamud, O'Connor, Oates, Percy, Roth, and Styron.

ENGL 8880 20TH-CENTURY AFR-AMER LIT 3.0

Twentieth-Century African-American Literature.
The study of one or more major twentieth-century African-American writers and the study of the theoretical issues surrounding African-American literature.

ENGL 8891 MAJOR AMER WRITERS, 1600-1916 3.0

Major American Writers, 1600-1916.
Selected works by one or more authors such as Mather, Bradstreet, Clemens, Dickinson, James, Hawthorne, Whitman, and Cather. May be repeated if topics vary.

ENGL 8892 MAJOR 20TH-C AMER WRITERS 3.0

Major Twentieth-Century American Writers.
Selected works by one or more authors such as Faulkner, Hemingway, Dos Passos, Morrison, Stevens, Frost, O'Neill, Albee, Williams, Ellison, or Welty. May be repeated if topics vary.

ENGL 8893 TOP AMER LIT & CUL, 1500-1916 3.0

Topics in American Literature and Culture, 1500- 1916.
Focus on themes or topics in American literature and culture from the beginnings to World War I. Sample topics might include the American Jeremiad, Transcendentalism, or the Rise of American Humor. May be repeated if topics vary.

ENGL 8894 TOP IN 20TH-C AMER LIT AND CUL 3.0

Topics in Twentieth-Century American Literature and Culture.
Focus on themes or topics (Western American Literature, American Historical Fiction, The City in American Literature, American Musical Theatre as Dramatic Literature, Reading Jazz, etc.) that may be studied in American fiction, poetry, drama, or non-fiction. May be repeated if topics vary.

ENGL 8900 TOPICS IN ENGLISH 3.0

Topics in English.
Topics vary. Topics may relate to an individual author, a comparison between two authors, a theme, a genre, the relationship between literature and its social context. May be repeated if topics vary.

ENGL 8910 AMERICAN DRAMA 3.0

American Drama.
Selected works by such twentieth-century playwrights as O'Neill, Glaspell, Hansberry, Odets, Hellman, Miller, Williams, Albee, Mamet, Shepard, Fornes, Kennedy, Norman, and Wilson.

ENGL 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

ENGL 9012 SCHOLARLY PUBLICATION 3.0

Scholarly Publication.
Editing, preparation, and submission of a literary essay for presentation at a scholarly conference and for eventual publication in a professional journal. Restricted to Ph.D. students.

ENGL 9030 NON-THESIS INDIVIDUAL RESEARCH 1.0 to 6.0

Non-Thesis Individual Research.
An independent study course for students who are conducting research with faculty or preparing for comprehensive examinations at the M.A, M.F.A., and Ph.D. levels.

ENGL 9050 TOP IN CONT LIT THEORY & CRIT 3.0

Topics in Contemporary Literary Theory and Criticism.
In-depth study of specific areas, schools, developments, or major figures in contemporary literary theory and criticism (e.g., semiotics, psychoanalysis, poststructuralism, cultural studies, queer theory, Foucault, Lacan, Jameson, Kristeva, etc.). May be repeated if topics vary.

ENGLISH SECOND LANGUAGE**ESL 7200 ACAD LISTEN/SPEAK FOR GRAD I 3.0**

Academic Listening/Speaking for Graduate Students I.
Academic listening/speaking course designed to improve the aural/oral communication skills of ESL graduate students. Introduces students to the listening and speaking required in U.S. academic settings. Students learn about U.S. lectures and expectations for student presentations and participation in class discussions. Some focus on pronunciation issues. Students are placed into this course based on their GSTEP results.

ESL 7250 ACAD LISTEN/SPEAK FOR GRAD II 3.0

Academic Listening/Speaking for Graduate Students II.
Academic listening/speaking course designed to improve aural /oral communication skills of ESL graduate students beyond the level of proficiency required by ESL 7200. Focuses on listening to and taking notes from lectures, giving presentations, and participating in small group discussions. Focus on pronunciation and fluency issues. Students are placed into this course based on their GSTEP results or upon successful completion of ESL 7200.

ESL 7300 ACAD WRITING/GRAD STUDENTS I 3.0

Academic Writing for Graduate Students I.

A writing course designed to improve the academic writing skills of ESL graduate students (course I of II). Focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their GSTEP results.

ESL 7350 ACAD WRITING/GRAD STUDENTS II 3.0

Academic Writing for Graduate Students II.

A writing course designed to improve the academic writing skills of ESL graduate student beyond the level of proficiency required by ESL 7300. Focuses on developing graduate-level writing skills, such as writing research proposals, article summaries, critiques, reports, and other discipline-specific assignments. Development of the ability to address complex writing tasks with focus on organization of text types, complexity of language, and editing skills. Grammar review is incorporated as needed. Students are placed in this course based on their GSTEP results or successful completion of ESL 7300.

ESL 7500 UNIV TEACHING: INTERNATNL TA 3.0

Teaching at the University for International Teaching Assistants.

Training and support for GTAs and GLAs who are nonnative speakers of English. Focus on the use of spoken English to communicate appropriately in instructional settings.

ENTREPRENEURSHIP

ENT 8000 ENTREPRENUER & ENTERPRISE 3.0

Entrepreneurship and Enterprise.

Prerequisite: none. CSP: 1, 2, 6, 7.

This is an introductory survey course for students who might be interested in starting their own businesses or who might develop new businesses in the corporate environment. The environment of entrepreneurship and the behaviors of entrepreneurs are studied. Students learn how to recognize and evaluate new business opportunities. Two major activities in the course are to

interview entrepreneurs and to study the feasibility of a business idea.

ENT 8100 BUSINESS PLAN DEVELOPMENT 3.0

Business Plan Development.

Prerequisites: MBA 8121, Ent 8000; or consent of instructor.

CSP: 1, 2, 6, 7.

In this course, students develop a business plan either for an independent new venture or for a new corporate venture. The principal objective is to learn how to prepare a full business plan that is ready to be presented to investors. Students present their plans to investors or enter them in a business plan competition. Students critically evaluate the business plans of others, and they interact with investors. Students take Ent 8100 or Ent 8200, but not both.

ENT 8200 VENTURE CREATION IN E-COM 3.0

Venture Creation in Electronic Commerce.

Prerequisites: MBA 8121, Ent 8000; or consent of instructor.

CSP: 1, 2, 6, 7.

This course examines the development of digital, or electronic, commerce through the creation of prototype electronic ventures by student teams. The ventures may be independent or corporate ventures. Topics include business creation, electronic commerce opportunities, technology of the Internet, entrepreneurship using the World Wide Web, and new venture development. Existing web-based businesses are examined. This course is appropriate for students whose programs of study emphasize electronic commerce or entrepreneurship. Students take Ent 8100 or Ent 8200, but not both.

ENT 8389 DIR READINGS ENTREPREURSHIP 1.0 to 3.0

Directed Readings in Entrepreneurship.

Prerequisites: consent of instructor, good academic standing.

ENT 8900 FIELD STUDY ENTREPRENUER 3.0

Field Study in Entrepreneurship.

Prerequisite: consent of instructor.

This course immerses graduate students in the planning and execution of complex entrepreneurial activities in a small existing business. Activities involve new business formation, new product planning and introduction, organization direction setting and control, and management of growth or turnaround. While students are under the general supervision of the faculty, they are expected to

display responsible independent action and to interact frequently with a business founder, owner, or chief executive. The course may be repeated once for credit.

EPS/EDUCATIONAL LEADERSHIP

EPEL 7000 LEADERSHIP IN ED ORGANIZATIONS 3.0

Leadership in Educational Organizations.

Introduces the student to the field of educational leadership through the study of selected theories of educational leadership; information collection for administrative problem analysis, and decision making; empowerment; effective communication; and administrative uses of technology.

EPEL 7100 URBAN AND ETHICAL ISSUES 3.0

Urban and Ethical Issues.

Introduces school-administrative issues of the urban scene by reviewing the literature of the field and studying current and projected problems as they affect schools. Ethical issues associated with current housing patterns, natural and economic resources, effects of group demands in a pluralistic society, and possible courses of action in dealing with the political power structure are investigated.

EPEL 7200 COMM RESOURCES/SCH DEVELOPMENT 3.0

Community Resources and School Development.

Prerequisite: EPSF 7120.

This course is designed to develop skills in collaborative thinking and working. To effect school change, teachers need to learn to identify resources in the community that can assist in the development of the school as a learning environment which creates and sustains excellence. This necessitates expertise in collaborating with partners across all arenas including businesses, foundations, and parent and community organizations.

EPEL 7330 LEGAL ISSUES IN EDUCATION 3.0

Legal Issues in Education.

Introduces students to the study of legal, finance, and policy topics. Students identify and analyze current legal, policy, and finance issues that affect the day-to-day operations of elementary and secondary schools.

EPEL 7410 SUPERVISION OF INSTRUCTION 3.0

Supervision of Instruction.

Students examine instructional program design, effective teaching strategies, classroom management, supervision

models, personnel and program evaluation, and teaching models.

EPEL 7500 HUMAN RESOURCE ADMINISTRATION 3.0

Human Resource Administration.

Students focus on the management of human resources with particular attention given to administrative, instructional, and support personnel in the school systems and other educational institutions. Specific attention is given to strategic personnel planning, state certification, personnel screening and selection, staffing, personnel appraisal and compensation, staff development, and selected areas of student personnel services.

EPEL 7510 ISSUES OF SCHOOL GOVERNANCE 3.0

Issues of School Governance.

The focus of the course is on school site management including policy issues, management strategies, and communication techniques.

EPEL 7680 PRACTICUM 3.0

Practicum.

Prerequisite: consent of the instructor.

Master's degree students in educational leadership participate in a field-based supervised practicum. On-site supervision of an approved field experience and leadership project designed to improve administrative performance is provided. (Repeatable)

EPEL 8000 EFFECTIVE LEADERSHIP IN SCHOOL 3.0

Effective Leadership in Schools.

This course is designed to introduce students to the concepts and practices of educational administration. Major concepts of social systems, leadership, culture, and values are included.

EPEL 8020 ISSUES IN EDUCATION LEADERSHIP 3.0

Issues in Educational Leadership.

Students engage in a midcareer assessment examining themselves in relation to the current administration and supervision milieu. Opportunities to develop and refine administrative and supervisory skills in relationship to their interpretation of the changing environment are provided. An introduction of qualitative research skills is presented. The potential utility of qualitative research in the administrative and supervisory roles is explored.

EPEL 8260 THEORY IN EDUCATION LEADERSHIP 3.0

Theory in Educational Leadership.

Using the theoretical literature of educational leadership, students study major theories and models from the classical, human relations, and open systems periods and apply them to current educational problems.

EPEL 8330 ADVANCED SCHOOL LAW 3.0

Advanced School Law.

Students examine major issues, court decisions, and trends in specific topics related to educational law. Reviews of constitutional law, statutory law, and case law are conducted for the purpose of updating student and teacher topics.

EPEL 8350 POLICY FORM/ED DECISION MAKING 3.0

Policy Formulation and Educational Decision Making.

An introduction to the policy adoption process at the local school system level. Social, economic, and political factors are studied as they influence the decisions reflected in board of education policies.

EPEL 8420 ADVANCED SUPERVISION 3.0

Advanced Supervision.

Participants gain practical skills in several different approaches to supervisory practice. Establishing appropriate supervisor-supervisee relationships, systematic observation of behavior, design of appropriate interventions, and case practice are included.

EPEL 8490 ECONOMICS OF PUBLIC EDUCATION 3.0

Economics of Public Education.

This course is designed to explore basic assumptions of educational finance and theories of financing the public schools at the state and local levels. Specific emphasis is given to several models of financing education. The state financial plan of Georgia is included as one of these models.

EPEL 8530 PLANNING EDUCATION FACILITIES 3.0

Planning Educational Facilities.

Students examine the different levels of facilities planning: school surveys, district facilities plans, capitol budgets, educational specifications, major maintenance plans, asbestos removal, and those facilities plans specified by state law.

EPEL 8620 PSYCHOLOGICAL ASPECTS LEADERSHIP 3.0

Psychological Aspects of Leadership.

Students learn through a participatory small group experience. Major topics are leadership style, conflict resolution, use of power, planned change, and decision making.

EPEL 8630 SOCIOLOGICAL ASPECTS LEADERSHIP 3.0

Sociological Aspects of Leadership.

Sociological variables which influence decisions determining the design, functioning, and management of education institutions are introduced. Special emphasis is given to processes of planned organizational change and interorganizational communication.

EPEL 8650 THE PRINCIPAL 3.0

The Principal.

Students investigate the role of the principal from an instructional leadership perspective. His or her role as a catalyst for bringing about new curricula, techniques, organization, and administrative practices is studied. Special attention is given to leadership, instructional programs, management of school operations, evaluation of personnel, student affairs, and auxiliary services. Skill development is emphasized in problem analysis, judgement, decisiveness, and organizational ability.

EPEL 8690 FIELD EXPERIENCE ED LEADERSHIP 3.0

Field Experience in Educational Leadership.

This is an individually designed field experience based on a proposal developed by the student while enrolled in the Specialist in Education degree program. Faculty supervision is provided for the conceptualization, implementation, and evaluation of the field experience.

EPEL 8910 RESEARCH/RES METHODS-ED LDRSHIP 3.0

Research and Research Methods in Educational Leadership.

This course examines a comprehensive and practical review of research and research methods and their utility to the practicing educational administrator or educational supervisor. Considerable emphasis is placed on the most recent developments in research and research methodology in the fields of administration and supervision.

EPEL 8970 SEMINAR IN EDUCATION LEADERSHIP 3.0

Seminar in Educational Leadership.

This course is the study and exploration of issues in educational administration. It focuses on problem identification, analysis, and problem solving approaches.

EPEL 9000 CONCEPTS LEADERSHIP & RESEARCH 3.0

Concepts of Leadership and Research in Educational Leadership.

Doctoral students are provided experiences designed to assist them to gain skill in accessing and using the full range of literature in educational leadership research.

EPEL 9970 ADV SEMINAR IN EDUC LEADERSHIP 3.0

Advanced Seminar in Educational Leadership.

This doctoral seminar promotes study and exploration of issues in educational leadership. Focuses on problem solving approaches.

EPS/HIGHER EDUCATION

EPHE 7000 INTRODUCTION HIGHER EDUCATION 3.0

Introduction to Higher Education.

Students review some fundamental literature in the field of higher education, and students' writing skills are emphasized, using in-class and take-home papers to develop methods of argument and evidence that are useful to the administrator and the scholar.

EPHE 7080 INTRO TO THE COLLEGE STUDENT 3.0

Introduction to the College Student.

The goal of this course is to provide an introduction to the demographic and psychological characteristics of college student populations and to investigate the varied meanings of the phrase "college student."

EPHE 7100 COLLEGE AND UNIVERSITY ADMIN 3.0

College and University Administration.

Students examine the various administrative characteristics of higher education. Of particular concern are the administration and governance of higher education and the different internal constituencies: administrators, professors, students, governing board members, involved in the administration and governance of higher education.

EPHE 7250 DEVELOPMENT IN HIGHER EDUC 3.0

Development in Higher Education.

Students examine the role of development in the functioning of the higher education organization. Attention is focused on the key areas associated with development: fund-raising, alumni relations, and public relations.

EPHE 7400 HIGHER EDUCATION FINANCE 3.0

Higher Education Finance.

Students examine the sources of the money that flows into the higher education institution and analyze the budget allocation process. They also examine issues of retrenchment.

EPHE 7460 STUDENT LIFE AND ADMIN ISSUES 3.0

Student Life and Administrative Issues.

Students examine the development and scope of student personnel administration. They also analyze issues, trends, and problems (e.g., enrollment management) as well as the theories that have emerged in response to changing higher education environment.

EPHE 7750 INTERNSHIP IN HIGHER EDUCATION 3.0

Internship in Higher Education.

Students participate in an internship at a college, university, or a higher education agency. The instructor serves as a mentor, providing feedback on a biweekly basis.

EPHE 7980 SEM POSTSECONDARY EDUC STUDIES 3.0

Seminar in Postsecondary Education Studies.

Master's-level seminar focuses on the identification, analysis, and potential solutions of contemporary problems in postsecondary education. (Repeatable up to 9 hours.)

EPHE 8080 ADV STUDY OF COLLEGE STUDENT 3.0

Advanced Study of the College Student.

The goal of this course is to provide students with a critical understanding of the construct "college students" by examining the demographic, psychological, and sociological frameworks. Students also examine the complex interactions between the student and higher education institutions.

EPHE 8320 COLLEGE AND UNIVERSITY LAW 3.0

College and University Law.

Students examine legal principles and issues that are associated with higher education. Current legal reports and judicial decisions are analyzed to update textbook citations.

EPHE 8340 HISTORY OF HIGHER EDUCATION 3.0

History of Higher Education.

Students examine the history of higher education, particularly in the United States. Students examine the aims and institutional forms of higher education. The nature of academic pursuit in terms of the development of disciplines and fields of study and the development of the professoriate are examined.

EPHE 8350 ORGANIZATION,GOVERNANCE,POLICY 3.0

Organization, Governance, and Policy.

Examines organizational theory in relation to the higher education institution, its policies, and its decision-making processes.

EPHE 8370 THE TWO-YEAR COLLEGE 3.0

The Two-Year College.

This course reviews briefly the history of the organization and governance of the United States two-year college.

Students examine in depth the current characteristics of two-year colleges including community colleges, private junior colleges, and technical institutes.

EPHE 8400 THE COLLEGE & UNIV CURRICULUM 3.0

The College and University Curriculum.

Reviews the history of debates about curricula in U.S. colleges and universities. Major authors in the debates serve as the focal points for consideration of the development of higher education curricula in the United States.

EPHE 8470 STUDENT PERSONNEL ADMIN 3.0

Student Personnel Administration.

Students examine the history, development, and scope of student personnel administration. They also analyze issues, trends, and problems (e.g., enrollment management) as well as the theories that have emerged in response to the changing higher education environment.

EPHE 8500 ETHICAL ISSUES IN HIGHER EDUC 3.0

Ethical Issues in Higher Education.

The values and ethics inherent in U.S. higher education are as diverse as the students, faculty, administrators, and staff who come together on the campuses and the individual experience that they bring with them. This course provides the framework and opportunities for the identification, analysis, and discussion of issues related to ethical questions and behavior in that environment.

EPHE 8960 CURRENT ISSUES 3.0

Current Issues.

This seminar addresses topics of current concern in higher education.

EPHE 9300 ECONOMICS OF HIGHER EDUCATION 3.0

Economics of Higher Education.

Provides a conceptual framework for understanding the

economic and financial functions in higher education.

Students completing this course are able to understand both the policy and operational implications of economic concepts as they apply to the operations of institutions of higher education. Students are able to apply the concepts to the economic analysis of a higher education entity (institution, state, system, etc.).

EPHE 9350 THEORIES LEADERSHIP HIGHER ED 3.0

Theories of Leadership in Higher Education.

Students consider both implicit and explicit assumptions about leadership in higher education. Examinations of leadership in higher education from the past and the present serve as the foundation for developing appreciation of the challenges and complexity of leadership of colleges and universities.

EPHE 9550 DIVERSTY HE/SPECIAL-FOCUS INST 3.0

Diversity in Higher Education: Special Focus Institutions.

Prerequisite: recommended EPHE 8340.

Students examine the origin and evolution of special-focus institutions within the U.S. system of higher education.

EPHE 9650 POLITICS IN HIGHER EDUCATION 3.0

Politics in Higher Education.

Students gain a critical understanding of the complex relationships between higher education and those with the power to create, control, or influence policy. The course pays special attention to federal and state government policy issues.

EPS/RESEARCH

EPRS 7900 METHODS OF RESEARCH IN EDUC 3.0

Methods of Research in Education.

Students study research methods, procedures, and designs. Preparation of research abstracts in education and related fields is included.

EPRS 7910 ACTION RESEARCH 3.0

Action Research.

This course provides an overview of the research methods and philosophy of practioner self-study.

EPRS 7920 CLASSRM TEST, GRADING,& ASSESS 3.0

Classroom Testing, Grading, and Assessment.

Prerequisite: college algebra.

The development and application of classroom assessment

instruments and the use of standardized measurement instruments in educational settings are emphasized.

EPRS 8410 INTRO ITEM RESPONSE THEORY 3.0

Introduction to Item Response Theory.

Prerequisite: EPRS 8540.

This course is an introduction to 1-, 2-, and 3-parameter item response theory models and their applications to educational measurement.

EPRS 8500 ETHNOGRAPHIC APPROACH ED RES I 3.0

Ethnographic Approaches to Educational Research I.

Students study the assumptions, methods, and purposes of various forms of ethnographic research in education. Study continues in EPRS 8510.

EPRS 8510 ETHNOGRAPHIC APPRCH ED RES II 3.0

Ethnographic Approaches to Educational Research II.

Prerequisite: EPRS 8500.

Students continue exploration of ethnographic research in education including research design, analysis, and textualization.

EPRS 8530 EDUCATIONAL STATISTICS I 3.0

Educational Statistics I.

Prerequisites: EPRS 7900 and college algebra.

Students study the application of statistical description, probability, sampling techniques, estimation, hypothesis testing, and correlation.

EPRS 8540 EDUCATIONAL STATISTICS II 3.0

Educational Statistics II.

Prerequisite: EPRS 8530.

Students study the application of statistical inference, emphasizing the basis, use, computation, and interpretation of selected tests of significance, including the use of computerization.

EPRS 8550 EDUCATIONAL STATISTICS III 3.0

Educational Statistics III.

Prerequisite: EPRS 8540.

Students study techniques of correlational analysis, the design of experiments, and general topics.

EPRS 8600 COMPUTER USE IN EDUC RESEARCH 3.0

Computer Use in Educational Research.

Prerequisite: EPRS 8530.

Students are introduced to programming in a widely used

programming language. Problems and applications encountered in research in education and the behavioral sciences are emphasized. Experience in the use of statistical packages such as SPSS and SAS is also provided.

EPRS 8610 ADV COMPUTER METHDS FOR ED RES 3.0

Advanced Computer Methods for Educational Research.

Prerequisite: EPRS 8530.

Simulations and data analysis of educational problems with techniques of the C and Perl languages are undertaken.

EPRS 8620 EDUCATIONAL EVALUATION 3.0

Educational Evaluation.

Prerequisites: EPRS 7900 and EPRS 7920 or consent of the instructor.

Students study the formative and summative evaluations of educational products, processes, programs, and personnel. Models and philosophies, as well as current controversies and applications, are examined.

EPRS 8640 CASE STUDY METHODS 3.0

Case Study Methods.

This course is an introduction to qualitative design, analysis, and reporting of the particularity and complexity of case study and the relation of case study to educational evaluation.

EPRS 8650 ANALYSIS OF CATEGORICAL DATA 3.0

Analysis of Categorical Data.

Prerequisite: EPRS 8540.

Presents modeling of multidimensional categorical data. Methods include contingency, binary response, loglinear, logit, and multinomial response models.

EPRS 8820 INSTITUTIONAL RESEARCH 3.0

Institutional Research.

Prerequisite: EPRS 8540.

Students examine the methods which are directed towards issues in management, planning, and analysis in an institutional context.

EPRS 8830 SURVEY/SAMPLING/QUEST DESIGN 3.0

Survey Research, Sampling Principles and Questionnaire Design.

Prerequisite: EPRS 8530 or consent of the instructor.

Students study the principles of questionnaire design, sampling, and survey research focusing on their importance in connection with educational research.

EPRS 8840 META-ANALYSIS 3.0

Meta-Analysis.

Prerequisite: EPRS 8540 or consent of the instructor.

Students study how to summarize research literature using quantitative methods. The course includes critiquing meta-analysis research as well as implications of meta-analysis for practice in education and psychology.

EPRS 9330 ADVANCED MEASUREMENT THEORY 3.0

Advanced Measurement Theory.

Prerequisites: EPRS 7920 and EPRS 8540 or consent of the instructor.

Students examine the theories, problems, and techniques of test development, emphasizing the use of measurement in research.

EPRS 9360 ADVANCED ITEM RESPONSE THEORY 3.0

Advanced Item Response Theory.

Prerequisite: EPRS 8410.

Extends EPRS 8410 to differential item function analysis, multidimensional models, and applications.

EPRS 9550 MULTIVARIATE ANALYSIS 3.0

Multivariate Analysis.

Prerequisite: EPRS 8550.

Students examine a greater depth of treatment, with matrix notation, of some of the topics introduced in the basic sequence (Educational Statistics I-III). Discriminant function analysis, classification techniques, canonical correlation, multivariate analysis of variance, multivariate analysis of covariance, principles component analysis, and factor analysis are covered.

EPRS 9560 STRUCTURAL EQUATION MODELS 3.0

Structural Equation Models.

Prerequisite: EPRS 8540.

Study focuses on analysis of structural Equation Models using LISREL and other computer packages.

EPRS 9570 HIERARCHICAL LINEAR MODEL 3.0

Hierarchical Linear Models.

Prerequisite: EPRS 8540.

An advanced investigation of methods directed towards issues in management, planning, and analysis in an institutional context.

EPRS 9670 PRACTICUM EDUC & PSYC RESEARCH 1.0 to 3.0

Practicum in Educational and Psychological Research.

Prerequisite: consent of instructor.

This course is intended for advanced graduate students involved in ongoing research under the direction of a faculty sponsor. Students are expected to have the necessary prerequisite skills for the proposed research. Students gain experience in research design, choice of appropriate analyses, and interpretation of results. This course does not satisfy the research core experience for Ph.D. programs in the College of Education. (Repeatable, not to exceed six hours.)

EPRS 9900 ADVANCED RESEARCH 3.0

Advanced Research.

Prerequisite: EPRS 8540 or consent of the instructor.

Students study the identification, planning, and implementation of research projects in education.

EPS/SOCIAL FOUNDATIONS

EPSF 7100 CRITICAL PEDAGOGY 3.0

Critical Pedagogy.

Students learn ways to enhance and stimulate opportunities for democratic schooling. Topics address teaching for social action through community service, critical literacy, multiculturalism, and post colonialism.

EPSF 7110 MULTICULTURAL EDUCATION 3.0

Multicultural Education.

Students explore educational reforms in relation to race, ethnicity, culture, gender, and diversity within a democratic framework. Emphasis is placed on examining the economic, political, and social frames that affect the quality of education within a multicultural, social reconstructionist perspective.

EPSF 7120 SOCIAL & CULTURAL FOUND OF ED 3.0

Social and Cultural Foundations of Education.

Students analyze the roles of schools in the social order from the perspectives of the humanities and the social sciences.

EPSF 7450 CURR FOUNDATIONS FOR ED LDRSHP 3.0

Curriculum Foundations for the Educational Leader.

This course introduces students to a variety of concepts and perspectives related to curriculum planning, environment,

and evaluation. Emphasis is placed on the educational leader's unique opportunities for fostering rich curriculum environments.

EPSF 8010 CULTURAL STUDIES IN EDUC: FILM 3.0

Cultural Studies in Education: Film.

Images of education presented in popular films are analyzed from a variety of perspectives for their representations of such phenomena as school work, knowing, knowledge, and education.

EPSF 8040 CULTURAL STUDIES IN ED: GENDER 3.0

Cultural Studies in Education: Gender.

Students examine the sociocultural relationship between gender and education in U.S. society. Focuses on how schools teach about gender and the ways females and males respond to differing learning contexts.

EPSF 8050 CULT STU:POSTSTRUCT/FEM THEORY 3.0

Cultural Studies in Education: Poststructural and Feminist Theory.

Students examine contemporary feminist, postcolonial, queer, and critical race theories in the context of educational practices. Attention is given to the relations of everyday actions and the construction of subjectivity.

EPSF 8260 SOCIOLOGY INNER-CITY CHILDREN 3.0

Sociology of Inner-City Children.

Students study problems facing culturally different children. Concepts, problem-solving procedures, and attitudes which aid constructive interaction between culturally different teachers and learners are explored.

EPSF 8270 PHILOSOPHY OF EDUCATION 3.0

Philosophy of Education.

Students study major philosophical writings, their relation to the roles of students and teachers, and their relation to the aims of schooling. Students develop philosophy positions and research a philosopher of their choice. Findings are presented to the class for discussion and analysis.

EPSF 8280 ANTHROPOLOGY OF EDUCATION 3.0

Anthropology of Education.

Students study the field of cultural anthropology as it relates to contemporary issues in education. The course focuses on education as a social institution.

EPSF 8310 SOCIOLOGY OF EDUCATION 3.0

Sociology of Education.

Students study the myriad relationships between formal systems of education and the dominant characteristics of post-industrial society. Content is derived from current thought and writing in sociology and educational theory and practice.

EPSF 8320 POLITICS AND EDUCATION 3.0

Politics and Education.

Students study political and educational processes in relation to such problems as state and community development, social identification and political participation, pressure groups, indoctrination, academic freedom, and political change and educational planning.

EPSF 8340 HISTORY OF AMERICAN EDUCATION 3.0

History of American Education.

Students examine American educational thought and practice emphasizing developments in the nineteenth and twentieth centuries. Special attention is paid to recent works in the field which emphasize the social purpose and context of the U.S. public school.

EPSF 8440 FOUNDATIONS OF CURRICULUM DEV 3.0

Foundations of Curriculum Development.

Students analyze philosophical, sociocultural, and historical forces and their implications for curriculum decision making. This is a basic course for graduate students including those from diverse backgrounds with a variety of career goals.

EPSF 9260 EPISTEMOLOGY AND LEARNING 3.0

Epistemology and Learning.

Students investigate definitions of knowledge and theories of knowledge in the process of developing their own epistemology positions. Knowledge claims are evaluated in relation to multiple ways of learning, and students present their ideas to the class for consideration and critique.

EPSF 9270 CURRICULUM THEORY 3.0

Curriculum Theory.

Curriculum theorizing from the 1950s to the present time is analyzed as it relates to larger cultural and educational contexts. Students begin to postulate their own curriculum theories growing out of a deeper understanding of their personal, educational, and cultural contexts.

EPSF 9280 INTERPRETIVE INQUIRY IN EDUC 3.0

Interpretive Inquiry in Education.

Students examine the theory and practice of interpretive inquiry in education including narrative, life history, phenomenology, hermeneutics, critical, feminist, and poststructural inquiry. Attention is given to problems of knowing, representation, and the purposes of forms of inquiry.

EPSF 9850 HIST RESEARCH 20TH CNTRY AM ED 3.0

Historical Research in Twentieth Century American Education.

Prerequisites: EPSF 8340, Hist 8000, or consent of the instructor.

Students study selected problems and issues in American education in the twentieth century. Primary and secondary source materials are used, and students present their findings to the class for discussion and critique.

EPSF 9930 PHILOSOPHICAL ANALYSIS/METHOD 3.0

Philosophical Analysis and Method.

Students explore cogent reasoning, logic, and conceptual analysis. Students apply each area to research questions of their interest and present their work to the class for examination and debate.

EXCEPTIONAL CHILDREN

EXC 6370 AMERICAN SIGN LANGUAGE I 3.0

American Sign Language I.

(Formerly EXC 7370).

This course prepares students to understand and use American Sign Language grammar, signs, finger spelling, and non-manual markers at the survival level. Students receive an orientation to deaf culture and explore the state's American Sign Language QCC. (Taught with EXC 4370.)

EXC 6380 AMERICAN SIGN LANGUAGE II 3.0

American Sign Language II.

(Formerly EXC 7380.)

Prerequisite: EXC 4370 or EXC 7370 or a survival rating on the Signed Communication Proficiency Interview.

This course prepares students to understand and use the grammar, signs, finger spelling, and non-manual markers of American Sign Language at the intermediate level. Students increase their understanding of deaf culture and explore the American Sign language QCC. (Taught with EXC 4380.)

EXC 7000 COLLAB W/PARENTS/PROFESSIONALS 3.0

Collaboration with Parents and Professionals.

Prerequisite: planned certification or degree program or consent of the instructor.

This course provides students with strategies to successfully collaborate with families, teachers, related staff, and other members of the educational team for students in special education.

EXC 7010 LANGUAGE DEVELOP & DISABILITIES 3.0

Language Development and Language Disabilities.

This course examines normal and delayed communication development. It includes theories of language development as well as implications for educational programming for preschool and school age students with special needs.

EXC 7020 INSTRUCTIONAL STRATEGIES BLD 3.0

Instructional Strategies for Students with Behavior and Learning Disabilities.

Prerequisite: Exceptional Children and Youth (EXC 2010) and Assessment of Exceptional Children (EXC 7050).

Students study the design, implementation, and evaluation of individualized instructional programs with an emphasis on effective instructional principles, stages of learning, and monitoring of Individualized Educational Programs for students with behavior and learning disabilities. This knowledge is then applied across academic content areas such as reading, mathematics, spelling, and writing. The use of technology to support the instruction of students with behavior and learning disabilities is considered.

EXC 7030 APPLIED BEHAVIOR ANALYSIS 3.0

Applied Behavior Analysis.

This course is a study of the theory and implementation of behavioral strategies for behavior change in students. Strategies include those for data collection and analysis and behavior increase, maintenance, and decrease. Applied project required.

EXC 7050 ASSESSMENT OF EXCEPT CHILDREN 3.0

Assessment of Exceptional Children.

Emphasizes identification of exceptional children and youth and the use of formal and informal assessment techniques to determine appropriate educational strategies for them.

EXC 7110 CHARACTERISTICS WITH BLD 3.0

Characteristics of Students with Behavior and Learning Disabilities.

Prerequisite: planned certification program or MEd program or consent of the instructor.

This course defines specific characteristics of students with emotional and behavioral disorders, learning disabilities, and mild mental retardation. Instructional and developmental concerns common to students with behavior and learning exceptionalities are discussed. Policies, regulations, and issues related to services to these students are studied.

EXC 7130 ASSESSMENT FOR INSTRUCTION 3.0

Assessment for Instructional Planning.

Prerequisite: Instructional Strategies with Behavior and Learning Disabilities.

This course focuses on the design of assessment strategies for students with behavior and learning disabilities to determine specific instructional needs and monitoring of academic progress. Students use assessment data to develop individualized educational programs. Students develop assessment and monitoring strategies in the following curriculum areas: reading comprehension, word decoding, oral language, written expression, writing mechanics, and study skills.

EXC 7150 ACADEMIC METHODS BLD 3.0

Methods for Teaching Academics to Students with Behavior and Learning Disabilities.

Prerequisites: planned certification program or MEd program, EXC 7110 or consent of the instructor.

Study focuses on the design, implementation, and evaluation of individualized programs based on the educationally relevant characteristics of students with behavior and learning disabilities. Research based strategies and materials for instruction and technology use in the areas of reading, math, and written language are described and demonstrated.

EXC 7160 SOCIAL/EMOTIONAL STRATEGIES:BLD 3.0

Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities.

Prerequisites: planned certification program or MEd program, and EXC 7030 and EXC 7110 or consent of the instructor.

This course examines techniques for individual and group behavior management as well as curriculum and teaching strategies for promoting the social and emotional development of students with behavior and learning exceptionalities. Both reactive and proactive strategies for working with students are covered.

EXC 7170 FUNCTIONAL METHODS BLD 3.0

Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities.

Prerequisites: planned certification program or MEd program, and EXC 7110 and 7130 or consent of the instructor.

This course trains teachers to implement appropriate strategies and methods for students with behavior and learning exceptionalities in developing critical life skills. A major focus is the use of the thematic approach that allows the training of functional life skills embedded in the content areas of academics, social, and adaptive behavior across age levels. The curricular base for the course is functional life skills including topics in career education.

EXC 7190 READING FOR STUDENTS W/DISAB 3.0

Alternative Approaches to Reading Instruction for Students with Disabilities.

Prerequisites: consent of the instructor.

Students study the design, implementation, and evaluation of reading instruction for students with disabilities, with an emphasis on an explicit, direct approach to instruction as supported by research. Students study explicit instructional procedures in phonological awareness, decoding, and comprehension. Commercial programs that are research-based and that meet the needs of students with disabilities are reviewed and demonstrated.

EXC 7250 CHARACTERISTICS OF SEVERE MENTAL RETARDATION/AUTISM 3.0

Characteristics of Severe Mental Retardation and Autism.

This course includes the study of the cognitive, social, communication, and learning characteristics of students with moderate, severe, and profound mental retardation and autism. Discussions focus on social philosophies and service delivery issues.

EXC 7260 CHARACTERISTICS OF SEVERE PHYSICAL AND MULTIPLE DISABILITIES 3.0

Characteristics of Severe Physical and Multiple Disabilities.

This course analyzes the impact of physical, sensory, and health impairments on learning and the resulting educational implications. Major physical, sensory, and health impairments that are often found in school age populations are addressed.

EXC 7280 METHODS FOR TEACHING STUDENTS WITH SEVERE DISABILITIES 3.0

Methods for Teaching Students with Severe Disabilities.

Prerequisites: EXC 7030 and EXC 7250 or consent of the

instructor.

This course includes the study of instructional methodologies for skill acquisition. Curriculum development and implementation based on a community-referenced model for students with mental retardation, autism, orthopedic impairments, visual impairments, deaf blindness, and multiple impairments are studied.

EXC 7290 METH TCHG STUDNT W/PHYS/ MULTI 3.0
Methods for Teaching Students with Physical and Multiple Disabilities.

Prerequisite: EXC 7260 or the consent of the instructor.

This course focuses on: (a) adaptation of academic and functional curriculum for students with mild and severe disabilities who have concomitant physical impairments, (b) academic and functional literacy skills, (c) augmentative communication, and (d) use of technology for instruction.

EXC 7300 ASSIST TECH STU W/PHYS & MULTI 3.0
Assistive Technology for Students with Physical and Multiple Disabilities.

This course provides instruction in various forms of assistive technology for students with physical and multiple disabilities and includes computer adaptations for physical access and assistive technology to promote reading, writing, math, and daily living skills.

EXC 7301 ASSIST TEC STU W/SEN IMPAIRMNT 3.0
Assistive Technology for Students with Sensory Impairments.
This course provides instruction in various forms of assistive technology for students with visual impairments, hearing impairments, and deaf/blindness and includes computer adaptations, reading technology, mobility devices, amplification systems, and assistive technology for academic and daily living skills.

EXC 7310 STRATEGIES CHALLENGING BEHAVRS 3.0
Strategies for Challenging Behaviors.
Prerequisite: EXC 7030.

This course is the study of functional assessment and functional analysis procedures for the development of a hypothesis concerning the function of challenging behavior. The development of intervention strategies based on such hypotheses is discussed.

EXC 7320 METHODS OF TEACHG STU W/AUTISM 3.0
Methods of Teaching Students with Autism.

This course provides an in-depth description of students with autism including differentiating characteristics among the various subtypes. Appropriate assessment practices, programming considerations, and effective instructional methods are discussed.

EXC 7330 PHYSICAL HLTH MGT STU W/DISAB 3.0
Physical and Health Management of Students with Disabilities.

This course includes a wide variety of techniques to meet the student's physical and health needs including how to position the student for optimal instruction, lifting and handling procedures, feeding techniques, and health care procedures (e.g., tube feeding, catheterization).

EXC 7340 POSTSCHOOL TRANSITION 3.0
Post-School Transition for Students with Disabilities.

Prerequisite: A planned certification program or MED program, or consent of the instructor.

This course provides students with an overview of interagency models for transition planning for students with various disabilities. Included are modules concerning post-school employment, community living, post-secondary education, and community access, and restructuring of the secondary school curriculum to facilitate effective transition.

EXC 7350 PSYCHOSOCIAL CHAR DEAFNESS 3.0
Psychosocial Characteristics of Deafness.

Students examine information related to psychological and sociological implications of deafness crucial to understanding the characteristics of individuals who are deaf or hard of hearing. This information is presented within an historical and philosophical framework.

EXC 7360 LANG DEVEL STUDNT DEAF/HRD HRG 3.0
Language Development in Students Who Are Deaf/Hard of Hearing.

Prerequisite: Communication Disorders or Introduction to Language Disorders or EXC 7010.

Restricted to students majoring in Communication, Communication Disorders, or Multiple and Severe Disabilities with a concentration in deaf-blind or hearing impairment. Students learn to evaluate, plan for, and teach the English language to students with hearing losses. Study covers analytic/syntax-based and synthetic/pragmatic-based models as well as ASL/ESL approaches.

EXC 7390 READG WRITNG INST DEAF/HRD HRG 3.0

Reading and Writing Instruction for Deaf/Hard of Hearing.

Prerequisite: consent of the instructor.

The purpose of this course is to provide students with techniques and strategies for teaching reading and written language skills to students with hearing losses.

EXC 7400 METHODS TCHG STU DEAF/HARD HRG 3.0

Methods of Teaching Students Who Are Deaf/Hard of Hearing.

Prerequisite: consent of the instructor.

The purpose of this course is to provide students with techniques and strategies for teaching students who are deaf/hard of hearing whether in resource, self-contained, or inclusive settings. Lesson planning, classroom management, curriculum, and effective instruction are addressed.

EXC 7410 ED ASSESS DEAF/HARD HEARING ST 3.0

Educational Assessment of Atypical Deaf/Hard of Hearing Students.

Prerequisite: consent of the instructor.

This course reviews the administration and/or adaptation of assessment tools in speech, language, academic subjects, and cognitive skills of students who are deaf/hard of hearing and have additional learning disorders and relates these to IEPs programming and classroom procedures.

EXC 7420 METHODS TCH ATYP DEAF/HRD HRG 3.0

Methods of Teaching Atypical Deaf/Hard of Hearing.

Prerequisite: consent of the instructor.

This course presents advanced methods, techniques, and instructional issues regarding the education of deaf/hard of hearing students who have additional learning disorders. Covers issues of characteristics, planning, programming, curriculum, and management of additional learning disorders.

EXC 7430 AUDITORY/SPCH DEV DEAF/HRD HRG 3.0

Auditory and Speech Development in Students Who Are Deaf/Hard of Hearing.

Prerequisite: consent of the instructor.

The purpose of this course is to prepare teachers of students who are deaf/hard of hearing to provide appropriate activities to enhance speech and listening skills in clinical and classroom contexts.

EXC 7440 METHODS TEACHING STU DEAFBLIND 3.0

Methods of Teaching Students Who Are Deafblind.

Prerequisite: EXC 7260.

This course focuses on: (a) instructional methods of teaching students who are deafblind, (b) curriculum development, and (c) specialized areas of instruction including communication, orientation and mobility, use of adaptations, and technology.

EXC 7450 CHILD LANGUAGE DISORDERS 3.0

Child Language Disorders.

Prerequisites: Development of Communication and Language Across the Lifespan (Spch 4400) or consent of instructor, Introduction to Language Disorders (EXC 4320).

Restricted to students majoring in communication disorders. Students discuss current perspectives on the assessment and intervention of language disorders in children. Emphasis is placed on factors influencing language development, formal and informal procedures for evaluating language skills, and intervention techniques that are functionally based.

EXC 7480 HEARING SCIENCE AND DISORDERS 3.0

Hearing Science and Disorders.

Prerequisite: consent of instructor.

Restricted to students majoring in communication disorders or multiple and severe disabilities. Laboratory participation required. This course introduces students to hearing science and audiology. Students examine acoustics, anatomy, and physiology of the auditory system and hearing disorders. Attention is given to the administration and interpretation of pure tone and speech audiometry.

EXC 7490 AURAL REHABILITATION 3.0

Aural Rehabilitation.

Prerequisite: EXC 7480.

Restricted to students majoring in communication disorders or multiple and severe disabilities. Students examine rehabilitation of children and adults with hearing impairment. Emphasis is placed on the effects of hearing loss, the function, selection, and maintenance of amplification systems, auditory training, speech reading, and the design and implementation of individualized intervention programs.

EXC 7510 NEUROSCIENCE FOR COMMUNICATION 3.0

Neuroscience for Communication.

Prerequisite: Anatomy for Speech and Hearing (EXC 4360).

Restricted to students majoring in communication disorders. This course provides in-depth study of the anatomy and physiology of the nervous system. Particular emphasis is

paid to the neural bases of speech, hearing, and language and to the behavioral effects of nervous system damage.

EXC 7520 SPEECH SOUND DISORDERS 3.0

Speech Sound Disorders.

Prerequisite: Phonetics (Spch 3000).

Restricted to students majoring in communication disorders. Students examine normal and disordered speech sound production. Emphasis is placed on speech sound development, evaluation of speech sound disorders, and design of intervention programs. Articulation and phonological treatment approaches are covered, and current techniques are emphasized.

EXC 7530 VOICE SCIENCE AND DISORDERS 3.0

Voice Science and Disorders.

Prerequisites: Communication Disorders (Spch 4410), Anatomy for Speech and Hearing (EXC 4360).

Restricted to students majoring in communication disorders. Laboratory participation required. This course provides concentrated study of normal vocal anatomy and physiology, the parameters of resonance and phonation, and the nature of voice disorders. Emphasis is placed on the assessment, rehabilitation, and management of organic and nonorganic voice disorders including the application of advanced technologies in the measurement of resonance and phonation.

EXC 7540 FLUENCY DISORDERS 3.0

Fluency Disorders.

Prerequisite: Communication Disorders (Spch 4410).

Restricted to students majoring in communication disorders. This course provides current perspectives on the nature and treatment of fluency disorders including stuttering and cluttering. Primary emphasis is given to identifying the procedures for differential diagnosis and appropriate clinical management.

EXC 7550 ADULT LANGUAGE DISORDERS 3.0

Adult Language Disorders.

Prerequisites: Development of Language, Introduction to Language Disorders, EXC 7510; or consent of instructor.

Restricted to students majoring in communication disorders. Students examine the assessment, management, and treatment of acquired language disorders and related cognitive impairments in adults. Topics include aphasia, head trauma, right hemisphere impairment, and dementia.

EXC 7560 DIAGNOSTIC METHODS OF SPEECH AND LANGUAGE DISORDERS 3.0

Diagnostic Methods of Speech and Language Disorders.

Prerequisite: EXC 7630 or consent of instructor.

Restricted to students majoring in communication disorders. Students examine standardized and nonstandardized procedures for evaluating individuals with speech and language disorders. Principles of differential diagnosis, interviewing techniques, and report writing are emphasized.

EXC 7570 ADVANCED AUDIOLOGICAL ASSESSMENT 3.0

Advanced Audiological Assessment.

Prerequisites: EXC 7480 or consent of instructor.

Laboratory participation required. Students examine advanced audiological assessment principles and procedures for use with children and adults including otoscopic inspection, acoustic immittance, and electrophysiological testing. Emphasis is placed on the selection of appropriate evaluation tools and interpretation of test results.

EXC 7590 PROFESSION OF COMMUNICATION DISORDERS 2.0

The Profession of Communication Disorders.

Restricted to students majoring in communication disorders. This course provides an overview of the profession of communication disorders including state and national certification requirements, professional ethics, state and federal regulations, writing for the profession, state and national professional associations, and current issues affecting the profession.

EXC 7600 SWALLOWING AND SWALLOWING DISORDERS 3.0

Swallowing and Swallowing Disorders.

Prerequisite: Anatomy for Speech and Hearing or consent of instructor.

Restricted to students majoring in communication disorders. Study focuses on the mechanism of normal and disordered swallowing in adults and children. Strategies for the assessment, treatment, and management of swallowing disorders in a variety of clinical settings are emphasized. Observations in various clinical environments are required.

EXC 7610 MOTOR SPEECH DISORDERS 3.0

Motor Speech Disorders.

Prerequisite: Introduction to Communication Disorders, EXC 7510, or consent of instructor.

Restricted to students majoring in communication disorders. Study focuses on the assessment, management, and treatment of motor speech disorders in adults and children. Emphasis is placed on methods of evaluation and differential

diagnosis of the dysarthrias and apraxia of speech as well as approaches to rehabilitation and management of these disorders.

EXC 7630 POLCY,PROCED,PROGRM COM DISORD 3.0

Policies, Procedures, and Programming in Communication Disorders.

Prerequisite: Introduction to Communication Disorders or consent of instructor.

Restricted to students majoring in communication disorders. Laboratory participation required. This course introduces students to policies, procedures, and programming in clinical practice in communication disorders. Through observation, lecture, and discussion, students examine the implementation of speech-language pathology service in a variety of settings. Service delivery models, reimbursement policies, and support services are included.

EXC 7650 CHARACTER YOUNG CHLDRN W/DISAB 3.0

Characteristics of Young Children with Disabilities.

Prerequisite: (EXC 2010) Exceptional Children and Youth or consent of the instructor.

This course focuses on legislation and learning and behavioral characteristics of young children with disabilities.

EXC 7660 METH TCHG YOUNG CHILD W/DISAB 3.0

Methods of Teaching Young Children with Disabilities.

Prerequisite: EXC 7650.

This course includes instructional methods, materials, and curriculum used in teaching young children with disabilities. Three-hour weekly field placement is required as part of course.

EXC 7740 ORIENTATION/MOBILITY FOR TCHRS 3.0

Orientation and Mobility for Teachers.

This course provides students with an overview of orientation and mobility techniques for children with low vision, blindness, and multiple disabilities.

EXC 7810 DIRECTED RDG & RESEARCH - SPE 1.0 to 6.0

Directed Reading and Research in Special Education.

Prerequisite: consent of instructor.

Students intensively study selected areas of special education through special reading or conducting special projects depending on the needs of the student. (Repeatable)

EXC 7850 VISUAL SYSTEM AND PERCEPTION 3.0

Visual System and Perception.

Students study the anatomy, physiology, and diseases of the eye including their educational significance. Students also learn how to conduct functional vision assessments and strategies to instruct students using low vision devices.

EXC 7860 ED STUDENTS W/VISUAL IMPAIRMNT 3.0

Education of Students with Visual Impairments.

Students study instructional methodology, program delivery, material preparation, and curriculum adaptations for students with visual impairments and blindness.

EXC 7870 BASIC BRAILLE 2.0

Basic Braille.

Students learn how to read and write Grade I and Grade II Braille using a variety of Braille devices.

EXC 7880 BRAILLE LITERACY SKILLS 3.0

Braille Literacy Skills.

Students learn how to teach Braille reading and writing to students with visual impairments. Other Braille codes are taught (e.g., Nemeth code, music Braille).

EXC 7910 CLINIC PRACTICUM COM DISORDERS 1.0 to 3.0

Clinical Practicum in Communication Disorders.

Prerequisite: EXC 7630 or consent of instructor.

Restricted to students majoring in communication disorders. During this practicum, students provide speech and language services to a variety of clients in the university's Speech-Language-Hearing Clinic. Emphasis is placed on the application of course work to the evaluation and treatment of individuals with communication disorders. (Repeatable)

EXC 7920 PRAC I: DEAF/HARD OF HEARING 3.0

Practicum I: Deaf/Hard of Hearing.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with deaf and hard of hearing students. This practicum may extend beyond one term.

EXC 7921 PRACTICUM I: INTERRELATED 3.0

Practicum I: Interrelated.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth interrelated experiences with children. This practicum may extend beyond one term.

EXC 7922 PRAC I: LEARNING DISABILITIES 3.0

Practicum I: Learning Disabilities.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with students with learning disabilities. This practicum may extend beyond one term.

EXC 7923 PRAC I:MILD MENTAL RETARDATION 3.0

Practicum I: Mild Mental Retardation.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with children with mild mental retardation. This practicum may extend beyond one term.

EXC 7924 PRAC I: BEHAVIOR DISORDERS 3.0

Practicum I: Behavior Disorders.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with students with behavior disorders. This practicum may extend beyond one term.

EXC 7925 PRAC I:SEVERE MENTAL RETARDATN 3.0

Practicum I: Severe Mental Retardation.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with students with severe mental retardation. This practicum may extend beyond one term.

EXC 7926 PRACTICUM I: AUTISM 3.0

Practicum I: Autism.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with students with autism. This practicum may extend beyond one term.

EXC 7927 PRAC I:ORTHOPEDICALLY IMPAIRED 3.0

Practicum I: Orthopedically Impaired.

Prerequisite: contact the department.

This intensive practicum course provides for opportunity for initial in-depth experiences with students who have orthopedic impairments. This practicum may extend beyond one term.

EXC 7928 PRACTICUM I: VISUALLY IMPAIRED 3.0

Practicum I: Visually Impaired.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for

initial in-depth experiences with students who have visual impairments. This practicum may extend beyond one term.

EXC 7929 PRACTICUM I: EARLY CHILDHOOD 3.0

Practicum I: Early Childhood.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for initial in-depth experiences with early childhood students. This practicum may extend beyond one term.

EXC 7930 PRAC II:DEAF/HARD OF HEARING 3.0

Practicum II: Deaf/Hard of Hearing.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with deaf/hard of hearing students. This practicum may extend beyond one term.

EXC 7931 PRACTICUM II: INTERRELATED 3.0

Practicum II: Interrelated.

Prerequisite: contact the department.

The intensive practicum course provides opportunity for initial in-depth interrelated experiences with students. This practicum may extend beyond one term.

EXC 7932 PRAC II: LEARNING DISABILITIES 3.0

Practicum II: Learning Disabilities.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with students with learning disabilities. This practicum may extend beyond one term.

EXC 7933 PRAC II:MILD MENTAL RETARDATN 3.0

Practicum II: Mild Mental Retardation.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experience with children with mild mental retardation. This practicum may extend beyond one term.

EXC 7934 PRAC II: BEHAVIOR DISORDERS 3.0

Practicum II: Behavior Disorders.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with students with behavior disorders. This practicum may extend beyond one term.

EXC 7935 PRAC II:SEVERE MENTL RETARDATN 3.0

Practicum II: Severe Mental Retardation.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with students with severe mental retardation. This practicum may extend beyond one term.

EXC 7936 PRACTICUM II: AUTISM 3.0

Practicum II: Autism.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with students with autism. This practicum may extend beyond one term.

EXC 7937 PRAC II:ORTHOPEDICALLY IMPAIRED 3.0

Practicum II: Orthopedically Impaired.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with students who have orthopedic impairments. This practicum may extend beyond one term.

EXC 7938 PRACTICUM II:VISUALLY IMPAIRED 3.0

Practicum II: Visually Impaired.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with students who have visual impairments. This practicum may extend beyond one term.

EXC 7939 PRACTICUM II: EARLY CHILDHOOD 3.0

Practicum II: Early Childhood.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for full-time, in-depth experiences with early childhood students. This practicum may extend beyond one term.

EXC 7940 PRAC III:DEAF/HARD OF HEARING 3.0

Practicum III: Deaf/Hard of Hearing.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for advanced in-depth experiences with deaf/hard of hearing students. This practicum may extend beyond one term.

EXC 7941 PRACTICUM III: INTERRELATED 3.0

Practicum III: Interrelated.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for advanced in-depth interrelated experiences with students. This practicum may extend beyond one term.

EXC 7945 PRAC III:APPLIED BHVR ANALYSIS 3.0

Practicum III: Applied Behavior Analysis.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for advanced in-depth applied behavior analysis experiences with students. This practicum may extend beyond one term.

EXC 7948 PRACTICUM III: DEAFBLIND 3.0

Practicum III: Deaf/Blind.

Prerequisite: contact the department.

This intensive practicum course provides opportunity for advanced in-depth experience with students who are deafblind. This practicum may extend beyond one term.

EXC 7950 COM DISORDR MEDICAL INTERNSHIP 3.0 to 9.0

Communication Disorders Medical Internship.

Prerequisites: EXC 7910 and consent of instructor.

Restricted to students majoring in communication disorders.

In this intensive, full-time practicum experience, the student evaluates and treats individuals with communication disorders in a medical setting such as a hospital, rehabilitation center, or health care facility. (Repeatable)

EXC 7951 COM DISORD SCHOOL INTERNSHIP 3.0 to 9.0

Communication Disorders School Internship.

Prerequisites: EXC 7910 and consent of the instructor.

Restricted to students majoring in communication disorders.

In this intensive, full-time practicum experience, the student evaluates and treats individuals with communication disorders in a school setting. (Repeatable)

EXC 8010 ADV STUDY EXCEPTIONAL STUDENTS 3.0

Advanced Study of Exceptional Students.

Prerequisite: consent of instructor.

Restricted to students majoring in Special Education. This course comprehensively analyzes the mental, physical, and emotional problems of exceptional students. It also covers current issues and trends in special education.

EXC 8270 ADV INSTR & LEARNNG STRATEGIES 3.0

Advanced Topics in Instruction and Learning Strategies.

Prerequisite: master's degree in special education or related field.

This course updates special education school personnel in the developments in the field of learning disabilities, including research on students with learning disabilities, evaluation of treatment programs, current issues, and analysis of methodological approaches employed in studying learning problems in children.

EXC 8280 ADV FUNCTIONAL AND TRANSITION 3.0

Advanced Topics in Functional Academics and Transition.

Prerequisite: master's degree in special education or related field.

This course provides in-depth interdisciplinary study of the nature and characteristics of individuals with mental retardation, emphasizing current research and issues in the field.

EXC 8290 ADV SOCIAL & EMOTIONAL BEHAVR 3.0

Advanced Topics in Social and Emotional Behavior.

Prerequisite: master's degree in special education or related field.

Provides an in-depth interdisciplinary study of the nature and characteristics of behavior disorders, emphasizing current research and issues in the field.

EXC 8300 ADV TOPIC CURR/ASSISTIVE TECHN 3.0

Advanced Topics in Curriculum and Assistive Technology.

Prerequisite: consent of instructor.

This course provides an in-depth study of the use of assistive technology within the school curriculum. Current research on effective assessment and use of assistive technology is addressed, especially as it relates to students with physical and learning impairments.

EXC 8310 ADV STUDIES LANG DEVELOPMENT 3.0

Advanced Studies in Language Development.

Prerequisite: Development of Language or consent of instructor.

This course provides an in-depth study of language development for school age children. Emphasis is placed on current research and application of information to classroom and therapeutic settings.

EXC 8320 ADV STUDIES CHILD COM DISORDRS 3.0

Advanced Studies in Child Communication Disorders.

Prerequisite: consent of instructor; restricted to students majoring in communication disorders.

This course offers an opportunity for in-depth study of issues related to current topics in childhood speech, language disorders, or both. Emphasis is placed on review and clinical application of research pertaining to the selected topic. (Repeatable)

EXC 8330 ADV STUDIES ADULT COMM DISORDR 3.0

Advanced Studies in Adult Communication Disorders.

Prerequisite: consent of instructor; restricted to students

majoring in communication disorders.

This course offers an opportunity for in-depth study of theoretical issues relating to a varying topic in adult disorders. Emphasis is on the review and clinical application of current research and literature pertaining to the selected topic. (Repeatable)

EXC 8350 ADV CURRICULUM AND TECHNOLOGY 3.0

Advanced Topics in Curriculum and Instructional Technology.

Prerequisite: consent of instructor.

This course provides an in-depth study of the curricular models and empirically-validated curriculum content used for students with disabilities. Special attention is given to strategies for modifying and individualizing the curriculum and using instructional technology to provide access to the curriculum content.

EXC 8430 SUPERVISORY PRACTICE IN SPE ED 3.0

Supervisory Practices in Special Education.

Prerequisite: consent of instructor.

Students study and apply the methods and techniques of supervision to programs and facilities concerned with the education of exceptional children.

EXC 8760 PROBLEMS OF TEACHING SPEC EDUC 3.0

Problems of Teaching Special Education.

Prerequisite: consent of instructor.

This course provides an opportunity for the students and instructor to discuss problems and issues which teachers have in teaching students with disabilities and/or gifted children. The seminar is taught in relation to direct experience with students. (Repeatable)

EXC 8810 DIRECTED RDG OR RESEARCH - SPE 1.0 to 6.0

Directed Reading or Research in Special Education.

Prerequisite: consent of instructor.

This independent study course is for intensive study of selected areas of special education not covered in course work. (Repeatable)

EXC 8960 SEMINAR IN SPECIAL EDUCATION 1.0 to 3.0

Seminar in Special Education.

Prerequisite: consent of instructor.

Students intensively analyze research in the area of theory and practice and the literature on current issues, trends, and functions of special education. (Repeatable)

EXC 8961 PROFESSIONAL DEV SEMINAR SPE 1.0 to 3.0

Professional Development Seminar in Special Education. Students discuss current issues and topics in special education and develop a personal line of research leading to a residency study and preparation for their dissertation. The seminar may extend beyond one term. (Repeatable)

EXC 8980 PROF INVESTIGATN/WRITNG SPE EDU 3.0

Professional Investigation and Writing in Special Education. Prerequisite: EXC 8010 or consent of instructor. This course for educational specialist students in special education provides the knowledge and skills to complete the research and writing of a school improvement project.

EXC 8990 ED SPECIALIST RESEARCH PROJECT 3.0

Educational Specialist Research Project. Prerequisite: EXC 8980. Students complete a research study on selected topics in special education. The Ed.S. student handbook provides detailed guidelines and instructions for completing this project. (Repeatable)

EXC 9660 INTERNSHIP IN SPECIAL EDUC I 3.0

Internship in Special Education I. Prerequisite: consent of instructor. This internship provides intensive experience for students to teach college level courses in special education under the supervision of a faculty member.

EXC 9670 INTERNSHIP IN SPECIAL EDUC II 3.0

Internship in Special Education II. This internship provides intensive experiences for students to work with exceptional children. Special arrangements are made with schools or other facilities for placement.

EXC 9900 RESEARCH SEMINAR IN SPEC ED 3.0

Research Seminar in Special Education. Students analyze advanced research in special topics. (Repeatable)

EXC 9910 RESEARCH SEM LRNG DISABILITIES 3.0

Research Seminar in Learning Disabilities. Students analyze advanced research in the area of learning disabilities.

EXC 9920 RESEARCH SEM BEHAVIOR DISORDRS 3.0

Research Seminar in Behavior Disorders. Students analyze advanced research in the area of behavior disorders.

EXC 9930 RESEARCH SEM MNTAL RETARDATION 3.0

Research Seminar in Mental Retardation. Students analyze advanced research in the area of mental retardation.

EXC 9990 DISSERTATION 3.0 to 9.0

Dissertation. This course involves the research and writing of the doctoral dissertation. (Repeatable)

EXECUTIVE MBA

EMBA 8000 INTRO TO EXEC MGT 3.0

Introduction to Executive Management. Prerequisite: consent of director of EMBA program. This course provides an introduction to executive management education. The role of general management, in which the executives have responsibilities for a broad spectrum of tasks, is established. Six themes that transcend any one course and continue through the entire program are identified and introduced. The themes are oral communications, written communications, quantitative analysis, computer skills, interpersonal skills, and an international perspective. Basic skills in accounting and mathematics are covered.

EMBA 8005 CRS-CULTURAL BUS PRAC 3.0

Cross-Cultural Business Practices. Prerequisite: consent of director of EMBA program. This course is directed toward understanding the changing demographics of the workplace in the United States and the impact culture has on how business is conducted both in the U.S. and in other countries. Emphasis is placed on the awareness of the cultural differences and the recognition of their impact on business norms and practices.

EMBA 8007 FUNDAMENTLS OF ACCOUNTING 1.5

Fundamentals of Accounting. Prerequisite: consent of director of EMBA program. This course covers the fundamentals of accounting principles. Specifically included are accounting concepts, principles, traditions, and terminology, the accounting model, introduction to the financial statements (balance sheet, income statement, and statement of cash flows), and the bookkeeping process from analysis of transactions through adjustments to the preparation of a balance sheet and income statement.

EMBA 8050 ACCOUNT FIN ANALYSIS 3.0

Accounting for Financial Analysis.

Prerequisites: consent of director of EMBA program, EMBA 8007.

This course introduces financial accounting concepts and principles along with elements of financial analytical methods. It is designed to lay a foundation for the Executive MBA curriculum, especially subsequent accounting and finance courses.

EMBA 8100 ORGANIZATIONAL BEHAV EXEC 3.0

Organizational Behavior for Executives.

Prerequisite: consent of director of EMBA program.

Designed for the experienced manager, this course is an extensive study of human behavior in the workplace. Among the topics addressed are theories considered critical to the understanding of workplace motivation, communication, leadership, rewards and sanctions, team building, workplace stress, and organization structuring and design. Particular attention is paid to managing persons in complex environments (including the rapidly changing nature of jobs and work and work in international/multicultural settings).

EMBA 8150 SUP TOOLS PROB SOLV 3.0

Decision Support Tools for Improved Problem Solving.

Prerequisite: consent of director of EMBA program.

This course focuses on the art and science of building computer-based decision tools. Topics include defining and coding the model, validation approaches, using computer-based models to evaluate alternatives, model improvement techniques, and implementation issues. Students apply these topics to statistical, optimization, and simulation models. The topics are integrated through the use of a management simulation game. Students build their own computer-based tools and use preexisting models within the gaming environment.

EMBA 8200 LGL & ETH ENVIR OF BUS 1.5

Legal and Ethical Environment of Business.

Prerequisite: consent of director of EMBA program.

This course provides the EMBA student with a study of the interrelationship of law, ethics and business. The course covers the American legal system and ethical responsibilities of business. The course equips the student to recognize legal and ethical issues and to manage legal risks in business decision making.

EMBA 8205 REGULATORY ENVIRNMENT BUS 1.5

Regulatory Environment of Business.

Prerequisite: consent of director of EMBA program.

This course provides the EMBA student with a study of the role of government in regulating business. The course covers specific business applications of federal regulation and investigatory power, regulation of employment, intellectual property, administrative law, securities regulation, antitrust regulation, and international business and trade.

EMBA 8250 STRATEGIC MARKETING MGT 3.0

Strategic Marketing Management.

Prerequisite: consent of director of EMBA program.

The purpose of this course is to provide students with an understanding of the current and future problems faced by the marketing manager. Emphasis is placed on the practical applications of the theories developed in marketing and related literature. More specifically, the marketing mix, including product, price, promotion, and place, is discussed in relation to the environmental characteristics, including competition, technology, governmental regulation, and recent megatrends. Special attention is also given to market opportunity analysis, marketing tactics, marketing strategy and decision making, and evaluation.

EMBA 8350 PROJECT & SYS MANAGEMENT 1.5

Project and Systems Management.

Prerequisite: consent of director of EMBA program.

This course is directed toward the recognition and use of the operations function as a competitive weapon in the marketplace with a special emphasis on the strategic importance of project management and systems thinking. Specific topics include strategic analysis of the operations function from a systems perspective, performance measurement and productivity concepts, project management, and the use of systems thinking tools in managing operations.

EMBA 8355 OP & QUALITY MANAGEMENT 1.5

Operations and Quality Management.

Prerequisite: consent of director of EMBA program.

This course is directed toward the management and control of operating systems with an emphasis on supply chain management. Specific topics include matching operating decisions to a firm's strategy; design of operations control systems; unique operations considerations in the services, design, selection and improvement of processes; capacity planning; quality management; and the management of inventories.

EMBA 8389 DIR READ IN EMBA PROGRAM 1.0 to 3.0

Directed Readings in the Executive MBA Program.

Prerequisite: consent of director of EMBA program, good academic standing.

EMBA 8400 MANAGERIAL ECONOMICS 3.0

Managerial Economics.

Prerequisite: consent of director of EMBA program.

This course uses the basic tools of microeconomics and macroeconomics to analyze management decisions and the competitive strategies of firms in a market economy. Microeconomic concepts of supply and demand, production, cost, and market structure are combined with the macroeconomic issues of aggregate demand and supply and national income determination to develop an analysis of the overall economic environment in which firms operate.

EMBA 8450 ASSET VAL ANALYSIS SELEC 3.0

Asset Valuation, Analysis and Selection.

Prerequisite: consent of director of EMBA program.

This course considers conceptual and policy issues associated with the financial management of the non-financial firm. Students develop skills in financial analysis and interpretation and examine the various economic profit-based metrics used by financial executives. The dominant paradigms of risk and return are considered, and techniques for the valuation of both financial and real assets are analyzed. Included are capital budgeting techniques for making optimal asset and financing decisions as used in project financing and the setting of hurdle rates and the use of simulation in the conduct of risk management. Financial management practices in other countries are considered. Case analysis is employed, and personal computers are used as a supporting tool.

EMBA 8500 CORPORATE FINANCING POLICY 3.0

Corporate Financial Policy.

Prerequisite: consent of director of EMBA program.

This course focuses on the determination and evaluation of the corporate capital strategies. Topics considered include financial structure, leasing, cost of capital, dividend policy, and valuation. The financial topics are combined with the investment strategies to yield a synthetic view of financing-investment interactions and their impact on firm value. The related topics of mergers, acquisitions, and leveraged buy outs are addressed. Case analysis in the classroom will draw upon the background readings in the professional and academic literature and from the lectures. Personal computers are used as a supporting technique.

EMBA 8550 COST ANALYSIS 1.5

Cost Analysis.

Prerequisite: consent of director of EMBA program.

This course is a study of the major accounting methods used for costing products, services, programs, projects, departments, and other operational units and cost objects. The primary emphasis is on developing the needed understanding, insights, and skills to correctly use such data in making various kinds of managerial decisions.

EMBA 8555 MANAGEMENT CONTROL SYS 1.5

Management Control Systems.

Prerequisite: consent of director of EMBA program.

This course is a study of the major accounting methods used for tracking and reporting internal operations. In addition, the course deals with how in practice the generated reports are used for evaluating performance and controlling operations. Key topics of the course include responsibility accounting, performance indicators, and the behavior patterns stimulated by such reporting and budgeting systems. The primary emphasis is on developing the understanding, insights, and skills needed to effectively use such accounting reports and other available information to appropriately evaluate managers' performance and control operations.

EMBA 8600 INFO TECH INFRASTRUC DEPL 1.5

Information Technology Infrastructure and Deployment.

Prerequisite: consent of director of EMBA program.

CSP: 1, 2, 3, 4, 5, 6.

This course examines the basic components of information technology and how emerging technology has lead to the development of diverse and important business applications. The course provides the student with an understanding of the various kinds of technology and their role in developing an information technology infrastructure. Topics include the basic components of information technology, telecommunications, and electronic commerce. The first half of the course is a comprehensive overview of the various kinds of information technologies. This is then augmented with strategies for successful systems development and implementation. Together these components provide the manager with the skills to properly manage the acquisition technologies within the firm.

EMBA 8605 INFO SYS STRUC & STRAT 1.5

Information Systems Structure and Strategies.

Prerequisite: consent of director of EMBA program.

CSP: 1, 2, 3, 4, 5, 6.

This course is an examination of the strategic impact of computer-based information systems on organizations. This course prepares students for understanding and exploiting the interdependency between business strategy and information technology (IT). Two primary areas are examined. The alignment of information technology with corporate strategy is discussed. Then the role that information technology plays in organizational structure and managerial functions, outsourcing decisions, and business process reengineering is examined.

EMBA 8650 INTERNATL MGT PRACTICES 4.5

International Management Practices.

Prerequisite: consent of director of EMBA program.

This course entails the overseas visit to directly observe the practices and concepts of business in foreign countries. The students visit a series of businesses in one or more countries, both U.S. companies doing business in the countries and country-national companies. In addition, discussions are organized between the students and members of the governments in the countries, U.S. business people in the countries, and American Chambers of Commerce in the countries. Time is allowed for students to become familiar with the cultural aspects of the countries visited.

EMBA 8750 STRAT PLAN & POLICY FORMU 3.0

Strategic Planning and Policy Formulation.

Prerequisite: consent of director of EMBA program.

This course is designed to give the student the opportunity to develop conceptual skills needed by higher-level managers. Emphasis is given to the integration of subject matter from the other courses in the EMBA program. Subject matter stressed includes the development of organizational strategy, decision making within the framework of a strategy, the planning process, the formulation of objectives and policies, and the management of change.

FINANCE

FI 8000 VALUATION OF FIN ASSETS 3.0

Valuation of Financial Assets.

Co-requisite: MBA 8622. CPS 1, 2, 6.

This course develops core competencies that all finance graduates regardless of area of specialization should possess. Topics include foreign exchange markets, interest rate risk measures, term structure theory, introductory option pricing, futures markets, swaps, and valuation. This course is required of all MBA students seeking a

major or a concentration in finance as well as all M.S. in finance students. This course is a prerequisite for all other finance electives except Fi 8020 and Fi 8040 and may be taken after or simultaneously with MBA 8622.

FI 8020 FIN ANALYSIS & LOAN STRUC 3.0

Financial Analysis and Loan Structuring.

Prerequisite: MBA 8622. CSP: 1, 2, 6.

This course provides students with the skills to analyze a business, determine its funding needs, and design a financing structure to satisfy those needs (primarily, private debt instruments). There is minimal discussion of pricing; the focus is credit analysis. The principal teaching method is case analysis, and a significant course objective is the development of logical thinking and communication skills. The case mix includes companies of all sizes including small- and medium-sized firms. Students have the opportunity to evaluate the needs of a variety of businesses that differ with respect to type, industry, profitability, growth, cyclicalities, and degree of distress.

FI 8040 SURVEY INTERNAT'L FINANCE 3.0

Survey of International Finance.

Prerequisite: MBA 8622. CSP: 1, 2, 6.

This course surveys the conceptual and institutional aspects of financial decision making in multinational firms in a global economic environment. The students are introduced to foreign exchange risk with special emphasis on the mechanics of foreign exchange and related derivatives markets as well as the parity conditions in international finance. Institutional realities of regional economic blocks, foreign exchanges regimes, euro markets, and balance of payments are discussed to highlight their impact on financial management.

FI 8200 DERIVATIVE MARKETS I 3.0

Derivative Markets I.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This course focuses on the valuation, uses, and regulation of derivative instruments—contracts or agreements whose values derive from the prices of underlying assets such as equities, commodities, interest rates, and currencies. The course is presented from the perspective of corporate risk managers and institutional professionals who use these valuable risk-shifting instruments for controlling market risks. Coverage is presented of both exchange and off-exchange derivatives including futures, options,

forwards and swaps, and structured products such as hybrid debt having embedded derivative features. The course keeps abreast of global trends, trading developments such as electronic markets, and new products such as electricity, weather, bandwidth, and credit derivatives.

FI 8220 DERIVATIVE MARKETS II 3.0

Derivative Markets II.

Prerequisite: Fi 8200. CSP: 1, 2, 6.

This course is a continuation of Fi 8200 and presents a more advanced treatment of derivative instruments including coverage of important risk management products that trade largely in the off-exchange market.

Particular focus is on the valuation and practical application of forward contracts, swaps, and related products such as caps and floors, exotic options, and structured products. The course also explores the integration of these instruments into an overall risk management framework. In doing so, consideration is given to market, liquidity, legal, operational, and credit risks.

FI 8240 GLOBAL PORTFOLIO MGT 3.0

Global Portfolio Management.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This course explores in greater depth than possible in Fi 8000 the practical aspects of investment valuation and portfolio management in a global framework. The focus is on market microstructure, bond- and equity-portfolio management and overall asset allocation. Practical aspects of portfolio management are introduced through lectures and class discussions of journal articles and cases.

FI 8300 ADV CORPORATE FINANCE 3.0

Advanced Corporate Finance.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This course develops a framework and tools for analyzing corporate investment and financing decisions. Students become familiar with the cutting-edge techniques for evaluating capital investments, the central issues in capital structure and dividend policy decisions, and the interaction between financing and investment decisions. Techniques covered provide the tools necessary to evaluate strategic investments in technology, mergers and acquisitions, corporate restructurings, and research and development. Skills are developed for the valuation of firms in traditional and new technology industries as well

as security offerings such as initial public offerings. Reliance is placed on a variety of pedagogical vehicles including problem solving, case studies, lectures, and group projects.

FI 8320 CASES & READ CORP FIN 3.0

Cases and Readings in Corporate Finance.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This course focuses on financial policy-making and practical applications of the topics covered in Fi 8300 through case analyses, contemporary readings from the professional literature, and problem solving. The emphasis in the course is on investment and financial decisions and their impact on firm value and capital market imperfections and their impact on the raising of corporate capital. The course also provides an opportunity for the study of additional topics of special current significance such as capital structure and dividend policy, corporate restructuring, and the market for corporate control, risk management, international capital budgeting and financing, financial planning and working capital management, project financing, reorganizations, and advanced equity valuation.

FI 8340 MULTINATIONAL CORP FIN 3.0

Multinational Corporate Finance.

Prerequisite: Fi 8000. CSP: 1,2,6.

This course covers various aspects of the financial management of the nonfinancial multinational firm in a global setting. It deals with currency exposure management, capital expenditure processes, capital structure decision, and short-and long-term financing strategies in the presence of impediments to market integration such as reporting requirements, taxes, and regulations. The phenomena of globalization and multinational firms are examined from a variety of conceptual viewpoints and their policy implications are analyzed using cases.

FI 8360 SPECIAL TOPICS CORP FI 3.0

Special Topics in Corporate Finance.

Prerequisite: Fi 8000. CSP: 6.

This seminar-style course allows for in-depth study of select corporate finance topics of special current significance. Coverage is drawn from cutting-edge issues such as the capital acquisition process, investment banking, venture capital financing, the financial management of the e-commerce firm, corporate control, international capital budgeting and financing, project finance, corporate reorganizations and restructuring, corporate governance, and

the interaction of product-market strategies and financial strategies. Reliance is placed on readings from the professional literature, lectures, case studies, and group projects. The topic of each offering will be announced in advance, and students may take this course multiple times for course credit as different topics are offered.

FI 8389 DIR READINGS IN FINANCE 1.0 to 3.0

Directed Readings in Finance.

Prerequisites: Fi 8000, consent of instructor, good academic standing.

FI 8400 FIN MGT DPS FI SER FIRMS 3.0

Financial Management of Depository Financial Services Firms.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This course addresses financial management of firms that specialize in deposit-type financial assets (i.e., commercial banks and bank holding companies, savings organizations, and credit unions). Specific topics include: the economic foundation of depository financial institutions, legal/regulatory structure, market dynamics, performance analysis, asset/liability management, liquidity management, and other risk/return management issues. One area not covered is loan analysis since that topic is treated in great depth in Fi 8020.

FI 8420 THE FINANCIAL SYSTEM 3.0

The Financial System.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This is a macro-finance course, focusing on the broad issue of funds flows through the entire economy. The course analyzes the dynamic and complex pattern of world-wide funds flows, the identity of the major players in the system and the factors influencing their behavior in financial markets, the basis for the myriad financial assets available, the crucial importance of a well-developed financial system for economic development, the influence of the legal/regulatory system, and financial innovation. Special attention is placed on the structure and role of interest rates.

FI 8440 MULTINATIONAL BANK MGT 3.0

Multinational Bank Management.

Prerequisite: Fi 8000. CSP: 1, 2, 6.

This course deals with international dimensions of domestic commercial bank management as well as the global perspective of multinational banks. Funds procurement including offshore borrowing, foreign lending and syndicated loans, financial

product design, and investment banking are analyzed in a global setting. The role of government regulations and prominence of offshore financial markets are highlighted for planning and decision-making purposes.

FI 9000 MATH METH/CONTMP FIN THRY 3.0

Mathematical Methods in Contemporary Financial Theory.

Prerequisites: Math 3435 or equivalent; and consent of instructor. CSP: 6.

This course develops techniques of mathematics useful in a variety of problems in finance, including asset pricing, consumption and portfolio choice, game theory, contingent claim valuation, and the economic theory underlying financial markets. Topics covered may include relevant parts of the theory of topological vector spaces, convex analysis, probability theory, stochastic processes, stochastic calculus, dynamical systems, dynamic programming and stochastic control theory. The techniques covered depend on the instructor and the needs of the students.

FI 9100 THEORY OF ASSET VALUATION 3.0

The Theory of Asset Valuation.

Prerequisite: Fi 9000 or consent of instructor. CSP: 6.

This course acquaints students with the modern theory of asset valuation. Topics covered may include the relationship between no-arbitrage conditions and the existence of equilibrium pricing measures, spanning, market completeness and the uniqueness of the pricing functional, and the pricing of derivative securities in both continuous-time and discrete-time stochastic economies. The specific topics covered depend on the instructor and the needs of the students.

FI 9200 SEM THEORY INVESTMENTS 3.0

Seminar in the Theory of Investments.

Prerequisites: Fi 9000, Fi 9100; or consent of instructor.

This seminar exposes the student to the basic theoretical paradigms of contemporary investments research. Topics which may be covered include portfolio theory, two-fund separation, mean-variance analysis, contingent-claim pricing, consumption-based asset pricing theory, asset pricing in a rational expectations setting, and the microstructure of securities markets. The specific topics covered depend the instructor and the needs of the students.

FI 9300 SEMINAR CORPORATE FINANCE 3.0

Seminar in Corporate Finance.

Prerequisite: Fi 9000 or consent of instructor. CSP: 6.

This course acquaints students with theoretical and empirical research in corporate finance. Topics covered may include the effect of taxes and transactions costs on corporate capital structure, bondholder-stockholder and stockholder-manager agency conflicts, the effect of informational asymmetry between firms and outside investors on financial decisions, the design of securities, the design of optimal control mechanisms, theory of corporate control, bankruptcy and corporate restructuring, shareholder heterogeneity, and corporate governance. The specific topics covered depend on the instructor and the needs of the students.

FI 9400 THEORY FIN MGT FIN INST 3.0

Theory of Financial Management of Financial Institutions.

Prerequisite: Fi 9000 or consent of instructor. CSP: 6.

This course develops the theory of the financial markets and institutions which link suppliers and users of investment capital. Topics which may be covered include: the reasons for the existence of financial intermediaries, productivity of financial institutions, the determinants of interest rates, the pricing of interest-rate-contingent instruments, optimal regulatory policies for financial institutions, the capital structure and hedging policies of institutions, market microstructure and non-depository financial intermediation, bank credit policies and credit rationing, macro finance, and the role of intermediaries in supplying liquidity. The specific topics covered depend on the instructor and the needs of the students.

FI 9500 ADV TOP CONTEMP FIN RSRCH 3.0

Advanced Topics in Contemporary Finance Research.

Prerequisite: consent of instructor. CSP: 6.

This doctoral-level course is devoted to analyzing significant topics in finance research. Topics covered in the course will vary across a wide spectrum of possible areas and methodologies in finance research. The course may be repeated when the topics vary.

FOLKLORE

FOLK 6020 AMERICA'S FOLK CRAFTS 3.0

America's Folk Crafts.

Traditional hand skills of North American folk-culture regions including folk arts, crafts, architecture, food-ways, and pre-industrial technology, their Old World sources, and display in folk museums.

FOLK 6100 BRITISH FOLK CULTURE 3.0

British Folk Culture.

The oral, musical, customary, and material traditions of England, Scotland, and Wales, including their regional variation and reflection of major historical currents.

FOLK 6110 IRISH FOLK CULTURE 3.0

Irish Folk Culture.

Traditional culture from the Celts to the present, including saga literature, farmsteads and houses, singing, storytelling, and supernatural beliefs.

FOLK 8200 FOLKLORE 3.0

Folklore.

Survey of folklore genres (including ballads, tales, customs, and arts) and of aspects of folklore study (including literary uses of folklore) with illustrations drawn largely from the South.

FOREIGN LANGUAGE

FORL 6011 PHONETICS AND PHONOLOGY 3.0

Phonetics and Phonology.

Prerequisite: AL/ForL 3021.

(Same as AL 6011.)

The description and classification of the sounds of human language; patterns of their occurrence and rules governing their use in various languages; emphasis on phonology in a generative framework.

FORL 6012 MORPHOLOGY AND SYNTAX 3.0

Morphology and Syntax.

Prerequisite: AL/ForL 3021.

(Same as AL 6012.)

Introduction to the basic concepts of syntax, including work classes, constituents, case systems, word order, and grammatical relations. Emphasis on comparison of syntax of a wide variety of languages.

FORL 6030 PRAC IN FOR LANG EDUCATN 3.0

Practicum in Foreign Language Education.

Prerequisites: ForL 6125 or ForL 6126.

Observation, lesson planning, and supervised micro-teaching with a variety of instructional techniques in grades P-8 and 9-12. Application of instructional and curricular theories; systemic analysis of decision-making processes in instruction.

FORL 6111 SEMANTICS AND PRAGMATICS 3.0

Semantics and Pragmatics in Linguistic Theory.

(Same as AL 6111.)

Prerequisite: AL/ForL 3021 or equivalent.

Broad range of topics in semantics, the study of how language communicates meaning, and in pragmatics, the study of how language is used to accomplish a speaker's intention.

FORL 6121 HISTORICAL LINGUISTICS 3.0

Historical Linguistics.

(Same as AL 6121.)

Comprehensive introduction to historical and comparative linguistics with a focus on causes and mechanisms of language change over time.

FORL 6122 LING FOUND-2ND LANG TEACH 3.0

Linguistic Foundations for Second Language Teaching.

Vocabulary and principles of basic concepts of linguistics (phonology, morphology, and syntax), relationship of linguistics to language teaching, factors affecting first and second language acquisition, current trends in second language teaching.

FORL 6125 (TE)MET/MAT-TCHG FOR LANG:P-8 3.0

(TE) Methods and Materials for Teaching Foreign Languages, P-8.

Knowledge of learner characteristics, foreign language curricula and standards, content reinforcement, unit and lesson planning, coordination of materials and technology, and techniques of effective lesson implementation for grade levels P-8.

FORL 6126 (TE) MET/MAT-TCH FOR LANG:9-12 3.0

(TE) Methods and Materials for Teaching Second Languages, 9-12.

Knowledge of learner characteristics, foreign language curricula and standards, content reinforcement, unit and lesson planning, coordination of materials and technology, and techniques of effective lesson implementation for grade levels 9-12.

FORL 6128 TCHNG FOREIGN LANG COLLGE 3.0

Teaching Foreign Languages at the College Level.

Theories of second language acquisition; practical methods of foreign language instruction at the college level.

FORL 6130 MET/MAT-TCHNG LATIN:P-12 3.0

Methods and Materials for Teaching Latin: P-12 (TE).

Methodologies for teaching Latin P- 12; lesson planning, teaching culture, and classroom techniques; goals of a Latin curriculum year by year. Syntax and the natural method of reading Latin.

FORL 6131 BILINGUALISM 3.0

Bilingualism.

(Same as AL 6131.)

Comprehensive introduction to the phenomena, role, and function of bilingualism in the contemporary world with special emphasis on North America.

FORL 6141 SPECIAL TOPICS 3.0

Special Topics in Language Studies.

(Same as AL 6141.)

Topics vary according to instructor. May be repeated for a maximum of 6 credit hours.

FORL 6151 CULTURE/LANGUAGE LEARNING 3.0

Culture and Language Learning.

(Same as AL 6151.)

Introduction to the role of culture in second language learning. Topics include cultures of teachers, students, and language; cultural factors in second language writing, reading, speaking, and listening.

FORL 8223 MOD FOR LNG PED: THR/PRAC 3.0

Modern Foreign Language Pedagogy: Theory and Practice.

Methodology of foreign language teaching as reflected in the latest research and as applied in the classroom situation; evaluation of current techniques and materials as models for production and utilization of materials by students.

FORL 8224 METH TCH LAT GRAM,SYN,RDG 3.0

Methodology of Teaching Latin Grammar, Syntax, and Readings.

Evaluation of various approaches to the teaching of Latin, with emphasis on the "natural method."

FORL 8225 APPL LING F L TEACHERS 3.0

Applied Linguistics for Foreign Language Teachers.

Prerequisite: The Advanced Grammar course in the major language or consent of instructor.

Contrasting structure of English and the target foreign language; programmed learning, cognitive learning, pedagogical grammar; materials development.

FORL 8226 TCHG LIT IN FL CLASSROOM 3.0

Teaching Literature in the Foreign Language Classroom.
How to select, annotate, and teach literary texts in the high school foreign language classroom. Given separately in French, German, and Spanish.

FORL 8227 TCHG CUL IN FL CLASSROOM 3.0

Teaching Culture in the Foreign Language Classroom.
Preparation and adaptation of contemporary cultural materials for use in the high school foreign language classroom. Given separately in French, German, and Spanish.

FORL 8250 TOPICS IN PEDAGOGY 1.0 to 3.0

Topics in Pedagogy.
May be repeated if topics vary.

FORL 8800 RESEARCH FOR/SEC LANGUAGE ED 3.0

Research in Foreign or Second Language Education.
Focus on the design and conduct of a research study for the Ed.S. degree with a concentration in Foreign Language.

FORL 8850 ED. S RESEARCH AND PORTFOLIO 3.0

Education Specialist Research and Portfolio Development.
Three hours per week directed study. Students design and conduct research in their own foreign language classroom or construct a portfolio consistent with but not limited to the requirements for National Board Certification in World Languages Other Than English (French, German, Spanish).

FRENCH

FREN 6043 FRENCH CIVILIZATION I 3.0

French Civilization I.
(Not open to students with prior credit for Fr 605.)
Historical, philosophical, artistic, and literary influences which contributed to the formation of French civilization from the Middle Ages to the Age of Louis XIV.

FREN 6053 FRENCH CIVILIZATION II 3.0

French Civilization II.
(Not open to students with prior credit for Fr 605.)
Historical, philosophical, artistic, and literary influences which contributed to the formation of French civilization from the Regency through World War II.

FREN 6063 CONTEMPORARY FRANCE 3.0

Contemporary France.
Intellectual climate as reflected in the political, social, and economic structures of contemporary France.

FREN 6103 ADVANCED FRENCH SYNTAX 3.0

Advanced French Syntax.
Detailed examination of contemporary French grammar, syntax, and vocabulary, with emphasis on improving proficiency in written French.

FREN 6108 FRENCH FOR INTL BUSNSS I 3.0

French for International Business I.
Business vocabulary and correspondence. Protocol of business environment. Reading and analysis of commercial texts.

FREN 6109 FRENCH FOR INTL BUSNSS II 3.0

French for International Business II.
Prerequisite: Fren 6108 or consent of instructor.
Readings in the foreign language of current materials related to business and trade structures, issues, and procedures.

FREN 6135 INTRO: THEORY & PRAC OF TRANS 3.0

Introduction to the Theory and Practice of Translation.
Introduction to professional translation based on a comparative study of characteristic modes of expression in French and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from French to English and English to French.

FREN 6140 GENERAL TRANSLATION 3.0

General Translation.
Prerequisite: Fren 6135 or consent of instructor.
Translation of texts on a variety of cultural topics, documents, computer assisted translations, methods of research and documentation, and the continued study of comparative stylistics.

FREN 7135 INTRO: THEORY/PRAC OF TRANS 3.0

Introduction to the Theory and Practice of Translation.
Introduction to professional translation, based on a comparative study of the characteristic modes of expression in French and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from French to English and English to French.

FREN 7136 LITERARY TRANSLATION 3.0

Literary Translation.
Prerequisite: Fren 7135 or consent of instructor.

Practice in translation of literary texts, principally from French into English. The texts will be drawn from the areas of fiction, poetry, and literary criticism. May not be counted toward requirements for the programs in translation and interpretation.

FREN 7140 GENERAL TRANSLATION 3.0

General Translation.

Prerequisite: Fren 7135 or consent of instructor.

Translation of texts on a variety of cultural topics, documents, computer assisted translations, methods of research and documentation, and the continued study of comparative stylistics.

FREN 7142 SPECIALIZED TRANSLATION I 3.0

Specialized Translation I.

Prerequisite: Fren 7140 or consent of instructor.

Business, economics, and banking.

FREN 7145 SPECIALIZED TRANSLATION II 3.0

Specialized Translation II.

Prerequisite: Fren 7142 or consent of instructor.

Legal, medical, natural sciences, media, and other.

FREN 7146 WRKSH:TRANS OF SPECIAL TOPICS 3.0

Workshop on the Translation of Special Topics.

Prerequisite: Fren 7145 or consent of instructor.

Translation of texts of a technical nature, including the areas of computer, medicine, and the natural sciences; compilation of selected bibliographies and glossaries in the student's chosen field of specialization and completion of a major translation project.

FREN 7151 FRENCH FOR READING 3.0

French for Reading.

Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

FREN 8000 EXPLICATION DE TEXTES 3.0

Explication de textes.

Analysis of short texts drawn from different periods and different genres, with emphasis on the relationship between form and content.

FREN 8220 TOPICS IN FRENCH NOVEL 3.0

Topics in the French Novel.

Seventeenth and Eighteenth centuries; (B) Nineteenth century; (C) Twentieth century.

FREN 8230 TOPICS IN FRENCH DRAMA 3.0

Topics in the French Drama.

(A) Seventeenth century; (B) Twentieth century.

FREN 8236 LITERARY TRANSLATION 3.0

Literary Translation.

Prerequisite: Fren 6135 or consent of instructor.

Practice in translation of literary texts, principally from French into English. The texts will be drawn from the areas of fiction, poetry, and literary criticism.

FREN 8240 TOPICS IN FRENCH POETRY 3.0

Topics in French Poetry.

(A) Middle Ages and Renaissance; (B) Nineteenth century; (C) Twentieth century.

FREN 8250 TOPICS IN HIST OF IDEAS 3.0

Topics in the History of Ideas.

(A) Middle Ages; (B) Renaissance; (C) Enlightenment; (D) Romanticism.

FREN 8265 SEMINAR IN FRENCH LIT 3.0

Seminar in French Literature.

May be repeated if topics vary.

FREN 8895 RESEARCH 1.0 to 9.0

Research.

Independent research for credit.

FREN 8930 SUP TEACH FOR GRAD TEACH ASST 3.0

Supervised Teaching for Graduate Teaching Assistants.

In-service teacher training for GTAs. Required for GTAs teaching French in the department. Does not count toward degree requirements.

FREN 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

GEOGRAPHY

GEOG 6400 GEOGRAPHY OF U.S. & CANADA 3.0

Geography of the United States and Canada.

Topical and regional analysis of physical and cultural features of the United States and Canada.

GEOG 6402 GEOGRAPHY OF AFRICA 3.0

Geography of Africa.

An overview of the physical, economic, and cultural

geography of Africa, including North Africa. Emphasis on relationships between Africa's resources, both human and physical, and the development process.

GEOG 6404 GEOGRAPHY OF EAST ASIA 4.0

Geography of East Asia.

Examination of physical and human geographic components of East Asian regional development, from Singapore through Korea. Topics include cultural framework, utilization of resources to support population growth and migration, environmental degradation, agricultural transformation, and urban impacts of rapid modernization.

GEOG 6406 ADVANCED REGIONAL GEOGRAPHY 4.0

Advanced Regional Geography.

Prerequisite: consent of instructor.

An intensive study of a particular area of the world.

GEOG 6408 GEOGRAPHY OF THE MIDDLE EAST 3.0

Geography of the Middle East.

Three lectures a week. An examination of the physical and human geography of the Middle East, from Turkey to Morocco. Emphasis is placed on forces which define and shape the Middle East today, including: geographical aspects of the peace process, water resource management, economic development, and the balance between religious and secular life.

GEOG 6516 SCALE IN GEOGRAPHY 4.0

Scale in Geography.

Prerequisite: Geog 4520/6520 or consent of the instructor.

Examination of spatial and temporal scale issues in the context of geographical research.

GEOG 6518 DIGITAL CARTOGRAPHY 4.0

Digital Cartography.

Prerequisite: Geog 2206.

An introduction to the principles, methods, theory, and practices of contemporary digital cartography.

GEOG 6520 QUANTITATIVE SPATIAL ANALYSIS 4.0

Quantitative Spatial Analysis.

Prerequisite: Math 1070 or consent of instructor.

Techniques of spatial analysis of geographic data; emphasis on sampling, measurements, and pattern analysis of points, lines, and areas on maps.

GEOG 6526 AUTOMATED CARTOGRAPHIC PRODUCTION 3.0

Automated Cartographic Production.

Prerequisite: consent of instructor.

Computer-generated maps with printer, plotter, and video-graphic output.

GEOG 6528 MAPPING FUNDAMENTALS FOR GIS 3.0

Mapping Fundamentals for Geographic Information Systems.

Basic skills of mapping with respect to earth measurement, map projections, compilation, and relief mapping.

GEOG 6530 INTRODUCTION TO REMOTE SENSING 4.0

Introduction to Remote Sensing.

Prerequisite: natural science lab sequence or consent of instructor.

(Same as Geol 6530.)

Three lecture and two lab hours per week. A survey of remote sensing technology, aerial photograph and satellite image interpretation and digital processing, and applications in engineering and environmental sciences.

GEOG 6532 GEOGRAPHIC INFORMATION SYSTEMS 4.0

Introduction to Geographic Information Systems.

Prerequisite: Geog 6522 or 6528, or consent of instructor.

Fundamental concepts and applications of raster and vector-based geographic information systems involving the integration and synthesis of geographic data with map overlays, databases, computer graphics, and/or remote sensing imagery.

GEOG 6534 ADVANCED GEOGRAPHIC INFO SYS 4.0

Advanced Geographic Information Systems.

Prerequisite: Geog 6532 or consent of the instructor.

Advanced concepts of geographic information systems including an examination of a variety of applications of GIS technology.

GEOG 6536 INTERNET GIS & VISUALIZATION 4.0

Internet GIS and Visualization.

Prerequisite: Geog 4518, Geog 4532, or consent of instructor.

History, concepts, and applied methods of online GIS geographic visualization. Includes an examination of applications of distributed mapping.

GEOG 6550 FIELD SCHOOL IN GEOGRAPHY 4.0 to 8.0

Field School in Geography

Development of fieldwork skills in both physical and human

geography, including project design, data collection, and analysis and presentation. Fieldwork projects are designed to aid in the development of future research projects, including senior papers, practicums, and theses. Extensive travel required.

GEOG 6640 GEOMORPHOLOGY 4.0

Geomorphology.

Prerequisite: Geog 1113 or Geol 1122K or consent of the instructor.

(Same as Geol 6640.)

Three lecture and two laboratory hours a week.

Classification and analysis of land forms using theoretical and quantitative approaches; emphasis upon surface processes in various environments.

GEOG 6642 ADVANCED WEATHER & CLIMATE 4.0

Weather and Climate.

Prerequisite: Geog 1112 or consent of the instructor.

Dynamic elements of weather and climate systems of climate, classification, and the regional distribution of climatic types; relationship between climatic systems and the distribution of soil and vegetation types.

GEOG 6644 ENVIRONMENTAL CONSERVATION 4.0

Environmental Conservation.

Prerequisites: Geol 1121K/1122K or Geog 1112/1113 or consent of the instructor.

(Same as Geol 6644.)

Social and policy perspectives of natural resource management; development of the American conservation movement, federal land policy, and significant environmental legislation; analysis of local and global environmental issues.

GEOG 6646 WATER RESOURCE MANAGEMENT 4.0

Water Resource Management.

Prerequisites: Geog 1112/1113 or Geol 1112K or consent of the instructor.

General characteristics of water resources, principles and methodology, planning procedures, political, socioeconomic, and legal aspects of water resources management.

GEOG 6648 BIOGEOGRAPHY 4.0

Biogeography.

Prerequisites: Geog 1112 and Biol 1152K or consent of the instructor.

Spatial variations, processes, and environmental constraints influencing the distribution of life.

GEOG 6650 APPLIED HYDROLOGY 4.0

Applied Hydrology.

Prerequisites: Geog 1112/1113, Geol 1112K or consent of the instructor.

(Same as Geol 6650.)

Three lecture and two lab hours per week. Application of principles of hydrology to urban development, flood forecasting, agriculture and forestry, and water resources management; statistical and modeling techniques in hydrology.

GEOG 6670 OCEANIC ENVIRONMENTS 3.0

Introduction to Oceanic Environments.

Prerequisites: Geol 1121K and completion of eight semester hours of laboratory science.

(Same as Geol 6002.)

Three lecture hours a week and one weekend field trip.

Geological, chemical, physical, and biological aspects of oceanic environments; oceanographic field methods; role of the oceans in global change and environmental impacts of human activity.

GEOG 6680 AQUEOUS GEOCHEMISTRY 4.0

Aqueous Geochemistry.

Prerequisite: Geol 1121K, 1122K, Math 2212, and Chem 1212K.

(Same as Geol 6003.)

Four lecture hours a week. Theoretical aspects of aquatic chemistry with applications to natural water systems. Major topics include thermodynamic theory, sorption systematics, oxidation-reduction reactions, mineral-water interaction, and isotope geochemistry applied to hydrogeology.

GEOG 6760 CULTURAL GEOGRAPHY 3.0

Cultural Geography.

Geographic factors underlying diffusion and analysis of distributions of material and nonmaterial culture elements.

GEOG 6762 ECONOMIC GEOGRAPHY 4.0

Economic Geography.

Systematic examination of the changing world economic system including traditional and modern agriculture, manufacturing, and service activity in both developing and developed areas.

GEOG 6764 URBAN GEOGRAPHY 4.0

Urban Geography.

Comparative study of the location, function, and internal spatial structure of urban area. Special attention given to the impact of transportation, residential, commercial, and industrial activity on the changing form of cities and suburbs.

GEOG 6766 URBAN TRANSPORTATION PLANNING 4.0

Urban Transportation Planning.

Impact of automobiles, paratransit, and mass transit on the spatial structure of the city; transportation planning process.

GEOG 6768 METROPOLITAN ATLANTA 3.0

Metropolitan Atlanta.

(Same as Hist 6320 and Soci 6279.)

Interdisciplinary perspective focusing on social, historical, and geographic processes which have shaped the Atlanta region.

GEOG 6770 THIRD WORLD URBANIZATION 3.0

Third World Urbanization.

Prerequisite: Geog 6762 or 6764 and consent of the instructor.

Examination of urbanization process in regions outside North America and Europe. Emphasis on the divergence from Western models, impact of economic development, internal structure of Third World cities, and prediction of urban trends.

GEOG 6772 GEOG OF URBAN & REGIONAL DEV 3.0

Geography of Urban and Regional Development.

Analysis of global capitalism's production of urban/regional economic activity configurations, driven by division of labor dynamics leading to the production of new cores, peripheries, and regional mosaics.

GEOG 6774 CONTEMP URBAN THEORY & ISSUES 3.0

Contemporary Urban Theory and Issues.

An examination of urban geographical theory as a framework for understanding contemporary cities in the United States.

GEOG 6776 LOCATION ANALYSIS 3.0

Location Analysis.

Relationship of economic restructuring processes and outcomes to the urban built environment. Topics include impact of industrial agglomeration as an example of investment patterns leading to construction of branch plants, amenity magnets, and downtown donuts.

GEOG 6778 POLITICAL GEOGRAPHY 3.0

Political Geography.

The impact of geographical factors such as nationalism, the state and territory, ideology, and colonialism/imperialism on global political geography. Followed by a brief introduction to the political geography of the United States.

GEOG 6780 ADVANCED SYSTEMATIC GEOGRAPHY 3.0

Advanced Systematic Geography.

Prerequisite: two courses in geography numbered 3000 or above, or consent of the instructor.

Specialized instruction in a topical field, such as location theory or transportation geography.

GEOG 6782 ENVIRONMENTAL PSYCHOLOGY 3.0

Environmental Psychology.

Prerequisite: Psyc 1101.

(Same as Psyc 6520.)

Introduction to environmental psychology focusing on the relations between individuals and their natural and built environments. Topics include cognitive mapping of physical space, stress, crowding, and the applications of psychology to alleviating environmental problems.

GEOG 6790 THEMES IN GEOGRAPHIC EDUCATION 3.0

Themes in Geographic Education.

Geography content and teaching strategies focused on the essential elements of geography with particular emphasis on the five themes of geography and national standards.

GEOG 6832 GEOGRAPHY INTERNSHIP 3.0

Geography Internship.

Prerequisites: Advanced standing, approval of sponsoring faculty advisor and department chair.

Academic training and professional experience through short-term internships at public or private agencies.

Paper required. May be taken more than once, but only 3 credits may be applied toward major requirements.

GEOG 6834 APPLIED RESEARCH IN GIS 1.0 to 3.0

Applied Research in GIS.

Applied GIS research that demonstrates the ability of the student to apply GIS knowledge to real-world situations.

GEOG 8001 METHODS OF GEOGRAPHIC RESEARCH 3.0

Methods of Geographic Research.

Research techniques used in solving geographic problems and evaluating geographic projects.

GEOG 8005 ECONOMIC GEOGRAPHY 3.0

Economic Geography.

Prerequisite: consent of the instructor.

Analysis of selected topics and regions dealing with the geographical structure of economic systems. May be repeated if topics vary.

GEOG 8010 SEMINAR IN URBAN-ECONOMIC GEOG 4.0

Seminar in Urban-Economic Geography.

Advanced topics in regional analysis. May be repeated if topics vary.

GEOG 8015 WORLD PROBLEM AREAS 3.0

World Problem Areas.

Region is announced prior to the term in which the course is offered. May be repeated if topics vary.

GEOG 8020 SEMINAR IN ADV SYSTEMATIC GEOG 3.0

Seminar in Advanced Systematic Geography.

Prerequisite: Consent of department and graduate director.

May be repeated if topics vary.

GEOG 8025 SEMINAR: CULTURAL GEOG OF U.S. 3.0

Seminar in Cultural Geography of United States.

Geographic patterns of the American culture with emphasis on the development of distinctive landscapes. May be repeated if topics vary.

GEOG 8030 SEMINAR IN CARTOGRAPHY 3.0

Seminar in Cartography.

Prerequisite: consent of the instructor.

May be repeated if topics vary.

GEOG 8035 SEMINAR: GEOGRAPHICAL INFO SYS 3.0

Seminar in Geographical Information Systems.

Prerequisite: consent of the instructor.

May be repeated if topics vary.

GEOG 8040 SEMINAR: GEOMORPH & HYDROLOGY 4.0

Seminar in Geomorphology and Hydrology.

Prerequisite: Geog/Geol 6640 or 6650 or consent of the instructor.

(Same as Geol 8040.)

Advanced topics in theories and research methods of geomorphology and surface-water hydrology. May be repeated if topics vary.

GEOG 8044 SOILS, CLAYS, AND WEATHERING 4.0

Soils, Clays, and Weathering

Prerequisites: Geol 1121K, Geol 3002, and Chem 1212K.

(Same as Geol 8001.)

Three lecture and three laboratory hours per week. A study of the processes forming clay minerals in rock and soils. Introduction to X-ray diffraction as a technique to identify clay minerals and common rock-forming minerals in rocks and soils.

GEOG 8045 SEMINAR IN BIOGEOGRAPHY 4.0

Seminar in Biogeography.

Prerequisite: Geog 6648 or consent of the instructor.

Advanced topics in theories and research methods of biogeography. May be repeated if topics vary.

GEOG 8048 SEMINAR IN CLIMATOLOGY 4.0

Seminar in Climatology.

Prerequisite: consent of instructor.

Examination of theoretical and applied aspects of climatological research in the discipline of Geography. May be repeated if topics vary.

GEOG 8050 SEMINAR: ENVIRONMENTAL ISSUES 4.0

Seminar in Environmental Issues.

Prerequisite: consent of the instructor.

(Same as Geol 8050.)

Various environmental issues confronting society. May be repeated if topics vary.

GEOG 8055 DIRECTED RESEARCH IN GEOGRAPHY 1.0 to 9.0

Directed Research.

Prerequisite: consent of the instructor.

May be repeated if topics vary.

GEOG 8060 TEACHING PRACTICUM 3.0

Teaching Practicum.

Prerequisite: consent of the instructor.

Practical apprenticeship in geography teaching under faculty supervision. Designed for students interested in gaining direct experience in college classroom teaching. May be repeated if topics vary. (Not counted toward degree requirements.)

GEOG 8065 NON-THESIS RESEARCH 1.0 to 6.0

Nonthesis Research.

For GLA or GRA students only.

GEOG 8990 RESEARCH PRACTICUM 3.0

Research Practicum.

This course serves as a research practicum in lieu of a thesis for the M.A. degree. For non-thesis students only. Pass or fail grades. May be retaken, but only 3 credit hours can count toward M.A.

GEOG 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

May be repeated if topics vary.

GEOLOGY

GEOL 6002 INTRO TO OCEANIC ENVIRONMENTS 3.0

Introduction to Oceanic Environments.

Prerequisites: Geol 1121K and completion of eight semester hours of laboratory science.

(Same as Geog 6670.)

Three lecture hours a week and one weekend field trip.

Geological, chemical, physical and biological aspects of oceanic environments; oceanographic field methods; role of the oceans in global change and environmental impacts of human activity.

GEOL 6003 AQUEOUS GEOCHEMISTRY 4.0

Aqueous Geochemistry.

Prerequisites: Geol 1121K, 1122K, Math 2212, and Chem 1212K.

(Same as Geog 6680.)

Four lecture hours a week. Theoretical aspects of aquatic chemistry with applications to natural water systems. Major topics include thermodynamic theory, sorption systematics, oxidation-reduction reactions, mineral-water interaction, and isotope geochemistry applied to hydrogeology.

GEOL 6005 GEOLOGY OF GEORGIA 3.0

Geology of Georgia.

Prerequisite: Geol 1121K or equivalent or consent of the instructor.

One lecture hour a week. A minimum of five days in the field must be fulfilled to receive credit in the course. Before enrolling in the course, students should confirm in advance their availability on announced weekends. Nature, distribution, and significance of lithologies, structures, and ages of rocks in Georgia and other southeastern states. Geologic and tectonic history of the southern Appalachians, with emphasis on plate tectonic models. Critical discussion of the literature with emphasis on notable controversies.

GEOL 6006 SEDIMENTARY ENVIR&STRATIGRAPHY 4.0

Sedimentary Environments and Stratigraphy.

Prerequisite: Geol 3002.

Three lecture and three laboratory hours a week, plus field trips. Properties of sediments; origin, classification, and description of sedimentary rocks; principles of stratigraphy; analysis of sedimentary facies and environments of deposition.

GEOL 6007 HYDROGEOLOGY 4.0

Hydrogeology.

Prerequisites: Geol 1121K, 1122K and Math 2212.

Four lecture hours a week. Overview of the principles of hydrogeology and their application, including the hydrological cycle, geology of groundwater occurrence, mathematical development of flow equations, surface-groundwater interaction, flow to wells, and advection-dispersion theory.

GEOL 6008 ROCK FRACTURE AND FLUID FLOW 4.0

Rock Fracture and Fluid Flow.

Prerequisites: Geol 3003 and 4007.

Four lecture hours a week. Formation and analysis of rock fracture and its relation to hydraulic properties of fractured rocks; physical characteristics and patterns of rock fracture; fundamental processes in rock fracture; detection methods; induced changes to fracture systems; case histories.

GEOL 6009 FIELD GEOLOGY 6.0

Field Geology.

Prerequisites: Geol 3003, 4006, and consent of the instructor.

Nine hours a day, six days a week for six weeks. Geology in its natural environment, emphasizing field methods. Course includes six weeks of study in the Rocky Mountains.

GEOL 6011 PRINCIPLES OF PALEONTOLOGY 4.0

Principles of Paleontology.

Prerequisite: Geol 1122K.

Two lecture and two laboratory hours a week. An introduction to the principles of paleontology by examination of the fossil record, supplemented by study of selected examples of commonly preserved organisms. The use of fossils in paleoenvironmental reconstruction and biostratigraphic correlation will be stressed as well as morphology and systematics.

GEOL 6012 ADV QUANTITATIVE HYDROGEOLOGY 3.0

Advanced Quantitative Hydrogeology.

Prerequisites: Geol 6007 and Math 2212.

Three lecture hours a week. Quantitative modeling of groundwater flow, aquifer characterization, contaminant transport in the subsurface, and groundwater engineering. Computer applications in numerical groundwater modeling.

GEOL 6013 STRUCTURAL GEOLOGY 4.0

Structural Geology.

Prerequisites: Geol 1121K, 1122K and 3002.

Three lecture and three laboratory hours a week.
Introduction to the principles of structural geology including theories and methods of analysis of: stress, strain, rheology, fractures, folding, faulting, foliation, and lineation. The study of geologic maps and cross sections.

GEOL 6015 CRYSTAL AND OPTICAL MINERALOGY 4.0

Crystallography and Optical Mineralogy.

Prerequisite: Geol 3002.

Three lecture and three laboratory hours a week. Principles of crystallography and optical mineralogy. Laboratory study of minerals using the polarizing microscope.

GEOL 6016 IGNEOUS & METAMORPHIC PETROLOGY 4.0

Igneous and Metamorphic Petrology.

Prerequisite or corequisite: Geol 4015.

Three lecture and three laboratory hours a week.

Nature, distribution, and origin of igneous and metamorphic rocks in relation to tectonic setting and experimental studies. Laboratory study of igneous and metamorphic rocks in hand specimen and thin section.

GEOL 6017 ENVIRONMENTAL GEOLOGY 4.0

Environmental Geology.

Prerequisites: Geol 1121K and Chem 1211K.

Four lecture hours per week. Application of geological and geochemical concepts to the study of Earth's near surface environment. Topics may include water supply and pollution, global warming, ozone depletion, soil contamination, natural disasters, mineral resources, environmental management, and selected regulations. Quantitative treatment of population growth and water resources.

GEOL 6042 ANALYTICAL METHODS 3.0

Analytical Methods

Prerequisites: Chem 1211, Math 2212.

Two lecture and two laboratory hours per week. Principles and practical applications of modern analytical methods in environmental geology, geochemistry, petrology, and related fields. Theory and methods of chemical and isotopic analysis, including mass spectrometry, laser ablation mass spectrometry, electron microprobe, electron microscopy, X-ray fluorescence, X-ray diffraction, and atomic absorption. Overview of related methods. Radiation safety.

GEOL 6095 SEMINAR IN GEOLOGICAL SCIENCE 1.0

Seminar in Geological Sciences.

Prerequisite: At least 12 hours in geology.

One lecture hour a week. Current research topics in geological sciences. May be repeated once.

GEOL 6097 TOPICS IN GEOLOGICAL SCIENCES 1.0 to 3.0

Topics in Geological Sciences.

One to three lecture hours a week.

Detailed presentation of a selected topic in geological sciences. May be repeated for credit for a maximum of 6 credit hours if topic is different.

GEOL 6530 INTRODUCTION TO REMOTE SENSING 4.0

Introduction to Remote Sensing.

Prerequisite: 6 hours of natural science laboratory sequence or consent of the instructor.

(Same as Geog 6530.)

Three lecture and two laboratory hours a week. A survey of remote sensing technology, aerial photograph and satellite image interpretation and digital processing, and applications in engineering and environmental sciences.

GEOL 6640 GEOMORPHOLOGY 4.0

Geomorphology.

Prerequisite: Geog 1113 or Geol 1122K, or consent of the instructor.

(Same as Geog 6640.)

Three lecture and two laboratory hours a week.

Classification and analysis of land forms using theoretical and quantitative approaches. Emphasis upon surface processes in various environments.

GEOL 6644 ENVIRONMENTAL CONSERVATION 4.0

Environmental Conservation.

Prerequisite: Geol 1121K and 1122K, or Geog 1112 and 1113, or consent of the instructor.

(Same as Geog 6644.)

Three lecture hours a week. Social and policy perspectives of natural resource management; development of the American conservation movement, federal land policy, and significant environmental legislation; analysis of local and global environmental issues.

GEOL 6650 APPLIED HYDROLOGY 4.0

Applied Hydrology.

Prerequisite: consent of the instructor.

(Same as Geog 6650.)

Three lecture hours and two laboratory hours a week.

Applications of principles of hydrology to urban development, flood forecasting, agricultural and forestry,

and water resources management; statistical and modeling techniques in hydrology.

GEOL 7002 INTRO TO EARTH MATERIALS 4.0

Introduction to Earth Materials.

Prerequisite: Geol 1121K.

Three lecture and three laboratory hours a week, plus field trips. Fundamentals of crystallography and mineralogy; classification, identification and origin of the common rock-forming minerals and rocks.

GEOL 7021 GENERAL GEOLOGY FOR TEACHERS I 4.0

General Geology for Teachers I.

Three lecture and three laboratory hours per week. Designed to give teachers a basic understanding of the Earth and Earth systems, with emphasis on internal processes. Topics include minerals, rocks and the rock cycle, structure of the Earth's interior, volcanic activity, earthquakes, economic resources, plate tectonics, and the origin of mountain belts. For general science and Earth science teachers. Not open to students who have taken Geol 1121K or its equivalent

GEOL 7022 GENERAL GEOLOGY - TEACHERS II 4.0

General Geology for Teachers II.

Prerequisite: Geol 7021 or equivalent.

Three lecture and three laboratory hours per week. Designed to extend the teacher's understanding of the Earth and Earth systems, with emphasis on external processes and Earth history. Topics include sedimentary processes and environments, landscape development, geologic time and the fossil record, radiometric dating of rocks, and the origin of the Earth. For general science and Earth science teachers. Not open to students who have taken Geol 1122K or its equivalent.

GEOL 8000 ADV PHYSICAL & HISTORICAL GEOL 4.0

Advanced Physical and Historical Geology

Four seminar hours per week. This course covers major topics in both physical and historical geology and provides graduate students with foundation for further research and course work in geology. Topics include geologic time, origin and history of life on earth, physics of the earth, evolution of the crust and lithosphere, geologic history of North America.

GEOL 8001 SOILS, CLAYS, AND WEATHERING 4.0

Soils, Clays, and Weathering

Prerequisites: Geol 1121K, Geol 3002, and Chem 1212K. (Same as Geog 8044.)

Three lecture hours and three laboratory hours per week. A study of the processes forming clay minerals in rocks and soils. Introduction to X-ray diffraction as a technique to identify clay minerals and common rock-forming minerals in rocks and soils.

GEOL 8007 LIFE OF THE CENOZOIC ERA 4.0

Life of the Cenozoic Era

Two lecture and two seminar hours per week. An intensive study of ecosystems, environmental change, and adaptations as recorded in the fossil record of the Cenozoic Era.

Includes effects of climate change, migrations, and evolution with special emphasis on the United States.

GEOL 8010 CHEMICAL PETROLOGY 3.0

Chemical Petrology

Three lecture hours a week. Application of geochemical principles to petrologic processes; origin of the earth, geochemical variation within the earth, thermodynamic principles and their application to mineralogy and petrology, principles of stable and radiogenic isotope geochemistry.

GEOL 8014 DEFORMATION AND TECTONICS 4.0

Deformation and Tectonics

Four lecture hours a week. Plate tectonics with focus on stability of triple junctions, relative and absolute plate kinematics, properties of the mantle, driving forces of plate tectonics, divergent plate margins and rifting, oceanic spreading centers, transform faults, active continental transform faults, convergent margins, accretionary prisms, emplacement of ophiolites, metamorphism and tectonics, and neotectonics.

GEOL 8040 SEM: GEOMORPHOLOGY & HYDROLOGY 4.0

Seminar in Geomorphology and Hydrology.

Prerequisites: Geol/Geog 6640, 6650, or equivalents, or consent of the instructor.

(Same as Geog 8040.)

Advanced topics in theories and research methods of geomorphology and surface-water hydrology. May be repeated if topics vary.

GEOL 8050 SEMINAR: ENVIRONMENTAL ISSUES 4.0

Seminar in Environmental Issues.

Prerequisite: Consent of the instructor.

(Same as Geog 8050.)

Various environmental issues confront society. May be repeated if topics vary.

GEOL 8095 LAB INSTRUCTION - PRACTICUM 3.0

Laboratory Instruction - Practicum.

Prerequisite: consent of the instructor.

Three laboratory hours a week. Required for all graduate assistants in the geology department who are assigned teaching duties. Course may be taken multiple times. Credit hours are not applicable to a degree program.

GEOL 8097 DIRECTED STUDY IN GEOLOGY 1.0 to 15.0

Directed Study in Geology.

Prerequisite: consent of the instructor.

Area of study and credit to be determined by the department.

GEOL 8150 GEOLOGY OF THE MOON AND MARS 4.0

Geology of the Moon and Mars

Two lecture and two seminar hours a week. In-depth assessment and discussion of state of our knowledge of the geology of the Moon and Mars, based on data collected by landing and orbiter missions and by Earth-based studies.

Includes gravitational, magnetic, seismic, and heat flow studies, as well as petrological and geochemical studies of rocks and soil. Investigation of planetary origins and evolution, particularly in relation to Earth history and the formation of the Solar System.

GEOL 8500 INTRODUCTION TO GEOPHYSICS 4.0

Introduction to Geophysics

Prerequisites: Geol 1121 and 1122, Math 1113 or equivalent.

Three lecture hours and two laboratory hours per week. The application of physical principles to the study of solid earth. Gravity, magnetism, DC resistivity, seismic refraction studies, global seismology, and the study of earthquakes.

GEOL 8999 THESIS RESEARCH 1.0 to 15.0

Thesis Research.

GEOL 9999 DISSERTATION RESEARCH 1.0 to 15.0

Dissertation Research.

GERMAN

GRMN 6121 GERMAN CIVILIZATION 3.0

German Civilization.

Historical, philosophical, artistic, and literary influences which contributed to the formation of German civilization.

GRMN 6122 CONTEMPORARY GERMANY 3.0

Contemporary Germany.

An examination of aspects of contemporary German life and culture, and of the forces that shape them.

GRMN 6135 INTRO:THEORY & PRAC OF TRANS 3.0

Introduction to the Theory and Practice of Translation.

Introduction to professional translation based on a comparative study of characteristic modes of expression in German and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from German to English and English to German.

GRMN 6140 GENERAL TRANSLATION 3.0

General Translation.

Prerequisite: Grmn 6135 or consent of instructor.

Translation of texts on a variety of cultural topics, documents, computer aided translations, methods of research and documentation, and the continued study of comparative stylistics.

GRMN 6431 GERMAN OF INTL BUSNSS I 3.0

German for International Business I.

Prerequisites: Grmn 3302 and 3312.

Business vocabulary and correspondence. Protocol of business environment. Reading and analysis of commercial texts.

GRMN 6432 GERMAN OF INTL BUSNSS II 3.0

German for International Business II.

Prerequisite: Grmn 6631 or consent of the instructor.

Readings in the foreign language of current materials related to business and trade structures, issues, and procedures.

GRMN 6604 ADV GRAMMAR & STYLISTICS 3.0

Advanced Grammar and Stylistics.

(Formerly Grmn 604). Correct structural and idiomatic usage in contemporary German; refinement of student's ability in composition and translation.

GRMN 6610 SEM IN GER LITERATURE 3.0

Seminar in German Literature.

Course may be repeated for credit if topic varies.

GRMN 6611 HIST OF GERMAN LANGUAGE 3.0

History of the German Language.

Development of the German language from the eighth century to the present.

GRMN 6621 LING STRUC OF GERMAN LANG 3.0

Linguistic Structure of the German Language.

Phonetics, phonology, morphology, and syntax of present-day German.

GRMN 7135 INTRO:THEORY & PRAC OF TRANS 3.0

Introduction to Theory and Practice of Translation.

Introduction to professional translation, based on a comparative study of characteristic modes of expression in German and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from German to English and English to German.

GRMN 7140 GENERAL TRANSLATION 3.0

General Translation.

Prerequisite: Grmn 7135 or consent of instructor.

Translation of texts on a variety of cultural topics, documents, computer assisted translations, methods of research and documentation, and the continued study of comparative stylistics.

GRMN 7142 SPECIALIZED TRANSLATION I 3.0

Specialized Translation I.

Prerequisite: Grmn 7140 or consent of instructor.

Business, economics, and banking.

GRMN 7145 SPECIALIZED TRANSLATION II 3.0

Specialized Translation II.

Prerequisite: Grmn 7142 or consent of instructor.

Legal, medical, natural sciences, media, and other.

GRMN 7146 WRKSHP:TRANS OF SPECIAL TOPICS 3.0

Workshop on the Translation of Special Topics.

Prerequisite: Grmn 7145 or consent of instructor.

Translation of texts of a technical nature, including the areas of computer, medicine, and the natural sciences; compilation of selected bibliographies and glossaries in the student's chosen field of specialization and completion of a major translation project.

GRMN 7151 GERMAN FOR READING 3.0

German for Reading.

Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

GRMN 8501 TOP IN GERMANIC LING 3.0

Topics in Germanic Linguistics.

Various topics chosen from the field of Germanic linguistics, including such things as Gothic, comparative grammar, and German dialects.

GRMN 8835 GERMAN CLASSICISM 3.0

German Classicism.

Literary and philosophical bases of German classicism; readings from representative authors from Lessing through Goethe.

GRMN 8841 19TH CENT GERMAN LIT 3.0

Nineteenth Century German Literature I.

Romanticism; analysis of representative prose, poetry, and drama by Novalis, Eichendorff, Brentano, Tieck, and others.

GRMN 8842 19TH CENT GERMAN LIT II 3.0

Nineteenth Century German Literature II.

Poetic realism and naturalism; analysis of representative prose, poetry, and drama by Keller, Meyer, Fontane, Hauptmann, Nietzsche, and others.

GRMN 8843 20TH CENT GERMAN LIT I 3.0

Twentieth Century German Literature I.

Impressionism, expressionism, and the Weimar period; analysis of representative prose, poetry, and drama by Schnitzler, Hofmannsthal, Kaiser, Mann, Kafka, George, and others.

GRMN 8844 20TH CENT GERMAN LIT II 3.0

Twentieth Century German Literature II.

Post-Weimar period, exile literature, and the postwar period; analysis of representative prose, poetry, and drama of Brecht, Bell, Grass, Weiss, and others.

GRMN 8865 SEMINAR IN GER LIT 3.0

Seminar in German Literature.

May be repeated if topics vary.

GRMN 8895 RESEARCH 1.0 to 9.0

Research.

Independent research for credit.

GRMN 8930 SUP TEACH FOR GRAD TEACH ASST 3.0

Supervised Teaching for Graduate Teaching Assistants.

In-service teacher training for GTAs. Required for GTAs teaching German in the department. Does not count toward degree requirements.

GRAPHIC DESIGN

GRD 6020 ADVANCED TYPOGRAPHIC DESIGN 3.0

Advanced Typographic Design.

Prerequisite: consent of the instructor.

Advanced concepts in typographic design within a studio problem-solving format; advanced digital techniques, formal and experimental applications of typography.

GRD 6050 GRAPHIC DESIGN 3.0

Graphic Design.

Prerequisite: consent of the instructor.

For students not majoring in graphic design. Topics may include layout, typography, and other basic processes.

May be repeated for a maximum of 15 credit hours.

GRD 6100 PRINT & EDITORIAL DESIGN 3.0

Print and Editorial Design.

Prerequisite: consent of the instructor.

Advanced editorial design concepts within a studio problem-solving format; print and electronic publishing applications; identity and format design; art direction and image-making of material with issue orientation and/or controversial content.

GRD 6150 COLLATERAL DESIGN:PRINT APPS 3.0

Collateral Design for Print Applications.

Prerequisite: consent of the instructor.

Advanced graphic concepts in print collateral applications; annual report design; identity and logotype; brochures and mailers; original visual concepts through image-making; digital techniques; pre-press and print production principles.

GRD 6200 CORPORATE IDENTITY DESIGN 3.0

Corporate Identity Design.

Prerequisite: consent of the instructor.

Advanced design concepts applied to corporate and/or institutional contexts; presented in studio problem-solving format; logotype and identity design; design standards systems; system applications.

GRD 6250 GRAPHIC DESIGN IN POP CULTURE 3.0

Graphic Design in Popular Culture.

Prerequisite: consent of the instructor.

Chronology of popular culture through graphic design from the late nineteenth through the twentieth century; presented in a studio problem-solving format; sociological and cultural impact of design and design technology.

GRD 6300 INTERNSHIP IN GRAPHIC DESIGN 3.0

Internship in Graphic Design.

Prerequisite: consent of the instructor.

Specialized field training allowing practical professional experience with major design firms, advertising agencies, and corporations.

GRD 6310 MULTI-MEDIA DESIGN 3.0

Multimedia Design.

Prerequisite: consent of the instructor.

Exploration of multimedia and interactive concepts and nonlinear view editing technologies; presented in studio problem-solving format; work on creative teams. Includes research-based proposals, contextual meaning, and production scheduling.

GRD 6350 GRAPHIC DES THRU ADVERTISING 3.0

Graphic Design Through Advertising.

Prerequisite: consent of the instructor.

Applications of graphic design in advertising in a studio problem-solving format; collaboration and art direction on creative teams; visual marketing concepts; campaign development; copywriting; and development of presentation skills.

GRD 6400 DESIGN FOR FILM & TV 3.0

Design for Film and Television.

Prerequisite: consent of the instructor.

Design of motion graphics for film and broadcast applications; traditional and digital presentation techniques; demonstrations and/or practical experience on various broadcast, film, and digital systems.

GRD 6450 PROF PRACTICE IN GRAPHIC DESIGN 3.0

Professional Practices in Graphic Design.

Prerequisite: consent of the instructor.

Practical client-based professional experiences arranged through the "Visual Design Project;" presentation techniques; implementation of projects through supervision of printing process or appropriate media; and principles unique to the business of graphic design.

GRD 6550 SPEC APPLICTNS OF GRAPH DESIGN 3.0

Specialized Applications of Graphic Design.

Prerequisite: consent of the instructor.

Specialized and alternative applications of graphic designs in a studio problem-solving format; identity through packaging, point of purchase design; and three dimensional, conceptual, and kinetic applications.

GRD 6600 GRAD WKSHP GRAPHIC DESIG 3.0

Senior Workshop in Graphic Design.

Prerequisite: GrD 3200 or consent of the instructor.

Incorporates student's experience with unique research and/or studio directions of faculty and/or guest professionals; presented in studio problem solving format.

GRD 6910 HISTORY OF GRAPHIC DESIGN 3.0

History of Graphic Design.

Historical survey including sources of modern design; similar and contrasting elements among the various disciplines of art and design.

GRD 8000 ADV GRAPHIC DESIGN STUDIO 6.0

Advanced Graphic Design Studio.

May be repeated for a maximum of 18 credit hours if topic varies. For the M.F.A. graphic design major. Research through readings, lectures, and individual projects.

GRD 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Prerequisite: GrD 8000.

For the M.F.A. graphic design major. Individual projects for the development of professional skills in advertising strategies and other selected design problems. May be repeated for a maximum of 24 credit hours.

GRD 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and School director.

Independent study. Contract outlining course content is required.

GRD 8999 THESIS RESEARCH 6.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

HEALTH ADMINISTRATION**HA 8160 BUSINESS AND HEALTH CARE 3.0**

Introduction to Business and the Health Care System.

Prerequisite: none.

This course introduces and describes the health delivery system and the resources that comprise it. The theoretical basis for the system as well as the principal means of system organization and evaluation are discussed.

HA 8190 HEALTH POLICY & ETHICS 3.0

Health Policy and Ethics.

Prerequisite: none.

This course concentrates on health policy issues in the planning, delivery and organization of health services. Examination of policy issues focuses on the relative roles of the public and private sectors and the control procedures used to implement these policies. Ethical issues and problems and their resolutions are presented within a decision-making framework.

HA 8250 HEALTH ECON & FINANCING 3.0

Health Economics and Financing.

Prerequisite: Econ 2106 or MBA 8231.

This course explores central problems in the economics and financing of health care services in the U. S. and other economies. The demand, production, cost, and allocation of health care services are examined through the use of a variety of conceptual and empirical models. The effects of financing methods on the availability, quality, and planning of health care are also explored.

HA 8389 DIR READ IN HEALTH ADMIN 1.0 to 3.0

Directed Readings in Health Administration.

Prerequisites: consent of the instructor, good academic standing.

HA 8440 EXEC LEADERSHIP IN HEALTH 3.0

Executive Leadership in Health Care.

Prerequisite: HA 8160 or HA 8190.

This course is designed to provide a detailed understanding of the organization of the hospital, and it involves the analysis of management problems and operations within the hospital environment.

HA 8450 LEGAL ENVIRON/HLT CARE 3.0

Legal Environment of Health Care. (Same as LGLS 8450.)

Prerequisite: consent of the instructor. CSP: 1, 6.

This course provides students with a study of the legal aspects of the health care business. The course covers the role of government in regulating health care and health applications of the law, of torts/malpractice, contracts, and administrative law. It equips students to recognize legal issues in the health care environment and to manage legal risks in decision making.

HA 8460 HUMAN RES MGT HEALTH CARE 3.0

Human Resource Management in Health Care.

Prerequisite: none.

This course is designed to acquaint students with the basic concepts of human resource management in health care organizations. Principles and organization of the human resource management function are introduced.

HA 8550 HLTH PLAN & FIN MGT INFO 3.0

Health Planning and Financial Management Information Systems.

Prerequisites: HA 8160, MBA 8011. CSP: 1, 2, 6.

This course focuses on integrated health delivery systems and enterprise-wide financial management information systems. Computer models are employed to improve understanding of variables influencing successful financial operation. Attention is devoted to the planning, implementation, and operation of IHDS from the perspective of providers, payers, and the population.

HA 8620 OP MGT & QUAL HEALTH CARE 3.0

Operations Management and Quality in Health Care.

Prerequisite: MBA 8011 or Math 1070.

This course is an introduction to the application of operations management techniques to health care organizations. Topics include: systems theory, waiting lines and queuing theory, quality assurance, project management, facility location and design, health information systems, work design and productivity, forecasting, and simulation.

HA 8630 MANAGED CARE/INT HLTH SYS 3.0

Managed Care and Integrated Health Systems.

Prerequisite: HA 8160 or HA 8190.

This course examines the managed care industry and integrated health systems, including health maintenance organizations, preferred provider organizations, physician hospital organizations, and a variety of other types of managed care plans and related organizations. The managed care industry and integrated health systems are examined from the perspective of hospital, physician, management service organizations, payers, and patients. The course also includes material on quality assurance, risk management, marketing, negotiating contracts, and underwriting and rating issues.

HA 8670 HEALTH INFO SYSTEMS 3.0

Health Information Systems.

Prerequisite: MBA 8011. CSP: 1, 2, 6.

This course focuses on the critical role of e-health and

information systems in the planning, operation, and management of health care organizations. Topics addressed include the analysis, design, selection, implementation, operation, and evaluation of health information systems in a variety of settings such as health systems, hospitals, and medical practices.

HA 8680 CARE MGMT & DELVR SYSTEMS 3.0

Care Management and Delivery Systems.

Prerequisite: HA 8160.

This course focuses on care management in various components of the health care delivery system, particularly the ambulatory care sector. Models of population access and movement through the health care system are emphasized, and the distinctive characteristics of quality assessment, utilization review, and administrative management for each component are discussed. Topics include organization, financial management, operations management, information systems, and quality assessment appropriate for each major health care component.

HA 8700 HEALTH SER RES/EVAL MTHDS 3.0

Health Services Research and Evaluation Methods.

Prerequisites: HA 8160 or HA 8190, MBA 8011 or Math 1070, and MBA 8473.

This course is designed to provide students with the technical skills in health services research, including program evaluation and survey research methods, analytical epidemiology, and collection and analysis of health services data.

HA 8810 ADMN RESIDENCY SURVEY I 3.0

Administrative Residency and Survey I.

Prerequisite: consent of the instructor.

This course is the initial part of a two-course sequence of practical administrative education in a hospital or health care setting with an experienced health administrator serving as a preceptor. It is designed to provide the student with a model of administrative behavior and to acquaint him or her with health care institutions and their problems while providing supervised practice in administration.

HA 8820 ADMN RESIDENCY SURVEY II 3.0

Administrative Residency and Survey II.

Prerequisite: consent of the instructor.

This course is the second part of the two-course sequence of practical administrative education in a hospital or health

care setting with an experienced health administrator serving as a preceptor.

HA 8990 STRATEGIC MGT IN HLTH CARE 3.0

Strategic Management in Health Care.

Prerequisite: HA 8160, HA 8190.

This is a capstone course designed to give the student an opportunity to develop conceptual skills needed by top-level health care managers. Emphasis is given to the integration of subject matter from health administration courses and business administration courses. Subject matter stressed includes (1) development of organizational strategy in health care institutions, (2) the strategic planning process, (3) formulation of objectives and policies, and (4) the management of change in the health care industry.

HEALTH AND HUMAN SCIENCES

HHS 6000 RESEARCH FOR HEALTH PROFS 3.0

Research for the Health Professions.

This course provides an introduction of the methods of scientific research. Emphasis will be placed on the principles, materials, and statistical techniques utilized in modern research in the health sciences.

HHS 6100 HEALTH COMMUNICATION 3.0

Health Communication

This course will examine theories of interpersonal, organizational, and mass communication relevant to the health field. Students will review strategies of persuasion, the relationship between attitude and behavior, and the changing nature of health and health delivery in the United States. Successful and unsuccessful health information campaigns will be evaluated.

HHS 6400 SPANISH FOR HLTH & HUM SCI 3.0

Spanish for Health and Human Sciences.

The purpose of this course is to establish language skills for effective communication that can be used by health and human service practitioners in culturally diverse settings to assist Spanish speaking clients.

HHS 7000 CLIN APPL OF STAT METHODS 3.0

Clinical Application of Statistical Methods

Prerequisite: HHS 6000 or equivalent.

This course develops student's ability to apply statistical methods to clinical problems in healthcare. The application of SPSS for data organization, analysis of health and

disease data sets, and interpretation of statistical results will be part of the learning format for this course.

HHS 7001 HEALTH AND AGING 3.0

Health and Aging for the Health Professional.

This course is designed for the health professional specializing in providing health care to the older adult. Diagnostic and treatment modalities in relation to commonly found normal and pathological conditions will be emphasized and will include assessment parameters and health promotion strategies. The effectiveness of the current system of health care delivery and the role of the health professional in the system will be discussed.

HHS 7010 INTRODUCTION TO PUBLIC HEALTH 3.0

Introduction to Public Health.

This course aims to both present and discuss the essential features of public health, linking general concepts to application in the real world. Topics will include a historical overview of public health structures and initiatives, focusing largely on efforts in the United States; health and illness; prevention versus treatment; identification of risk factors; and the current US public health system (federal, state and local). Students completing the course will gain a basic understanding of the mission, function, practices, and finally, examples of outcomes of public health efforts.

HHS 7020 HEALTH CARE INFORMATICS 3.0

Principles of Healthcare Informatics.

This course is designed to provide the student with an opportunity to explore the application of information technology in the healthcare field. Students will focus their studies on areas of healthcare informatics of particular interest including, but not limited to, the current status of hospital information systems, community health information networks, computerized patient records, computer network resources, computer and internet supported education, and telemedicine.

HHS 7100 APPLIED ANAT & PHYSIOLOGY 3.0

Applied Anatomy and Physiology for the Health Sciences.

Prerequisite: undergraduate anatomy and physiology course.

This course is designed to facilitate the student's application of advanced principles of anatomy and physiology to disciplines in the health sciences. Human anatomical and physiological concepts are examined as independent and interdependent systems.

HHS 7200 HEALTH & THE OLDER ADULT 3.0

Health and the Older Adult.

This course provides an introduction to physiological aging and the health status of older people and is designed for nonhealth professionals who work with older adults.

Normal aging processes, age-related changes, and associated health promotion activities will be discussed. Information on the assessment and implications of alterations in functional health states, drug use, and referral sources are included.

HHS 7270 SUBSTANCE ABUSE 3.0

Substance Abuse

This course will provide students with an overview of the various classes of psychotropic drugs. Students will learn the physiological mechanisms of action of each of the major classes of drugs. They will learn how drugs affect mood and behavior, how each drug affects major organ systems in the body, and how genetic and social factors may predispose an individual to drug use.

HHS 7300 HUM SEXUALITY HLTH CARE PROFNL 3.0

Human Sexuality for Health Care Professionals

This course focuses on the many dimensions that shape the sexuality of both health care providers and their clients/patients. It is based on the assumption that we are all sexual beings and that sexuality should be viewed in its totality—with biological, spiritual, psychological, and social/cultural dimensions included.

HHS 7310 GROUP FACILITATION 3.0

Group Facilitation.

This course is an introduction to working with groups in the health and human sciences. The course will focus on skills in health and human science practice, uses and types of groups and group composition. Students will become familiar with the scope and limitations of group uses. The use of groups for direct service purpose enhancement of social functioning, achievement of unreached levels of social functioning, or correction of dysfunctional, interpersonal or social relationships will be analyzed.

HHS 7400 GENETICS ACROSS LIFESPAN 3.0

Genetics Across the Lifespan

This course focuses on the application of principles of genetics across the lifespan through multidisciplinary perspectives. Topics include the basic mechanisms of genetic inheritance, the genetic contribution to common

an complex disorders, and the impact of genetics on health promotion, disease prevention and health care professional responsibilities. Students will critically examine the social, ethical, legal, cultural, political and professional implication of the integration of genetics into health care.

HHS 7660 COMPLMNTRY & ALTRN THERAPY 3.0

Complementary and Alternative Therapies.

This course provides students with information about Complementary and Alternative Therapies (CAT) including the applications of CAT in therapeutic situations. The curing medicine and therapeutic modalities addressed include Acupuncture and Acupressure, Traditional Chinese Medicine, Herbal Medicine, Energy Medicine, Ayurvedic Medicine, Body/Mind Therapy, Homeopathic Therapy, Massage and Touch Therapy and Nutrition and Diet.

HHS 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum

Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

HHS 8000 TRENDS AFFECT HEALTH POL 3.0

Trends Affecting Health Policies, Practices, and Laws.

This course investigates the essential components of the health care system from the point of view of the practitioner, manager, and consumer. The course is designed to enable the student to demonstrate an understanding of government regulations, professional organization policies and practices, and practitioner roles as they relate to the formation and implementation of policy and law.

HHS 8060 DIRECTED READINGS 1.0 to 12.0

Directed Readings.

Prerequisite: Permission of Instructor

Individual readings on special topics in the Health and Human Sciences and related areas under guidance of a faculty member.

HHS 8100 GRANTWRITING 3.0

Grantwriting.

This course offers applied grantwriting techniques within the governmental, corporate, and private sectors of grantmaking. Students will learn how to successfully compete for funding to support academic research and community-based service projects.

HHS 8200 INSTRMNT EVAL & CONSTRCTN 3.0

Instrument Evaluation and Construction.

Pre- or Corequisite: one graduate level research course.

This course presents the processes involved in designing, testing, and/or selecting instruments for measuring variables relevant to clinical and educational research and practice. Attention will be given to qualitative and quantitative approaches to measurement.

HISTORY

HIST 6320 METROPOLITAN ATLANTA 3.0

Metropolitan Atlanta.

(Same as Geog 6768 and Soci 6279.)

Interdisciplinary perspective focusing on social, historical, and geographic processes which have shaped the Atlanta region.

HIST 6680 AMER ECONOMIC HISTORY 3.0

American Economic History.

(Same as Econ 6680.)

Development of the American economy with an emphasis upon the changing structure, institutional pattern, and performance of the system.

HIST 6920 ORAL HISTORY 4.0

Oral History.

Comprehensive introduction to oral history, its evolution, methodological and theoretical concerns, interviewing techniques, and applications.

HIST 6940 ADMN & USE OF HIST ARCHIVES 3.0

Administration and Use of Historical Archives.

Creation, preservation, and use of historical records which includes the study of archival principles and techniques; practical experience in the University and local, Federal, and State archival depositories.

HIST 7010 ISSUES & INTERP IN AMER HIST 4.0

Issues and Interpretations in American History.

Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 7020 ISSUES & INTERP IN EURO HIST 4.0

Issues and Interpretations in European History.

Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 7030 ISSUES & INTERP IN WORLD HIST 4.0

Issues and Interpretations in World History.

Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 8000 INTRO TO HISTORICAL RESEARCH 4.0

Introduction to Historical Research.

Study of the meaning and purpose of history and an introduction to research methods, exercises in bibliographical problems, research, and historical criticism. Required of all history majors. To be taken in the first term of residence if possible. A grade of B or higher is required of all candidates for the M.A. degree.

HIST 8005 INTRO TO GRAD STUDIES IN HIST 1.0

Introduction to Graduate Studies in History.

Equips students with practical skills and strategies for successful completion of graduate work in history; introduces students to professional issues and professional culture.

HIST 8006 RESEARCH IN HISTORY 1.0 to 4.0

Research in History.

Required for students who are Graduate Research Assistants. May be repeated for credit. Does not count toward degree requirements.

HIST 8008 TEACHING HISTORY 1.0 to 4.0

Teaching History.

Required for students who are Graduate Teaching Assistants or Graduate Laboratory Assistants. May be repeated for credit. Does not count toward degree requirements.

HIST 8010 SEM IN AMER COL & REVOL HIST 4.0

Seminar in American Colonial and Revolutionary History.

May be repeated if topics vary.

HIST 8020 SEM IN US HIST IN 19TH CENT 4.0

Seminar in United States History in the Nineteenth Century.

May be repeated if topics vary.

HIST 8030 SEM IN US HIST IN 20TH CENT 4.0

Seminar in United States History in the Twentieth Century.

May be repeated if topics vary.

HIST 8040 SEM: US CULTRL&INTELLCTL HIST 4.0

Seminar in U.S. Cultural and Intellectual History.

(May be repeated if topics vary.)

HIST 8050 SOUTHERN CITIES 4.0

Southern Cities.

Patterns of urban development in the South with emphasis on the growth of three or four cities. Field trips to such cities as Columbus, Savannah, Birmingham, or Charleston will be required. May be repeated if topics vary.

HIST 8060 SEM: HISTORY OF THE SOUTH 4.0

Seminar in the History of the South.

Selected topics in the political, social, cultural, and economic history of the antebellum and postbellum South.

HIST 8070 SEM IN AFRICAN-AMERICAN HIST 4.0

Seminar in African-American History.

A three-topic sequence which explores the diversity in African-American ideologies, movements, class and gender. Topics vary according to instructor. May be repeated if topics vary.

HIST 8080 SEMINAR: INTERNAT'L HIST OF US 4.0

Seminar in the International/Transnational History of the United States.

Consideration of theoretical and methodological approaches, across fields and disciplines, relevant to U.S. international/transnational. Historical and historiographical themes vary, as does emphasis on reading and research. May be repeated for credit if topics vary.

HIST 8200 SEM IN ANCIENT HISTORY 4.0

Seminar in Ancient History.

Content alternates between Greece and Rome. May be repeated if topics vary.

HIST 8210 SEM IN EUR MEDIEVAL HISTORY 4.0

Seminar in European Medieval History.

Selected topics, including the end of the ancient world, the Carolingian era, ecclesiastical reform, heresy, the medieval revival, the fourteenth century crisis and medieval historiography. May be repeated if topics vary.

HIST 8220 SEM: REL & SOC IN EAR MOD EUR 4.0

Seminar: Religion and Society in Early Modern Europe.

Cultural, social, and political dimensions of religious life in early modern Europe. Possible topics include the Protestant and Catholic Reformations, confessionalization and social discipline, rural versus urban religion, popular versus official religion, gender and sexuality, the missionaries and the export of European Christianity abroad.

HIST 8230 SEM IN 19TH CENT EUROPEAN HIST 4.0

Seminar in Nineteenth-Century European History.

Selected themes include urbanization and revolution; industrialization, labor movements and social mobility; and nationalism, colonialization, and imperial rivalries. May be repeated if topics vary.

HIST 8240 SEM IN 20TH CEN EUROPEAN HIST 4.0

Seminar in Twentieth-Century European History.

May be repeated if topics vary.

HIST 8250 SEMINAR IN RUSSIAN HISTORY 4.0

Seminar in Russian History.

Readings in the history of Russia and the Soviet Union.

Topics vary and include Kievan and Muscovite Russia, Imperial Russia, Revolutionary Russia, and the Stalinist Soviet Union. May be repeated if topics vary.

HIST 8260 SEM IN EARLY MODERN ENGLAND 4.0

Seminar in Early Modern England.

Sixteenth- and seventeenth-century issues: selected themes include the Tudor system of governance, the Reformation and Puritanism, the Revolution, preindustrial society and culture. May be repeated if topics vary.

HIST 8270 SEM IN MOD BRIT & IRISH HIST 4.0

Seminar in Modern British and Irish History.

May be repeated if topics vary.

HIST 8280 SEM IN INTELLEC HIST OF EUROPE 4.0

Seminar in the Intellectual History of Europe.

May be repeated if topics vary.

HIST 8290 SEM IN EARLY MODERN EURO HIST 4.0

Seminar in Early Modern European History.

Selected topics in the history of early modern Europe.

Topics vary according to instructor.

HIST 8320 SEM: EARLY MOD EUR/GLOBAL 4.0

Seminar: Early Modern Europe in Global Context.

Topics can include economic, cultural, and political interactions between Europeans and non-Europeans in the period from the invasion of the New World to the Age of Revolution; changes in patterns and networks of global religious, cultural, and commercial exchanges; early-modern origins of European colonialism and imperialism.

HIST 8410 SEMINAR IN AFRICAN HISTORY 4.0

Seminar in African History.

Selected topics from African history. May be repeated if topics vary.

HIST 8420 SEM IN LATIN AMERICAN HISTORY 4.0

Seminar in Latin American History.

May be repeated if topics vary.

HIST 8430 SEM IN SOUTH ASIAN HISTORY 4.0

Seminar in South Asian History.

May be repeated if topics vary.

HIST 8440 SEM IN EAST ASIAN HISTORY 4.0

Seminar in East Asian History.

Content varies in three-part rotation: China to 1850, Japan to 1868; and Comparative Modernization of China and Japan.

May be repeated if topics vary.

HIST 8450 SEM IN MIDDLE EASTERN HISTORY 4.0

Seminar in Middle Eastern History.

May be repeated if topics vary.

HIST 8500 SEMINAR IN MEDIEVAL EURASIA 4.0

Seminar in Medieval Central Eurasia.

Readings in the medieval history of central Eurasia emphasizing cross-cultural interactions and other large-scale approaches in the transcontinental zone roughly bounded by the eastern Mediterranean and western China, and north of Arabia and India. Special consideration of nomads and nomadic migrations, religious and cultural encounters, cultural commonwealths in the pre-modern "Old World," and the vast Turko-Iranian and Mongol enterprises.

HIST 8600 INTRO TO HISTORIC PRESERVATION 3.0

Introduction to Historic Preservation.

Historical evolution of preservation as a public movement in the United States, with emphasis on programs of local, state, and federal governments.

HIST 8610 PRESERVATION LAW 3.0

Preservation Law.

The law applicable to historic preservation and the many legal issues relevant to it. An overview of legal systems at the federal, state, and local levels, as they relate to historic preservation.

HIST 8620 CONSERVATION: HIST BLDG MATRLS 3.0

Conservation of Historic Building Materials.

Introduction to the theory and practice of building materials conservation, restoration, rehabilitation, and appropriate techniques for restoration and rehabilitation of historic structures.

HIST 8635 U.S. CITIES 3.0

U.S. Cities.

The history of the U.S. city from colonial times to the present, focusing on spatial development, technological change, and their relationship to civic culture.

HIST 8640 PRESERVATION PLANNING 3.0

Preservation Planning.

Planning tools for the identification and preservation of the historic environment. May be repeated if topics vary.

HIST 8645 HISTORIC RESOURCE EVALUATION 3.0

Historic Resource Evaluation.

An introduction to the philosophical and practical aspects of historic resource survey and evaluation, including application of the National Register of Historic Places criteria.

HIST 8650 HIST AMER LANDSCAPES & GARDENS 3.0

Historic American Landscapes and Gardens.

American landscapes and gardens with respect to the social, cultural, historical, and geographic factors that influence their design and development.

HIST 8660 CASE STUDY INTERNAT PRESERVATN 3.0

Case Studies in International Preservation.

Study of preservation and conservation programs in foreign countries, through lectures, readings, and site visits.

Comparison of preservation as it is practiced in foreign programs with the approach taken in the United States. Field trips abroad required.

HIST 8670 SEM IN ARCHIVES ADMIN & USE 3.0

Seminar in Archives Administration and Use.

department. Required for students seeking concentration in archival administration. Through a prescribed field experience students are given the opportunity to apply knowledge, theory, and understanding gained from courses. May be repeated if topics vary.

HIST 8680 INTERNSHIP 1.0 to 15.0

Internship.

Prerequisite: Consent of the department.

Required for students seeking concentration in archival administration. Through a prescribed field experience students are given the opportunity to apply knowledge, theory, and understanding gained from courses. May be repeated if topics vary.

HIST 8690 AMER ARCHITECTURAL HISTORY 3.0

American Architectural History.

Major themes in American architecture from European colonization to modernism. Selected architects, buildings, and vernacular traditions are examined.

HIST 8700 CASE STUDY IN HISTORIC PRESVTN 3.0

Case Studies in Historic Preservation.

Research seminar in techniques of documentation and analysis of historic sites and districts.

HIST 8710 HISTORY AND THE PUBLIC 3.0

History and the Public.

An introduction to key theoretical, methodological, and practical issues addressed by historians who bring history to a wider public beyond the university. Issues include questions of audience and authority in presenting history; the relationship between history and memory; the politics and ethics of public history; and the applications of history in diverse formats and media. This course is designed for, but not limited to, students who might consider work in the varied fields of public history.

HIST 8720 MUSEUM STUDIES 3.0

Museum Studies.

Comprehensive overview of museums in the U.S., their history, philosophical backgrounds, and ethical issues. Museum management, artifact accession, and exhibition production will be examined.

HIST 8810 SEM IN THE HISTORY OF GENDER 4.0

Seminar in the History of Gender.

Relationship between the ideology of gender and social or cultural practices; special attention to race, religion, work, politics, or empire. Topics vary according to instructor. May be repeated if topics vary.

HIST 8820 LABOR/INDUST/TECH/SOCIETY SEM 4.0

Labor, Industry, Technology, and Society Seminar.

The comparative history of labor: special attention to industrialization, technology, and class formation; capitalism, colonialism, and unfree labor; class, gender, race, and ethnicity; working-class culture; labor movements, socialism, and the state. May be repeated if topics vary. (Taught jointly with faculty and students from Emory University and the Georgia Institute of Technology.)

HIST 8830 SEM: LABOR/WORKING CLASS HIST 4.0

Seminar in Labor and Working Class History.

May be repeated if topics vary.

HIST 8840 SEMINAR IN URBAN HISTORY 4.0

Seminar in Urban History.

May be repeated if topics vary.

HIST 8850 FILM AND HISTORY 4.0

Film and History.

Explores how film creates history and how cinema can be used in historical research; stresses interdisciplinary methods that combine theory, research, and analysis. Historical topics and emphasis on research or reading will vary. May be repeated for credit if topics vary.

HIST 8890 SPECIAL TOPICS IN HISTORY 3.0 to 4.0

Special Topics in History.

Analysis of a selected historical issue or topic, such as modernization, religion, revolution, role of women, and peasant societies. May be repeated for credit if topics vary.

HIST 8900 DIRECTED READINGS 1.0 to 4.0

Directed Readings.

For students preparing for field examinations. May be repeated for credit if topics vary.

HIST 8999 THESIS RESEARCH 1.0 to 15.0

Thesis Research.

May be repeated for credit if topics vary.

HIST 9010 DIR RESEARCH: HIST OF AMERICAS 1.0 to 4.0

Directed Research in the History of the Americas.

Prerequisite: Consent of the Director of Graduate Studies.

May be repeated for credit if topics vary.

HIST 9020 DIR RESEARCH: HIST OF EUROPE 1.0 to 4.0

Directed Research in the History of Europe.

Prerequisite: Consent of the Director of Graduate Studies.

May be repeated for credit if topics vary.

HIST 9030 DIR RES: ASIA, AFRICA,MID EAST 1.0 to 4.0

Directed Readings in the History of Asia, Africa or the Middle East.

Prerequisite: Consent of the Director of Graduate Studies.

May be repeated for credit if topics vary.

HIST 9999 DISSERTATION RESEARCH 1.0 to 15.0

Dissertation Research.

May be repeated for credit if topics vary.

HOSPITALITY ADMINISTRATION

HADM 8100 SURVEY HOSPITALITY AND TOURISM 3.0

Survey of Hospitality and Tourism.

Prerequisite: none. CSP: 1, 6.

A survey of the concepts, principles, problems and practices of hospitality and tourism enterprises and the industry in general. Managerial, operational and organizational issues pertaining to the management of convention venues, hotels, commercial and institutional foodservice and private clubs are covered.

HADM 8389 DIR READ IN HOSPITALITY ADMIN 1.0 to 3.0

Directed Readings in Hospitality Administration.

Prerequisite: consent of instructor, good academic standing.

HADM 8400 FIN MGT APP HOSP ENTRPRSE 3.0

Financial Management Application in Hospitality Enterprises.

Prerequisites: MBA 8121, MBA 8231, MBA 8622. CSP: 1,2,6.

This course presents an overview of finance issues pertaining to the planning and development of hospitality properties. Forms of ownership, tax considerations, financing procedures and costs of capital, capital sources, leases, franchising, valuation of hospitality properties, financial statement analysis, pricing methods, sales analysis, and cash management strategies are covered.

HADM 8500 EC&CUL IMPACT TRVL&TOUR 3.0

Economic and Cultural Impact of Travel and Tourism.

Prerequisite: MBA 8231, or Econ 2105 and Econ 2106.

CSP: 1, 6.

This course provides an overview of the economic and cultural impact of travel and tourism on local, state, regional the planning and development of tourism destinations/venues, development, components of tourism and tourism management, and national economics. The benefits and costs of tourism covered.

HADM 8600 TRENDS IN THE FOOD SRV INDUST 3.0

Trends in the Food Service Industry.

Prerequisite: none. CSP: 1, 2, 6.

This course provides an overview of the trends and current issues facing domestic and international foodservice enterprises. The course examines the process of managing existing foodservice concepts in a global economy with the emerging issues of food safety and overall security of employees and guests. The history, organization, and development of modern foodservice concepts, industry demographics, and service delivery issues are covered.

HADM 8700 TRENDS IN THE LODGING INDUST 3.0

Trends in the Lodging Industry.

Prerequisite: none. CSP: 1, 6.

This course provides an overview of the trends and issues in the domestic and international lodging industry and examines the process of managing existing lodging concepts in a global economy. An overview of the historical evolution and development of the hotel industry and the management issues pertaining to modern lodging properties is covered.

HUMAN RESOURCE MANAGEMENT

HRM 8150 HUMAN RESOURCE MANAGEMENT 3.0

Human Resource Management.

Prerequisite: none.

This course provides a survey of the field of human resource management. Topics covered include strategic human resource management, recruitment, selection, performance evaluation, training and development, compensation, and labor relations.

HRM 8210 NEGOTIATION/DISPUTE RESOL 3.0

Negotiation and Dispute Resolution.

Prerequisite: Mgt 4010 or MBA 8412.

This course is designed to provide an understanding of the theory of negotiation, conflict, and complaint handling, especially as practiced within the corporation and in other institutions. It is intended to be applicable to a broad spectrum of dispute and complaint problems faced by managers and professionals. The content is applicable to anyone who will negotiate agreements, face "people problems" in any aspect of work life, or be exposed to complaints or grievances arising out of the employment relationship.

HRM 8230 LEGAL/ETHICAL ENVIRON HRM 3.0

Legal and Ethical Environment of Human Resource Management.

Prerequisite: HRM 8150.

This course examines legal issues related to various aspects of human resource management. Students review legislation and case law related to discrimination, employment-at-will, negligence, contingent workers, safety, compensation, and labor. Emphasis is placed on avoiding unnecessary litigation.

HRM 8290 APPLIED RESCH METHODS/HRM 3.0

Applied Research Methods in Human Resource Management. (Strongly recommended to be taken immediately before HRM 8900 during same year.)

Prerequisite: MBA 8011 or equivalent; HRM 8150. CSP: 1, 4.

This course provides a comprehensive review of research methods applicable to the practice of human resource management. Examples of topics covered include: data collection and analysis; criterion development; measuring effectiveness at the individual, group, and organizational level; and survey design, development, and analysis.

HRM 8389 DIRECTED READINGS IN HRM 1.0 to 3.0

Directed Readings in Human Resource Management.

Prerequisite: consent of the instructor, good academic standing.

HRM 8410 COLLECTIVE BARGAINING 3.0

Collective Bargaining.

Prerequisite: HRM 8150.

The course examines the legal and organizational framework of collective bargaining; the subject matter of collective bargaining; the process of labor-management negotiation; alternative methods of dispute resolution, such as strikes, arbitration, and mediation; and contemporary issues in collective bargaining, such as labor-management cooperation.

HRM 8430 HUMAN RESRCE RECRUIT&SEL 3.0

Human Resources Recruitment and Selection.

Prerequisite: HRM 8150.

This course focuses on the human resource recruitment and selection functions of organizations. Topics covered include recruitment, organizational choice, job analysis, validation, laws pertaining to equal employment opportunity, interviewing, testing, and organizational socialization. Both the theoretical foundations of the recruitment and selection functions as well as the practical application of these activities are presented.

HRM 8470 COMPENSATION DEC MAKING 3.0

Compensation Decision Making.

Prerequisite: HRM 8150.

This course focuses on compensation decision making. Students develop and justify a pay system for a large fictitious organization. The goals of the system are to control labor costs while maintaining the organization's ability to attract, retain, motivate, and develop a competent workforce. Students also are introduced to employee benefits practices and learn why benefit practices come into being and why they change. This course is also relevant for small businesses.

HRM 8490 PERFORMANCE MANAGEMENT 3.0

Performance Management.

Prerequisite: HRM 8150.

This course focuses on identifying employee performance gaps and instituting programs to overcome these gaps. A variety of methods and processes for managing the performance of employees are discussed. Students develop skills in assessing the causes of performance deficiencies and in developing human resource management solutions to eliminate them. Among the solutions examined are employee assistance, discipline, job redesign, and training.

HRM 8900 FIELD RESEARCH IN HRM 3.0

Field Research in Human Resource Management.

Prerequisite: HRM 8150, consent of instructor. CSP: 1, 2, 4.

Applied research is research which promises to have an immediate benefit to the organization in solving a practical problem. Accordingly, this two-course sequence is a joint university-corporation venture. Students work in groups of two or three to solve a problem posed by a corporate sponsor. Each group is responsible simultaneously to the instructor and to the corporate sponsor. In the first segment of the course, groups design their research studies and obtain approvals from the instructor and the corporate sponsor. In the second segment, the groups implement their studies and report results in written and oral form to the instructor, class, and the corporate sponsor.

HRM 8990 STRAT HUMAN RESOURCE MGT 3.0

Strategic Human Resource Management.

Prerequisite: HRM 8150.

This course focuses on domestic and international strategic human resource management issues. The course is divided into two sections. The first considers the organization's competitive environment and structure, strategic management concepts relevant to development of human resource strategies, environmental scanning, human resource

planning, and select strategic issues. The second expands on domestic human resource activities into the international arena and covers the international organization context, control over operations and personnel, and functional human resource activities within the international context.

HRM 9800 SEM IN HUMAN RESOURCE MGT 3.0

Seminar in Human Resource Management.

Prerequisite: consent of the instructor.

This course presents doctoral students with an in-depth review of the research literature in human resource management. Topics such as the history and development of human resource management, job analysis, employee recruitment and selection, performance appraisal, compensation, and the legal environment of human resource management are examined. Emphasis in the course is given to issues of theory and research methodology.

HRM 9900 SEM/MACRO HR MANAGEMENT 3.0

Seminar in Macro Human Resource Management.

Prerequisite: consent of the instructor.

This is a Ph.D. seminar focusing on in-depth review of theory and research relevant to domestic and international strategic management of human resources. Topics covered are strategic human resource management theory and research; compensation theory and research, with special emphasis on developments which may have societal policy implications; labor relations theory and research, including cross-cultural labor relations research; and new developments in the management of people by contemporary organizations.

INSTRUCTIONAL TECHNOLOGY

IT 7100 DESIGN PERFORM/INSTRUCT SYSTEM 3.0

Design of Performance and Instructional Systems.

This course provides students with the skills and knowledge needed to apply current principles of learning and instruction to designing learning and performance systems. Students create an instructional or performance system in a real world context.

IT 7150 ANALYSIS PERFORM/INSTRUCT SYS 3.0

Analysis of Performance and Instructional Systems.

Prerequisite: IT 7100.

This course provides students with the skills and knowledge needed to conduct all aspects of a well-designed analysis of performance and instruction systems. Students will conduct

“real world” analysis of performance problems in school or business settings to determine the most appropriate solution.

IT 7230 INTRO INTERACTIVE LEARNNG TECHN 3.0

Introduction to Interactive Learning Technologies.

This course is designed to teach students how to solve instructional problems of adult learners through the use of a variety of computer based cognitive tools such as desktop publishing, presentation tools, digital video, and internet tools. Students function as designers of instruction and instructional materials for an education or business audience.

IT 7360 TECHNOLOGY FOR EDUCATORS 3.0

Technology for Educators.

This course provides teachers with the skills and knowledge to design and create technology-enhanced classroom environments. Design and creation of products for student-centered learning environments takes place through numerous activities with various technologies. Course meets the Georgia Legislative A Plus Education Reform Act of 2000 (House Bill 1187) Technology Requirement for all certified educators.

IT 7990 MASTER'S PROJ IN INSTRUCT TECH 3.0

Master's Project in Instructional Technology.

This course serves as a capstone experience in instructional technology. Students work under the direction of a faculty member to produce a project illustrating their knowledge, skills, aptitudes, and abilities in the field. Successful presentation of this project is a part of the portfolio requirement for graduation.

IT 8000 FOUNDATIONS OF INSTRUCT TECHN 3.0

Foundations of Instructional Technology.

This course provides students with an overview of the field of instructional technology. It covers historical foundations, current practice, and future directions. It provides students with the big picture of instructional technology and gives them a context for future courses.

IT 8090 INTERNET FOR EDUCATORS 3.0

Internet for Educators.

This course introduces students to methods and models for using the Internet effectively in the classroom. Students experience a variety of Internet technologies and develop strategies for classroom implementation.

IT 8150 MANAGING INSTRUCT TECH PROJECT 3.0

Managing Instructional Technology Projects.

This course provides students with the skills and knowledge required to successfully manage complex instructional technology projects in school and business settings.

Students learn and apply current theories, principles, and concepts to real world projects.

IT 8200 DIFFUSION/ADOPTION TECH INNOV 3.0

Diffusion and Adoption of Technological Innovation.

This course provides students with the theoretical foundations of adoption and diffusion of technological innovations in educational categories, and the role of personality and communication in change agency. Students complete a case study in which they examine and analyze the adoption and diffusion of an educational “real-world” technological innovation in their choice of settings.

IT 8360 DESIGN & DEV MULTIMEDIA ED TRN 3.0

Design and Development of Multimedia for Education and Training.

Prerequisite: IT 7100.

Students design and develop multimedia tools for educational and training purposes while learning to use state of the art digital tools for instruction.

IT 8370 ADVANCED STUDIO PROJECT 3.0

Advanced Studio Project.

Prerequisite: IT 8360.

Students work as an instructional design and development team in order to analyze, design, and develop an authentic instructional design technology project for educational or training purposes. This course is time and labor intensive and requires instructor approval for registration.

IT 8380 INSTRUCTIONAL SIMULATIONS 3.0

Instructional Simulations.

This course provides the student with opportunities to design, select, utilize, and evaluate instructional simulation activities. Students design and field-test an instructional simulation by applying current design theories and research results.

IT 8390 ANALYSIS ED/TRAIN/PERF CENTERS 3.0

Analysis of Education, Training, and Performance Support Centers.

This course provides the student with opportunities to explore the success and problems of various types of

education, training, and performance support centers which are found in the literature and in the metro Atlanta area.

Extensive research, reading, reporting, and field experiences are used in order to learn the unique attributes that result in successful world class service and support.

IT 8400 ADV AUTHORIZING TECHNOLOGIES 3.0

Advanced Authoring Technologies.

This course provides students with an in-depth knowledge of an authoring system for developing e-learning tools. It allows students to closely examine a given system and learn how to develop interactive programs for educational and training purposes.

IT 8420 TOPICS IN INSTRUCT TECHNOLOGY 3.0

Topics in Instructional Technology.

This course offers students the opportunity to conduct in-depth study of specialized topics that are not covered in any other course. Emerging trends and issues that are of vital interest to the field of instructional technology are studied. (Repeatable)

IT 8430 TECHNOLOGY-ENABLED ED & TRAING 3.0

Technology-Enabled Education and Training.

The purpose of this course is to provide students with opportunities to study instructional design and learning principles as well as apply learning theories, instructional design theories and educational research that support technology-enabled education.

IT 8440 E-LEARNING ENVIRONMENTS 3.0

e-learning Environments.

This course focuses on working with the internet as it applies to teaching and learning. Specifically, students work in four overlapping areas of the internet. These are theoretical foundations and issues affecting e-learning, the cognitive and affective experiences of students in e-learning environments, the design and development of e-learning, and the current state of research and practice regarding e-learning.

IT 8500 ADVANCED INSTRUCTIONAL DESIGN 3.0

Advanced Instructional Design.

Prerequisite: IT 7100.

This course provides students with the knowledge and skills to design advanced instructional technology strategies based upon the latest human learning theories and research. Opportunities for serious assessment and use of current and

emerging technology tools for performing advanced instructional design activities are provided.

IT 8550 HUMAN PERFORMANCE TECHNOLOGY 3.0

Human Performance Technology.

Prerequisite: IT 7150 or consent of instructor.

This course provides students with methods of identifying and solving human performance problems in organizations.

Students conduct performance and cause analyses in preparation for design of instructional and noninstructional interventions and performance solutions. Students prepare performance analysis reports by applying performance technology theory, models, and techniques.

IT 8660 INTERNSHIP INSTRUCT TECHNOLOGY 3.0

Internship in Instructional Technology.

Prerequisite: consent of instructor.

This work/study experience provides students with the opportunity to apply theories, concepts, and principles of instructional technology presented in regular classes.

Supervised work/study experiences in school or business settings are selected with faculty approval.

IT 9050 EVAL INSTRUCTION TECHNOLOGIES 3.0

Evaluation of Instructional Technologies.

This course focuses on the evaluation of instructional products, both those that are commercially produced and those that a classroom teacher or trainer might develop for his or her own use. It provides students with the skills they need not only to plan and implement a successful evaluation of technology-based learning but also to judge the merits of evaluations conducted by others.

INTERIOR DESIGN

ID 6250 COMPUTER AIDED DRAFT & DESIGN 3.0

Computer Aided Drafting and Design.

Prerequisite: consent of the instructor.

Computer aided two-dimensional drafting applications.

ID 6350 3-D COMPUTER AIDED DRAFT & DES 3.0

Three-Dimensional Computer Aided Drafting and Design.

Prerequisite: consent of the instructor.

Computer aided three-dimensional drawing applications.

ID 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are interior design majors.

Individual research. May be repeated for a maximum of 12 hours.

ID 8000 ADVANCED PROBLEMS 3.0

Advanced Problems.

May be repeated for a maximum of 15 credit hours. For the M.F.A. interior design major.

ID 8500 DIRECTED STUDY 3.0

Directed Study.

For the M.F.A. interior design major. May be repeated for a maximum of 24 credit hours.

ID 8650 HISTORY OF INTERIOR DESIGN I 3.0

History of Interior Design I.

Prerequisite: consent of the instructor.

Decorative arts and interior design from the eighteenth through the nineteenth century.

ID 8750 HISTORY OF INTERIOR DESIGN II 3.0

History of Interior Design II.

Prerequisite: consent of the instructor.

Development of the decorative arts and interior design from 1900 to the present.

ID 8930 INTERIOR DESIGN INTERNSHIP 3.0

Interior Design Internship.

Prerequisite: consent of the instructor.

Supervised practicum in appropriate professional environments. May be repeated for a maximum of 6 credit hours.

ID 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and School director.

Independent study. May be repeated for a maximum of 6 credit hours.

ID 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

INTERNATIONAL BUSINESS

IB 8080 INTERNATL LEGAL PROCESS 3.0

International Legal Process.

Prerequisite: none.

This course addresses the legal issues facing businesses seeking to enter the international marketplace. The content includes the rules covering international sales contracts, international financing, the GATT, the World Trade Organization, international intellectual property issues, and international dispute resolution.

IB 8090 INTERNATL BUS ENVIRON 3.0

International Business Environment.

Prerequisite: none.

This course is divided into two parts. The first part provides an intensive study of the changing economic, political, financial, and cultural environment in which organizations compete, both traditionally and digitally. The second part of the course encompasses specific business operations through a global lens, including import, export, counter trade, manufacturing and materials management; marketing and research and development; human resource management; accounting; and financial management.

IB 8100 INT'L ENTREPRENEURSHIP 3.0

International Entrepreneurship.

Prerequisite: IB 8090 or consent of instructor.

This course considers theory, research, and practical advice about how to take a small- or medium-sized business or a new venture (traditional or dot.com) international. In addition to readings and lectures, students explore complex written cases and participate in class discussions with visiting speakers involved with international entrepreneurship. In a major project, students explore the feasibility of an international business venture.

IB 8180 COMPARA BUS SYSTEMS 3.0

Comparative Business Systems.

Prerequisite: none.

The purpose of this course is to provide an in-depth analysis of selected foreign business systems and a conceptual framework for analyzing any business system. Each national business system is viewed as resulting from the joint interaction of cultural, educational, economic, and political constraints. A general framework for anticipating and understanding different responses to a business and economic situation is developed. This framework is applied to a wide range of nations.

IB 8190 DOING BUS/WORLD REGIONS 3.0

Doing Business in World Regions.

Prerequisite: IB 3090 or IB 8090 or consent of instructor.

MIB students must complete IB 8090 as the prerequisite.

This course examines regional integration and global business strategies in different regions of the world. Students examine issues of globalization and regionalization and then conduct an analysis of business strategies and options for a chosen company. Non-government, government (business chambers, state and federal government), private-sector (local research centers, manufacturing and service firms) sources, and case studies are used to provide primary and secondary data and to support the development of team presentations on business competitiveness strategy in the region of focus. This course may be repeated for different world regions.

IB 8389 DIR READ IN INTERNATL BUS 1.0 to 3.0

Directed Readings in International Business.

Prerequisite: consent of the instructor, good academic standing.

IB 8400 INT'L EXCHANGE PROG CREDIT 1.0 to 6.0

International Exchange Program Credit.

Prerequisite: acceptance to a RCB International Exchange Program.

This course is provided as a vehicle for awarding credit to graduate students who successfully complete course work as part of an international exchange program of the Robinson College of Business.

IB 8410 STUDY ABROAD 3.0 to 6.0

Study Abroad.

Prerequisite: consent of the respective program director.

This course number serves as a generic number for study abroad programs sponsored by the Robinson College of Business and the Institute of International Business. An in-country experience is a required segment of the course. Specific region and/or discipline focus may vary by offering. Contact the Institute of International Business for the current list of program options.

IB 8500 INT'L BUS INTERNSHIP 0.0 to 6.0

International Business Internship.

Prerequisites: Enrollment in MIB program; established language fluency in language of host country prior to approval for an internship; consent of Director of the Institute of International Business.

The internship experience is a supervised work program in an organization outside the United States in a non-English-speaking country. Foreign nationals may intern with organizations in the United States or other English-speaking countries. The Institute of International

Business assists students in locating international internships and assists foreign nationals in locating internships in the United States. Students are encouraged to be actively involved in the internship selection process. The internship must be for at least one semester (minimum of 120 days in-country) of full-time work and must be related to the student's program of study. Fluency in the business language of the host country must be established prior to the internship. All internships must be approved in advance by the Director of the Institute of International Business.

IB 8680 TECH & GLOBAL COMPETITION 3.0

Technology and Global Competition.

Prerequisite: none.

This course examines the role of technology in shaping corporate strategy for competing in a global environment. Technology is broadly defined to include product and process technologies as well as information and communication technologies which form the core of the new digital economy. Readings from international business, strategic management, and innovation theory are used to learn how to evaluate a successful technology strategy. Special attention is placed on the political, cultural, legal, and economic differences of operating in a global marketplace.

IB 8690 GLOBAL OPERATIONS MGT 3.0

Global Operations Management.

Prerequisite: MBA 8452.

This course introduces recent innovations in global operations management as they relate to a global business strategy. The course integrates concepts from organizational behavior, marketing, accounting, economics, and leadership to instill an appreciation of the complexity of developing and managing a global production system. Topics include global business strategy, improving global operating performance, supply-chain performance and production rationalization, and establishing new limits of global operations performance.

IB 8710 INT'L INFO TECH ISSUES & POL 3.0

International Information Technology Issues and Policy.

Prerequisite: none. CSP: 1, 2, 4, 5, 6.

This course examines the role of technology as an integral and key factor in the delivery and support of information and communication technologies in the global economy for both traditional and electronic businesses, and the related technical and managerial issues. The first half of the course is grounded in business strategy and information

technology fit, culture, and national policy theory. The second half examines business in practice in the different world regions. Illustrative case studies coupled with readings of current press, class discussion, and practitioners from the international business community who provide real-world insight are used to bridge concepts and practice. In a major project, students assess the attractiveness of a particular country for a real company.

IB 8990 POL & STRAT INT'L MKTPLACE 3.0

Policy and Strategy in the International Marketplace.

Prerequisites: IB 8090 and either Econ 8850 or Econ 8860; or consent of the instructor.

This IB capstone course is designed to develop the planning and conceptual skills required of general managers in multinational firms. Emphasis is given to the integration of the marketing, finance, research and development, operations, and human resource management functions to provide a competitive advantage for a firm operating in a global environment.

JEWELRY DESIGN & METALSMITH

JEWL 6050 JEWELRY DESIGN & METALS 3.0

Jewelry Design and Metals.

Prerequisite: consent of the instructor.

For students not majoring in jewelry design and metalsmithing. Basic jewelry making techniques such as soldering, piercing, filing, and finishing. May be repeated for a maximum of 15 credit hours.

JEWL 6910 HISTORY OF JEWELRY 3.0

History of Jewelry.

A survey course of jewelry from early indigenous cultures to the contemporary world. Includes jewelry of Asia, Africa, Europe, and the United States.

JEWL 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are jewelry majors. Individual research. May be repeated for a maximum of 12 credit hours.

JEWL 8000 ADVANCED STUDIO PROBLEMS 3.0

Advanced Studio Problems.

Prerequisite: consent of instructor.

For the M.F.A. jewelry and metalsmithing major.

Exploration of jewelry and metalsmithing fabrication techniques with an emphasis on individual goals. May be repeated for a maximum of 18 credit hours.

JEWL 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Prerequisite: consent of instructor.

For the M.F.A. jewelry & metalsmithing major.

Conceptualization and creation of jewelry or hollow ware forms. May be repeated for a maximum of 18 credit hours.

JEWL 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of instructor and School director.

Independent study. Contract outlining course content is required. May be repeated for a maximum of 12 credit hours.

JEWL 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

KINESIOLOGY & HEALTH

KH 6280 PSYCHOLOGY OF PHYSICAL ACTIVITY 3.0

Psychology of Physical Activity.

The psychological principles which apply to the teaching and performance of sport and physical activity are analyzed.

(Not open to students who have taken KH 4280.)

KH 6380 INTRO TO SPORTS MANAGEMENT 3.0

Introduction to Sports Management.

The roles and functions of administration of sports programs in educational, commercial, and professional settings are analyzed.

KH 6560 BUDGETING & FINANCE SPORTS/REC 3.0

Budgeting and Finance in Sports and Recreation.

Students study budgetary theory and the process of planning as they relate to recreation and sports administration.

KH 6940 WORKSHOP KINESIOLOGY & HEALTH 1.0 to 3.0

Workshop in Kinesiology and Health.

Students analyze the skills, strategies, materials, and methods of teaching in selected areas of health, physical education, recreation, and exercise science.

KH 6941 WORKSHOP IN EVENT PLANNING 3.0

Workshop in Event Planning.

This course addresses the major trends and most successful business practices in the event management marketplace today. It provides the critical background knowledge and tools that you need to improve your effectiveness and profitability as an event manager. Technological, economic, competitive, and global challenges are carefully examined to establish a framework within which you can achieve your business and career goals.

KH 6942 WORKSHOP IN SCHOOL HEALTH 1.0 to 3.0

Workshop in School Health.

Explores the six major child and adolescent health risk behaviors documented by the Youth Risk Behavior Survey, applies the forty developmental assets paradigm to the prediction of risk and protective factors, and emphasizes the importance of a coordinated and comprehensive approach to fostering resiliency in children and youth through field visits to several local, exemplary programs.

KH 6943 WORKSHOP HIV PREVENTION & HLTH 1.0 to 3.0

Workshop in HIV Prevention and Health.

At the completion of this course, the student is aware of the social, psychological, and health implications of HIV/AIDS for all populations, appreciates the importance of equal gender representation in clinical trials, understands the five stages in combating perceptions of invulnerability, and is sensitive to issues of early treatment and drug resistance.

KH 6960 SEMINAR 3.0

Seminar.

Prerequisite: consent of instructor.

Students study and discuss current topics relevant to the areas of health, physical education, exercise science, sports administration, and recreation. Seminar may extend beyond one term. (Repeatable)

KH 7100 ADMINISTRATION SPORTS PROGRAMS 3.0

Administration of Sports Programs.

Students study the policies, procedures, and processes of management, organization, and administration as they apply to interscholastic, intercollegiate, or professional athletic programs.

KH 7150 DEV/REVENUE GENERATION SPORTS 3.0

Development and Revenue Generation in Sports.

Prerequisite: KH 6560 or consent of instructor.

Students receive an overview of techniques and strategies of revenue producing activities in sports. Emphasis is placed on developing a balanced, multifaceted program of fund-raising and planned giving.

KH 7200 CULTURAL ASPECTS OF SPORT 3.0

Cultural Aspects of Sport.

Students study the role and significance of sports in contemporary society. Emphasis is placed on issues which affect the athlete, coach, administrator, and the sports fan.

KH 7250 TEACHING MODELS FOR HLTH & PE 3.0

Teaching Models for Health and Physical Education.

Contemporary instructional models for health and physical education are discussed. Includes theory, planning, and implementation for cooperative learning, personalized systems of instruction, didactic teaching, and other effective models used in health and physical education.

KH 7270 MOTOR LEARNING 3.0

Motor Learning.

Students discuss the principles of learning as they relate to the acquisition and teaching of motor skills.

KH 7360 CONTEMPORARY P-12 HPE PROGRAM 3.0

Contemporary P-12 Health and Physical Education Programming.

Course is an overview and analysis of current curriculum models and their implementation in P-12 health and physical education programs.

KH 7380 PLANNING/MGT SPORTS FACILITIES 3.0

Planning and Management of Sports Facilities.

Students study the planning, design, equipment, maintenance, and utilization of physical education, athletic, fitness, and recreational facilities.

KH 7410 SPORTS MARKETING AND PROMOTION 3.0

Sports Marketing and Promotion.

Prerequisite: one course in marketing.

Students apply the principles of marketing and promotion to collegiate, professional, and recreational sports marketing.

KH 7500 PHYSIOLOGY OF EXERCISE 3.0

Physiology of Exercise.

Prerequisite: Physiology of Exercise (KH 3650) or consent of instructor.

Students examine the acute responses and chronic adaptations of human physiological systems to exercise and physical activity, including bioenergetics, neuromuscular, cardiovascular, pulmonary, endocrine, and renal systems. Factors affecting exercise performance are evaluated including ergogenic aids, environmental conditions, age, and gender.

KH 7510 BIOMECHANICS 3.0

Biomechanics.

Prerequisite: Biomechanics (KH 3600) or consent of instructor.

Students investigate the anatomical and mechanical factors which influence human motion and perform analyses of complex human motions with the goal of optimizing human movement performance.

KH 7530 APPLIED ANATOMY FOR SPORTS MED 3.0

Applied Anatomy for Sports Medicine.

Prerequisite: Musculoskeletal Function and Human Performance I (KH 2220) or consent of instructor.

Orthopedic human anatomy and function are extensively examined. Cadaver dissection experiences are included.

KH 7550 FIT ASSESS & EXER PRESCRIPTION 3.0

Fitness Assessment and Exercise Prescription.

Prerequisite: KH 7500 or consent of instructor.

Students study the theory and practice of the assessment of physical fitness, and the design and implementation of comprehensive exercise programs. Emphasis is placed on the design and implementation of individual and group exercise programs for the apparently healthy adult.

KH 7580 CONCEPTS OF ORTHOPEDIC REHAB 2.0

Concepts of Orthopedic Rehabilitation.

Prerequisite: KH 7530 or consent of instructor.

Current concepts and techniques utilized in orthopedic rehabilitation of activity-related injuries are presented and discussed.

KH 7610 SPORTS LAW 3.0

Sports Law.

Students apply law to selected aspects of education, commercial, and professional sports.

KH 7620 EXERCISE PROG SPEC POPULATIONS 3.0

Exercise Programming for Special Populations.

Prerequisite: KH 7500 or consent of instructor.

Students study the rationale and principles of exercise programming for populations with special needs such as cardiovascular disease, pulmonary disease, diabetes, obesity, older adults, children, pregnancy, etc.

KH 7630 FITNESS PROGRAM MANAGEMENT 3.0

Fitness Program Management.

Prerequisite: KH 7550 or consent of instructor.

Students receive an overview of fitness program operations including program content, personnel, financial, facility, and member services considerations.

KH 7650 ADAPTED PHYSICAL EDUCATION 3.0

Adapted Physical Education.

Prerequisite: KH 7250.

Focuses on implementation and analysis of instruction for adapted physical education students. Emphasis is on instruction for intact classes of students with special needs.

KH 7660 PRACTICUM IN ATHLETIC TRAINING 1.0 to 5.0

Practicum in Athletic Training.

Prerequisite: consent of instructor.

Students participate in a variety of professional activities related to the field of athletic training. These activities may include surgical observations, physician observations, attendance at professional meetings, and other related instructor approved activities. Practicum may extend beyond one term. (Repeatable)

KH 7662 INTERNSHIP SPORTS MANAGEMENT I 3.0

Internship in Sports Management I.

Prerequisite: consent of faculty adviser and consent of instructor.

Students receive practical administrative experience in a selected sport setting. Internship may extend beyond one term.

KH 7663 INTERNSHIP SPORTS MANAGEMENT II 3.0

Internship in Sports Management II.

Prerequisites: consent of faculty adviser and consent of instructor.

Students receive practical administrative experience in a selected sport setting. Internship may extend beyond one term.

KH 7670 PRACTICUM TEACHING HEALTH & PE 3.0

Practicum in Teaching Health and Physical Education.

Prerequisite: KH 7250.

Students study instructional design for health or physical education leading to the implementation and assessment of an intact unit of instruction.

KH 7690 PRACTICUM SPORTS ADMINISTRATION 1.0 to 3.0

Practicum in Sports Administration.

Prerequisite: KH 6380.

Students gain practical experience in sports marketing, sports information, coaching, or related areas of sports administration through a supervised experience in an appropriate sport setting. Practicum may extend beyond one term.

KH 7700 ASSESS/ACTION PLAN SCH HLTH ED 3.0

Needs Assessment and Action Planning for Comprehensive School Health Education.

Explores the eight components of comprehensive school health with an emphasis on the application of needs assessment and action planning skills in the development of comprehensive P-12 school health education.

KH 7710 PRACTICUM IN EXERCISE SCIENCE 1.0

Practicum in Exercise Science.

Prerequisites: KH 7510 and KH 7550.

Students gain supervised experience in a fitness/health promotion facility to improve practical skills in fitness assessment, exercise prescription, and fitness/health promotion activities. A total of 45 contact hours must be completed.

KH 7750 INTERNSHIP IN EXERCISE SCIENCE 5.0

Internship in Exercise Science.

Prerequisites: KH 7500, KH 7550 and KH 7710.

Provides students with practical experience in a specific area of professional interest such as corporate fitness/work site health promotion, cardiac rehabilitation, hospital-based wellness, community or commercial fitness, etc. A total of 250 contact hours must be completed. Internship may extend beyond one term.

KH 7780 PROBLEMS IN SCHOOL HEALTH 3.0

Problems in School Health.

Students study and discuss problems and issues relating to school and community health. Emphasizes prevention and risk reduction strategies available to the physical educator functioning as a member of a comprehensive school health team.

KH 7810 DIRECTED READINGS AND RESEARCH 1.0 to 6.0

Directed Readings and Research.

Prerequisite: consent of instructor.

With the assistance of a faculty member, the student plans and implements an independent study project or research. A Directed Reading Form is available from the Office of Academic Assistance and Graduate Admissions and requires consultation with the instructor of choice to develop the topic of study, approval by the student's advisor, and approval by the chair of the department. A directed reading may extend beyond one term. (Repeatable)

KH 7820 RESEARCH DESIGN 3.0

Research Design.

Prerequisites: EPRS 7900 or EDCI 8900.

This is a study of current research methodologies and design in physical education. The student develops a pilot study prospectus.

KH 7830 COLLAB ACTION RES PROJ: HEALTH 3.0

Collaborative Action Research Project: Health.

Prerequisites: KH 7820, an approved CAR proposal, and consent of instructor.

Students complete a field-based research project in health instruction from the proposal developed in KH 7820, in collaboration with a faculty mentor.

KH 7831 COLLAB ACTION RES PROJECT: PE 3.0

Collaborative Action Research Project: Physical Education.

Prerequisites: KH 7820, an approved CAR proposal, and consent of instructor.

Students complete a field-based research project in physical education instruction from the proposal developed in KH 7820, in collaboration with a faculty mentor.

KH 7975 SEMINAR FOR GRADUATE ASSISTANTS 3.0

Seminar for Graduate Assistants.

This course is designed to inform the students of policies and procedures to complete an assistantship. Professional ethics associated with teaching, research planning, management, and accounting procedures are reviewed. The course focuses on the teaching and research being conducted in order to further the understanding of all students involved in teaching and research. Course is graded as satisfactory/unsatisfactory. (Repeatable)

KH 7990 MASTER'S THESIS 1.0 to 6.0

Master's Thesis.

Prerequisites: consent of adviser.

Master's-level students in exercise science or sports medicine conduct research and complete a formal thesis. Research may extend beyond one term.

KH 8200 ISSUES & TRENDS IN HEALTH & PE 3.0

Issues and Trends in Health and Physical Education.

Students study contemporary issues and trends and their implications for health and physical education programs.

KH 8260 ADVANCED BIOMECHANICS 3.0

Advanced Biomechanics.

Prerequisites: KH 7510 and KH 7530 or consent of instructor.

This advanced course deals with research techniques, data collection, and interpretation of results in biomechanics.

KH 8265 THERAPEUTIC MODAL ORTHO REHAB 3.0

Therapeutic Modalities in Orthopedic Rehabilitation.

Prerequisites: KH 7530, KH 7580, KH 8300 or consent of instructor.

Current theories and practices in therapeutic modality usage in the treatment and management of orthopedic injuries are considered. (Formerly KH 7590)

KH 8270 ADV TOPICS IN EXER PHYSIOLOGY 3.0

Advanced Topics in Exercise Physiology.

Prerequisites: KH 7500 and Chem 6600 or consent of instructor.

This course is designed to develop advance knowledge by synthesizing existing literature and completing research projects on selected topics in exercise physiology. Discussion, seminar, and research project reports are required as students select from topics such as metabolism and exercise, blood lipids, body composition and energy expenditure, and physiological performance.

KH 8280 OCCUPATIONAL BIOMCH/ERGONOMICS 2.0

Occupational Biomechanics and Ergonomics.

Prerequisites KH 7510, KH 7530, and KH 8850 or consent of instructor.

Students study biomechanical considerations of various occupational and activities of daily living to determine optimal movement patterns for performance enhancement and injury reduction.

KH 8290 CARDIOPULMONARY PHYSIOLOGY 3.0

Cardiopulmonary Physiology.

Prerequisite: KH 7500 or consent of instructor.

This course is a detailed study of the anatomy and

physiology of the human cardiovascular and pulmonary systems with particular emphasis on the effect of acute and chronic exercise, pathophysiology and cardiopulmonary disease, pharmacology of cardiac drugs, and the effect of aging.

KH 8300 ORTHOPEDIC BASIS OF INJURY 3.0

Orthopedic Basis of Injury.

Prerequisites: KH 7530 and KH 7580, or consent of instructor. (Formerly KH 7600).

Students receive advanced theoretical and applied experiences in preventing, evaluating, and treating activity related-injuries. Several approaches to evaluation and management are discussed. (Same as PT 8810).

KH 8360 ANALYSIS OF INSTRUCTION IN HPE 3.0

Analysis of Instruction in Health and Physical Education.

Prerequisite: KH 7250.

Students review current research on teacher behavior in physical education and learn to utilize systematic observation techniques for the evaluation of instruction.

KH 8390 ECG & EXERCISE STRESS TESTING 3.0

ECG and Exercise Stress Testing.

Prerequisites: KH 7500 or consent of instructor.

Scientific aspects of electrocardiography, including cardiac electrophysiology, normal ECG patterns, and major abnormalities such as dysrhythmias, conduction disturbances, myocardial infarction, and hypertrophy are covered.

Principles and practice of graded exercise test preparation, administration, and interpretation are also discussed.

KH 8450 SUPERVISION IN HEALTH/PHYS EDU 3.0

Supervision in Health and Physical Education.

Prerequisite: KH 8360.

Theory and principles of clinical supervision for health and physical education are reviewed and applied.

KH 8660 PROF LEADERSHIP ACTION PROJECT 3.0

Professional Leadership Action Project.

Prerequisites: KH 7820 and consent of instructor.

Students complete a field-based research project from the proposal developed in KH 7820, in collaboration with a faculty mentor. The Professional Leadership Action project focuses on the mentoring and instructional improvement of a P-12 teacher or group of teachers.

KH 8760 ADV TOPICS PHYS REHAB SCIENCE 3.0

Advanced Topics in Physical Rehabilitation Science.

Prerequisites: KH 7500, KH 7510, KH 7530, and KH 8300.

This course examines, in depth, contemporary topics and issues in the field of rehabilitation science. Topics to be covered may include current surgical techniques and associated treatment schedules, current developments in the area of neuromuscular physiology as they relate to injury, and current mechanical concepts and models of injury.

KH 8820 SCIENTIFIC INQUIRY SPORTS MEDIC 3.0

Scientific Inquiry in Sports Medicine.

Prerequisites: KH 7530, KH 7580, KH 8300, and consent of instructor.

Students formulate and conduct a research project in the area of sports medicine. (Repeatable)

KH 8840 SPORT & EXERCISE BIOMECHANICS 2.0

Sport and Exercise Biomechanics.

Prerequisites: KH 7530, KH 8260, and KH 8850 or consent of instructor.

Students study biomechanical considerations of various sport and exercise activities to determine optimal movement patterns for performance enhancement and injury reduction.

KH 8850 INSTRUMENTATION IN BIOMECHANICS 2.0

Instrumentation in Biomechanics.

Prerequisite: KH 7510 or consent of instructor.

Students learn to use various types of instrumentation (high-speed cameras, computers, force platforms, EMG) commonly used in biomechanical research. Emphasis is placed on calibration theory and collection and analysis of data.

KH 8870 BIOMECH OF ORTHOPEDIC INJURIES 3.0

Biomechanics of Orthopedic Injuries.

Prerequisites: KH 7510 and KH 7530 or consent of instructor.

Biomechanical considerations of major orthopedic injuries including injury potential of various human movement activities, acute and chronic injuries, and methods for reducing the likelihood of suffering an injury are explored.

KH 8970 SEMINAR IN EXERCISE PHYSIOLOGY 1.0

Seminar in Exercise Physiology.

Students discuss current topics and research and engage in professional development activities in exercise physiology. (Repeatable)

KH 9260 ADV BIOMECHANICS OF OCCUP TASK 3.0

Advanced Biomechanics of Occupational Tasks.

Prerequisites: KH 7510 and KH 8850 or consent of instructor.

Students study research techniques, data gathering, and intensive interpretation of results as they apply to the performance of complex occupational tasks as commonly found in the workplace.

KH 9500 ADV BIOMCH ACTV OF DAILY LIVNG 3.0

Advanced Biomechanics of Activities of Daily Living.

Prerequisites: KH 7510 and KH 8850 or consent of instructor.

Students study research techniques, data gathering, and intensive interpretation of results as they apply to the performance of activities of daily living.

KH 9510 ADV BIOMECH OF SPRT & EXERCISE 3.0

Advanced Biomechanics of Sport and Exercise.

Prerequisites: KH 7510 and KH 8850 or consent of instructor.

Students study research techniques, data gathering, and intensive interpretation of results as they apply to the performance of complex sport and exercise skills such as throwing and striking.

KH 9520 EXERCISE & ENERGY METABOLISM 3.0

Exercise and Energy Metabolism.

Prerequisites: Chem 6610 and consent of instructor.

Students gain advanced training on the influence of selected external and internal factors on the body during exercise. The focal topics include energetics of muscular activity, recovery from exercise, and the biochemical basis for muscular fatigue.

KH 9530 CENTRAL & PERIPHERAL EXER PHYS 3.0

Central and Peripheral Exercise Physiology.

Prerequisite: 15 hours of university residency or consent of instructor.

Students discuss the effects of exercise on the cardiorespiratory system as well as skeletal muscle.

Students review and analyze current research. Selected laboratory exercises are conducted to illustrate concepts.

KH 9550 MYOCELLULAR PHYSIOLOGY 3.0

Myocellular Physiology.

Prerequisite: Chem 6610.

Students critically evaluate the literature addressing mechanisms regulating the plasticity of skeletal muscle cells. Understanding structure-function relationships of muscle organelles and cells as well as current models of muscle degeneration, repair, regeneration, and growth are examined in detail.

KH 9820 RESEARCH IN SPORT SCIENCE 1.0 to 6.0

Research in Sport Science.

Prerequisite: consent of instructor.

Prior to registration, the student must submit a proposal (including goals and objectives, research activities and expected outcomes, and evaluation criteria) to his or her Doctoral Advisory Committee. The student works under the direct guidance of a faculty member to develop and apply research skills in sport science. Research activities may include learning and implementing relevant research techniques as well as designing, conducting, and presenting an original research study. Research may extend beyond one term. (Repeatable)

KH 9960 ADV RESEARCH SEM BIOMECHANICS 3.0

Advanced Research Seminar in Biomechanics.

Prerequisites: KH 7510 and KH 8850.

Current research topics and techniques are discussed in group sessions with complementary individual research projects.

KH 9990 DISSERTATION 3.0 to 9.0

Dissertation.

The student engages in dissertation research approved by his or her committee. Successful completion requires a significant contribution to knowledge in the area of sport science. (Repeatable)

LATIN

LATN 6103 SEMINAR IN LATIN POETRY 3.0

Seminar in Latin Poetry.

LATN 6104 SEMINAR IN LATIN PROSE 3.0

Seminar in Latin Prose.

LATN 6106 LATIN STYLISTICS 3.0

Latin Stylistics.

Composition of Latin sentences and paragraphs; stylistic analysis of selected prose passages.

LATN 6133 CICERO 3.0

Cicero.

Survey of Cicero's literary achievements in the rhetorical, philosophical, and epistolary genres.

LATN 6135 VERGIL 3.0

Vergil.

Readings from the Georgics, Ecloques, and Aeneid: analysis of the poet's vision.

LATN 6136 ROM HISTNS & HISTORIOGRAPHY 3.0

Roman Historians and Historiography.

Selections from Livy, Caesar, Sallust, and Tacitus; analysis of historiographical views.

LATN 6140 SEMINAR IN MEDIEVAL LATIN 3.0

Seminar in Medieval Latin.

Readings in Latin Literature of the third through fourteenth centuries AD.

LATN 6180 NEO-LATIN 3.0

Neo-Latin.

Latin written from the fifteenth through the seventeenth centuries.

LATN 8190 DIRECTED READINGS 1.0 to 3.0

Directed Reading.

Supervised reading in special areas. May be repeated for credit if topics vary.

LAW

LAW 5000 CIVIL PROCEDURE I 3.0

Civil Procedure I.

An introduction to the basic concepts of the law of civil procedure as a foundation for advanced study in both civil procedure and other areas of substantive law. It provides the student with an overview of procedure in a civil action and examines in detail the traditional bases of in personam, in rem, and quasi in rem jurisdiction of state and federal courts; the constitutional mandate of due process as it relates to notice of actions and the opportunity to be heard in them; federal question and diversity jurisdiction in the federal courts; venue of actions; modern systems of pleading and their historical antecedents, including the complaint, the answer, challenges to the pleadings, amendments, and the joinder of claims and parties.

LAW 5001 CIVIL PROCEDURE II 3.0

Civil Procedure II.

This course builds upon the foundation established in Civil Procedure I and exposes the student to the discovery process, the pretrial order and the trial of cases in civil

matters, including jury selection and considerations bearing on non-jury trials; the scope and order of trial and the presentation of evidence; opening and closing arguments and instructions to the jury; and attacks on verdicts and judgements. The course concludes with a consideration of the fundamental principles of appellate review and the binding effect of decisions (res judicata, collateral estoppel, and the law of the case).

LAW 5010 CONTRACTS I 3.0

Contracts I.

A two-semester examination of the law of contractual obligations covering the formation and interpretation of contracts, legal limitations on the bargaining process, claims and defenses related to breach of contract, and remedies for breach.

LAW 5011 CONTRACTS II 3.0

Contracts II.

See Law 5010. law origins and modern day codification of the criminal law and defenses thereto.

LAW 5020 CRIMINAL LAW 3.0

Criminal Law.

An examination of the common law origins and modern day codification of the criminal law and defenses thereto.

LAW 5030 LEGAL BIBLIOGRAPHY 1.0

Legal Bibliography.

Instruction in effective legal research skills through lecture and research exercises including the use of library materials, computerized legal research systems, LEXIS and WESTLAW.

LAW 5050 PROPERTY I 3.0

Property I.

A two-semester introductory investigation of the validity of concepts underlying the Anglo-American system of property. The capacity of the system to accommodate public needs and private desires for allocation and use of land is studied through intensive examination of the doctrine of estates, private restrictions on land use, public controls of land use, and modern landlord-tenant relations.

LAW 5051 PROPERTY II 3.0

Property II.

See Law 5050.

LAW 5060 TORTS I 3.0

Torts I:

This semester we consider the theories and policies underlying liability based on intent, negligence and strict liability. The focus is on intentional interference with persons and property, strict liability for abnormally dangerous activities, and negligence: duty, standards of care, proof of breach, factual and proximate causation, and affirmative defenses.

LAW 5061 TORTS II 3.0

Torts II.

A comprehensive, two-semester course that considers the legal principles underlying the law of civil obligations. This term we complete our study of negligence liability. The basic theories and policies underlying tort law are then applied to actions in products liability, nuisance, defamation, misrepresentation, and invasion of privacy.

LAW 5070 RESEARCH, WRIT & ADVOC I 2.0

Research, Writing and Advocacy I.

A two- semester sequence of courses dealing with legal research, legal analysis, legal problem solving, and appellate advocacy. Legal research and writing skills are emphasized. This course introduces the use of the legal memorandum as a format for analyzing and discussing legal issues. Each student produces several short papers based on assigned cases and a substantial research memorandum of law dealing with an assigned problem.

LAW 5071 RESEARCH, WRIT & ADVOC II 1.0

Research, Writing and Advocacy II.

A two- semester sequence of courses dealing with legal research, legal analysis, legal problem solving, and appellate advocacy. Legal research and writing skills are emphasized. This course examines the basic techniques of written and oral appellate advocacy including the appropriate structure of the appellate brief, formulation of issues, and analysis. Each student is required to prepare a written brief and to participate in a "Moot Court" oral argument. Required Courses, Second Year

LAW 6000 CONSTITUTIONAL LAW I 3.0

Constitutional Law I: Federalism.

A study of the nature and distribution of federal power and of state-federal relationships, including judicial review, the Commerce Clause and state regulation of commerce, the Tenth Amendment, separation of powers, and the taxing, spending and appropriations powers.

LAW 6010 EVIDENCE 4.0

Evidence.

Explores the rules for fact finding in the judicial process, with particular emphasis on the federal rules of evidence. Topics covered include judicial notice, real and demonstrative evidence, relevance, authentication, competence and examination of witnesses, impeachment, expert testimony, hearsay, privileges, and burdens of proof.

LAW 6020 PROFESSIONAL RESPONSIBILITY 2.0

Professional Responsibility.

Examines the rules and problems unique to the practice of law. Concentration is on confidentiality, conflicts of interest, advertising, and solicitation, and the ethics of the adversary system. Particular emphasis is placed on the Code of Professional Responsibility and Model Rules of Professional Conduct.

LAW 6030 LITIGATION 3.0

Litigation Workshop.

Prerequisite: Law 6010.

Law 6020 must be taken concurrently. This course is designed to provide students with the knowledge and skills necessary to handle competently and ethically a case from initial client interview through trial. Students will study the law of pretrial and trial procedure. The examination of each of the stages of litigation will combine discussions of theory with written and performance simulations, so that students will obtain experience in using the skills and tactics litigators use. The course will culminate with the participation by each student in a mock trial. Elective Courses Students should consult the Curriculum Planning Handbook in choosing their electives. When space is limited for a course, students in their final year of study will be given priority. Elective courses may be offered in 1, 2, or 3 credit versions, at the discretion of the instructor. The courses described below list the typical credits for which the course is offered but students must check the annual course schedules for more specific information. Unless otherwise indicated, the minimum prerequisite for each elective course is the completion of all first- year, full-time courses (Contracts I, II; Property I, II; Torts I, II; Civil Procedure I, II; Legal Method; RWA I, II; and Criminal Law). Course prerequisites are subject to change.

LAW 7005 ACCOUNTING FOR LAWYERS 2.0 to 3.0

Accounting for Lawyers.

This course emphasizes the legal content of accounting problems which may face the lawyer. The focus of the course will be on financial statements, bookkeeping, and generally accepted accounting principles, including accountant liability.

LAW 7010 ADMINISTRATIVE LAW 2.0 to 3.0

Administrative Law.

Prerequisite: Law 6000.

An introduction to general administrative law and procedure. This course surveys the roles, functions, and processes of federal administrative agencies through an examination of the adjudicative, investigative and rule-making functions of federal agencies, the relationship of administrative agencies to other branches of government, and the right and scope of judicial review of agency actions.

LAW 7012 STATE ADMINISTRATIVE LAW 2.0 to 3.0

State Administrative Law.

Prerequisite: Law 6000.

An introduction to state administrative law and procedure, and state institutional arrangements, particularly the relations between the branches of government and the functions assigned designated constitutional officers such as the state attorney general.

LAW 7015 ADMINISTRATIVE LAW SEMINAR 1.0 to 2.0

Administrative Law Seminar.

Prerequisite: 7010 will be given priority in enrollment.

Limited enrollment. This course is devoted to the exploration of problems which currently confront state and/or federal administrative agencies. In addition to their reading assignments and participation in class discussions, students will be required to complete a paper on an approved topic. The paper may be used to satisfy the writing requirement.

LAW 7020 ADMIRALTY 2.0 to 3.0

Admiralty.

The study of federal admiralty and maritime jurisdiction (U.S. Constitution, Art. III, Sec.2) including the practice and procedure of federal courts in admiralty cases and state courts under the "saving to suitors" clause (28 U.S.C. sec 1333). The course surveys the substantive law applicable to admiralty and maritime matters including international law-treaties and conventions, conflict of laws rules, and federal laws dealing with the topics of maritime liens and

ship mortgages, charter parties, carriage of goods, remedies for personal injury and wrongful death for injured seamen and maritime workers (including the Jones Act and Longshore and Harbor Workers' Compensation Act), collision, salvage, general average contribution, marine insurance, and limitation of shipowner's liability. When possible, the class will tour the Georgia Ports Authority terminals in Savannah, Georgia, during the semester.

LAW 7025 ADV CRIM LAW & PROCEDURE SEM 2.0 to 3.0

Advanced Criminal Law and Procedure Seminar.

Prerequisite: Law 7165.

Law 7025. Advanced Criminal Law and Procedure Seminar. (2-3) A seminar on selected problems in criminal law and procedure. A paper is required.

LAW 7031 ADVANCED CRIMINAL LITIGATION 2.0 to 3.0

Advanced Criminal Litigation.

Prerequisites: Law 6000 and Law 6030.

Limited enrollment. A simulation course addressing the substantive knowledge and advocacy skills essential to the trial of a felony criminal case.

LAW 7036 ADVANCED EVIDENCE 2.0 to 3.0

Advanced Evidence.

Prerequisite: Law 6010.

Limited enrollment. This course combines classroom demonstrations and exercises in the application of the rules of evidence with analysis and discussion of currently troublesome evidentiary issues.

LAW 7041 ADVANCED INCOME TAXATION 2.0 to 3.0

Advanced Income Taxation.

Prerequisite: Law 7095.

Concentration on one or more areas of current interest in income taxation. Topics will vary from year-to-year. Format will vary and may be offered as a seminar.

LAW 7043 ADV LAW OF PAYMENT SYSTEMS 2.0 to 3.0

Advanced Law of Payment Systems.

Prerequisites: Law 7121 recommended.

It is recommended but not required that Law 7121 be taken either before or concurrently with this course. A study of electronic payment systems including wholesale wire transfers and retail electronic fund transfers. Legal issues arising from transactions using these systems are examined. Statutes and regulations governing debit cards, stored value cards, government benefit cards, automated teller machines, and home banking are analyzed. The

authentication, security, and privacy of Internet-based financial transactions are examined. Among topics considered are the need for uniformity among various laws regulating retail payment systems, the extent to which statutes should ensure customer choice, whether law should require compliance with minimum technical standards, and the advisability of regulating systems currently not subject to any specific law.

LAW 7045 ADV TRIAL ADVOCACY SEM 2.0 to 3.0

Advanced Issues in Trial Advocacy Seminar.

Prerequisites: Law 6010 and Law 6030.

Limited enrollment. Utilizing both traditional and more innovative methodologies and course readings, students will address selected advanced topics pertaining to the art and science of trial advocacy.

LAW 7050 ADVANCED LEGAL RESEARCH 2.0 to 3.0

Advanced Legal Research.

Limited enrollment. The course will concentrate on advanced legal research techniques using computer technology and book resources. Topics covered by the course include research in legislative histories, administrative law, tax, and labor. Project required.

LAW 7051 ADVANCED LEGAL WRITING 2.0 to 3.0

Advanced Legal Writing.

Prerequisite: all first-year full-time courses.

In this course, students build on the skills developed in Research, Writing and Advocacy I and II (Law 5070 and Law 5071), performing research and preparing a number of legal documents, both objective and persuasive. Particular emphasis on logical organization, clarity of expression, and overall effectiveness of written communication to achieve the writer's goal.

LAW 7053 ADVANCED PATENT LAW 2.0 to 3.0

Advanced Patent Law.

Prerequisite: Law 7270.

An in-depth study of patentability and patent infringement under the federal patent statute.

LAW 7055 ADV PROBLEMS IN AGENCY/PARTSHIP 2.0

Advanced Problems in Agency and Partnership.

Selected problem areas in the law of agency and partnership are examined by the students and instructor.

LAW 7057 ADV SEM IN GA PRAC & PROC 2.0 to 3.0

Advanced Seminar in Georgia Practice and Procedure.

This seminar will address selected topics in the field of civil practice and procedure in the state of Georgia.

Completion of course work in Georgia practice and procedure is preferred but not required. The particular research focus of the seminar will vary; accordingly, academic credits awarded for satisfactory participation in the seminar will range from two to three semester hours depending upon the scope and depth of the research project which is selected as the focus of the seminar. A written research statement will normally be required of each student participant; this statement will be the primary basis for student evaluation at the completion of the seminar.

LAW 7060 ALT DISPUTE RESOLUTION 2.0 to 3.0

Alternative Methods of Dispute Resolution (ADR).

(3) Limited enrollment. The objective of this course is to educate students about the dispute resolution mechanisms that provide a viable alternative to litigation and the appropriate uses and limitations of each model. Specific topics include conciliation, negotiation, mediation, arbitration, mini-trials, summary jury trials, rent-a-judge, and the use of the ombudsman. Policy, practical and ethical issues raised by these alternatives are examined through the case law and the relevant statutes. Videotapes of simulated mediations and negotiations, as well as lectures by experienced guest ADR practitioners, are used to complement classroom instruction.

LAW 7061 ADV ALTERNATE DISPUTE RES 3.0

Advanced Alternative Dispute Resolution.

Prerequisite: Law 7060.

Limited enrollment. An advanced study of the mechanism that provide alternatives to litigation.

LAW 7063 AMER CONSTITUTIONAL HISTORY 2.0 to 3.0

American Constitutional History.

A study of the history of the United States Constitution and the role of the Supreme Court in constitutional adjudication.

LAW 7065 ANTITRUST LAW 2.0 to 3.0

Antitrust Law.

A study of the implementation of federal trade regulation statutes focusing on the competitive tensions of the contemporary economy and the relationship between economic theory and antitrust policy.

LAW 7070 ANTITRUST LAW SEMINAR 2.0 to 3.0

Antitrust Law Seminar.

Prerequisite: Law 7065.

Limited enrollment. A general topic area will be selected by the instructor each year prior to registration. For example, in one year the topic may be "Antitrust and the Health Care Industry"; in the next year, it may be "Private Antitrust Litigation" or "Franchising." All readings and class discussions will focus on the general topic area announced.

LAW 7075 APPELLATE ADVOCACY I 1.0

Appellate Advocacy I.

Preparation and argument of an appellate brief in the GSU Moot Court Competition. This competition constitutes the first step in the selection process for Moot Court. S/U grade. A minimum grade of 73 in the RWA sequence, and a passing grade in Legal Bibliography are required for Moot Court Board candidacy.

LAW 7076 APPELLATE ADVOCACY II 1.0

Appellate Advocacy II.

Prerequisite: By invitation upon completion of Law 7075. These students are candidates-in-training for positions on the Moot Court Board and on competition teams. During the semester, certain students will represent the College of Law in the Georgia Intrastate Moot Court Competition and in the ABA National Appellate Advocacy Competition. By the completion of the semester, students will become members of the Moot Court Board and assume responsibility for running the GSU Moot Court program. S/U grade.

LAW 7079 ARTS & ENTERTAINMENT LAW 2.0 to 3.0

Arts and Entertainment Law.

A study of specific substantive areas of the law as they relate to the arts. Areas expected to be covered include, but are not limited to, copyrights, trademarks, rights of publicity, tax, contracts, agency, antitrust, and the continental doctrines of "droit moral" (moral rights) and "droit de suite" (resale royalties to the original artist or author). In addition, the recently enacted Visual Artists Rights Act of 1990 and the effect of the recent signing of the GATT Implementation Bill will also be discussed. There will either be an in-class or a take-home exam. Enrollment is limited only by the availability of the classroom space.

LAW 7081 AVIATION LAW 2.0 to 3.0

Aviation Law.

A survey of domestic and international law affecting

aviation. Matters covered may include accident compensation, health, safety and noise pollution, regulation and deregulation, routing accords and various political concerns, and international security issues such as terrorism and hijacking.

LAW 7086 BANKING LAW 2.0 to 3.0

Banking Law.

Introduction to the history, structure, and regulatory framework of the American banking system. Overview of banking institutions with special emphasis on development of new services and activities. Topics may include formation of new banks, branch banking, marketing, trust powers, the FDIC, bank holding companies, and international banking. It is recommended, although not required, that students intending to take banking law first complete the introductory course on financial institutions.

LAW 7090 BANKRUPTCY 2.0 to 3.0

Basic Business Bankruptcy.

Prerequisites: Law 7176 or Law 7455.

An intensive study of the substantive and procedural aspects of bankruptcy law with an emphasis on those issues confronted by business debtors seeking relief under chapters 7, 11, and 13 of the Bankruptcy Law.

LAW 7092 BASIC CONSUMER BANKRUPTCY 2.0 to 3.0

Basic Consumer Bankruptcy.

This course will focus upon consumer debtors' options under the Bankruptcy Code. As they choose between financial liquidation under Chapter 7 and an attempted financial reorganization under Chapter 13, a number of determinative issues arise. These questions include the extent of property exemptions, the allocation of creditors' claims between secured and unsecured, including priority, positions and a comparison of the benefits afforded by the Chapter 7 and the Chapter 13 discharges.

LAW 7093 BANKRUPTCY & TAX SEMINAR 2.0 to 3.0

Bankruptcy and Tax Seminar.

Prerequisites: Law 7090 and Law 7095.

This seminar is devoted to exploration of the interface between bankruptcy and tax. The seminar will examine not only the often times conflicting policies embodied in both codes, but also substantive topics including the treatment and priority of tax claims and liens, the taxation of debtors and bankruptcy estates, the tax consequences of bankruptcy reorganizations, the carry over of tax attributes

in bankruptcy, and bankruptcy court jurisdiction over tax matters. This course may satisfy the College of Law writing requirement.

LAW 7095 BASIC FEDERAL TAXATION I 2.0 to 3.0

Basic Federal Taxation.

An introduction to federal income taxation, with emphasis on fundamental doctrines and major structural aspects of the Internal Revenue Code. Includes some introductory coverage of taxation of entities such as corporations and introduction to taxation of estates and trusts.

LAW 7099 BIOETHICS AND THE LAW 2.0 to 3.0

Bioethics and the Law.

This course examines contemporary interdisciplinary issues that arise at the intersection of law, medicine, and ethics. Its primary focus is on life and death. It provides an introduction to bioethics and addresses medical, legal, ethical, and policy issues in genetics and biotechnology, human subjects research; human reproduction and decision making at the beginning of the life; dying and decision making at the end of life; and rationing health care. Interdisciplinary readings will draw from the legal medical and ethics literature.

LAW 7100 AGENCY & PARTNERSHIP 2.0 to 3.0

Agency and Partnership.

Basic problems of the law of agency, partnership (including limited partnerships), and unincorporated associations.

LAW 7101 CORPORATIONS 2.0 to 3.0

Corporations.

A survey of the state and federal laws governing the formation and operation of corporations.

LAW 7103 BANKRUPTCY REORGANIZATION 2.0 to 3.0

Bankruptcy Reorganizations.

Prerequisite: business reorganization cases under Chapter 11 of the Bankruptcy Code.

The course covers topics such as: good faith filing, powers and duties of the parties in interest, protection from creditors, government actions against the debtor to protect the public, operation of the business, formulation and approval of the plan of reorganization.

LAW 7105 BUSINESS PLANNING 2.0 to 3.0

Business Planning.

Prerequisites: Law 7101 and Law 7095.

A planning course involving the application of the law of corporations and of federal taxation to planning business operations in partnership and corporate form. May be taught in seminar format.

LAW 7110 BUSINESS TAXATION 2.0 to 3.0

Business Taxation.

Prerequisite: Law 7095.

An introduction to the income taxation of C corporations, S corporations and partnerships. In conjunction with this study, the tax status of limited liability companies will be covered. The course is intended to integrate the three different tax regimes, and it will encourage a comparison of the advantage and disadvantage of each.

LAW 7111 CORPORATE TAXATION 2.0 to 3.0

Corporate Taxation.

Prerequisite: Law 7110.

An advanced study of the taxation of C corporations, including redemptions, liquidations or reorganizations.

LAW 7113 CAPITAL PUNISHMENT LAW 2.0 to 3.0

Capital Punishment Law.

This course will examine various legal and policy issues surrounding the death penalty, including racial discrimination, the right to effective counsel, limitations on executing the mentally retarded and juveniles, and the use of "victim impact" evidence. It will emphasize the relationship between Supreme Court doctrine and real-world practice in state courts in the South.

LAW 7116 CONSTITUTIONAL TORT LITIGATION 2.0 to 3.0

Constitutional Tort Litigation.

Prerequisite: Law 6000.

An examination of major civil rights statutes, with focus on 42 U.S.C. 1983, the relationship between 1983 and the Fourteenth Amendment, the defenses and immunities of individuals and governmental entities, the relationship between state and federal courts in civil rights actions, and the remedies for violations of constitutional rights.

LAW 7117 CON LAW II: INDIV LIBERTIES 2.0 to 3.0

Constitutional Law II: Individual Liberties.

Prerequisite: Law 6000.

Law 7117. Constitutional Law II: Individual Liberties. (2-3) An examination of substantive due process, procedural due process, equal protection, state action and selected aspects of the Bill of Rights.

LAW 7118 CON LAW: STATE CONSTITUTIONS 2.0 to 3.0

Constitutional Law: State Constitutions.

Prerequisite: Law 6000.

An exploration of the important role that state constitutions are playing in the protection of individual rights, from privacy to the rights of the accused, and a study of how state constitutions fit into the system of constitutional litigation.

LAW 7121 COMMERCIAL PAPER 2.0 to 3.0

Commercial Paper and Payment Systems.

The study of Articles 3 and 4 of the Uniform Commercial Code which govern the rights and liabilities of parties to promissory notes, checks, and other negotiable instruments and the law concerning the use of credit cards and electronic funds transfer.

LAW 7123 COMMERCIAL LEASING SEMINAR 2.0 to 3.0

Commercial Leasing Seminar.

Prerequisites: Law 5050, 5051, Law 7435.

In-depth coverage of selected issues related to the negotiation and drafting of long term office and retail leases. Among the topics to be explored are the rent obligation and method of calculating the rent, use clauses, financing issues, subordination, non-disturbance and attornment agreements, and defaults and remedies.

LAW 7125 COMPARATIVE LAW 2.0 to 3.0

Comparative Law.

This course introduces the student of the common law to the general principles, both procedural and substantive, of the civil law prevailing in continental Europe and Latin America. It provides an overview of the historical evolution of the civil law and the position of the code in foreign legal systems; an examination of the patterns of court systems which administer it; and a specific consideration of delictual and contractual obligations under the code. It also considers the treatment of foreign law in the United States courts.

LAW 7130 SEM ON EUROPEAN CIVIL LITIG 2.0 to 3.0

Seminar on European Civil Litigation.

This seminar addresses the form and features of civil litigation in the context of central and eastern European national legal orders. The seminar also exposes the student to the general legal environment and structure of the legal profession in central and eastern European states. This seminar is conducted at predetermined venues

in Europe, and it includes field visits and site excursions to relevant courts and other judicial institutions on the European continent.

LAW 7136 COMPLEX LITIGATION 2.0 to 3.0

Complex Litigation.

This course examines procedural issues in civil litigation that arise when the simple two-party, single claim model is transformed into multi-claim, multiparty litigation. Coverage will focus on joinder devices in complex cases with particular emphasis on the class action device and its jurisdictional and due process implications, the problems of duplicative state and federal litigation, judicial control of complex cases, the discovery process, the multi-district litigation procedures and the case management movement, and issues relating to preclusion in complex cases. The complex litigation course is designed to build upon the basic course in civil procedure and to be a comprehensive exploration of advanced procedural topics.

LAW 7137 COMPUTER LAW 2.0 to 3.0

Computer Law.

Prerequisite: Law 7270.

This course is a survey of the unique legal problems arising from the creation, transfer and use of computer software and hardware, including intellectual property rights in software (copyright, patent, trade secrets, and trademarks), licensing, contracts for the acquisition of computer systems, and tort liability for system and software failures.

LAW 7138 COMPUTERS & THE LAW SEM 2.0 to 3.0

Computers and the Law Seminar.

A study of specific substantive areas of the law as they relate to both computer hardware and software. Areas covered include, but are not limited to, copyrights, trademarks, patents, misappropriation of trade secrets, antitrust, contracts, and "anti-hacking" laws. Class enrollment is limited to 15 students, with instructor approval. Ideally, the students should have some background in either copyright law or in computer science. A substantial paper evidencing sufficient research is required. There will also be an exercise in software licensing. There will be no final examination.

LAW 7140 CONFLICT OF LAWS 2.0 to 3.0

Conflict of Laws.

The study of issues in choice of law including techniques for ascertaining applicable law from among competing state

laws when a legal transaction (e.g., contract, tort, U.C.C., descendants' estate divorce, child custody) has a nexus with two or more states or foreign countries. The course includes consideration of federal constitutional issues of due process, full faith and credit as they affect the application of state laws, conflicts between federal and state law, and federal court practice and procedure in conflict of laws. Applicable international law, treaties, and conventions are also treated.

LAW 7145 CON LAW: SURVEY OF 1ST AMEND 2.0 to 3.0

Constitutional Law: Survey of First Amendment.

Prerequisite: Law 6000.

A study of the federal constitutional protection afforded expression and religion by the First Amendment of the United States Constitution.

LAW 7147 CON LAW: SELECTED TOPICS 2.0 to 3.0

Constitutional Law: Selected Topics on the First Amendment.

Prerequisite: Law 6000.

This course is a seminar on selected topics related to the First Amendment of the Constitution of the United States. At the instructor's discretion, the course may focus on the religion clauses of the First Amendment (covering historical backgrounds to these clauses and related issues such as governmental aid to parochial schools; religious symbols on government property; school prayer; tax exemptions for religious organizations and materials; Sunday closing laws; restrictions on drug use associated with religious practices; or other establishment and free exercise problems). Alternatively, the course may focus on selected topics in the areas of freedom of speech or freedom of the press. Limited enrollment.

LAW 7151 CONSTITUTIONAL LAW SEMINAR 2.0 to 3.0

Constitutional Law Seminar.

Prerequisite: constitutional law.

A paper is required.

LAW 7155 CONSUMER PROTECTION 2.0 to 3.0

Consumer Protection.

An examination of consumer rights and remedies related to advertising, deceptive trade practices, debt collection, consumer credit and truth-in-lending.

LAW 7158 COPYRIGHTS 2.0 to 3.0

Copyrights.

Analysis of federal copyright law as it pertains to works of art, motion pictures, music, literature, and computers. In

addition to case law, both the Copyright Acts of 1909 and 1976 will be covered, as well as recent legislative developments.

LAW 7161 CORPORATE FINANCE 2.0 to 3.0

Corporate Finance.

Prerequisites: Law 7101 or Law 7470.

Enterprise and securities evaluation, capital structure and senior securities, dividends, mergers, and disclosure requirements.

LAW 7162 SEMINAR IN CORPORATE LAW 2.0 to 3.0

Seminar in Corporate Law.

Prerequisites: substantial research and the preparation of a paper.

The topics would be limited to the area of corporate law. Either federal or state law problems would be appropriate. Insider trading and tender offers would be typical federal law topics that might be covered. Directors' liability for negligence or breach of fiduciary duty, the business judgment rule, and special problems of the closely held corporation are appropriate state law problems that might be covered.

LAW 7163 ADVANCED CORPORATE LAW 2.0 to 3.0

Advanced Corporate Law.

Prerequisite: Law 7101.

This course will provide an opportunity for in-depth study of one or more areas of corporate law, for example: theories and consequences of the corporate form and limited liability; the rights of various claimants such as bondholders, preferred shareholders and holders of common stock; corporate finance (including capital structure, leverage, and valuation); the duties of loyalty and care and the business judgment rule; "other constituency" statutes; other corporate agents, including attorneys, accountants, and investment bankers; proxy regulations; and struggles for control.

LAW 7164 SEM ON CORPORATE GOVERNANCE 2.0 to 3.0

Seminar on Corporate Governance.

Prerequisite: Law 7101.

This seminar will provide an opportunity for students to explore issues of corporate governance, examining how publicly held corporations are organized internally and regulated externally. Topics could include: the composition of the board, and the functions and powers of directors and officers in publicly held corporations; the composition and

functions of board committees, such as the audit committee; the scope of the duty of care and the business judgement rule problems of reliance on others, etc.; the role of directors and shareholders in transactions in control and tender offers; and derivative actions. The particular focus of the seminar may vary; accordingly, academic credits awarded will range from two to three semester hours depending upon the scope and depth of the research subject selected by the instructor. A written research paper will be required, which will satisfy the writing requirement.

LAW 7165 CRIMINAL PROCEDURE 2.0 to 3.0

Criminal Procedure I.

An examination of the constitutional dimensions of the investigatory and adjudicatory phases of the criminal justice process.

LAW 7167 CRIMINAL PROCEDURE II 2.0 to 3.0

Criminal Procedure II.

Prerequisite: Law 7165.

An investigation of advanced topics in criminal procedure, such as prosecutorial misconduct, jury tampering, etc.

LAW 7171 PROBLEMS IN LABOR & EMPLOY LAW 1.0 to 3.0

Current Problems in Labor and Employment Law.

Prerequisite: Law 7195 or Law 7315.

Law 7171. Current Problems in Labor and Employment Law. (2-3) An in-depth study of a limited number of current issues arising in the field of labor and employment law. Students will explore these issues as appellate advocates and will be required to submit briefs and participate in oral arguments.

LAW 7176 SECURITY INTERESTS AND LIENS 2.0 to 3.0

Security Interests and Liens.

This course explores the rights, liabilities, and remedies of debtors and various creditors. Among the creditors studied are general creditors, judgment creditors, governmental creditors, statutory creditors, and secured creditors under Article 9 of the Uniform Commercial Code.

LAW 7180 DISCRIM ON BASIS OF HANDICAP 2.0 to 3.0

Discrimination on the Basis of Handicap.

An examination of legal approaches to discrimination on the basis of handicap. Topics may include autonomy, education, institutionalization, deinstitutionalization, housing, employment, accessibility, and health care.

LAW 7183 DOMESTIC LITIGATION 2.0 to 3.0

Domestic Litigation.

Prerequisite: Law 7216.

Through reading and simulations, this course will comprise a start-to-finish examination of a domestic relations case, including the client interview, pleadings, discovery, negotiations and settlement, child custody matters, mediation, and trial. The course will also involve contact with personnel from the Neighborhood Justice Center or other similar agency.

LAW 7185 DRAFTING OF WILLS & TRUSTS 2.0 to 3.0

Drafting of Wills and Trusts.

Prerequisite: those instruments which may be required in the planning of estates of low to middle income clients (generally, nontaxable estates), including basic will forms, inter vivos trusts, life insurance trusts, pour-over trusts, and durable powers of attorney.

The course does not cover estate taxation issues and is designed both for those students who desire only a basic overview of drafting techniques for these important instruments and for those students who wish to integrate these drafting techniques into a more extensive study of all aspects of estate planning.

LAW 7186 EDUCATION LAW 2.0 to 3.0

Education Law.

A study of the role that law plays in shaping basic education in the United States. The course will examine the interrelationship of law and education policy, the part played by the courts in school governance, and the role of the federal government in the educational system.

LAW 7187 EUROPEAN COMMUN BUSINESS TRANS 2.0 to 3.0

European Community Business Transactions.

This course will examine the legal aspects of conducting business in Europe. In particular, the course will focus on cross-border transactions, including transactions to and from the United States, pronouncements of the European Council in the area of interstate commerce, opinions of the European Court of Justice relating to competition law and provisions of the 1958 Treaty of Rome governing intra-European business activities.

LAW 7188 EUROPEAN COMMUNITY LAW 2.0 to 3.0

European Community Law.

Examines from a legal perspective the institutional structure and operations of the European economic community

in the context of its project to achieve a single integrated market for its member countries by 1993.

LAW 7191 EMPLOYEE BENEFITS 2.0 to 3.0

Employee Benefits.

Prerequisite: Law 7095.

Survey of the taxation and other legal principles applicable to the basic forms of retirement plan arrangements, including qualified and non-qualified plans, defined benefit and defined contribution plans, individual retirement arrangements, and multi-employer plans. When taught in the three-hour format, course will include a study of employee welfare benefit plans, including medical benefit plans and cafeteria plans.

LAW 7193 GENERAL EMPLOYMENT LAW 2.0 to 3.0

General Employment Law.

Examines the expanding body of state and federal law as it affects the modern employment relationship and the conflict between traditional employer prerogatives and individual employee rights. This course will not duplicate the coverage in labor law or employment discrimination. Each of these courses is freestanding and may be taken without the others.

LAW 7195 EMPLOYMENT DISCRIMINATION 2.0 to 3.0

Employment Discrimination Law.

A study of the major federal laws barring discrimination in employment, with emphasis on Title VII of the Civil Rights Act and the Age Discrimination in Employment Act. The course will examine the procedures, methods of proof and defenses in discrimination cases, and address special problems in the areas of affirmative action, testing, gender discrimination, and remedies.

LAW 7196 LAW AND ECONOMICS 2.0 to 3.0

Law and Economics.

A survey of law and economics as a school of jurisprudence with an emphasis on the use of economic methods to understand legal problems. Topics to be discussed include the roots of Law and Economics in Legal Process and Legal Realism; the meaning of efficiency with applications to common law judicial decision making and statutory interpretation; theories of distributive justice and fairness; the role of market and political processes in determining legal rights; and the relationship between legal method and economic model.

LAW 7197 THE LAW OF ELECTRONIC COMMERCE 2.0 to 3.0

The Law of Electronic Commerce

Prerequisites: All 1st Year Full-Time Courses

This course explores the legal issues involved in conducting electronic commerce. Topics include the following: Setting up a web site from which to conduct business, obtaining a domain name, determining liability for content, and complying with legal requirements of privacy and security. Students learn the law which regulates electronic transactions including sale of goods, licenses of software and information, and electronic payments. The course also examines issues which arise when disputes occur, such as jurisdiction, choice of law, and alternative dispute resolution of on-line disputes.

LAW 7200 ENVIRONMENTAL LAW 2.0 to 3.0

Environmental Law.

A survey of legal principles and policies relating to the development, protection, and enhancement of the physical environment. Attention will be given to the judicial review of agency decision making, pollution control, hazardous waste and resource management, energy development and allocation, and conservation.

LAW 7201 INT'L ENVIRONMENTAL LAW 2.0 to 3.0

International Environmental Law.

This course is concerned with the international legal response to environmental problems. The course covers comparative environmental law, major multinational treaties (and their enforcement regimes) addressing global environmental problems, and the issues concerning the "conflict" between international trade and international and domestic environmental and natural resource protection.

LAW 7202 ENVIRONMENTAL JUSTICE 2.0 to 3.0

Environmental Justice.

This course will examine the problems, and current and potential legal responses to, the disproportionate distribution of environmental harms in our society. It may be taught as a seminar.

LAW 7203 NATURAL RESOURCES LAW 2.0 to 3.0

Natural Resources Law.

This course will provide an overview of present and future law and policy issues relating to the utilization of natural resources. Both federal and state materials will be utilized. Particular attention will be focused on law and policy issues relating to (1) mineral resources, (2) timber

resources, (3) public lands and waters, (4) coastal zone management, and (5) public outdoor recreation.

LAW 7205 ESTATE AND GIFT TAXATION 2.0 to 3.0

Estate and Gift Taxation.

Survey of estate and gift taxation with primary emphasis on federal tax law in these areas.

LAW 7210 ESTATE PLANNING SEMINAR 2.0 to 3.0

Estate Planning Seminar.

Prerequisites: Law 7510 and Law 7205.

In-depth coverage of selected topics related to the planning of estates, including planning for intrafamily transfers, use of the marital deduction, charitable giving, retirement plan benefits, life insurance, owners of closely held businesses, estate-freezing techniques, postmortem planning, and international estate planning. Student writing project is designed to satisfy the legal writing requirement.

LAW 7216 FAMILY LAW 2.0 to 3.0

Family Law.

Prerequisites: Law 5011 and Law 5051.

Recommended: All full-time required first-year courses. A study of the law relating to the creation, functioning, and dissolution of the family as a unit, with a focus on marriage, family obligations, divorce, annulment, child custody, and property division. Other topics may include adoption, legitimacy, and procreation.

LAW 7220 FAMILY LAW SEMINAR 2.0 to 3.0

Family Law Seminar.

Prerequisite: Law 7216.

A seminar on selected problems in family law. A paper is required.

LAW 7225 FEDERAL COURTS 2.0 to 3.0

Federal Courts.

The study of the federal constitutional and statutory provisions establishing and regulating federal courts. Topics treated include the “case and controversy” requirement, federal subject matter jurisdiction and its regulation by Congress, original and removal jurisdiction, the law applied in federal courts in civil actions, and the rules of procedure followed in federal courts.

LAW 7227 FEDERAL CRIMINAL LAW 2.0 to 3.0

Federal Criminal Law.

Prerequisite: Law 5020.

This course deals with federal criminal topics, such as RICO, criminal tax enforcement, mail and wire fraud, banking laws, the Hobbs Act, perjury and obstruction of justice laws, and drug offenses. Attention will be paid to the special features of complex criminal statutes, federal criminal jurisdiction issues and how federal enforcement priorities are determined. At the discretion of the instructor, Federal Criminal Law may be offered as a seminar with a research paper required. Students who have taken Law 7506, White Collar Crime, may take this course only with the consent of the instructor.

LAW 7232 FIDUCIARY ADMINISTRATION 2.0 to 3.0

Fiduciary Administration.

This course covers the powers, duties, and liabilities of executors, administrators, and trustees, and other select issues related to the administration of trusts and estates.

LAW 7233 FINANCIAL INSTITUTIONS LAW 2.0 to 3.0

Financial Institutions Law.

This course is designed to provide an introduction to the legal and regulatory strictures to which financial institutions are subject. It will examine the regulation of banks, thrifts, credit unions, insurance companies, and securities firms. The course will examine appropriate provisions of the National Bank Act, state bank regulatory rules in general, state insurance regulation in general, and federal and state provisions regulating securities underwriters and issuers.

LAW 7236 GEORGIA PRACTICE & PROCEDURE 2.0 to 3.0

Georgia Practice and Procedure.

Jurisdiction and practice in the Georgia courts, including coverage of the Georgia Civil Practice Act.

LAW 7238 HAZARDOUS WASTE 2.0 to 3.0

Law of Hazardous Waste.

This class will explore the laws and regulations governing hazardous waste storage, transport, disposal, and cleanup. Although the main laws of hazardous waste are touched on briefly in the environmental law class, this course seeks to explore the laws and regulations in a more in-depth manner (particularly the liability and damage provisions which are somewhat unique in environmental law), look at their connections with other areas of practice, and discuss some of the real life situations that will face an attorney in practice.

LAW 7239 HEALTH LAW: LIABILITY 2.0 to 3.0

Health Law: Liability.

This course examines laws affecting the relationships among patient, health care providers and practitioners, and health care payers. Emphasis is placed on tort liability, contractual and other professional arrangements, and bioethics. Topics include medical malpractice, informed consent, hospital privileges, managed care, and various contemporary issues in bioethics, such as medical decision making at the beginning and end of life.

LAW 7240 HEALTH LAW: REGULATION 2.0 to 3.0

Health Law: Regulation.

This course examines laws affecting the delivery and financing of health care. Emphasis is placed on federal and state regulation of the health care industry. Topics include access to health care, corporate law and antitrust regulation of health care providers and payers, and criminal and civil enforcement actions for fraud and abuse in government health care programs.

LAW 7241 SEMINAR IN HEALTH LAW 2.0 to 3.0

Seminar in Health Law.

Prerequisite: Law 7240.

An in-depth study of current legal issues confronting the health care profession and involving delivery of health care in our society. Students will explore a variety of topics through assigned readings, class discussion, and individual written papers, which may be used to satisfy the writing requirement.

LAW 7242 GROWTH MANAGEMENT LAW 2.0 to 3.0

Growth Management Law.

This course will stress the key planning legal techniques for managing the growth of urban areas. State and regional comprehensive land use and transportation planning, impact analysis, and infrastructure finance through developer funding requirements. The consequences of urban sprawl and its avoidance through land use regulations and compensation programs will be used as the unifying theme of the course. The consideration of statutes, cases and programs will be used as the unifying theme of the course. The consideration of statutes, cases, and programs from throughout the United States will be directed toward Georgia specific problems.

LAW 7243 HOUSING & COMMUNITY DEVELOPMENT 2.0 to 3.0

Housing and Community Development.

Prerequisite: Law 5051.

Housing and community development programs present important, interesting, and complex problems for lawyers concerned with the quality of urban life. This course addresses those problems, with particular emphasis on the city of Atlanta and its environs. Topics which may be covered include: key housing and community development programs; state laws concerning landlord-tenant relations and rent controls; condominium conversion; and community development and revitalization.

LAW 7245 IMMIGRATION LAW & PRACTICE 2.0 to 3.0

Immigration Law and Practice.

A study of the immigration, nationality, and naturalization laws of the United States. Among the topics to be discussed are: the immigrant selection system, the issuance of nonimmigrant and immigrant visas, grounds of excludability of aliens and of waiver of excludability, grounds for deportation, change of status within the United States, administrative procedures, administrative appeals, judicial review, nationality by birth and by naturalization, revocation, and naturalization and expatriation. appeals, reviewing proposed administrative decisions, and researching in preparation and support of writing appellate briefs and memoranda to the Board of Immigration Appeals in Washington, D.C. Where permissible, third-year students may present selected cases under the supervision of a staff attorney.

LAW 7250 INCOME TAX OF TRUSTS & ESTATES 2.0 to 3.0

Income Taxation of Trusts and Estates.

Prerequisite: Law 7095.

Coverage in detail of the income taxation of trusts and estates, including taxation of the entity and beneficiaries.

LAW 7256 INDEPENDENT RESEARCH 1.0 to 3.0

Independent Research.

(No more than two credit hours will be counted toward graduation requirements.) Students may in their senior year undertake a project which involves investigation, research, and scholarship and culminates in a research paper of publishable quality, as determined by their supervising faculty member. Independent research may satisfy the writing requirement, but only if taken for two credit hours.

LAW 7260 REFORM LITIGATION SEMINAR 2.0 to 3.0

Institutional Reform Litigation Seminar.

An examination of litigation seeking reform of major social institutions (including school systems, prisons, and mental institutions), with particular focus on the use of the structural injunction during the remedial phase of such litigation. Considered also will be alternatives to use of the courts to achieve the same social end.

LAW 7266 INSURANCE LAW 2.0 to 3.0

Insurance Law.

From a perspective of the history and development of the principles governing insurance contracts and the state regulation of the business of insurance, this course will consider the problems associated with no-fault, uninsured motorist coverages, collision insurance, medical payment, liability insurance, hospitalization insurance, and workers compensation. It is recommended, although not required, that students intending to take insurance law first complete the introductory course on financial institutions.

LAW 7270 INTELLECTUAL PROPERTY LAW 2.0 to 3.0

Intellectual Property Law.

A study of the federal copyright, patent, and trademark statutes.

LAW 7274 INT'L CRIMINAL LAW 2.0 to 3.0

International Criminal Law.

Prerequisite: jurisdiction in international criminal law, specific applications (e.g., Foreign Corrupt Practices Act, Money Laundering, Terrorism), procedural issues (e.g., mutual assistance, extradition), and international courts. At the discretion of the instructor, International Criminal Law may be offered as a seminar with a research paper required.

LAW 7275 INT'L BUSINESS TRANSACTIONS 2.0 to 3.0

International Business Transactions.

A systematic approach to legal problems arising in transactions that involve entities operating in two or more nations. As well as examining international trade accords and relevant commercial law, this course surveys United States law, practice and procedure relating to the import and export of goods and transnational flow of services. Law 7276 . Seminar in European International Commercial Arbitration. (2-3) This seminar is intended to serve as an introduction to the basic legal concepts, doctrines, and principles that are relevant to the current status of

international commercial arbitration as a dispute resolution mechanism alternative to litigation in national court systems. Course objectives include familiarizing the student with the basic features of the modern system of international commercial arbitration and examining the transnational framework of international commercial arbitration, including its regulation in selected foreign legal orders.

LAW 7277 INT'L HUMAN RIGHTS 2.0 to 3.0

International Human Rights.

An introduction to international human rights law and institutions. This course deals with the development of the international protection of human rights and focuses on the work of the United Nations, the Council of Europe, and the role of nongovernmental international human rights organizations and the human rights policy of the United States.

LAW 7279 SEM IN INT'L CIVIL LITIGATION 2.0 to 3.0

Seminar in International Civil Litigation.

The Seminar in International Civil Litigation is designed to introduce the student interested in a litigation practice to those aspects of civil procedure which are of special interest and concern in the transnational dispute resolution context. Of emphasis in this respect are issues relating to the exercise of personal jurisdiction over foreign or alien defendants; the conduct of discovery abroad; and the enforcement of foreign judgments in the United States and, conversely, the enforcement of American (state or federal) judgments in foreign courts.

LAW 7280 INTERNATIONAL MOOT COURT 1.0

International Moot Court.

This course is open to those students chosen to represent GSU College of Law in the annual Jessup International Law Moot Court Competition.

LAW 7285 INTERNATIONAL TRADE SEM 2.0 to 3.0

International Trade Seminar.

This seminar is intended for students who have developed an understanding of the international legal process through prior course work or who, by virtue of unique personal experience, are capable of dealing with advanced issues of international law in the field of economic and business regulation. The focus of the seminar will vary, but possible topics might include the United Nations Code of Conduct on Transnational Corporations, the Organization for Economic

Enterprises, the United Nations Commission on Trade and Development Code of Conduct on Restrictive Business Practices and its Code on Transfer of Technology, and the International Labor Organization Tripartite Declaration on Multinational Enterprises and Social Policy.

LAW 7291 INTERV/COUNSELING/NEGOTIATION 2.0 to 3.0

Interviewing, Counseling and Negotiation.

This course uses role playing, videotaping, and self critique to develop the skills of legal interviewing, negotiating, and counseling in a variety of different legal contexts, including personal injury, criminal litigation, and domestic disputes. Many exercises are done outside of class. Enrollment may be limited.

LAW 7293 SEMINAR ON JUDICIAL POWER 2.0 to 3.0

Seminar On Judicial Power

This seminar will explore the subject of judicial power by comparing the United States with other democracies in the world, in particular the world's largest democracy, India. Topics may include judicial activism, especially in regard to the presidential election and impeachment, access to justice, the right to liberty and due process, and affirmative action. The seminar will meet weekly for part of the semester with assigned readings from both U.S. and non-American materials. A final paper (minimum 25 pages) is required. Students are expected to do independent research for the final paper. (Note: all materials relating to the Indian legal system are in English.) Individual instructor-student conferences on paper topic selection may take place at the initiative of either student or instructor. Failure to prepare for and attend class regularly may result in required withdrawal from the course. The course grade will be based on the final paper, class presentations and class participation.

LAW 7295 JURISPRUDENCE 2.0 to 3.0

Jurisprudence.

This course explores selected topics related to the role of law in American society. Particular attention will be given to such issues as the law's authority to compel obedience; the relationship of law and morality; and the meaning of the concept of justice.

LAW 7296 SEM IN THE PHILOSOPHY OF LAW 2.0 to 3.0

Selected Topics in Jurisprudence.

This course is designed to teach selected topics in jurisprudence.

LAW 7300 JUVENILE JUSTICE 2.0 to 3.0

Juvenile Justice.

A study of the juvenile justice system from investigation and detention to adjudication and disposition. The theoretical and practical distinctions between delinquency and criminality are considered. Topics covered include status offenses, diversion, and dispositional alternatives.

LAW 7306 JUVENILE LAW 2.0 to 3.0

Juvenile Law.

Recommended: All full-time required first-year courses. A course which considers the parent-child relationship, the power of the state to intervene in the lives of parents and children and problems relating to dependency, neglect, delinquency and status offenses.

LAW 7311 LABOR ARB & COLLECT BARGAINING 2.0 to 3.0

Labor Arbitration and Collective Bargaining.

Law 7311. Labor Arbitration and Collective Bargaining. (2-3) A study of the negotiation, administration, and enforcement of the collective bargaining agreement, with special focus on: the law regulating the bargaining process, the scope and content of the collective agreement, the agreement through grievance/arbitration procedures, and the role of the judiciary and the NLRB in enforcing the agreement and in reviewing arbitration awards.

LAW 7315 LABOR LAW 2.0 to 3.0

Labor Law.

A study of the law regulating the rights and activities of employers, employees, and labor unions, in the workplace. The National Labor Relations Act is examined in detail with respect to the administrative role of the National Labor Relations Board; union organizing and representation elections; collective bargaining; and the regulation of strikes, picketing, boycotts, and other concerted labor practices.

LAW 7320 LAND USE LAW 2.0 to 3.0

Land Use Law.

Prerequisite: Law 5051.

The principal methods of public control of land use, including judicial control through doctrines such as nuisance, and legislative control through the power of eminent domain, taxation and the police powers. Special emphasis is given to the theory and practice of zoning.

LAW 7325 LAND USE DRAFTING SEMINAR 2.0 to 3.0

Land Use Drafting Seminar.

Prerequisites: Law 7320 and Law 7375.

After introductory classes on the role and methodology of legislative drafters for local government, students draft model ordinances for selected problems and present analyses of those ordinances. Each student prepares two drafting exercises: a comprehensive regulation in the role of government attorney and suggested amendments to another student's regulation in the role of attorney for an interest group.

LAW 7330 LAW AND THE ELDERLY 2.0 to 3.0

Law and the Elderly.

A study of legal problems that are common to elderly clients, including Social Security, SSI, Medicare, nursing home law, pensions, and age discrimination. This course may also consider issues relating to guardianships, conservatorships, housing problems, voluntary euthanasia, and abuse of the elderly.

LAW 7333 LAW AND THE INTERNET 2.0 to 3.0

Law and the Internet.

This course will introduce students to use of the Internet as a resource for legal research; to legal issues arising on the Internet (e.g., privacy, censorship, security, e-mail fraud); and to ways to make substantive legal information available to others on the Internet.

LAW 7335 LAW AND LITERATURE 2.0 to 3.0

Law and Literature.

The study of legal writing as literature and the presentation of the law and the lawyer in literature.

LAW 7341 LAW AND PSYCHIATRY 2.0 to 3.0

Law and Psychiatry.

An examination of the interrelationship of law and psychiatry and the role of psychiatric experts in the legal process. The course will address civil aspects of mental health law such as commitment of the mentally ill, competency, testamentary capacity, and the law of psychic damages; and, criminal aspects of forensic psychiatry including criminal responsibility, competency to stand trial, juristic psychology, dangerousness determinations, and coerced behavioral change.

LAW 7346 LAW & SOCIAL SCIENCE SEMINAR 2.0 to 3.0

Law and Social Science Seminar.

This course deals with the use in law of social science

research data. The course will examine different types of social science research methods, the results of several important studies, and the use of these results in judicial decisions.

LAW 7350 LAW REVIEW 1.0

Law Review.

(One hour per semester for a maximum of five hours.) For upper-level students who serve on the editorial board or as candidates for the Georgia State University Law Review. (By invitation only.)

LAW 7355 LAW/SCIENCE/TECH SEMINAR 2.0 to 3.0

Law, Science and Technology Seminar.

Limited enrollment. This seminar will consider how our legal system regulates the technological and scientific hazards presently facing our society. Principal focus will be on the illustrative topics of genetic engineering and nuclear energy, although other areas may be considered. Intensive classroom participation is expected.

LAW 7360 LEGAL DRAFTING SEMINAR 2.0 to 3.0

Legal Drafting Seminar.

Students in this clinic learn to draft contracts and other legal instruments, although the emphasis is on techniques of writing clear and effective contracts in plain English.

LAW 7364 SEM IN GA LEGAL HISTORY 2.0 to 3.0

Seminar in Georgia Legal History.

This seminar introduces the student to basic principles of historical methodology and historiography and to selected legal aspects of primary names in Georgia history drawn from sources in the colonial and revolutionary period; the western and expansion of the State and the growth of sectionalism, the War of 1861-1865 and Reconstruction; the embrace of New South ideologies; and the emergence of modern Georgia in the twentieth century. Resources in the seminar encompass a special emphasis on the use of primary and secondary materials traditionally associated with historical inquiry as well as with resources customarily employed in legal research.

LAW 7365 LEGAL HISTORY 2.0 to 3.0

Legal History.

A study of the origins, development and characteristics of American legal institutions and the basic themes in American law which have shaped practice and jurisprudence.

LAW 7375 LEGISLATION 2.0 to 3.0

Legislation.

An examination of the legislative process and statutory interpretation, including examination of how legislation is enacted; constitutional limitations upon legislative enactments; amendment, revision and repeal; the interrelationship between courts and legislatures; and the interpretive process and the principles and techniques which guide courts in that process.

LAW 7380 LEGISLATIVE DRAFTING SEMINAR 2.0 to 3.0

Legislative Drafting and Interpretation Seminar.

Prerequisite: Law 7375.

The principal focus of this course is on the development of skills in (1) the drafting of statutes and/or ordinances, (2) advocacy in the legislative process, and (3) advocacy in the interpretation of statutes and ordinances. Weekly problems in interpretation and/or drafting will be assigned and discussed in a seminar setting.

LAW 7385 LOCAL GOVERNMENT LAW 2.0 to 3.0

Local Government Law.

Prerequisites: Law 5051, Law 6000.

An examination of the legal framework for governing urban or rural localities with emphasis on the relationship of units of local government to one another and to the state and national governments. Among the topics considered are the organization, financing, and operation of local governments; legislative control of local government; and sources and limits of local governing power.

LAW 7390 MASS COMMUNICATIONS LAW 2.0 to 3.0

Mass Communications Law.

Topics to be covered may include broadcast and cable rules and regulations, free press and fair trial, libel, privacy and the press, journalist's privilege, the law of news gathering, and access and reply to the press.

LAW 7395 MERGERS AND ACQUISITIONS 2.0 to 3.0

Mergers and Acquisitions.

The law relating to transactions by means of which two or more corporations combine with but one corporate entity surviving, or in which one business entity obtains another by purchase, exchange, or the like.

LAW 7400 MILITARY LAW 2.0 to 3.0

Military Law.

The study of military law including federal constitutional

sources and limits on military jurisdiction, substantive military law and the Uniform Code of Military Justice and the Manual for Courts Martial, practice and procedure courts martial, and the international law of armed conflict including the Geneva and Hague Conventions.

LAW 7405 MOOT COURT BOARD I 1.0

Moot Court Board I.

Prerequisites: Law 7075 and Law 7076.

(One hour per semester for a maximum of two hours.) For students chosen to serve on the Moot Court Board. Apart from administering the moot court program, board members are eligible to represent the College of Law in regional and national moot court competitions. S/U grade.

LAW 7406 MOOT COURT BOARD II 1.0

Moot Court Board II.

Prerequisites: Law 7075 and Law 7076.

(One hour per semester for a maximum of two hours.) See Law 7405.

LAW 7410 MULTI-STATE TAXATION 2.0 to 3.0

Multistate Taxation.

Prerequisite: Law 7095.

An examination of state and local taxation, including requirements of uniformity and equality, ad valorem property taxes, sales and use taxes, due process restrictions, exemption and immunity from taxation, and tax procedures.

LAW 7413 NATIONAL SECURITY LAW 2.0 to 3.0

National Security Law.

Prerequisite: Law 6000.

A seminar exploring contemporary issues and problems in the use of armed force to maintain the security of the nation. The focus on the seminar is on the way in which international, constitutional, and statutory law facilitates and constrains the projection of national policy by means of war and military actions short of war. The course explores through case studies of such actions as Operation Desert Storm (Iraq); Operation Just Cause (Panama); Operation Urgent Fury (Granada); the Vietnam War; the constitutional paradox of the armed forces, an authoritarian institution whose purpose is to inflict destruction and death by the skilled application of military force functioning within an open, democratic society. Specific topics considered will vary according to current events. The coverage of the course will include the international law of armed conflict (public international law constraints on the conduct of

war), an introduction to military law and the military justice system, the political control of the military by Congress and the President with special attention to the War Powers Resolution, problem areas of “low-intensity conflict,” undeclared and covert war, terrorism, national emergency powers, internal security and access to information involving national security, laws governing service personnel, and regulations of the composition of the fighting force including the draft and related issues such as women in combat roles and service policies regarding homosexuals. Students may elect to write a paper or to take an examination. Papers may satisfy the writing requirement.

LAW 7415 PARTNERSHIP TAXATION 2.0 to 3.0

Partnership Taxation.

Prerequisite: Law 7095.

Coverage in detail of the income taxation of partnerships, including planning considerations and some consideration of the use of partnerships as investment vehicles. Includes some comparative coverage of similarly treated entities such as cooperatives and joint ventures.

LAW 7417 PATENT LAW 2.0 to 3.0

Patent Law.

An introduction to patentability, patent infringement, and patent and trademark licensing.

LAW 7418 PERSONAL PROPERTY LEASES 2.0 to 3.0

Personal Property Liability.

An introduction to the role and legal requirements of personal property in commercial and consumer transactions through an examination of the principal statutes applicable to these transactions. The scope of Article 2A of the Uniform Commercial Code will be examined as well as its provisions regarding the formation and construction of lease contracts, warranties, performance, the enforceability of the lease contract, and remedies after default. The consumer leasing disclosure requirements of the Federal Truth in Lending Act will be studied. The course will include a review of the provisions of the Uniform Consumer Leasing Act.

LAW 7419 ADV ISSUES IN PRE-TRIAL LITIG 2.0 to 3.0

Advanced Issues in Civil Pre-Trial Litigation.

Prerequisites: Recommended Law 6010, 6020, and 6030. Limited enrollment. Through classroom simulations, short legal

research and writing projects, and other exercises and reading, this class addresses selected advanced topics in pre-trial civil litigation practice.

LAW 7420 PRODUCTS LIABILITY 2.0 to 3.0

Products Liability.

This course will examine the legal responsibility of product suppliers for harms caused by product defects and misrepresentations. Appropriate parties, causes of actions, and varieties of defects will be among the topics discussed.

LAW 7421 GA PRODUCTS LIABILITY SEMINAR 2.0 to 3.0

Georgia Products Liability Seminar.

This course will examine Georgia laws relating to the legal responsibility of product suppliers for harms caused by product defects and misrepresentations. Appropriate parties, causes of actions, and varieties of defects will be among the topics discussed.

LAW 7425 PUBLIC INTERNATIONAL LAW 2.0 to 3.0

Public International Law.

This course surveys the basic principles of law governing, primarily, the legal interrelationships of sovereign states within the context of the global legal order. Considered are the origins and sources of public international law; participation in the international legal order; the legal implications of the doctrine of sovereignty over land, sea, and air; jurisdictional aspects of international law; international obligations; the resolution of international disputes; and the law of international cooperation.

LAW 7430 PUBLIC INTL LAW SEMINAR 2.0 to 3.0

Public International Law Seminar.

A seminar on selected problems in international law. A paper is required.

LAW 7433 RACE/ETHNICITY & THE LAW 2.0 to 3.0

Race and Ethnicity and the Law.

Prerequisite: none, although Constitutional Law is helpful. Race has played a central role in American law from the Constitutional Convention through the civil rights movement to debates on affirmative action. This course will look at the evolution of “race” as a legal construct and its relation to ethnicity in our legal system. Examining cases, statutes, and analysis from diverse viewpoints, the course will consider the concept of a “colorblind” legal system in light of these historical developments.

LAW 7435 REAL ESTATE TRANSACTIONS 2.0 to 3.0

Real Estate Transactions.

Prerequisite: Law 5051.

This is the basic course in conveyancing. The simple transfer of residential real estate is studied: listing agreements, contracts for sale, financing, closing, recording, and warranty obligations.

LAW 7437 ADV REAL ESTATE TRANSACTIONS 2.0 to 3.0

Advanced Real Estate Transactions.

Prerequisite: Law 7435.

This second-level elective in real estate integrates material from taxation, property law, and other related subjects in the context of major development projects. Typical large commercial developments such as shopping centers or office complexes are studied from acquisition, through construction to final financing arrangements.

LAW 7441 REGULATED INDUSTRIES 2.0 to 3.0

Regulated Industries.

Governmental regulation of the selected industries not subject to the legal controls applicable to the economy at large: conventional public utilities such as gas, electric, telephone, and pipeline; domestic ground and air transportation; and mass communications. Aspects of these industries to be covered will include control of entry, determination of rates, and regulation of services and practices.

LAW 7445 REMEDIES 2.0 to 3.0

Remedies.

This course is concerned with the equitable and legal remedies which are available to protect property interests, personal interests, and business interests. In addition to its emphasis on protectable real and personal property interests, the course will also include: (1) examination of public policy considerations relative to urban housing problems, the control of nuisance, and the resolution of ownership controversies and attempts by contracting parties to alter damage rules; (2) remedies in employer-employee disputes; and (3) a miscellany of tortious interest protection including defamation, product disparagement, injury to feelings, and physical injury and death. Damage remedies, restitutionary remedies, and specific performance and injunctive relief will be the focus of the course.

LAW 7451 SALES 2.0 to 3.0

Sales.

Prerequisite: Law 5011.

The study of commercial sales transactions with emphasis on Article 2 of the Uniform Commercial Code.

LAW 7460 SECURITIES REGULATION 2.0 to 3.0

Securities Regulation.

Prerequisite: Law 7101 or Law 7470.

The Securities Act of 1933 as well as portions of the Securities and Exchange Act of 1934. Requirements for registration under the 1933 Act as well as the exemptions therefrom. Rule 10(b) (5) liability as well as liability under Sections 11 and 12 of the 1933 Act.

LAW 7465 SELECTED AREAS IN TAX 2.0 to 3.0

Selected Areas in Taxation.

Prerequisite: importance from various areas of taxation.

Format and topics included will vary and may be taught as a seminar.

LAW 7467 SEM ON PARTNERSHIP LAW 2.0 to 3.0

Seminar on Partnership Law.

This course will require the preparation of a paper on some aspect of partnership law. In addition to researching and writing the paper, the students must present the paper to the class. There will be several writing assignments during the semester so that the student must be prepared to put the results of his or her early research into written form so that the other participants in the seminar can consider and react to it. The paper will meet the writing requirement.

LAW 7471 SEXUAL IDENTITY & THE LAW 2.0 to 3.0

Sexual Identity and the Law.

This course focuses on issues pertaining to sexual identity and the law. The course will examine topics such as employment issues, military service, domestic relations, and criminal laws as they relate to sexual identity. At the discretion of the instructor, Sexual Identity and the Law may be offered as a seminar with a research paper required.

LAW 7472 SUPREME COURT SEMINAR 2.0 to 3.0

Supreme Court Seminar.

This seminar takes an institutional look at the Supreme Court, exploring in detail the different facets of the Court's procedures and operations. The course examines the nomination process; the process by which the court shapes

and controls its docket; the process of deciding cases on the merits; and other institutional issues, including the role of the solicitor general, the role of the amici curiae briefs, and the relationship of the Court to the press and the public, etc.

LAW 7473 SPORTS LAW 2.0 to 3.0

Sports Law.

Selected legal problems of athletes, teams, leagues, and associations will be examined, along with antitrust and other regulatory concerns faced by sports as a commercial industry.

LAW 7476 TAX PROCEDURE & TAX FRAUD 2.0 to 3.0

Tax Procedure and Tax Fraud.

Focuses on the administrative and legal resolution of federal tax problems. Specifically, the course includes the study of the United States tax system, the administration of the Internal Revenue Code by the IRS, procedural problems in requests for administrative rulings, the handling of audits, the treatment of tax deficiencies and tax penalties, closing and compromise agreements, statute of limitations, tax liens, and a survey of the civil and criminal aspects of a tax fraud investigation emphasizing tax avoidance versus tax evasion.

LAW 7478 TRADEMARKS/UNFAIR COMPETITION 2.0 to 3.0

Trademarks and Unfair Competition.

Analysis of common law and federal trademark law, including the acquisition, maintenance, and enforcement of rights, as well as the remedies available for infringement. Unfair competition law doctrines such as “passing off” and “false designation of origin” will also be covered. The course will also include recent developments in false advertising and an overview of the right of publicity, including the use of “sound-a-likes” and “look-a-likes.”

LAW 7480 TRANSNATIONAL LEGAL PROBLEMS 2.0 to 3.0

Transnational Legal Problems.

This course emphasizes the interdependence of the international legal order and municipal legal systems in their application to transnational commerce and trade. It includes a comparison of the conceptions of law in national systems and the international legal regime; the nature of international tribunals, including the arbitration process; the protection by states of their nationals, both corporate and individual; international minimum standards and due process, with an emphasis on the protection of the person

and national expropriation of alien-owned property; the act of state doctrine; and special issues in international litigation.

LAW 7485 TRANSNATIONAL LITIGATION SEM 2.0 to 3.0

Transnational Litigation Seminar.

This seminar concentrates on advanced research and writing in the area of cross-border civil litigation, including the study of special jurisdictional problems; the service of process and other judicial documents; the taking of evidence abroad; the enforcement of judgements in foreign states; and special alternative dispute resolution devices available in the arena of international commercial and investment disputes.

LAW 7487 TRIAL ADVOCACY I 1.0

Trial Advocacy I.

Prerequisite: Law 6010.

Students enrolled in these courses will represent the College of Law on teams competing in mock trial competitions, including the Georgia Bar Association Competition, the National Trial Competition, the Atlanta Trial Lawyers Association Competition, the National Association for Criminal Defense Lawyers Competition and other competitions. Enrollment will be limited. S/U grade.

LAW 7488 TRIAL ADVOCACY II 1.0

Trial Advocacy II.

Prerequisite: Law 6010.

See Law 7487.

LAW 7496 U.S. TAX OF INT'L TRANS 2.0 to 3.0

United States Taxation of International Transactions.

Prerequisites: Law 7095 and 7110 or consent of instructor. Examines the income tax provisions of the United States Internal Revenue Code which affect international transactions and activities, including import, export, and performance of services.

LAW 7500 WATER RIGHTS 2.0 to 3.0

Water Rights.

Prerequisite: Law 5051.

Limited enrollment. This seminar will focus on the issues of law and policy arising in allocation of water resources. After introductory sessions dealing with basic legal principles involved in acquiring, maintaining, transferring, and adjudicating property rights in water,

students will present in-class analyses of current topics in water resource allocation. Each student presentation will form the basis of a research paper to be completed within five weeks of the final class. Students are urged to begin consultation with the instructor to identify topic areas during the semester before the course offering.

LAW 7506 WHITE COLLAR CRIME 2.0 to 3.0

White Collar Crime.

A study of the prosecution and defense of persons for nonviolent crime for financial gain typically committed by means of deception and in the course and under color of legitimate economic activity.

LAW 7508 BUSINESS CRIMES 2.0 to 3.0

Business Crimes.

Prerequisites: Law 5020 and Law 7101.

This course explores the substantive and procedural criminal law issues associated with high-impact economic crime committed by corporations. Attention will be paid to existing federal criminal statutes, theory of the criminal sanction, extent of corporate and managerial liability for the acts of others, alternative criminal sanctions, constitutional and common law corporate privileges, the grand jury, government evidence gathering and the interplay between civil and criminal proceedings. At the discretion of the instructor, Business Crimes may be offered as a seminar with a research paper required. Students who have taken Law 7506, White Collar Crime, may take this course only with the consent of the instructor.

LAW 7510 WILLS/TRUSTS/ESTATES I 2.0 to 3.0

Wills, Trusts and Estates I.

Basic survey of the legal framework surrounding the transfer of property through intestate succession, wills, and trusts. Includes coverage of powers of appointment and an introductory overview of wealth transfer taxation.

LAW 7511 WILLS/TRUSTS/ESTATES II 2.0 to 3.0

Wills, Trusts and Estates II.

Prerequisite: issues relating to the transfer of property through wills and trusts (including coverage of future interests and the rule against perpetuities) and coverage of fiduciary administration and the probate process.

LAW 7515 WOMEN AND THE LAW 2.0 to 3.0

Women and the Law.

A survey of legal issues relating to women, including

criminal law, gender discrimination, family law, special statutory programs, and constitutional law.

LAW 7521 WORKERS COMPENSATION 2.0 to 3.0

Workers Compensation.

Prerequisite: Law 5061.

An examination of common features of state workers' compensation statutes including concepts of accident, course of employment, injuries arising out of employment, and causation as well as related problems.

LAW 7522 WORKERS' COMPENSATION SEM 2.0 to 3.0

Workers' Compensation Seminar.

Prerequisite: Law 7521.

This course will be structured so that students will be given a fact situation that they will prepare for hearing. Each week students will hear a lecture on various aspects of preparing and trying a workers' compensation claim, including the preparation of interrogatories, scheduling and taking of depositions, and settlement negotiations and trial tactics, among other issues. The students will use their new skills to try a claim at the end of the semester in an authentic setting before an administrative law judge. Enrollment will be limited to 12 students who have completed the Workers' Compensation course.

LAW 7600 TAX CLINIC - TAX COURT I 2.0 to 3.0

Tax Law Clinic Tax Court I.

Prerequisite: assist individual clients to prepare their cases for presentation before the Small Claims Division of U.

S. Tax Court and before the administrative appeals offices of the Internal Revenue Service. Under appropriate supervision, students will provide advice in a wide range of matters arising under the Internal Revenue Code. They will interview clients, research legal issues, analyze facts, prepare protests and petitions. This course may be taken by a limited number of third year students.

LAW 7601 TAX CLINIC - TAX COURT II 2.0 to 3.0

Tax Law Clinic Tax Court II.

Prerequisite: Law 7095 and Law 7600.

This is a continuation of Tax Law Clinic Tax Court I. Students will handle the more advanced aspects of the cases developed in Tax Court I. Their activities will include actual presentation of taxpayer positions before the I.R.S. and arguing cases before the U.S. Tax Court. This course may be taken by a limited number of third year students.

Externship Courses The following courses require, in the main, student work outside law school facilities. Student enrollment requires the consent of the director of the externship program, a minimum of 10 hours per week in the clinic, and completion of all first-year required courses and specified additional requisites.

LAW 8001 BANKING LAW EXTERNSHIP 3.0

Banking Law Externship-Federal Reserve Bank.

Three semester hours; one-semester requirement. Students work in the Federal Reserve Bank of Atlanta on issues arising from the regulation of bank holding companies and Federal Reserve member banks, as well as corporate legal matters. Students are engaged in research and writing, and also participate in meetings with private counsel and examiners, bank and holding company officers, and regulatory attorneys from other agencies.

LAW 8006 BANKING LAW EXTERNSHIP 3.0

Banking Law Externship -Federal Home Loan Bank of Atlanta. Three credits per semester, two-semester requirement. Highly recommended: Law 7086. Students work in the Federal Home Loan Bank of Atlanta, Legal Department. The Legal Department provides legal advice, assistance and support to all areas of the bank. Externs in the Legal Department will have the unique opportunity to work in a \$17 billion corporation. Students will participate in a general corporate practice, including the negotiation and review of contracts, commercial lending, securities, employment law, and banking. Externs will conduct research on LEXIS, NEXIS, and Westlaw in the Legal Department and will receive specialized training in the use of the bank's computer system and applications. Externs will be expected to prepare memoranda based on their research and analysis.

LAW 8008 ALT DISPUTE RESOLUTN EXT 3.0

Alternative Dispute Resolution Externship.

This externship has been developed by the Atlanta Volunteer Lawyers Foundation (AVLF) and will provide students with hands-on experience in mediation. Students will be given 20 hours of mediation training prior to mediating disputes and will be certified mediators. Following certification, students will mediate various disputes, beginning with landlord/tenant disputes. Over the course of the year, students will eventually mediate disputes handled by the Magistrate Court (Small Claims Court and Criminal Arraignment Calendars) and may include minor criminal matters (simple assault and battery, petty larceny, bad

check charges) an/or simple civil matters (property line disputes, small debt collection, etc.). Students will be responsible for drafting the Order detailing any agreements reached during mediation.

LAW 8020 CRIMINAL DEFENSE EXTERN 3.0

Criminal Defense Externship-Federal Public Defender.

Prerequisites: Law 5020, Law 7165, Law 6010.

Three semester hours; one-semester requirement. Open to third-year students. Students work in the Federal Public Defender's Office drafting discovery and other pretrial motions, interviewing clients and witnesses, preparing jury charges, and assisting the supervising attorney in all aspects of the defense of a federal criminal prosecution.

LAW 8022 CRIMINAL DEFENSE EXTERNSHIP 3.0

Criminal Defense Externship-Georgia Justice Project, Inc.

Preferred: Criminal Law, Criminal Procedure and Evidence.

Ability to be sworn in under Third Year Practice Act, if eligible. Students work a minimum of 10 hours per week at the Georgia Justice Project, Inc. (GJP). The GJP provides representation to indigent criminal defendants in state court as well as counseling, GED classes, group meetings, and employment to our clients. Students work in preparing all aspects of a case. Students will be supervised by the two attorneys at the GJP, Note: Students who choose to participate in this externship may have to work more hours than required by school. Students must have flexible schedules to accommodate the court schedules of the cases on which the student is assisting. Students who currently work or who are doing externship programs with any prosecuting or investigative agency are not eligible to participate in this externship.

LAW 8030 CRIMINAL PROSECUTION EXT 3.0

Criminal Prosecution Externship-DeKalb County District Attorney.

Prerequisite: eligibility to practice under the Law School Public Prosecutor Act.

Three credits per semester; two-semester requirement.

Preferred: Law 7165. Students working with the District Attorney's office first will work under the supervision of a criminal investigator. Following this, externs will be assigned to the Grand Jury Division working directly under the supervision of an assistant district attorney. Externs next will be assigned to work with a trial attorney and will participate in all aspects of trial preparation and participation in arraignments, pretrial hearings, and

probation revocation hearings. Wherever feasible, students will be given an opportunity to assist at the trial of criminal cases.

LAW 8031 CRIMINAL PROSECUTION EXT 3.0

Criminal Prosecution Externship - Rockdale County District Attorney.

Prerequisites: Law 5020, Law 6000, Law 6020, and Law 7165.

Three credits per semester; two-semester requirement.

Students work in the District Attorney's office. Students will be exposed to committal, grand jury, Juvenile Court, State Court, Superior Court, and appellate work. The object is to allow each student to try at least one jury trial during the externship, including drafting, motions practice, and trial preparation. Only persons with a genuine interest and temperament for jury trial work should apply. Students must be eligible to practice under the Law School Public Prosecutor Act.

LAW 8032 CRIMINAL PROSECUTION EXT 3.0

Criminal Prosecution Externship - DeKalb County Solicitor.

Prerequisites: Law 5020, Law 7165, Law 6010, and Law 6030.

Three credits per semester; one- semester requirement.

Students work in the office of the DeKalb County Solicitor, under the supervision of an attorney, conducting investigations, interviewing witnesses and complainants, preparing cases for trial, and appearing in court as student prosecutors in misdemeanor cases. Work assignments will vary, but every effort will be made to give each student the opportunity to try several cases in the State Court. Students must be eligible to practice under the Law School Public Prosecutor Act.

LAW 8033 CRIMINAL PROSECUTION EXT. 3.0

Criminal Prosecution Externship - Fulton County Solicitor.

Prerequisites: Law 5020, Law 6010, and Law 6030.

Three semester hours; one- semester requirement. Preferred:

Law 7165. Trial Work: Students will work in the Office of the Fulton County Solicitor under the supervision of an attorney, conducting investigations, interviewing witnesses and complainants, preparing for trial, and appearing in court as student prosecutors in misdemeanor cases. Work assignments will vary, but every effort will be made to give each student the opportunity to try several cases in the State Court. Appellate Work: Students will work in the Office of the Fulton County Solicitor under supervision of an attorney assigned to the appellate division. Although there will be some opportunity for trial work, a substantial

amount of emphasis will be placed on research and actual appeals. Students must be eligible to practice under the Law School Public Prosecutor Act.

LAW 8034 CRIMINAL PROSECUTION EXT 3.0

Criminal Prosecution Externship - Gwinnett County Solicitor.

Prerequisites: Law 5020, Law 6000, Law 6010, and Law 7167.

Three credits per semester. Two-semester requirement.

Students must be eligible to practice under the Law School Public Prosecutor Act (Third Year). Students will work in the Office of the Gwinnett County Solicitor. It is desired to have students perform as an assistant solicitor. This will include such activities as performing some legal research, assisting with investigations, interviewing witnesses, preparing pretrial motions, participating in arraignments, pretrial hearings, probation revocation hearings, plea negotiations, trying bench trials and hopefully trying cases before a jury. Students must be eligible to practice under the Law School Public Prosecutor Act. NOTE: Students participating in this clinic may have to work more hours than required for other clinics, and work hours may be less flexible during weeks students are scheduled to be in court.

LAW 8040 DOMESTIC VIOLENCE EXT. 3.0

Civil Litigation Externship.

Prerequisites: Law 7216 and Law 6030.

Three credits per semester, two-semester requirement.

Students work at the Atlanta Volunteer Lawyers Foundation, providing legal representation to indigent clients in divorce, custody, and family violence cases.

Responsibilities include interviewing, counseling, drafting, fact investigation, negotiation, and trial of cases.

Students must also attend a weekly seminar. Students must be eligible to practice under the Law School Legal Aid Agencies Act.

LAW 8041 JUVENILE LAW EXTERNSHIP 3.0

Juvenile Law Externship - Douglas County (Judge Law 8041.

Prerequisites: juvenile law course work recommended.

Juvenile Law Externship - Douglas County (Judge Messinger). (3) Three semester hours, one- semester requirement.

Students will work in Douglas County Juvenile Court under the direction and supervision of the judge. Assignments will include performing research tasks; reviewing and analyzing assorted pleadings and documents; and attending various kinds of delinquency, unruliness and termination of parental rights hearings. Additionally, externs will attend superior

court criminal and domestic hearings which overlap jurisdiction of juvenile cases. Georgia legislature selected Judge Messinger's court, March 1991, as a pilot project to hear those overlapping superior court cases.

LAW 8042 JUVENILE LAW EXTERNSHIP 3.0

Juvenile Law Externship - Gwinnett County.

Three semester hours, one-semester requirement. Students will work in the Juvenile Court located in the Gwinnett County Justice and Administration Building in Lawrenceville assisting two judges, but primarily the presiding judge, performing legal research and drafting orders after court proceedings in deprivation, delinquency and custody cases. The majority of research and writing will be related to cases observed in the courtroom.

LAW 8050 JUDICIAL EXTERNSHIP 3.0

Immigration Law Externship - Catholic Social Services, Inc.

Prerequisite: Highly desirable Law 7010 and Law 7245.

Three credits per semester; one- semester requirement. Students work in the office of Catholic Social Services, Inc., under the supervision of an attorney. Catholic Social Services is a United Way agency serving low income residents of North Georgia. Its Immigration and Refugee Units are accredited by the Justice Department to represent clients at Immigration Court. Students will be assigned to handle immigration cases involving status adjustment, relative petitions and bond redetermination. Students will also conduct research for suspension of deportation and asylum cases and assist with the preparation for and conduct of those hearings.

LAW 8051 IMMIGRAT/NATIONALITY CLIN 3.0

Immigration and Naturalization Externship - U.

Prerequisites: recommended Law 5020, Law 6000, Law 7010, and Law 7165.

Immigration and Naturalization Service. (3) Three semester hours, one-semester requirement (optional second semester).

Co-requisite:

LAW 8055 INT'L & COMPAR LAW CLINIC 1.0

International and Comparative Law Clinic.

One credit per semester, two-semester requirement. Students will, in conjunction with the clinic director or designee, engage in joint research and field exercises with respect to a group project centering on specified issues in international or comparative law. The clinic may, from time

to time, include on-site project activity in foreign nations and will entail periodic individual and group conferences with the clinic director.

LAW 8060 JUDICIAL CLERKSHIP 3.0

Judicial Clerkship Georgia Supreme Court Justice Bell.

Students work for a justice of the Georgia Supreme Court, performing legal research, analysis, and writing. Students must also attend a weekly seminar.

LAW 8061 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - United States District Court Judge Shoob.

Prerequisites: top 25% of class, strong writing skills, and prefer third-year student but second-year students are encouraged to apply.

Three credits per semester; one-semester requirement. Students work for a judge of the U.S. District Court performing legal research, analysis and writing, observing civil and criminal trials, and participating in various other aspects of the work of a judicial law clerk. This clinic will be beneficial to students who aspire to do trial work.

LAW 8062 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Georgia Court of Appeals Judge Beasley.

Prerequisites: Law 5001, Law 6000, Law 6010, and Law 7165.

Three semester hours; one- semester requirement. Students work for a judge of the Georgia Court of Appeals, performing legal research and writing.

LAW 8063 JUDICIAL EXTERNSHIP 3.0

Judicial Externship.

Prerequisites: 2nd or 3rd year student.

Excellent research and writing skills. Students will receive case files with motions and other pleadings, including motions to compel, motions for summary judgment, motions for attorney's fees, petitions for judicial review, declaratory judgments, etc. Students will read the case file, conduct research, write a summary including important facts and applicable law, and make a recommendation regarding whether the motion should be granted or denied. Students will have the opportunity to observe criminal and civil trials and oral argument on motions. Students will also have the opportunity to observe status and pretrial conferences.

LAW 8065 JUDICIAL CLERKSHIP 3.0

Judicial Clerkship Fulton County Superior Court Judge Alverson.

Students work for Judge Alverson, doing legal research, preparing bench memoranda, and participating in all aspects of the work of a judicial law clerk, including observing numerous civil and criminal trials. Students must also attend a weekly seminar.

LAW 8067 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Fulton County Superior Court Judge Fryer.

Prerequisites: Third-year, Law Review or Moot Court Society or extensive legal writing experience.

Three credit hours; one- semester requirement. Students work for a judge of the Superior Court, doing legal research, preparing bench memoranda, and participating in all aspects of the work of a judicial law clerk, including observing numerous civil and criminal trials.

LAW 8070 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Court of Appeals Judge Pope.

Prerequisites: top 25% of class and strong writing skills.

Three semester hours, one-semester requirement. Prefer third-year students but second-year students are encouraged to apply. Students work for a judge of the Georgia Court of Appeals, performing legal research, analysis, and writing.

LAW 8071 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Fulton County Superior Court Judge Daniel.

Prerequisites: Highly desirable third-year student and Law 7165.

Three semester hours; one-semester requirement. Students work for a judge of the Superior Court doing legal research, analysis and writing, preparing bench memoranda, and participating in all aspects of the work of a judicial law clerk, including observing numerous civil and criminal trials.

LAW 8072 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Georgia Supreme Court Justice Sears-Collins.

Prerequisite: top 25% of class and strong writing skills.

Three semester hours, one-semester requirement. Preferred: third-year student, but second-year students are encouraged to apply. Students work for a justice of the Georgia Supreme Court performing legal research, analysis, and writing.

Students will have the opportunity to analyze briefs of parties to appeals and then observe oral argument.

LAW 8073 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Fulton County Superior Court Judge Wyatt-Cummings.

Three semester hours, one-semester requirement. Students work a minimum of 10 hours for a judge of the Supreme Court doing legal research, analysis and writing, preparing bench memoranda, and participating in all aspects of the work of a judicial law clerk, including observing numerous civil and criminal trials.

LAW 8077 JUDICIAL CLERKSHIP 3.0

Judicial Clerkship United States District Court.

Prerequisites: Law 5001, Law 6000, Law 6010, and Law 7165.

Students work twelve (12) hours per week in the office of the court under the direct supervision of the judge or justice's legal assistants. Students do legal research and participate in all aspects of the work of a legal assistant. Work assignments vary according to the needs of the particular justice for whom the student works. In addition, students must complete a substantial research paper by the end of each semester of a student's participation in the program. Limited enrollment. Students must obtain the consent of the director of the Lawyer Skills Development Program, and the particular justice for whom the student will work.

LAW 8078 JUDICIAL EXTERNSHIP 3.0

Judicial Externship- United States District Court Judge Camp.

Prerequisites: Top 25% of class and strong writing skills.

Three semester hours, one semester requirement. Prefer third-year student but second- year students are strongly encouraged to apply. Writing sample must accompany resume. Students work a minimum of 10 hours for a judge of the U.S. District Court, performing various aspects of the work of a judicial law clerk including legal research, analysis, and writing. Students may also have an opportunity to observe trials and hearings in criminal and civil cases. This program will be beneficial to students who aspire to do trial work.

LAW 8080 LABOR LAW EXTERNSHIP 3.0

Labor Law Externship.

Prerequisite: recommended labor law course work.

Three semester hours; one-semester requirement. Limited

enrollment. Student work assignments may involve processing of Representation cases prior to a formal hearing; conducting NLRB elections; investigating challenged ballot and objections to election cases; and investigating unfair labor practice cases. The nature of assignments will vary subject to limitations imposed by NLRB policies and/or law and regulations, and the needs of the office.

LAW 8082 WORKERS COMPENSATION EXT 3.0

Workers Compensation Law Externship - State Board of Workers' Compensation.

Prerequisite: Law 7521; third-year student.

Three semester hours, one-semester requirement. Students work for Judge Killingsworth doing legal research, preparing awards, and participating in numerous aspects of worker's compensation law, including attending hearings, reviewing stipulated settlement agreements, participating in Full Board review of administrative awards, and all other aspects of the work of a law clerk. Students will be closely supervised and trained in all aspects of the workers' compensation law system in Georgia.

LAW 8085 LAW OF THE ELDERLY EXT 3.0

Law of the Elderly Externship - Senior Citizens Law Project.

Three semester hours; one- semester requirement. Students work in the Senior Citizens Law Project of the Atlanta Legal Aid Society under the supervision of an attorney. The Atlanta Legal Aid Society provides legal representation in the areas of housing, consumer, family, and public benefits law, and extensive education and outreach to the elderly. Participating students will be expected to interview clients, prepare pleadings, research legal issues, and represent clients in administrative hearings.

LAW 8086 LITIGATION EXTERNSHIP 3.0

Litigation Externship - United States District Attorney, Northern District of Georgia.

Prerequisites: Law 5000, Law 6010; Law 7165 required for students assigned to the criminal division.

Three credits per semester, two-semester requirement. Students work in the office of the U.S. Attorney for the Northern District of Georgia. Students are assigned to work either in the civil or criminal division for the entire two terms. Students working in the civil division engage in a variety of tasks including drafting pleadings, assisting in taking depositions and conducting hearings, subject to court approval. Students assigned to the criminal division assist in investigations, respond to pretrial defense

motions, assist in the preparation of briefs, and litigate before magistrates and the district court, subject to court approval. Students must be eligible to practice under the district court's standing order in re legal intern program.

LAW 8090 LEGISLATION CLINIC 3.0

Legislation Clinic.

Prerequisites: Law 7375 or Law 7376 and Law 7380.

This clinic will operate as an externship permitting enrollees to work with state and/or local governmental agencies and public institutions and private interest groups or institutions which require legislative drafting assistance. Students enrolled in this course will be encouraged to attend hearings concerning legislation, which they assist in drafting, and will be required to make class reports on their projects.

LAW 8100 NATURAL RESOURCES LAW EXT 3.0

Natural Resources Law Externship- Georgia Board of Natural Resources.

Prerequisites: Recommended Law 7010 and Law 7380.

Three semester hours; one-semester requirement. Students work for the Administrative Law Judge of the Board of Natural Resources, who conducts administrative hearings to review decisions to grant or deny permits as well as enforcement actions under Georgia's environmental laws, and the Executive Assistant Legal, who provides legal assistance to the Commissioner of Natural Resources and his staff. Duties may include conducting legal research, drafting administrative orders and decisions, preparing legislation, preparing and reviewing contracts, and participating in all aspects of representing a large state agency.

LAW 8101 NAT'L WILDLIFE FED CLINIC 3.0

National Wildlife Federation Externship.

Prerequisite: highly preferred Law 7010, Law 7200, or other course work in natural resources law.

Three semester hours, one-semester requirement (optional second semester). It is desired that applicants have completed three semesters of law school. Students work at the National Wildlife Federation, Inc. Southeastern Natural Resources Center under the supervision of the center's counsel. The center's primary focus is on environmental and natural resources law. Assignments may include conducting legal research, drafting proposed briefs, and visiting with federal agency officials with the center's counsel. A background in conservation or natural resources is helpful but not required.

LAW 8105 POST-CONVICTION EXTERN 3.0

Post-Conviction Externship - Southern Center for Human Rights.

Prerequisites: Law 5020, Law 7165, and Law 6010.

Students work with the Southern Center for Human Rights, assisting in the provision of legal assistance to indigent prisoners in challenges to the death penalty, and inhumane and unconstitutional conditions of confinement. Students perform legal research, draft pleadings, interview clients and witnesses, prepare and, where possible, participate in post-conviction hearings and oral arguments in state and federal courts.

LAW 8106 POST-CONVICTION EXTERN 3.0

Post-Conviction Externship - Georgia Appellate Practice and Educational Resource Center.

Prerequisite or Co-requisite: Law 7165.

(3) Three semester hours; one-semester requirement.

Students work with the Georgia Appellate Practice and Educational Resource Center, assisting in the provision of legal assistance to indigent prisoners in challenges to the death penalty. Students perform legal research, assist in drafting briefs and petitions for certiorari, and interview clients and witnesses.

LAW 8110 SECURITIES REGULATION EXT 3.0

Securities Regulation Externship - Securities and Exchange Commission.

Prerequisite: top 10% of class.

Three semester hours; one-semester requirement. Students work in the United States Securities and Exchange Commission. Students will be assigned to work with the branches of Small Issues, Investigations and Enforcement, or Bankruptcy. Responsibilities may include examining and evaluating registration statements and other filings, drafting pleadings, assisting in trial preparation for administrative and judicial proceedings, participating in the conduct of investigations, conducting legal research, and performing other tasks as needed.

LAW 8115 TAX LAW EXTERNSHIP 3.0

Tax Law Externship- Individual Tax Internal Revenue Service.

Prerequisite: Law 7095.

Three semester hours, one- semester requirement. Students work in the Atlanta offices of the district counsel for the Internal Revenue Service. The district counsel's office represents the Commissioner of Internal Revenue in the United States Tax Court, provides legal opinions and

advice in a wide range of matters arising under the Internal Revenue Code, and makes formal recommendations to the Department of Justice concerning criminal tax prosecutions. Student responsibilities include: interviewing witnesses, drafting pleadings, trial preparation, researching specific legal questions, drafting opinions in response to intra-agency inquiries, and attending civil and criminal conferences. Students must be at least in the second semester of their second year to enroll.

LAW 8116 TAX LAW EXTERNSHIP 3.0

Tax Law Externship - Estate and Gift Tax Internal Revenue Service.

Prerequisites: Law 7510, Law 7205, and third-year student.

Three semester hours, one-semester requirement. Students work in the Estate and Gift Tax Division of the Atlanta district. The division's primary responsibility is to examine federal estate, gift, and generation-skipping tax returns filed by taxpayers in the states of Georgia and Alabama. Student responsibilities will include assisting estate tax attorneys by conducting legal research, participating in field investigations, interviewing of taxpayers and potential witnesses, and analyzing financial records. A considerable amount of the time spent by an extern will be outside of an office setting.

LAW 8117 TAX LAW EXTERNSHIP 3.0

Tax Law Externship - State Department of Revenue.

Three semester hours, one-semester requirement. Preferred:

Law 7010, Law 7375, Law 7380. Students work in the Commissioner's office of the Department of Revenue. The commissioner's office oversees the administration of the different state taxes, such as the state income tax, sales tax, motor fuel tax, property tax, and alcohol and tobacco taxes. The commissioner's office also appoints hearing officers for taxpayer appeals under the Administrative Procedure Act. Student responsibilities may include performing legal research in conjunction with hearings, drafting intra- agency interpretations of specific tax laws, drafting responses to taxpayer inquiries, and attending hearings and conferences.

LAW 8120 FEDERAL ENVIRONMENTAL EXT 3.0

Federal Environmental Law Externship- Environmental Protection Agency.

Prerequisite: highly recommended Law 7010 and/or Law 7200.

Three semester hours, one-semester requirement. Prefer third- year students but second-year students strongly

encouraged to apply. Students work at the Environmental Protection Agency (EPA) Office of Regional Counsel under the supervision of the deputy regional counsel and other staff attorneys. EPA administers several important statutes, including the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, and the Superfund as well as regulating environmental pollution, encouraging environmental protection, monitoring the activities of other federal agencies with respect to the protection of the environment, etc. Externs' assignments may include assisting with complaint investigation, witness interviewing, reviewing case documents, conducting legal research, and preparing of memoranda for cases which proceed to administrative hearing or trial.

LAW 8125 HOUSING DISCRIMINATION CLIN 3.0

Housing Discrimination Externship.

Three semester hours, one-semester requirement. Preference will be given to students interested in a two- semester commitment. Co-requisites: Law 6010, Law 7116 or related courses. Students work a minimum of 10 to 15 hours per week in the Housing Division of the Commission on Equal Opportunity engaging in three areas of operations: intake and investigation, litigation and conciliation, and policy topics. Externs will perform activities such as assisting with interviews of witnesses and, as the opportunity arises, participating in testing exercises, gathering, analyzing and evaluating evidence, drafting charges of discrimination, complaints, interrogatories, and other discovery documents as well as proposed conciliation agreements. Students may take part in conciliation meetings and, as necessary, assist in preparing for and, where feasible, attending administrative hearings. Students may also conduct research relating to specific policy topics and issues. Students must also attend a weekly seminar at the law school. Consent of the Lawyer Skills Development Program faculty is required for enrollment.

LAW 8126 EQUAL EMPLOYMENT EXTERN 3.0

Equal Employment Externship.

Prerequisite: writing sample must accompany application. Three semester hours, one-semester requirement. Students will work a minimum of 10 to 15 hours per week in the Employment Division of the Commission on Equal Opportunity. This externship will introduce students to the "real world" aspects of investigation and resolution of employment discrimination cases from the perspective of a state administrative agency. Externs will spend time doing

practical work in each of the three major areas of OFEP's operation: intake and investigation, litigation and conciliation, and policy topics. Students must also attend a weekly seminar at the law school. Consent of the Lawyer Skills Development Program faculty is required for enrollment.

LAW 8127 JUDICIAL EXTERNSHIP 3.0

Juvenile Law Externship - Child Advocacy Unit, DeKalb County.

Required: None. Preferred: Juvenile Law, Family Law, Evidence, Civil Procedure. Student should have an interest in working with children, and in gaining experience in case preparation, field investigation, client interviewing, negotiation and settlement, and agency law. Students will work a minimum of 10 hours per week in the Child Advocacy Unit of DeKalb County Juvenile Court. The Child Advocacy Unit represents the rights and interests of approximately 1500 abused and neglected children each year. PERSONAL TRANSPORTATION IS REQUIRED. Consent of Lawyer Skills Development Program faculty required for enrollment. (3) semester hours, one semester requirement (optional second semester).

LAW 8130 HEALTH/HUMAN SERVICES EXT 3.0

Health and Human Services Law Externship - Department of Health and Human Services.

Three semester hours, one-semester requirement. Students work in the office of the General Counsel, Atlanta region. The Department of Health and Human Services comprises 10 regional offices. The Atlanta region is responsible for the areas of Social Security Administration, Health Care Financing Administration, Inspector General, and other regional components. The department's work includes such things as briefing Social Security disability cases, handling trial-type administrative proceedings involving Medicare and Medicaid fraud and abuse, and federal contracts procurements. Students would be involved in research projects entailing analysis of federal statutes and regulations, case law and federal policy documents, preparing briefs and other pleadings, and may observe attorneys in oral arguments before the Eleventh Circuit or other forums.

LAW 8135 LEGAL AID EXTERNSHIP 3.0

Legal Aid Externship - Georgia Legal Services.

Prerequisite: Law 5001.

Three semester hours, one-semester requirement (second

semester optional). Students work in the Central Office of Georgia Legal Services with the mental health and education attorney, family and health attorney, or the housing attorney on a variety of legal issues for low-income persons. Students will research and write and may have the opportunity for observation of depositions, negotiation sessions, and hearings in state and federal cases, including class actions.

LAW 8140 CRIMINAL DEFENSE EXTERN 3.0

Criminal Defense Externship - Office of the Public Defender Rockdale County.

Prerequisites: Law 5020 and third-year students must be eligible for certification under the Law School Legal Aid Agencies Act (must have completed two-thirds of the JD requirement prior to the start of the externship).

Three semester hours; two-semester requirement. Preferred: Law 7165. Open to second- and third-year students.

Students work in the Office of the Public Defender, Rockdale County, conducting investigations; interviewing witnesses; and assisting in committal hearings, revocation hearings, bench trials, and jury trials. Students will also do legal research. Third-year students may represent defendants at hearings and trials when appropriate.

LAW 8150 LEGISLATIVE ADVOCACY EXT 3.0

Legislative Advocacy Externship - Atlanta Legal Aid Society.

Three semester hours; one- semester requirement. Prefer applicants who have an interest in public policy. Students work a minimum of 10 hours per week with the Legislative Advocate. The Atlanta Legal Aid Society provides legal representation in civil matters to low income individuals. Part of the representation of clients may include pursuing legislative remedies. Atlanta Legal Aid maintains an advocacy presence at the State Capitol during sessions of the Georgia General Assembly. The Advocacy Program may represent clients on such issues as housing, family law, health matters, consumer interests, jail conditions, public benefits, the budget, courts and civil procedures, AIDS, banks and banking, utilities, and mental health concerns. No requirement of students being registered as state lobbyists. Students must attend a weekly seminar at the law school. Consent of the Lawyer Skills development program faculty required for enrollment.

LAW 8155 JUDICIAL EXTERNSHIP 3.0

Judicial Externship - Supreme Court of Georgia .

Prerequisites: top academic standing; superior research and writing skills.

(3) Three semester hours; one-semester requirement.

Prefer third-year student, but second-year student with excellent academic credentials may apply. A writing sample is required at the time of the interview. Students work a minimum of 10 hours per week for Justice Thompson under the direct supervision of Justice Thompson's staff attorneys. Externship includes legal research and writing and the opportunity to observe oral argument. Assignment of projects to externs is dependent upon writing and research skills, i.e.; grasp of legal issues and ability to weigh and evaluate arguments made by the parties. Students must attend a weekly seminar at the law school. Consent of the Lawyer Skills Development Program faculty required for enrollment.

LAW 8156 LITIGATION EXTERNSHIP 3.0

Litigation Externship - Georgia Department of Law .

Prerequisites: Law 5000, 5001, 6010.

Three semester hours; two-semester requirement. Law 7165 required for Criminal Division. Students work a minimum of 10 hours per week. Students are assigned to work either the civil or criminal division for the entire two semesters. Students working in the civil division engage in a variety of tasks including drafting pleadings, assisting in taking depositions and conducting hearings, and litigating before magistrates and the district court, subject to court approval. Students assigned to the criminal division assist in investigation, respond to pretrial defense motions, assist in preparation of briefs and litigate before magistrates and the district court, subject to court approval. Students may have to work more hours than required, and hours may be less flexible during weeks scheduled in court. Security clearance is required. Students must be eligible to practice under Third-Year Practice Act and have consent of Lawyer Skills Development faculty. Learning Studies Program

LAW 8161 TECHNOLOGY LAW EXTERNSHIP 3.0

Technology Law Externship - Georgia Technology Authority

Prerequisite: At least one of the following courses:

Computer Law; Computers and the Law Seminar; Law and the Internet; Law of Electronic Commerce. A brief writing sample should accompany resume.

Three semester hours, one semester requirement. The Georgia Technology Authority's (GTA) purpose is to set the direction for the state's use of technology and expand online access to government information and services. GTA's consolidated purchasing power allows the state to obtain greater value for its technology expenditures. GTA's specific

responsibilities are to develop a statewide technology plan and policies for state agencies; coordinate the purchase of technology resources, set technology and security standards; promote business transactions with state government over the Internet; operate the state's data center; and oversee the state's telecommunications network. This externship is designed to expose students interested in technology law issues to practical experience in the areas of software licensing, technology outsourcing, information security and privacy. Students will assist the Office of the CIO and/or the Office of General Counsel with legal research and drafting of policies, standards, briefs and memoranda on emerging legal issues and trends affecting the state's information technology resources. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of the Lawyer Skills Externship Program faculty required for enrollment.

LAW 8162 U.S. DHHS - CDC 3.0

U.S. DHHS-Centers for Disease Control and Prevention (AGENCY FOR TOXIC SUBSTANCE AND DISEASE REGISTRY)

Three semester hours, one semester requirement.

A one paragraph statement of why you want to take this externship is required at the time of application.

Prerequisites: Background in science, public health or the health care field. Second or 3rd year students preferred.

Students work a minimum of 10 hours per week for the Office of the General Counsel for the Department of Health and Human Services, CDC/ATSDR. This agency is responsible for providing legal services to the CDC and ATSDR and deals with a wide variety of legal issues, including legal and public policy issues related to AIDS, vaccine liability and compensation, hazardous wastes and environmental health, occupational safety and health, biotechnology, and toxic torts. The intern in the program division will be involved in the day to day activities arising out of these and other issues. While the work will involve some legal research, it will consist primarily of responding to legal and policy issues raised by CDC and ATSDR officials which usually require immediate analysis and response. Another intern will be assigned to the litigation division and will work on all phases of litigation, primarily cases involving employment law. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of the Lawyer Skills Externship Program faculty required for enrollment.

STUDENTS SHOULD INDICATE THEIR PREFERENCE FOR PROGRAM

LITIGATION ON THEIR APPLICATION FORMS OR ASK TO BE CONSIDERED FOR BOTH POSITIONS.

LEGAL STUDIES

LGLS 8040 LEGAL/REGULATORY ENVIRONMENT OF REAL ESTATE 3.0

Legal and Regulatory Environment of Real Estate. (Same as RE 8040.)

Prerequisite: none. CSP: 1, 6.

This course deals with the basic legal concepts and legal instruments associated with real estate and with the legal and governmental environment within which the use and development of real estate are regulated. Attention is given to real property law as a risk management process with emphasis upon acquiring, managing, and disposing of space in the built environment and the decision-making process. Applications of legal data sources, both traditional and electronic, are examined as a part of the decision-making process.

LGLS 8050 COMPREHENSIVE BUSINESS LAW 3.0

Comprehensive Business Law.

Prerequisite: none. CSP: 1, 6.

This course covers traditional business law topics and legal principles for managers and accountants. The topics include contracts and sales, commercial transactions, legal aspects of business organizations and bankruptcy and creditors' rights. The course focuses on liability issues, including accountants' liability and other professional liability, and current legal developments in business law. The class emphasizes case analysis and includes a legal research project.

LGLS 8330 INSURANCE LAW 3.0

Insurance Law. (Same as RMI 8330 and LAW 7266.)

Prerequisite: none. CSP: 1, 6, 7.

This course comprises a study of the legal concepts and doctrines applicable to the field of insurance.

Basic legal problems of the principal branches of insurance are dealt with along with the regulatory environment in which the insurance industry operates.

LGLS 8389 DIRECTED READINGS IN LEGAL STUDIES 1.0 to 3.0

Directed Readings in Legal Studies.

Prerequisites: consent of the instructor, good academic standing.

GLS 8450 LEGAL ENVIRON/HLT CARE 3.0

Legal Environment of Health Care. (Same as HA 8450.)

Prerequisite: consent of the instructor. CSP: 1, 6.

This course provides students with a study of the legal aspects of the health care business. The course covers the role of government in regulating health care and health applications of the law, of torts/malpractice, contracts, and administrative law. It equips students to recognize legal issues in the health care environment and to manage legal risks in decision making.

MANAGEMENT

MGT 8130 PROBLEM SOLVING 3.0

Problem Solving (Same as DSc 8130.)

Prerequisite: MBA 8011.

This course focuses on how managers, individually and in groups, make decisions. It covers the major descriptive and normative models of managerial problem diagnosis and alternative generation. By comprehending how managers solve problems, students are prepared to build computer-based support tools. Cases and mini-examples are used to apply the concepts and methods to real-world problems.

MGT 8150 EXPLORING WK ORG THRU LIT 3.0

Exploring Work Organizations through Literature.

Prerequisite: none.

The purpose of this course is to provoke thought and discussion about issues facing organizations and the people who inhabit them. Literary forms, including poetry, novels, short stories, and essays, are used to stimulate discourse of how people are affected by corporations and work. The primary objective of the course is to develop a deeper understanding of operating ethically in the world of work. Secondary objectives of the course are to gain greater awareness of the power of language and to develop one's creative potential. A seminar discussion format is followed, and students express themselves in a variety of artistic forms.

MGT 8200 ORGANIZING TO COMPETE 3.0

Organizing to Compete.

Prerequisite: none.

In this course, students learn to design, analyze, and understand organizations. They first examine common organizational structures and processes and discuss ways to manage them. Then they develop relevant skills through in-class exercises, videos, and case analyses.

Particular attention is given to organizational design and adaptation, social networks and group dynamics, sources and uses of power, and management of innovation. Throughout the course, individuals apply theories of organization to enhance their own and their organizations' competitive position.

MGT 8389 DIR READINGS IN MGT 1.0 to 3.0

Directed Readings in Management.

Prerequisites: consent of the instructor, good academic standing.

MGT 8425 COACHING FOR LEADERSHIP 3.0

Coaching for Leadership.

Prerequisite: none. CSP: 1, 6, 7.

This course identifies the roles of leadership coaching and links the applications of behavioral theory to the coaching process. The course enables students to apply appropriate assessment activities, goal-setting activities, communication processes, well-designed interventions, and feedback activities to an effective coaching process. This course focuses on one-on-one coaching relationships.

MGT 8430 ENHANCING LEADERSHIP SKILL 3.0

Enhancing Leadership Skills.

Prerequisite: MBA 8412.

Participants in this course undergo a thorough assessment of their leadership skills that includes a formal assessment and collecting information from people familiar with the individual. Participants receive feedback about their interpersonal leadership skills and how to improve them. Skill improvement comes from activities conducted in class, with rehearsal and feedback, as well as from out-of-class tasks that participants design themselves. The course is premised on the assumption that participants have had some leadership experience, since the course requires participants to reflect on their leadership experiences and skills so that their leadership skills can be improved.

MGT 8435 POWER IN ORGANIZATIONS 3.0

Power in Organizations.

Prerequisite: none. CSP: 1, 6, 7.

Students examine sources of personal and organizational power, then develop skills for obtaining and using power. The course focuses on management-oriented views of resource control and dependency as well as strategic, political, and service-based approaches to power. Through case studies, exercises, and in-depth discussions, students learn to apply the theories to their own and others' circumstances.

MGT 8440 WORK TEAM DESIGN & DEVEL 3.0

Work Team Design and Development.

Prerequisite: MBA 8412.

This course provides a structured approach to designing, implementing, and developing work teams in organizations. Topics include: work teams as a vehicle to improving organizational performance, designing a team-based organization, work team implementation issues, training and developing teams, team-building programs, and leadership in a team-based organization.

MGT 8450 ORGANIZ DEVELOP & CHANGE 3.0

Organizational Development and Change.

Prerequisites: MBA 8412.

This course is designed to train theorists/researchers/practitioners in organizational development and change. It provides an overview of the theory and practice of making organizations more effective by changing individual attitudes and behaviors, group relationships, and organizational cultures. An experiential approach to organizational development interventions and methods is offered.

MGT 8460 CONSULTING PRACTICE 3.0

Consulting Practice and Theory.

Prerequisite: none. CSP: 1, 2, 6, 7.

This course provides a detailed study of the management consulting process. Primary topics include organizational entry, contracting, data collection, intervention delivery, intervention evaluation, management of the consulting process from beginning to end, and organizational exit. Students prepare a proposal for services to a client organization.

MGT 8510 OPERATIONS PLANNING 3.0

Operations Planning.

Prerequisite: MBA 8452 or consent of the instructor.

CSP: 1. This course covers the design of information and decision systems for allocating resources and scheduling activities. Emphasis is on the managerial aspects of the design of integrated planning and control systems. Topics include inventory control, forecasting, capacity planning, scheduling, material and resource requirements planning, and the design of computer-based systems for integrated planning and control.

MGT 8520 SEM IN DESIGN OPER SYST 3.0

Seminar in the Design of Operating Systems.

Prerequisite: MBA 8452 or consent of the instructor.

This course is an integrated examination of the significant literature on the design and improvement of production/operating systems. Topics include innovation processes, technological forecasting, product and process design, facilities location and layout, job design, production standards, incentive systems, and productivity improvement.

MGT 8540 OPERATIONS STRATEGY 3.0

Operations Strategy.

Prerequisite: MBA 8452.

This course addresses the development and implementation of production/operations strategy and the integration of this strategy with the corporate, business, and other functional strategies of the organization. Topics include alternate production strategies and their characteristics, strategy selection, technology management, organization design for operations, integration of information technology into the production environment, and implementation of operations strategy.

MGT 8550 SIMULATION 3.0

Simulation.

Prerequisite: MBA 8011. CSP: 1.

This course studies the application of computer-based simulation models as management tools in planning, policy formulation, systems analysis/design, research, and training. It covers the process by which simulation models are developed, validated, and experimentally manipulated. Exposure to simulation modeling programs is also included.

MGT 8560 QUALITY MANAGEMENT 3.0

Quality Management.

Prerequisite: MBA 8452 or Mgt 4700.

This course addresses a strategic, structured approach to the design and development of quality management programs in manufacturing and services. The analytical and behavioral aspects of quality management are addressed. Topics include the strategic importance of quality to organization success and the importance of customer orientation and human resource management in a total quality management program.

MGT 8580 PROJECT MANAGEMENT 3.0

Project Management.

Prerequisite: An introductory course in probability and statistics.

This course covers management techniques that are applicable to a wide variety of project types including information systems development, business start-ups, marketing campaigns, facility relocations, construction, research, and special events. Emphasis is on processes for scheduling, budgeting, and controlling projects. The selection and application of project management software are addressed. Other topics include project organizational structures, qualifications and roles of the project manager, project leadership, team building, and the management of conflict and stress in projects.

MGT 8600 INTERNATIONAL MANAGEMENT 3.0
International Management.

Prerequisite: IB 8090 or consent of the instructor.
This course is intended to serve both as a capstone to the international business program and as an elective for advanced management students. It examines the major policy and operational questions facing international firms today and in the years to come. Its focus is the interrelationship of external environment and internal resources that results in both broad corporate policies and specific operational practices among multinational firms. The various international competitive models which emerge in different industries are examined in terms of their environmental and corporate determinants, as well as the effects that the emerging patterns have on operational policies and procedures. The course employs cases, a project by which the student prepares an international strategy for a firm of his or her choosing, and a negotiation simulation as principal instructional vehicles.

MGT 8660 MGT & CRS-NATL ENVIRONMTS 3.0
Management and Cross-National Environments.

Prerequisites: MBA 8412, consent of the instructor.
This course involves an analysis of the impact of cultural, economic, societal, and related influences on the practice of management. Concepts and practices of organizing, motivating employees, labor/management relations, and other concerns are examined in different national settings. The human element in the managerial process is emphasized, and situational influences are identified and analyzed. An extensive international on-site program is an integral part of the course.

MGT 8670 MULTICUL PERSPEC ORG BEH 3.0
Multicultural Perspectives in Organizational Behavior.
Prerequisite: MBA 8412.

Micro and macro dimensions of organizational behavior are considered from an international perspective to prepare students to better understand workplace behavior and human performance in a variety of cultural settings.

MGT 8820 COMPETITOR ANALYSIS 3.0
Competitor Analysis.

Prerequisites: MBA 8121 or Fi 3300. CSP: 1, 2, 6.
This course focuses on developing the analytical and decision-making skills required to conduct a competitor analysis. Students master analytical frameworks that link competitor market position and inter-organizational relationships, and competitor goals, capabilities, and infrastructure to current and projected competitive actions. Students use these frameworks to evaluate competitive situations and make projections about future scenarios that can be used in the development of business-level strategy.

MGT 9000 SEM STRAT MGT & PERSPECT 3.0
Seminar in Strategic Management Foundations and Current Perspectives.

Prerequisite: MBA 8452 or consent of the instructor.
CSP: 1.
This seminar encompasses classical and cutting-edge strategic management research. In line with the multi-disciplinary approach of strategic management, the course is structured around the predominant theoretical perspectives in the field. In addition, the course explores recent applications of emerging theories to strategic management. By examining each theoretical perspective critically, including the extant empirical evidence, the course addresses the contributions and limitations of any given theory for an understanding of strategic management.

MGT 9200 SEMINAR IN ORGANIZ'L BEHAVIOR 3.0
Seminar in Organizational Behavior.

Prerequisite: consent of the instructor.
Operating from an interdisciplinary framework, this seminar is designed to explore the function, structure, and goals of organizations as political, social, and economic units. Emphasis in this course is placed primarily upon the patterns of relationships that are manifested during the various phases of organizational development. Special attention is also given to all forms and types of research, both of an ephemeral and a classical nature, which provide an understanding of the complexities of organizations and organizational behavior.

MGT 9250 READING SEMINAR IN MGT 1.0 to 9.0

Reading Seminar in Management.

Prerequisite: consent of the instructor.

MGT 9300 METH BEHAV RES IN ORGAN 3.0

Methodology of Behavioral Research in Organizations.

Prerequisite: consent of the instructor.

This course entails the intensive study and analysis of various research and statistical methods in the behavioral sciences as applied toward the solution of problems in industry, business, government, and education. The objective of this course is to prepare the student for independent and meaningful empirical organizational research using the methodology of the behavioral sciences. For each of several topics, the student is provided a list of methodological sources, applications, and discussion questions. Students are called upon in class to demonstrate their mastery of these concepts and methodologies and their attendant applications.

MGT 9400 SEM IN ORGANIZA DESIGN/IMPLE 3.0

Seminar in Organization Design and Implementation.

Prerequisites: MBA 8412, Mgt 8200, Mgt 9200; or consent of the instructor.

This seminar is designed to train theorists/researchers/practitioners in the design, redesign, and implementation of effective organizations. The seminar focuses on the analysis, planning, implementation, and evaluation of the social and technical systems of organizations with emphasis on the structural changes necessary to improve and maintain productivity and on the quality of work life.

MGT 9500 SEM ADV TPC CONTEMP BEHAV 3.0

Seminar in Advanced Topics in Contemporary Behavior.

Prerequisites: Mgt 9200, DSc 8840, DSc 8860.

This course is devoted to the investigation of significant topics in organizational behavior. It is intended primarily for advanced doctoral students. The course can be repeated when the topics vary; topics are announced in advance.

MGT 9600 SEM IN OPERATIONS MGT 3.0

Seminar in Operations Management.

Prerequisites: Mgt 8510, Mgt 8520.

This seminar examines the major problem areas, research findings, and research methodologies of operations management. Emphasis is on the critical evaluation of current theory and methodology and on the development of research proposals.

MARKETING

MK 8100 BUYER BEHAVIOR 3.0

Buyer Behavior.

Prerequisite: MBA 8642.

This course provides an opportunity for study of the behavior of buyers of business-to-business and consumer goods and services. Objectives include increasing the student's understanding of buyers and their behavior and providing the student with experience in applying this knowledge in marketing management decisions. Topics such as life style analysis, organization, individual and family decision making, consumerism, behavioral models, attitude formation and change, information seeking, and market segmentation are explored using readings, projects and case materials.

MK 8110 MK TO OLDER CONSUMERS 3.0

Marketing to Older Consumers.

Prerequisite: MBA 8642.

This course is designed to provide the student interested in marketing to older adults with in-depth knowledge of the factors that are important in developing marketing strategies. The course helps the student understand the physiological and psychosocial changes that are associated with advancing age and how these changes create needs for specific products and services, as well as preferences for marketing communication and distribution channels. Marketing applications of theories and research findings are stressed throughout the course.

MK 8200 MARKETING RESEARCH 3.0

Marketing Research.

Prerequisite: MBA 8642. CSP: 1, 2, 6.

The purpose of marketing research is to generate information to improve decision making. This course focuses on determining when research should be conducted and on designing the appropriate means for gathering and interpreting information. The course examines the proliferation of new methods of data collection made possible by electronic systems and the issues associated with research across international borders. The course uses group projects, extensive readings, assignments, and cases to develop conceptual and analytical skills.

MK 8210 MARKETING INTELLIGENCE 3.0

Marketing Intelligence.

Prerequisite: MBA 8642. CSP: 1, 2, 4, 6.

Marketing intelligence uses internal data on ongoing

operations and customer activity and external data about competitors, industry, and the environment to develop greater insight into company and marketplace opportunities. This course covers topics such as competitive intelligence, database marketing, and data mining and focuses on the criteria to build and use these marketing decision support systems. The course uses projects, readings, and cases to develop conceptual and analytical skills.

MK 8300 MKT COMMUN & PROMOTIONS 3.0

Marketing Communications and Promotions.

Prerequisite: MBA 8642.

This course focuses on the development and implementation of integrated marketing communications. Students learn about the development of a brand-building communications plan that covers advertising, packaging, sales promotion, direct marketing, and public relations. The course combines theory and application exercises designed to provide experiences in developing a comprehensive integrated marketing communications plan.

MK 8340 SALES MANAGEMENT 3.0

Sales Management.

Prerequisite: MBA 8642.

This course examines the role and formulation of the strategic sales program. Topics include factors which shape that program, its successful implementation, and an evaluation of results. The strategic nature of sales management is emphasized. Specific topics include territory design, compensation programs, aptitude and sales performance, motivation, ethics, the impact of buyer behavior on the sale program, and leadership and supervision. A sales management simulation is often used to provide hands-on experience in designing and implementing sales programs. The course is also supplemented with a group project which provides an in-depth analysis of sales management topics within firms. The course emphasizes a mix of conceptual and applied information to provide a balanced view of sales management.

MK 8389 DIR READING IN MARKETING 1.0 to 3.0

Directed Readings in Marketing.

Prerequisites: MBA 8642, consent of the instructor, good academic standing.

MK 8400 CHANNELS OF DISTRIBUTION 3.0

Channels of Distribution.

Prerequisite: MBA 8642.

This course provides an analysis of traditional and

electronic relationships among the institutions comprising marketing channels. Emphasis is on the design and management of relationships among organizations that are linked together in a distribution system. Important aspects of channel relations are investigated: the roles of channel members, their use of technology and communication networks, and the use of power. Channel strategy issues involving retailing, wholesaling, logistics, and the Internet are analyzed in the context of developing effective systems to transmit things of value to points of consumption.

MK 8410 LOGISTICS MANAGEMENT 3.0

Logistics Management.

Prerequisite: MBA 8642. CSP: 1.

This is an introductory graduate-level course in business logistics designed to familiarize students with managerial decisions related to fundamental logistics functions including marketing channels, customer service, order management and information systems, inventory systems, transportation, and warehousing and network design and integration. Emphasis is placed on the application of marketing and state-of-the-art tools to analyze complex logistics systems, to reduce total logistics cost as well as supply lead time while maintaining predetermined customer service goals. The integration of logistics functions into supply chain processes is reviewed with a computerized simulation game.

MK 8510 BUSINESS TO BUSINESS MKT 3.0

Business-to-Business Marketing.

Prerequisite: MBA 8642.

This course focuses on strategy development for marketers whose customers include other businesses, the government, and institutions. It explores the buying behavior of organizations as customers and ways to segment the organizational market. In addition, the course highlights how the product development and management process for such customers differs from the processes used for consumer products and services. Other topics include channels of distribution strategy including electronic issues, supply chain management, price bidding, and new trends in personal selling and sales management. A portion of the course examines the application of e-commerce tools to improve marketing strategy with respect to buyer-seller relationships and market efficiency.

MK 8600 INTERNATIONAL MARKETING 3.0

International Marketing.

Prerequisite: MBA 8642.

This course exposes students to the different socio-cultural, economic, and geopolitical environments that influence firms' international and marketing activities and performance. Within this context, the course focuses on identifying world-wide marketing opportunities and formulating global product, pricing, distribution, and promotion strategies.

MK 8620 PRODUCT MANAGEMENT 3.0

Product Management.

Prerequisite: MBA 8642. CSP: 1, 2, 3.

The objective of this course is to familiarize students with applications of planning techniques for new products. The course emphasizes the use of market research data and marketing models for new product development and management. The main topics covered in this course are idea generation, concept evaluation, optimal product design, test marketing, product positioning, market segmentation, market share estimation, product packaging, advertising testing, pricing, brand name selection, brand equity and global product planning.

MK 8700 ELECTRONIC MKT FUND 3.0

Electronic Marketing Fundamentals.

Prerequisite: MBA 8642. CSP: 1, 2, 3, 4, 7.

This course introduces students to marketing applications of developing information and communication technologies and examines the impact of these technologies on marketing practice. Students explore how these technologies are changing selected aspects of the marketing function and examine recent developments in electronic commerce from a marketing perspective. Course topics include online direct marketing, online advertising, online communications, applied data mining, value chain integration, sales force automation, and global issues in electronic marketing.

MK 8710 CUSTOMER RELATIONSHIP MGT 3.0

Customer Relationship Management.

Prerequisite: MBA 8642. CSP: 1,2,6.

Customer Relationship Management (CRM) is a comprehensive set of processes and technologies for managing the relationships with potential and current customers and business partners across marketing, sales, and services areas regardless of the channel of distribution. This course focuses on the development and implementation of relationship marketing strategies via the use of CRM initiatives. Topics covered in the course include: relationships marketing; operational, analytical, and collaborative CRM; reasons for

CRM implementation failure; and the role of CRM in marketing management.

MK 8800 SERVICES MARKETING 3.0

Services Marketing.

Prerequisite: MBA 8642.

This course is designed for students who may be interested in service industries or service delivery in a manufacturing business or nonprofit organization. Topics include designing services, delivering service via people or technologies, and promoting and pricing services. Learning about and meeting customer expectations in order to improve service quality is a major theme of the course.

MK 8900 STRATEGIC MARKET PLANNING 3.0

Strategic Market Planning.

Prerequisite: MBA 8642.

This course presents the role of marketing in the strategic planning process. The strategic business unit is the unit of analysis. The nature of competitive advantage is explored. A strategic market planning process model is developed. Competitive advantage is considered from both a competitor and a customer perspective. The course is designed to integrate course content from other marketing areas, such as product design, marketing research, marketing management, and distribution. The course includes a strategic marketing simulation which provides hands-on experience in the design and implementation of strategic marketing. Specific topics include the nature of competitive advantage, the strategic market planning process, identifying competitors, strategy relationships, sustaining competitive advantage, and segmenting strategy.

MK 9150 MARKETING THEORY 3.0

Marketing Theory.

Prerequisite: MBA 8642.

This course offers a critical review of the scholarly literature in marketing with primary focus on the developing and evaluating theories to explain the functioning of the marketing process. The purpose is to assist doctoral students in gaining a better understanding of social science and the scientific method. Students also examine ideas and concepts which form the basis of various schools of marketing thought.

MK 9200 SEMINAR IN MARKETING 3.0

Seminar in Marketing.

Prerequisite: MBA 8642.

This course consists of supervised study and investigation of specific topics and problems in the field of marketing such as consumer behavior, organizational buying behavior, structural equation modeling, channels of distribution, and marketing models. It may be repeated for credit when topics vary.

MK 9350 RES SEM IN MARKETING 3.0

Research Seminar in Marketing.

Prerequisite: MBA 8642. CSP: 1, 4.

In this course students examine the philosophy, concepts, and methods of marketing research design. Topics include experimental methods, sampling procedures, measurement techniques, and other methodological problems in marketing research. The focus of the seminar is on the application of advanced research methodology to marketing issues.

MASTER OF BUSINESS ADMIN

MBA 5000 MBA PROGRAM ORIENTATION 0.0

MBA Program Orientation.

This course is designed to assist MBA students beginning their graduate studies by providing constructive suggestions. Students receive relevant information about the MBA program framework and curriculum to assist in understanding the total process and reasons for courses. Students receive assistance in developing effective learning strategies, including introduction to case analysis, understanding the benefits of diversity in decision making, learning how to be a member of a productive study team, and initiating the career planning process. There are also opportunities for networking with other students.

MBA 8011 DECISION SCIENCE FOUNDTNS 3.0

Decision Science Foundations.

Prerequisite: none. CSP: 1, 2.

The course addresses Simon's three-phase problem-solving models. Students learn how to improve problem diagnosis through statistical and logical tools, creatively generate alternative solutions, and make effective decisions through decision analysis and by building decision support models. Students also use Crystal Ball to conduct Monte Carlo simulation.

MBA 8121 ACCOUNTING FOR FIN DEC 3.0

Accounting for Financial Decisions.

Prerequisite: none.

CSP: 1, 2, 4, 6, 7.

The objective of this course is for the student to acquire the accounting knowledge needed to become an effective business leader. The course uses a management perspective to introduce the principles, concepts, tools, and limitations of accounting information. Students work individually and in teams to learn how to anticipate the financial effects of business decisions, choose among alternative courses of action, and interpret financial statements, budgets, and other accounting information in both traditional and e-business environments.

MBA 8231 ECONOMICS FOR MANAGERS 3.0

Economics for Managers.

Prerequisite: none.

This course uses the tools of both microeconomics and macroeconomic issues, such as the level of spending in macroeconomics to analyze the operation of firms in a private market economy. Both microeconomic issues, including demand, production, cost, and market environment, and macroeconomic issues, such as the level of spending in different sectors of the economy, are analyzed to develop implications for the competitive strategies of various types of firms.

MBA 8412 ORGANIZATIONAL BEHAVIOR 3.0

Organizational Behavior.

Prerequisites: none.

This course explores how to manage people, which includes motivating people to act, improving group functioning and decision making, recognizing and resolving conflict, diagnosing organizational politics, and leading with vision. Since management is both an art and a science, students are involved in practice of the requisite management skills as well as immersed in the empirical behavioral literature that supports practice.

MBA 8423 LAW & ETHICS BUS/EMP ENVIR 3.0

Law and Ethics in Business and Employment Environments.

Prerequisite: none.

This course provides the MBA student with a study of the interrelationship of law, ethics and business. The course covers the American legal system, the role of government in regulating business, ethical responsibilities, the influence of global issues and the web of law and regulation impacting employment decisions. The course equips the student to recognize legal and ethical issues and to manage legal risks in the context of business decision making and the employment environment.

MBA 8452 SYSTEMS & OPERATIONS MGT 3.0

Systems and Operations Management.

Prerequisite: MBA 8011 or Math 1070.

This course focuses on the design, management, and improvement of organizational systems and processes. Special emphasis is placed on the operating system, which produces the goods and/or services that the organization provides to its market environment. Operations management topics include operations strategy, process design, capacity planning, facilities location and design, forecasting for operations, production scheduling, inventory control, quality assurance, and project management.

MBA 8473 INFO TECH & DEC MAKING 3.0

Information Technology and Decision Making.

Prerequisite: none. CSP: 1, 2, 3, 4, 5, 6.

This course is designed for managers who need to understand the role and potential contribution of information technology within their organizations and be able to use computerized support systems to make decisions.

It emphasizes how information technology can help managers search for information, analyze data, and make decisions.

The course also emphasizes the strategic role that computer-based information systems play in organizations. Finally, the course explores approaches to developing and acquiring information.

MBA 8622 CORPORATION FINANCE 3.0

Corporate Finance.

Prerequisites: MBA 8011 or Math 1070; MBA 8121 or Acct 2101-2102 and Fi 3300; Econ 2106. CSP: 1, 2, 6.

The course focuses on the practical and conceptual problems associated with the financial management of the non-financial corporation. Topics covered include financial statement analysis, cash flow analysis, financial forecasting, domestic and international financial markets, the relationship between risk and return including the capital asset pricing model, time value of money, valuation of debt and equity, cost of capital, capital budgeting, and project evaluation techniques. For each topic, consideration is given as to how each relates to shareholder value maximization. For purposes of enhancing corporate decision-making skills, students are exposed to both the theoretical underpinnings of each concept as well as their application to realistic situations facing the firm.

MBA 8642 MARKETING MANAGEMENT 3.0

Marketing Management.

Prerequisites: MBA 8011 or Math 1070; MBA 8121 or

Acct 2101-2102 and Fi 3300; Econ 2106.

A study of the managerial aspects of the marketing function.

Emphasis is placed on the criteria, both quantitative and qualitative, used in evaluating marketing alternatives and in choosing from these alternatives. The course includes topics related to the decision-making process such as marketing research, product development, advertising and promotion, sales management, cost and demand analysis, competition, pricing, packaging, and channels of distribution.

MBA 8683 MANAGERIAL ACCOUNTING 3.0

Managerial Accounting and Control.

Prerequisite: MBA 8011 or Math 1070; MBA 8121 or Acct 2101-2102 and Fi 3300; MBA 8231;

CSP: 1, 2, 3, 6, 7, 8.

This primarily case-based course covers the accounting systems that provide data for making operating decisions, controlling costs, measuring performance, motivating employees, and managing external relationships. This course prepares students to be better resource allocators by integrating and building upon skills developed in the prerequisite courses and applying them in business situations including e-business and global operations. Attention is also given to the limitations and behavioral implications of using accounting information in decision making.

MBA 8870 INTEGRATIVE BUS SIMULATION 3.0

Integrative Business Simulation.

Prerequisite: Students must be within two terms of graduation.

In this course, student teams compete in managing simulated companies through a computer-assisted business game. Each team reports to a board of directors composed of business professionals and MBA faculty. The course is designed to provide (1) the experience needed to bridge the gap between theory and management applications, and (2) opportunities to practice the functional skills learned in prior courses and to see the results of decisions.

MBA 8880 FIELD STUDY IN BUSINESS 3.0

Field Study in Business.

Prerequisite: Students must be within two terms of graduation.

This course is a field-based integrative course for MBA students during their last year of study. In cross-functional teams of four or five, students address

in-depth projects in companies in the greater Atlanta area. These projects cover the entire project life cycle, from problem definition to the presentation of final recommendations to the company's management.

MBA 8993 STRATEGIC & INT'L MGT 3.0

Strategic and International Management.

Prerequisites: MBA 8011 or Math 1070; MBA 8121 or Acct 2101-2102 and Fi 3300; MBA 8231; MBA 8412; MBA 8622; MBA 8642.

This course explores methods of directing an entire organization or a significant division in an internationally competitive environment. The perspective is that of the general manager who must integrate many business functions to successfully lead a multinational organization. Topics include the identification of organizational competence in light of external environmental and international conditions, the development of a business/corporate strategy that addresses the international marketplace, and the internal processes required for successful implementation of that strategy.

MATH EDUCATION

MTED 9116 TEACHNG COLLEGE MATH SCIENCES 3.0

Teaching College Mathematical Sciences.

Prerequisite: consent of instructor.

Research-based investigation of teaching college level mathematical sciences courses: placement, prerequisites, remedial courses, service courses, preparing syllabi, grading, technology, pedagogical strategies.

MTED 9126 EPISTMLGY OF ADV MATH CONCEPTS 3.0

Epistemology of Advanced Mathematics Concepts.

Prerequisite: consent of instructor.

For students in the MSIT Ph.D. program in teaching and learning with concentration in mathematics education: post secondary education. An investigation of various epistemological frameworks in the context of collegiate level mathematics courses. Constructivism, Platonism, Cognitivism, Empiricism, and Information Processing. Comparison of the epistemologies as they apply to post secondary mathematics concepts.

MTED 9166 INTERNSHIP: TCHNG COLLEGE MATH 3.0

Internship in Teaching College Mathematics.

Prerequisites: consent of instructor and approval to teach

in the Department of Mathematics and Statistics.

For students in the MSIT Ph.D. program in teaching and learning with concentration in mathematics education: post secondary education. Teaching of at least one undergraduate mathematics course using at least two distinct pedagogical strategies.

MTED 9185 RESRCH SEM-UNDERGRAD MATH EDUC 3.0

Research Seminar in Undergraduate Mathematics Education.

Prerequisite: consent of instructor.

Can be taken more than once for credit. For students in the MSIT Ph.D. program in teaching and learning with concentration in mathematics education: post secondary education. Student will read, discuss, and report on current publications in the field.

MATHEMATICAL RISK MANAGEMENT

MRM 8320 STOCHASTIC RISK MGT MODELS 3.0

Stochastic Risk Management Models. (Replaces AS 8320.)

Prerequisites: AS 4120 and AS 4130, or Math 4751 and Math 4752, or DSc 8080. CSP: 2.

This course introduces stochastic models for risk management, broadly defined. The course has three main components. The first component covers single-period models including frequency-severity models, compound distributions, and aggregate loss models. The second component covers multi-period models by introducing stochastic processes with emphasis on Markov chains, Poisson processes, and Brownian motion. The final component features computer simulation of models covered in the first two components.

MRM 8389 DIRECTED READING IN MRM 1.0 to 3.0

Directed Readings in Mathematical Risk Management.

Prerequisites: consent of the instructor, good academic standing.

MRM 8610 FINANCIAL ENGINEERING I 3.0

Financial Engineering I. (Replaces AS 8610.)

Prerequisite: MBA 8622. CSP: 2.

This course covers the financial economic theory that is essential for the practice of mathematical risk management. Topics covered include mathematical models for risk management and financial derivatives (including discrete-time and continuous-time models), the no-arbitrage principle, single-period and multiple-period valuation models, valuation of exchange-traded options, applications to valuation of uncer-

tain cash-flow streams, complete and incomplete models, and applications to the sophisticated management of risk and insurance products.

MRM 8620 FINANCIAL ENGINEERING II 3.0

Financial Engineering II. (Replaces AS 8620.)

Prerequisite: MRM 8610. CSP: 2.

This course provides further coverage of the essential financial economic theory and modeling techniques that are emerging as an integral part of mathematical risk management. Topics covered include the securitization of assets and insurance liabilities, incomplete markets theory and its importance in risk management applications, utility-based valuation, finite risk derivatives, weather and insurance derivatives, alternative risk financing, model selection, and new developments in mathematical risk management. This course rounds out the student's knowledge of mathematical risk management by analyzing several real examples of current practical importance.

MRM 8630 ASSET/LIABILITY MGT 3.0

Asset/Liability Management. (Replaces AS 8630.)

Prerequisite: MRM 8610. CSP: 2.

This course covers the asset/liability management techniques essential for the practice of risk management. Topics covered include duration, cash-flow matching, default-free term structure models, mortgage-backed securities, corporate and municipal bond models, estimation and calibration of models, data problems and solutions, cash-flow/stress testing, and Value at Risk (VaR).

MATHEMATICS

MATH 6211 OPTIMIZATION 3.0

Optimization.

Prerequisite: Math 2215.

Lagrange multipliers, gradient methods (steepest descent), search techniques, variational methods and control problems; varying other topics such as dynamic programming, nonlinear programming.

MATH 6250 COMPLEX ANALYSIS 3.0

Complex Analysis.

Prerequisite: Math 3000.

Complex numbers, analytic functions, complex series, Cauchy theory, residue calculus, conformal mapping.

MATH 6253 INTRO TO OPERATIONS RESEARCH 3.0

Introduction to Operations Research.

Prerequisite: Math 3030 or 3435.

Linear programming, the simplex method, network theory, game theory, Markov analysis, and other topics such as inventory analysis, queueing theory, integer programming.

MATH 6258 VECTOR CALCULUS 3.0

Vector Calculus.

Prerequisite: Math 2215.

(Same as Phys 6510.)

Vector algebra, curvilinear motion, vector fields, gradient, divergence, Laplacian, line and surface integrals, integral theorems.

MATH 6265 PARTIAL DIFFERENTIAL EQUATIONS 3.0

Partial Differential Equations.

Prerequisite: A course in ordinary differential equations.

(Same as Phys 6520.)

First-order equations, classification of linear second-order equations, separation of variables, Fourier series, orthogonal functions, Green's functions.

MATH 6275 APPLIED DYNAMICAL SYSTEMS 3.0

Applied Dynamical Systems.

Three lecture hours per week. An introduction to discrete and continuous dynamical systems. Topics include: phase space; linear and nonlinear systems; structural stability; classification of equilibrium states, invariant manifolds; Poincaré maps, fixed points and periodic orbits; stability boundaries; local bifurcations; homoclinic orbits; routes to chaos in dissipative systems; applications from physics, biology, population dynamics, economics.

MATH 6301 COLLEGE GEOMETRY 3.0

College Geometry.

Prerequisite: Math 3435.

Axioms of planar Euclidean Geometry. The 5th postulate. Congruence and Similarity. Theorem of Thales. Similar Triangles: SAS, AA, and SSS. Theorem of Ceva. The Pythagorean Theorem. Polygons. Circles, secants, and tangents, measurement of an angle with respect to a circle. Perimeters, areas, circumference. Inscribed and circumscribed polygons. Coordinate Geometry in the plane. Mirror symmetries, rotations, translations, and dilations. Isometries and the fundamental theorem of Euclidean Geometry. Transformations in the plane and tessellations.

MATH 6371 MODERN GEOMETRY 3.0

Modern Geometry.

Prerequisite: Math 3000.

Euclidean and non-Euclidean geometry, including incidence, order, and the parallel postulate.

MATH 6391 INTRO TO DIFFERENTIAL GEOMETRY 3.0

Introduction to Differential Geometry and its Applications.

(Same as Phys 6391.)

Three lecture hours a week. The theory of curves and surfaces in parametric and implicit form. Curvature and torsion of a curve; the shape operator and the total and mean curvature of a surface. The Gauss-Weingarten equations; the Egregium Theorem; surfaces of constant curvature and non-Euclidean geometry. Minimal surfaces; the Gauss Bonnet Theorem; submanifolds in Euclidian spaces, vector fields, differential forms, and the theorems of Frobenius and Stokes. Applications to Physics.

MATH 6420 GRAPH THEORY 3.0

Graph Theory.

Prerequisite: Math 3000.

Introduction to graph theory; topics include structure of graphs, trees, connectivity, Eulerian and Hamiltonian graphs, planar graphs, graph colorings, matchings, independence, and domination. Additional topics may include symmetry of graphs, directed graphs, extremal graph theory and Ramsey theory, graph embeddings, and probabilistic methods in graph theory.

MATH 6435 LINEAR ALGEBRA 3.0

Linear Algebra.

Prerequisite: Math 3435.

Theory and application of matrix algebra, vector spaces and linear transformations; topics include characteristic values, the spectral theorem, and orthogonality.

MATH 6441 MODERN ALGEBRA I 3.0

Modern Algebra I.

Prerequisite: Math 3435.

Integers; rational, real and complex numbers; group theory.

MATH 6442 MODERN ALGEBRA II 3.0

Modern Algebra II.

Prerequisite: Math 4441/6441.

Rings, integral domains, and fields; polynomials over a field, matrices over a field, algebraic numbers and ideals.

MATH 6450 THEORY OF NUMBERS 3.0

Theory of Numbers.

Prerequisite: Math 3000.

Properties of integers, divisibility, congruence of numbers. Lagrange's theorem, residues, Diophantine problems.

MATH 6455 ERROR CORRECTING CODES 3.0

Error Correcting Codes

Prerequisite: Math 3030 or Math 3435.

Three lectures a week. This course provides an elementary, yet rigorous introduction to the theory of error correcting codes. Topics include survey of groups, finite fields and polynomials, linear algebra, Huffman codes, data compression and entropy, linear codes, Reed-Muller codes, cyclic codes, BCH codes, and fast decoding BCH codes.

MATH 6460 CRYPTOGRAPHY 3.0

Cryptography.

Prerequisite: Math 3030 or Math 3435 and the ability to program in a high level language.

Three lectures a week. This course covers the mathematical background of computational and algorithmic methods for cryptography. This includes information theory, computational complexity and number theory. Methods covered include public key cryptosystems and secure methods for authentication and digital signatures.

MATH 6544 BIOSTATISTICS 3.0

Biostatistics.

Prerequisite: Biol 1107K, 1108K, and Math 2211.

Principles and methods of statistics as applied to biology and medicine.

MATH 6547 INTRO TO STATISTICAL METHODS 3.0

Introduction to Statistical Methods.

Prerequisite: A course in calculus.

Data analysis, sampling, and probability; standard methods of statistical inference, including t-tests, chi-square tests, and nonparametric methods. Applications include use of a statistical computer package.

MATH 6548 METHODS REGRESSION/ANALYSIS OF VARIANCE 3.0

Methods of Regression and Analysis of Variance.

Prerequisite: A course in calculus and a course covering methods of statistical inference.

Simple and multiple regression, model selection procedures, analysis of variance, simultaneous inference, design and analysis of experiments. Applications include use of a statistical computer package.

MATH 6610 NUMERICAL ANALYSIS I 3.0

Numerical Analysis I.

Prerequisites: Math 2215 and the ability to program in a high-level language.

(Same as CSc 6610.)

Nature of error; iteration; techniques for nonlinear systems; zeros of functions; interpolation; numerical differentiation; Newton-Cotes formulae for definite integrals; computer implementation of algorithms.

MATH 6620 NUMERICAL ANALYSIS II 3.0

Numerical Analysis II.

Prerequisites: Math 3030 or 3435, and the ability to program in a high-level language.

(Same as CSc 6620.)

Gaussian Elimination for linear systems; least squares; Taylor, predictor-corrector and Runge-Kutta methods for solving ordinary differential equations; boundary value problems; partial differential equations.

MATH 6650 INVERSE AND ILL-POSED PROBLEMS 3.0

Inverse and Ill-Posed Problems.

Prerequisite: Math/CSc 6610 or Math/CSc 6620.

Three lecture hours a week. Ill-posed problems that arise in astrophysics, geophysics, spectroscopy, computerized tomography, and other areas of science and engineering are considered in this course. Topics to be covered: a general regularization theory; variational regularization and the discrepancy principle; iterative regularization; convergence analysis and stopping rules; numerical aspects.

MATH 6661 ADVANCED CALCULUS I 3.0

Advanced Calculus I.

Prerequisite: Math 3435; corequisite: 4435/6435.

Rigorous introduction to the theory of Mathematical Analysis with emphasis on proofs. Topics include: real numbers, limits and continuity of real valued functions, numerical sequences and series, differentiation and integration of functions of a single variable.

MATH 6662 ADVANCED CALCULUS II 3.0

Advanced Calculus II.

Prerequisite: Math 4661/6661.

Sequences and series of functions; differentiation and integration of functions of several variables; basic theory of metric spaces.

MATH 6671 TRANSFORMS IN APPLIED MATH 3.0

Transforms in Applied Mathematics.

Prerequisite: Math 3030 or Math 3435.

The Laplace transform, discrete and continuous Fourier Transforms, z-transforms, discrete filters, and wavelets.

MATH 6751 MATHEMATICAL STATISTICS I 3.0

Mathematical Statistics I.

Prerequisite: Math 2215.

Probability, random variables and their distributions, mathematical expectation, moment generating functions, sampling distributions.

MATH 6752 MATHEMATICAL STATISTICS II 3.0

Mathematical Statistics II.

Prerequisite: Math 4751/6751.

Theory of estimation and hypothesis testing, applications of statistical inference, introduction to regression and correlation.

MATH 6767 STATISTICAL COMPUTING 3.0

Statistical Computing.

Prerequisite: Math 4752/6752 or 4548/6548 and 3435 and the ability to program in a high-level language.

Computational implementation of statistical methods such as descriptive statistics, one and two sample t tests, regression, correlation, ANOVA methods of estimation, and Monte Carlo techniques. Standard statistical packages will be used as well as user-written programs.

MATH 7120 FUNDAMENTAL CONCEPTS OF ANALYSIS 3.0

Fundamental Concepts of Analysis.

Prerequisite: Math 2215.

Designed to give a unified perspective to the concepts of function, limit, continuity, and derivative by studying them in various settings including vector valued functions, complex functions, and sequences of real valued functions of a real variable. This course is for high school mathematics teachers in the M.A.T. or M.Ed. programs who have had a full sequence of calculus courses and a first course in linear algebra.

MATH 7300 PROBLEM SOLVING WITH COMPUTERS 3.0

Problem Solving with Computers.

Prerequisite: Math 3000.

Three lectures a week. This course explores various mathematical contexts and develops mathematical knowledge necessary to solve, or attempt to solve, mathematical

problems in the computer enhanced environment. The problems come from many sources and contexts. Computer programs such as Maple, Matlab, spreadsheets, Geometer's Sketch Pad, Study Works, etc. will be used. No previous experience with computers is required.

MATH 7420 APPLIED COMBINATORICS 3.0

Applied Combinatorics.

Prerequisite: Math 2212.

Counting principles including combinations, permutations, generating functions, recurrence relations, the principle of inclusion exclusion, and Polya's theory of counting. This course is for high school mathematics teachers in the M.A.T. or M.Ed. programs who have had a full sequence of calculus courses and a first course in linear algebra.

MATH 7800 TOPICS IN SECONDARY MATH 3.0

Topics in Secondary Mathematics.

May be taken more than once if topics are different.

MATH 7820 HIST/CULTURL DEVLPMNT OF MATH I 3.0

Historical and Cultural Development of Mathematics.

Three lecture hours a week. Exploration of the historical and cultural development of mathematics between ~3000 B.C. and ~1600 A.D. Mathematics topics to include the development of arithmetic, geometry (practical, deductive, and axiomatic), number theory, trigonometry, syncopated and symbolic algebra, probability, and statistics. This course is for high school mathematics teachers in the M.A.T. or M.Ed. programs who have had a full sequence of calculus courses and a first course in linear algebra.

MATH 7821 HIST/CULTRL DEVLPMNT OF MATH II 3.0

Historical and Cultural Development of Mathematics II.

Prerequisite: Math 2211.

Three lecture hours a week. Exploration of the historical and cultural development of mathematics from ~A.D. 1600 to the present. Mathematics topics to include the development of algebraic geometry, logarithms, calculus, non-Euclidean geometry, abstract algebra, probability, and analysis.

MATH 7840 MATHEMATICAL MODELS 3.0

Mathematical Models.

Prerequisite: Math 3435.

Use of mathematical models to solve problem situations arising in the natural, social, engineering, and business sciences. This course is for high school mathematics

teachers in the M.A.T. or M.Ed. programs who have had a full sequence of calculus courses and a first course in linear algebra.

MATH 8110 REAL ANALYSIS I 3.0

Real Analysis I.

Prerequisite: Math 4662/6662.

Topological and metric spaces, measures, and abstract integration.

MATH 8120 REAL ANALYSIS II 3.0

Real Analysis II.

Prerequisite: Math 8110.

Topics include: function spaces, general measure and integration theory, elements of Banach and Hilbert space theory.

MATH 8200 ADVANCED MATRIX ANALYSIS 3.0

Advanced Matrix Analysis.

Prerequisite: Math 4435/6435.

Topics oriented to applications of linear algebra; topics include:

may include Jordan canonical form, variational characterizations of simultaneous diagonalization, eigenvalue location and Gersgorin theory, positive definite matrices, nonnegative matrices, and the Person-Frobenius theorem.

MATH 8220 ABSTRACT ALGEBRA 3.0

Abstract Algebra.

Prerequisite: Math 4441/6441.

Advanced topics from groups, rings, modules, and fields including applications to combinatorics and coding theory.

MATH 8230 TOPICS IN ALGEBRA 3.0

Topics in Algebra.

May be taken more than once if topics are different.

MATH 8310 THEORY FUNCTNS COMPLEX VARIABLE 3.0

Theory of Functions of a Complex Variable.

Prerequisite: Math 4662/6662.

Basic theory of complex numbers and of analytic functions, conformal mapping, integration, power series, theory of residues, analytic continuation, theory of singularities, univalent functions, multiple-valued functions, Riemann surfaces.

MATH 8420 ADVANCED GRAPH THEORY 3.0

Advanced Graph Theory.

Prerequisite: Math 6420.

Advanced topics in graph theory that may include symmetry of graphs, directed graphs, graph embeddings, graph colorings, matchings, factors, decompositions, domination, extremal graph theory, Ramsey Theory, and probabilistic methods in graph theory.

MATH 8440 COMBINATORICS 3.0

Combinatorics.

Prerequisite: Math 6420.

Topics in combinatorics that may include enumeration techniques, principle of inclusion exclusion, partitions, recurrence relations, generating functions, Mobious inversion, Ramsey numbers, finite geometries, block designs, error correcting codes.

MATH 8510 APPLIED MATHEMATICS 3.0

Applied Mathematics.

Prerequisite: Math 4661/6661.

Topics in mathematics applicable to natural and social sciences, engineering, business, or the arts.

Topics selected from differential and difference equations, integral equations, transform theory, numerical analysis, approximation theory, optimization and calculus of variations, and continuum mechanics.

MATH 8520 APP COMBINATORICS & GRAPH THEORY 3.0

Applied Combinatorics and Graph Theory.

Prerequisite: CSc 6520.

(Same as CSc 8520.)

Development of combinatorial and graphical algorithms.

Techniques for the study of complexity with application to algorithms in graph theory, sorting and searching.

MATH 8530 TOPICS IN APPLIED MATH 3.0

Topics in Applied Mathematics.

May be taken more than once if topics are different.

MATH 8610 ADVANCED NUMERICAL ANALYSIS 3.0

Advanced Numerical Analysis.

Prerequisites: Math 4435/6435 and Math 4610/6610 or CSc 4610/6610.

(Same as CSc 8610.)

Advanced topics in numerical analysis. Stability and conditioning, discretization error, convergence. Examples are drawn from linear algebra, differential and nonlinear equations.

MATH 8620 NUMERICAL LINEAR ALGEBRA 3.0

Numerical Linear Algebra.

Prerequisites: Math 4435/6435; and Math 4610/6610 or CSc 4610/6610.

(Same as CSc 8620.)

Computational aspects of linear algebra. Matrix factorization, least squares, orthogonal transformations, eigen-values; and methods for sparse matrices.

MATH 8800 TOPICS IN MATHEMATICS 3.0

Topics in Mathematics.

May be taken more than once if topics are different.

MATH 8801 GRADUATE RESEARCH IN MATH 3.0

Graduate Research in Mathematics.

May be repeated for credit.

MATH 8802 GRADUATE LAB IN MATHEMATICS 3.0

Graduate Laboratory in Mathematics.

May be repeated for credit.

MATH 8820 RESEARCH 3.0

Research.

Prerequisite: consent of the instructor and chair of department.

Independent investigation of topics of common interest to student and instructor.

MATH 8950 DIRECTED RESEARCH IN MATH 1.0 to 15.0

Directed Research in Mathematics.

Prerequisite: consent of the instructor.

MATH 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

Prerequisite: Thesis option.

MUSIC

MUS 6010 PERFORMANCE LABORATORY 0.0

Performance Laboratory.

Coached chamber ensemble and/or studio-class performance.

Includes repertoire review, master classes, peer analysis and critique, and recital preparation.

(May be repeated.)

MUS 6011 SINGING IN ITALIAN 1.0

Singing in Italian.

Two lab classes per week. Developing the ability to pronounce the Italian language on sight through the study of the International Phonetic Alphabet and its application to Italian vocal literature.

MUS 6021 SINGING IN GERMAN 1.0

Singing in German.

Two lab classes per week. Developing the ability to pronounce the German language on sight through the study of the International Phonetic Alphabet and its application to German vocal literature.

MUS 6031 SINGING IN FRENCH 1.0

Singing in French.

Two lab classes per week. Developing the ability to pronounce the French language on sight through the study of the International Phonetic Alphabet and its application to French vocal literature.

MUS 6041 SINGING IN ENGLISH 1.0

Singing in English.

Two lab classes per week. Developing the ability to pronounce the classical English language on sight through the study of the International Phonetic Alphabet and its application to English vocal literature.

MUS 6050 REVIEW OF AURAL SKILLS 1.0

Review of Aural Skills.

Two lecture hours per week. An intensive review of basic aural skills, including rhythmic, melodic, and harmonic transcription; error detection and reading. Students must earn a grade of B or higher in order to successfully complete this course. Credits earned in this course may not be applied to the Master of Music degree.

MUS 6080 PRAC IN PIANO PEDAGOGY 2.0

Practicum in Piano Pedagogy.

Prerequisites: Piano pedagogy course(s) and an acceptable level of performance skill.

Supervised teaching of elementary and/or intermediate-level piano students (child or adult level) in private or group lessons.

MUS 6090 JZ PEDGY/MARCH BAND TECH 1.0

Jazz Pedagogy/Marching Band Techniques.

Principles of jazz instruction for music educators. Design and charting for the contemporary style drill utilizing drafting instruments and computer-aided instruction.

MUS 6100 JAZZ COMBO ARRANGING 1.0

Jazz Combo Arranging.

Prerequisite: Mus 6070.

Contemporary arranging techniques for the small jazz combo; rhythm section and up to five wind instruments; basic jazz nomenclature and instruments.

MUS 6110 INSTRUMENTATION & ORCHESTRATION 3.0

Instrumentation and Orchestration.

Prerequisites: Mus 2450 and Mus 2550 or equivalent.

Three lecture hours per week. Exploration of the technical capabilities and idiomatic performance practices of instruments found in the orchestra and the wind ensemble. Additional instruction in arranging and transcribing techniques for chamber ensembles, the orchestra, and wind ensemble.

MUS 6140 ARRANGING FOR CHORUS 1.0

Arranging for Chorus.

Prerequisite: Mus 6070.

Arranging for large and small vocal ensembles with and without accompaniment.

MUS 6150 REVIEW OF MUSIC HISTORY 3.0

Review of Music History.

A review of music history in Western civilization from the Medieval period to the present. Credits earned in this course may not be applied to the Master of Music program.

MUS 6160 REVIEW OF HARMONY, FORM, AND ANALYSIS 3.0

Review of Harmony, Form, and Analysis.

Three lecture hours per week. Intensive review of diatonic and chromatic harmony, formal stereotypes, and basic analytical techniques. Credits earned in this course may not be applied to the Master of Music degree.

MUS 6170 ARRANGING FOR LARGE JAZZ ENSEMBLE 1.0

Arranging for the Large Jazz Ensemble.

Prerequisite: Mus 6070.

Contemporary arranging techniques for rhythm section and two, three, and four wind instruments.

MUS 6190 ARRANGING FOR GUITAR 1.0

Arranging for Guitar.

Prerequisite: Mus 6070.

Arranging works for solo guitar based on original works for other instruments, including piano and orchestra, from various style periods. Additional arrangements for guitar ensemble and for guitar with other instruments.

MUS 6200 SERV PLAY/CHURCH MUS SKIL 2.0

Service Playing and Church Music Skills.

Techniques for church organists including hymn playing, anthem and solo accompaniment, improvisation and modulation.

Attention given to organizing choirs, developing skills in contract negotiation, budget planning, and creating healthy working relations with clergy and church committees.

MUS 6210 COMPOSITION SEMINAR 2.0

Composition Seminar.

Prerequisite: Mus 1440, Mus 1450, Mus 1540, Mus 1550, or equivalent.

Two lecture hours per week. Exploration of the processes and aesthetics of contemporary musical composition with additional topics to include a survey of contemporary music since 1960, advanced musical notation, advanced orchestration, and an exploration of the business of being a composer. Repeatable for credit and required of all students working in the composition area.

MUS 6220 JAZZ ENSEMBLE TECHNIQUES 2.0

Jazz Ensemble Techniques.

Two lectures per week. Study and performance of current jazz ensemble techniques and materials for school use. Special emphasis on basic improvisation; understanding and performing jazz styles. Field experience with secondary pupils is required.

MUS 6300 MUSIC, LITURGY & THEOLOGY 3.0

Music, Liturgy, and Theology.

The ability to read music is not required. The relationship among music, liturgy, and theology and its mutuality.

MUS 6360 ADVANCED KEYBOARD SKILLS 2.0

Advanced Keyboard Skills.

Development of advanced keyboard skills in sight playing; chord patterns; transposing; harmonizing classical, folk and popular melodies; arranging for keyboard(s); improvising; and accompanying and introductory score reading. Successful completion of this course by applied piano and piano pedagogy majors waives the piano proficiency examination.

MUS 6410 PIANO PEDAGOGY 3.0

Piano Pedagogy I.

Approaches and materials for children and high school students at the elementary and intermediate levels. Focus will include the job market, methods, curriculum building, musicianship training, technical development, practice

strategies, ensemble playing, use of technology in teaching, and professional etiquette as a clinical/adjudicator.

MUS 6411 PIANO PEDAGOGY II 3.0

Piano Pedagogy II.

Prerequisite: Mus 4410/6410.

Approaches and materials for the adult student at the beginner through advanced levels. Focus will include piano class teaching, methods, curriculum building, musicianship training, technical development, practice strategies, memorization, musical style and interpretation, ensemble playing, philosophical bases, piano laboratory technique, and professional etiquette as a clinician/adjudicator.

MUS 6420 ORGAN PEDAGOGY 3.0

Organ Pedagogy.

Methods, techniques, and repertoire for teaching at beginning, intermediate, and advanced levels of study, with emphasis on style and interpretive problems.

MUS 6440 VOCAL PEDAGOGY 2.0

Vocal Pedagogy.

Principles of vocal pedagogy and development of teaching skills in applied vocal instruction.

MUS 6450 ADVANCED TONAL ANALYSIS 3.0

Advanced Tonal Analysis.

Prerequisite: Mus 6160 or equivalent.

Three lecture hours per week. Advanced structural and stylistic analysis of large one-movement and multi-movement works from the common-practice period.

MUS 6460 ANALYSIS OF POST-TONAL MUSIC 3.0

Analysis of Post-Tonal Music.

Prerequisite: Mus 6160.

Three lecture hours per week. Theories of musical structure in the post-tonal idiom, with analytical applications to literature from major composers of the twentieth century. Compositional exercises will provide orientation to diverse styles and demonstrate creative applications of theoretical concepts. Substantial research project required.

MUS 6480 CHORAL CONDUCTING 2.0

Choral Conducting.

Conducting techniques, with and without the baton, that communicate the conductor's interpretation of the musical score to the performers.

MUS 6490 INSTRUMENTAL CONDUCTING 2.0

Instrumental Conducting.

Prerequisites: Mus 2450 and consent of the instructor.

Advanced baton techniques, score reading, interpretation, and rehearsal procedures for instrumental conducting.

MUS 6500 HISTORICAL COUNTERPOINT 3.0

Historical Counterpoint.

Prerequisite: Mus 6160 or equivalent.

Three lecture hours per week. Exploration, through composition and analysis, of the style and contrapuntal techniques of the Renaissance (Palestrina-style modal counterpoint) and Baroque (Bach-style harmonic counterpoint).

MUS 6530 ACCOMPANYING 1.0

Accompanying.

Prerequisite: Keyboard proficiency.

Developing musical sensitivity at the keyboard to enhance the performance of vocalists or instrumentalists. May be repeated for credit.

MUS 6590 WOMEN IN MUSIC 2.0

Women in Music.

Prerequisite: Mus 6070 or equivalent.

Women composers, performers, and conductors in the nineteenth and twentieth centuries.

MUS 6610 PIANO LITERATURE 3.0

Piano Literature.

Prerequisite: Mus 6070 or equivalent.

A comprehensive investigation of keyboard music from a historical and stylistic viewpoint, emphasizing major keyboard works and composers from the Baroque to the present.

MUS 6620 VOCAL LITERATURE 3.0

Vocal Literature.

Prerequisite: Mus 6070 or equivalent.

Art song and the concert aria from Mozart to the present.

MUS 6640 CHORAL LITERATURE 3.0

Choral Literature.

Prerequisite: Mus 2450 or Mus 6070 or consent of instructor.

Choral literature for large and small vocal ensembles. Genre will include madrigals, masses, and motets from 1500 to the present.

MUS 6650 AMERICAN MUSICAL THEATRE 2.0

American Musical Theatre.

History of American musical theatre from its origins to the present.

MUS 6660 DRAMATIC MUSIC 3.0

Dramatic Music.

Prerequisite: Mus 6070 or equivalent.

History of dramatic music, principally opera and larger sacred works, from 1600 to the present.

MUS 6680 PIANO:HIST DEV/CONST/TECH 3.0

The Piano: Its Historical Development, Construction, and Technology.

History and construction of vertical and grand pianos.

Principles of piano tuning, regulation, voicing, and repair.

MUS 6700 SEM IN MUS HIST AND LIT 3.0

Seminar in Music History and Literature.

Prerequisite: Mus 6070 or equivalent.

Selected topics in the history and literature of music.

MUS 6710 ORGAN LITERATURE 3.0

Organ Literature.

Prerequisite: consent of the instructor.

Exploration of organ music from the medieval period to the present.

MUS 6730 COMPUTER APPLIC 2.0

Computer Applications in Music.

Basic computer literacy in music-related software programs for MacIntosh and Windows operating systems. A working knowledge of word processing, graphics, music notation, and music sequencing will be gained, along with the knowledge of resources on the internet.

MUS 6750 GROUP INSTRCT IN JAZZ KEYBOARD 1.0

Group Instruction in Jazz Keyboard.

Prerequisite: Mus 2720 or consent of instructor.

One lecture and one lab hour per week. Basic and intermediate jazz keyboard realization. Harmonic, melodic, and rhythmic elements will be investigated. Principles of chord progressions, comping techniques, modes, extension tones, and bass lines for lead-sheet realization.

MUS 6760 ADVANCED KEYBOARD HARMONY 1.0

Advanced Keyboard Harmony.

Realization of figured bass, improvisation of chord

progressions, transposition, instrumental score reading, and rhythm reading at the keyboard. Satisfies the requirements in keyboard proficiency for the concentration in music theory.

MUS 6770 ADVANCED AURAL SKILLS 1.0

Advanced Aural Skills.

Prerequisite: Mus 6050 or equivalent.

Two lecture hours a week. Continued development of aural skills, with particular emphasis on aural analysis and the transcription of chromatic music.

MUS 6790 ADV JAZZ IMPROV I 1.0

Advanced Jazz Improvisation I.

Prerequisites: Mus 2780 or consent of the instructor.

Jazz improvisation including compositional techniques, altered dominant scales, minor ii-v7s, ballad interpretation, memorization, and chord substitutions.

MUS 6791 ADV JAZZ IMPROV II 1.0

Advanced Jazz Improvisation II.

Prerequisite: Mus 6790 or consent of the instructor.

Continuation of Mus 6790. Advanced improvisation concepts and performance skills emphasizing composition, altered dominant scales, minor ii-v7s, ballad interpretation, memorization and chord substitutions.

MUS 6792 JAZZ THEORY 2.0

Jazz Theory.

Prerequisite: Mus 2450 or equivalent.

Major and minor scale harmony, modulation, minor key analysis, dominants, reharmonization, and modal interchange.

MUS 6820 WORLD MUSIC 2.0

World Music.

Comparative survey of various nonwestern musical cultures.

MUS 6850 JAZZ STYLES 2.0

Jazz Styles.

Prerequisite: Mus 2450, 2780 or equivalent/ Mus 6070.

Examines important events and musical figures in the evolution of jazz by analysis of playing styles, compositions and innovations that influenced the direction of jazz in the twentieth century. African roots of jazz and the music of Armstrong, Morton, Ellington, Parker/Gillespie, Coltrane, and Miles Davis.

MUS 6890 SELECTED TOPICS 1.0 to 3.0

Selected Topics.

Prerequisite: consent of the instructor.

Discussion and readings on selected topics.

MUS 6910 CHAMBER LITERATURE 3.0

Chamber Literature.

Prerequisites: Mus 2450 or Mus 6070 or consent of instructor.

Literature for small string and wind chamber ensembles.

MUS 6940 ORCHESTRAL LITERATURE 3.0

Orchestral Literature.

Prerequisite: Mus 2450 or Mus 6070 or consent of instructor.

Orchestral literature from 1700 to the present.

MUS 6971 SURVEY ELECTROACOUSTIC MUSIC 3.0

Survey of Electroacoustic Music.

Prerequisite: Mus 4730/6730 or equivalent.

Survey of the techniques, theories, and trends of electroacoustic music, with emphasis on its relationship to the art and technique of contemporary recording practice.

MUS 6980 ELECTROACOUSTIC MUS COMP 3.0

Electroacoustic Music Composition.

Prerequisite: Mus 4730/6730 or consent of instructor.

Investigation of methods of electroacoustic music composition using MIDI, hardware synthesizers, and software tools. Focus on unique tool development using the MAX programming environment and associated technologies. Approaches to advanced composition with electroacoustic means from both scientific and aesthetic perspectives. Required laboratory work.

MUS 6981 COMPUTER MUSIC 3.0

Computer Music.

Prerequisite: Mus 4730/6730 or consent of instructor.

Introduction to software synthesis computer music using the Csound acoustic compiler. Survey of fundamental synthesis techniques, fundamentals of Csound programming, and strategies for sound design and composition. Required laboratory work.

MUS 6982 ADV TOPICS COMPUTER MUSIC 3.0

Advanced Topics in Computer Music.

Prerequisite: Mus 4981/6981 or consent of instructor.

Advanced topics in software synthesis computer music using the Csound acoustic compiler. Survey of digital signal

processing, advanced synthesis methods, and score development. Course work culminates in a significant computer music project. Required laboratory work.

MUS 7050 NEW MUSIC ENSEMBLE 1.0

New Music Ensemble.

Prerequisite: audition or consent of the instructor.

Chamber ensemble that performs primarily post World-War-II music, but also some earlier music. Student compositions may be performed. Participation in New Music Week during Spring semester required.

MUS 7060 WIND ENSEMBLE 1.0

Wind Ensemble.

Study, rehearsal, and concert performance of wind literature of various periods and styles. May be repeated for credit.

MUS 7061 SYMPHONIC BAND 1.0

Symphonic Band.

Study, rehearsal, and concert performance of band repertoire representing various periods and styles. Open to music majors and non-majors. Prior playing experience and music reading ability required. Placement audition required.

(May be repeated for credit.)

MUS 7070 ORCHESTRA 1.0

Orchestra.

Study, rehearsal, and concert performance of orchestral literature of various periods and styles. May be repeated for credit.

MUS 7080 CHORAL ENSEMBLE 1.0

Choral Ensemble.

Study, rehearsal, and concert performance of choral literature of various periods and styles. May be repeated for credit.

MUS 7082 WOMEN'S CHORUS 1.0

Women's Chorus.

Study, rehearsal, and performance of repertoire for women's chorus. Open to music majors and non-majors.

(May be repeated for credit.)

MUS 7090 JAZZ BAND 1.0

Jazz Band.

Prerequisites: Audition and consent of the instructor.

Study, rehearsal, and concert performance of jazz literature of various periods and styles. May be repeated for credit.

MUS 7100 OPERA WORKSHOP 1.0

Opera Workshop.

Prerequisite: consent of the instructor.

Basic techniques in acting and technical aspects of theatre that are utilized in the performance of an opera scene.

MUS 7110 BRASS ENSEMBLE 0.5

Brass Ensemble.

Prerequisite: consent of the instructor.

Performance of chamber music for brass instruments; includes historical and stylistic considerations and the study of ensemble performance problems. May be repeated for credit for a maximum of four semester hours.

MUS 7120 CHAMBER MUSIC OF STRINGS 0.5

Chamber Music for Strings.

Prerequisite: consent of the instructor.

Performance of chamber music for orchestral string instruments; includes historical and stylistic considerations and the study of ensemble performance problems. May be repeated for credit for a maximum of four semester hours.

MUS 7130 CHAMBER MUSIC WOODWINDS 0.5

Chamber Music for Woodwinds.

Prerequisite: consent of the instructor.

Performance of chamber music for woodwind instruments; includes historical and stylistic considerations and the study of ensemble performance problems. May be repeated for credit for a maximum of four semester hours.

MUS 7140 PERCUSSION ENSEMBLE 0.5

Percussion Ensemble.

Prerequisite: consent of the instructor.

Performance of chamber music for percussion instruments; includes historical and stylistic considerations and the study of ensemble performance problems. May be repeated for credit for a maximum of four semester hours.

MUS 7150 GUITAR ENSEMBLE 0.5

Guitar Ensemble.

Performance of chamber music for guitar; includes historical and stylistic considerations and the study of ensemble performance problems. May be repeated for a maximum of four semester hours.

MUS 7160 JAZZ COMBOS 0.5

Jazz Combos.

Prerequisite: Audition and consent of the instructor.

Rehearsal and performance of jazz literature for the small jazz combo (trio to sextet) with balanced instrumentation.

Basic jazz improvisation, improving listening skills, combo arranging, and memorization of jazz “standards.”

MUS 7190 WORKSHOP IN SACRED MUSIC 1.0 to 3.0

Workshop in Sacred Music.

Significant topics in sacred music: choral, vocal, organ, and conducting techniques; hymnology; linguistics; program planning; and recent sacred music.

MUS 7200 GEN MUS PRESCH ELEM LEVEL 3.0

General Music for Preschool and Elementary Levels.

Advanced understanding and practice of music education for children through age ten. Emphasis on current research in musical development of the young child and strategies for maximizing musical growth. Correlated with the national standards in music education.

MUS 7220 CHORAL CONDUCT & PERFORM 1.0 to 3.0

Workshop Seminar in Choral Conducting and Performance.

Active choral participation; observation by auditors of interpretative analysis, choral, and conducting techniques as applicable to the training and preparation of choruses. May be repeated by Master of Music degree candidates with emphasis in choral conducting.

MUS 7230 SPEC TOPICS IN MUSIC ED 1.0 to 3.0

Special Topics in Music Education.

Specialized seminar on focused topics in areas such as music education technology, innovative teaching/learning methods, research methodology, and current trends.

MUS 7240 ASSESSMENT-MUS EDUCATION 3.0

Assessment in Music Education.

Assessment of music learning and achievement. Includes measurement and test construction, techniques of authentic assessment, and analysis and interpretation of findings.

MUS 7250 MUS ED SPECIAL NEEDS CHLD 3.0

Music in the Education of Special Needs Children.

Music instruction related to diagnoses and characteristics of special needs children. Emphasis on relating music with comprehensive instructional plans and providing for expressive/aesthetic growth.

MUS 7270 MUSIC & THE ADULT LEARNER 3.0

Music and the Adult Learner.

Program development and teaching for adults, including elders. Philosophical foundations of adult/community music education and strategies for matching content and skills with learner preferences and age-related change.

MUS 7300 DIRECTED STUDY IN MUS ED 1.0 to 3.0

Directed Study in Music Education.

Prerequisite: Consent of the music education faculty.

Independently completed research conducted under the supervision of a music education faculty member. Exit project for master’s degree students in music education.

MUS 7390 COMP ASSIST INSTR IN MUS 2.0

Computer Assisted Instruction in Music.

Introduction for musicians in the use of computer assisted instruction.

MUS 7400 FOUNDATIONS OF MUSIC ED 3.0

Foundations of Music Education.

Historical, psychological, philosophical, and social-cultural foundations of music education practice in school and community settings.

MUS 7410 CONTEMPORARY ISSUE MUS ED 3.0

Contemporary Issues in Music Education.

Identification and implications of trends affecting the practice of music education in schools and communities. Analysis of relevant issues within music education, in education generally, and in society at-large.

MUS 7420 PRACT ADULT MUS LEARNING 3.0

Practicum in Adult Music Learning.

Directed teaching of adult music education students. Planning and implementation of teaching strategies in a variety of settings.

MUS 7430 CHORAL METH & TECHNIQUES 3.0

Choral Methods and Techniques.

Review of fundamental concepts of vocal production, choral conducting techniques, and rehearsal methodology. Repertory; administration and supervision of the elementary, high school, and church choral program.

MUS 7440 ADV CHORAL CONDUCTING 2.0

Advanced Choral Conducting.

Hand technique, breath and sound control, articulation, dynamics, and interpretation of music.

MUS 7470 GEN MUS MID/HGH SCH LEVEL 3.0

General Music at Middle and High School Levels.
Advanced understanding and practice of general music education consistent with adolescent development and the philosophy and structure of middle and secondary schools. Emphasis on current research implications. Correlated with national standards in music education.

MUS 7520 WIND CLASS 2.0

Wind Class.

MUS 7530 BRASS CLASS 2.0

Brass Class.

MUS 7540 STRING CLASS 2.0

String Class.

MUS 7550 PERCUSSION CLASS 2.0

Percussion Class.

MUS 7560 ORGAN/DEV INST MUS IN SCH 3.0

Organization and Development of Instrumental Music in Schools.
Advanced understanding and practice of instrumental music education in school settings. Emphasis on implications of current research for teaching/learning strategies and program development. Correlated with national standards in music education.

MUS 7570 STRING LIT & MAT-SCHL ENS 3.0

String Literature and Materials for School Ensembles.
String literature and materials for ensembles and full orchestra. Focus on elementary and secondary schools.

MUS 7590 SEM MUS TEACHING&LEARNING 3.0

Seminar in Music Teaching and Learning.
Practice-based development of advanced techniques for teaching music at all levels. Demonstration and analysis of contemporary theory and research in applied settings, documented through portfolios, videotapes, and on-site observation.

MUS 7600 PERF STYLE/INTER-CHOR MUS 2.0

Performance Style and Interpretation in Choral Music.
Stylistic practices of choral performance with repertoire from Renaissance through contemporary twentieth-century compositions.

MUS 7700 PSY OF MUSIC LEARNING 3.0

Psychology of Music Learning.
Musical development from infancy through adulthood, with implications for teaching and learning. Major approaches to learning are considered within the context of topics such as musical aptitude and achievement, musical intelligence, and behavioral, cognitive, psychomotor, and aesthetic dimensions of musical growth.

MUS 7900 INTRO RESEARCH MUSIC ED 3.0

Introduction to Research in Music Education.
Research materials and methods for education and music education. Survey and use of database resources and indices, introduction to quantitative and qualitative analysis, critique of studies, implications of research for classrooms.

MUS 7970 PIANO PEDAGOGY III 2.0

Piano Pedagogy III.
Advanced topics in piano pedagogy. Development of a workshop presentation for piano teachers including script, delivery, and keyboard performance.

MUS 8000 INTRO TO GRADUATE STUDIES 2.0

Introduction to Graduate Studies.
Concepts and practice used in research methodology. Introduction to research materials, including print materials and electronic databases. Course requirements include development of topic databases and a research paper.

MUS 8030 PEDAGOGY OF MUSIC THEORY 3.0

Pedagogy of Music Theory.
Prerequisites: Mus 6160 and Mus 6050 or equivalents.
Three lecture hours a week. Techniques and materials of teaching music theory at the college level, including readings, classroom observations, and a substantial research project. Required of all graduate assistants working in the theory area.

MUS 8100 SEMINAR-GRAD ASST MUS 3.0

Seminar for Graduate Assistants in Music.
Introduction to principles of music teaching and learning for undergraduate populations. Required of all graduate assistants in music. Credit does not count toward degree. May be repeated.

MUS 8150 JAZZ MIDI ARRANGING 2.0

Jazz MIDI Arranging.

Traditional jazz/contemporary arranging concepts utilizing computer software and MIDI.

MUS 8210 ARTS EDUC & COMMUNITY 3.0

Arts, Education and the Community.

Prerequisite: Mus 7400 or consent of the instructor.

Policy and practices of collaborative education in and through the arts. Relationships between musicians/music educators and professional arts organizations with regard to education.

MUS 8220 JAZZ PEDAGOGY 2.0

Jazz Pedagogy.

Methods of teaching jazz in the school music program.

Techniques of teaching jazz improvisation, score reading and preparation, working with a rhythm section, and survey of jazz materials.

MUS 8230 JAZZ PROGRAM ADMIN 2.0

Jazz Program Administration.

Administration of a school jazz program. Includes alternative funding sources, grant applications, budgeting, residencies, promotion, and public relations.

MUS 8240 RESEARCH IN MUSIC EDUCATN 3.0

Research in Music Education.

Prerequisite: Mus 7900 or consent of the instructor.

Concepts and practice in research methodology for music education. Critique and analysis of qualitative and quantitative studies, generation of research questions, principles of literature review, and choice/application of research methods in relation to focused areas of interest.

MUS 8260 CURRICULUM DEV IN MUS ED 3.0

Curriculum Development in Music Education.

Prerequisite: Mus 7590 or consent of instructor.

Design, development, and evaluation of music curricula, with emphasis on K-12 education settings. Correlation with national standards in music education.

MUS 8400 PHILOSOPHY OF MUSIC 3.0

Philosophy of Music Education.

Prerequisite: Mus 7400 or consent of the instructor.

Analysis and comparison of philosophical perspectives and their implications for music education in schools and the community. Consideration of social and cultural perspectives of music in relation to philosophical orientations.

MUS 8420 PIANO PED DEGREE RECITAL 1.0

Piano Pedagogy Degree Recital.

An hour recital of compositions either for piano alone or a combination of solo and chamber/ensemble compositions.

MUS 8490 REC/MAJ APP INST OR VOICE 1.0

Chamber or Ensemble Recital in Major Graduate Applied Instrument or Voice.

One-hour performance is required.

MUS 8580 LEADSHIP & SUPERVIS MUS ED 3.0

Leadership and Supervision of Music Education.

Principles of effective program and instructional leadership. Application of theoretical supervision models and concepts to areas such as curriculum development, personnel supervision, evaluation, and budget.

MUS 8590 SO REC-MAJ GRD AP INST/VO 1.0

Solo Recital in Major Graduate Applied Instrument or Voice.

Prerequisite: All degree proficiencies must be completed.

One-hour performance is required. The recital must be presented before the end of the fourth term of Applied Mus 8000.

MUS 8620 OPERA THEATER WORKSHOP 1.0 to 3.0
Opera Theater Workshop.

May be repeated for a maximum of five credit hours.

Comprehensive training in stage techniques and character development for the operatic singer-actor. Performance in "scenes" recital or opera production required.

MUS 8680 SEM IN INSTR CONDUCTING 2.0

Seminar in Instrumental Conducting.

Prerequisite: Mus 6490 or equivalent.

Examination of the theoretical, practical, and artistic aspects of conducting and rehearsing instrumental ensembles.

MUS 8690 CHORAL CONDUCTING PROJECT 3.0

Choral Conducting Project.

Preparation and execution of a choral concert and a research paper analyzing the major composition of the concert.

MUS 8780 GUITAR & ITS LITERATURE 2.0

The Guitar and Its Literature.

Guitar works of various composers from all historical periods. Original solo works, arrangements, and ensemble literature.

MUS 8790 FINAL PROJ: SACRED MUSIC 3.0

Final Project in Sacred Music.

Public performance of organ and/or choral music;
comprehensive paper covering final project required.

MUS 8800 WIND BAND LITERATURE 3.0

Wind Band Literature.

Survey of wind band music suitable for elementary through
college/professional-level ensembles.

MUS 8830 RENAISSANCE MUS 1450-1600 3.0

Renaissance Music, 1450-1600.

Ockeghem to Palestrina

MUS 8840 BAROQUE MUSIC, 1600-1750 3.0

Baroque Music, 1600-1750.

Monteverdi to Bach.

MUS 8850 PRE-CLASS & CLASS PERIOD 3.0

Pre-Classical and Classical Periods, 1740-1825.

Domenico Scarlatti to Beethoven.

MUS 8860 ROMANTIC PERIOD 1800-1900 3.0

Romantic Period, 1800-1900.

Schubert to Mahler.

MUS 8870 TWENTIETH CENTURY 3.0

Twentieth Century.

Prerequisite: Mus 6070 or equivalent.

Music from Debussy to the present.

MUS 8890 COMPOSITION RECITAL 1.0

Composition Recital.

Prerequisites: At least 2 semesters of APCP 8000 (or
equivalent) and consent of the instructor.

A concert lasting at least 45 minutes of works written by
the student composer while pursuing the composition degree.

MUS 8910 FINAL PROJ IN COMPOSITION 3.0

Final Project in Composition.

Prerequisites: At least 2 terms of APCP 8000 (or equivalent)
and consent of the instructor.

Composition of an original, major musical work.

MUS 8950 PRACTICUM IN MUSIC ED 3.0

Practicum in Music Education.

Prerequisites: Mus 8240 and 8400.

Development, reflection and critical analysis of advanced
teaching competencies through a planned field project.

MUS 8960 PROSEMINAR IN MUSIC EDUCATION 3.0

Proseminar in Music Education.

Prerequisites: For Ed.S. and Ph.D. students; others require
consent of the instructor.

Examination of the major and current literature in
philosophy, history, psychology, sociology, and
creativity in music education. Topics may vary. May be
repeated for credit.

MUS 8970 INSTRUM CONDUCT PROJECT 3.0

Instrumental Conducting Project.

Terminal project for the degree in instrumental conducting,
consisting of a public concert and paper.

MUS 8980 ADV RES PROJ IN MUS ED 3.0

Advanced Research Project in Music Education.

Prerequisites: Mus 8240, 8400, 8950.

Independent research on a selected topic under supervision
of a music education faculty member. For Ed.S. students in
music education.

MUS 8999 THESIS 1.0 to 9.0

Thesis.

NATURAL SCIENCES**NSCI 7001 INTEG SCI I: PHYS SCI 4.0**

Integrated Science I. Physical Science.

Integrated science sequence. Discription and causes of
motion; work, energy and power; heat and the laws of
thermodynamics; electricity and magnetism; waves and
electromagnetic radiation; the structure of matter;
cosmology; the earth and other planets. An intergrated
laboratory is included.

NSCI 7002 INTEG SCI II: EARTH SCI 4.0

Integrated Science II. Earth Science.

Prerequisite: NSCI 7001.

Integrated science sequence. Matter; atoms and atomic
structure; chemical bonds; acids and bases; oxidation and
reduction; organic; minerals; rocks and the rock
cycle/geochemical cycle; plate tectonics. An integrated
laboratory is included.

NSCI 7003 INTEG SCI III: LIFE SCI 4.0

Integrated Science III. Life Sciences.

Prerequisite: NSCI 7002.

Integrated science sequence. Surficial processes/hydrologic

cycle; ecology, ecosystems and the environment; strategies of life; molecules of life; the living cell; classical and modern genetics; geologic time; evolution. An integrated laboratory is included.

NURSING

NURS 6000 HEALTH ASSESSMENT 2.0

Health Assessment.

Prerequisite: Permission of instructor.

One lecture hour and three laboratory hours per week.

The course is designed to familiarize the student with the skills involved in the process of health assessment.

NURS 6010 TRANS TO ADV NURS PRACTICE 3.0

Transition to Advanced Nursing Practice.

Prerequisite: Acceptance into the RN-MS program.

This course provides the RN student with an introduction to the scientific and theoretical bases for professional nursing. The philosophical, historical and current influences on nursing as an applied science are examined. Theories regarding roles, change, teaching and learning, group process, critical thinking, and cultural competence are discussed. Expanded settings for practice are exposed.

NURS 6910 HLTH IN COM & ALT SETTINGS 4.0

Promoting, Protecting and Restoring Health in Communities and Alternative Settings.

The course is designed to facilitate the student's application of nursing knowledge to the care of communities and families and groups as integral parts of communities. Through the use of an epidemiological framework, emphasis is placed on systematic analysis of health patterns of communities.

NURS 6920 PRACT IN COMM & ALT SET 2.0

Practicum in Promoting, Protecting and Restoring Health in Communities and Alternative Settings.

The major focus of this clinical course is on developing students' ability to work with individuals, families, and groups within the context of community. Students will critically examine the health patterns of communities.

NURS 7000 RESEARCH METHODS FOR APNS 3.0

Research Methods for Advanced Practice Nurses.

Prerequisite: Admission to master's program in the School of Nursing

This course provides an overview of the nursing research

process. Quantitative research approaches are emphasized, and qualitative research is introduced. Emphasis is on the critique and utilization of nursing research in advanced practice. Beginning skills in conducting research are introduced and serve as a foundation for the applied clinical and research projects.

NURS 7030 CLIN PRACT ADULT HLTH NURS I 7.0

Clinical Practicum in Adult Health Nursing I.

Prerequisite: AHN/NURS 7010, 7020

Three hours lecture and twelve hours lab per week.

Prerequisite or Co-requisite: Nurs 7900. This course introduces the student to a variety of clinical nurse specialist advanced nursing practice roles. Advanced assessment in acute care and other settings is included. The nature of acute tertiary care and the context in which acute illnesses occur will be analyzed. Health care problems common in acutely ill adults and associated advanced practice roles in collaboration with clinical preceptors.

NURS 7040 CLIN PRACT ADULT HLTH NURS II 7.0

Clinical Practicum in Adult Health Nursing II.

Prerequisite: AHN/NURS 7030.

Three hours lecture and twelve hours lab per week.

This course emphasizes advanced nursing diagnoses and interventions in common acute and chronic illnesses among institutional and home-based patients of varying ages. Clinical decision-making and critical thinking strategies are emphasized through the use of case studies, case presentations, and research critiques. In collaboration with the clinical preceptor, students will function in advanced practice/clinical nurse specialist roles.

NURS 7060 DIRECTED READINGS 1.0 to 3.0

Directed Readings.

Individual readings on special topics in nursing and related areas under the guidance of a faculty member.

NURS 7080 AMBULATORY CARE OF WOMEN 7.0

Advanced Practice in the Ambulatory Health Care of Women

Co-requisite: Nurs 7300.

Three hours lecture and 12 hours lab per week. The course is designed to prepare the student to provide health promotion, health maintenance activities and management of the woman during the reproductive years and throughout the lifespan. Sociopolitical and cultural issues related to women's health will also be discussed. The student is also provided an opportunity to integrate and apply theoretical and clinical

knowledge acquired in previous courses. Nurse practitioner clinical skills will be refined and evaluated in a collaborative relationship with nurse practitioners, certified nurse midwives, physicians, and other health care providers.

NURS 7090 ADV PRACT IN CHILDBEAR FAMILY 9.0

Advanced Practice with the Childbearing Family.

Prerequisite: PWH/NURS 7080.

Three hours lecture and eighteen hours lab per week.

Emphasis is placed on the development of a broad knowledge of the physiological and pathophysiological changes occurring during the periconceptual, antepartum, intrapartum, and postpartum periods. The course is designed to prepare the student to provide health promotion, health maintenance activities and management of the child-bearing woman. Nursing assessment and management competencies will include the selection of appropriate diagnostic studies, pharmacological and other treatment interventions in collaboration with the responsible primary health care provider.

NURS 7120 THEORIES OF ADV PRAC NURS 3.0

Theories of Advanced Psychiatric Nursing

This course provides critical examination of historic and current theories that guide the advanced practice of psychiatric nursing. Concepts that provide a basis for caring approaches to mental illness will be explored.

NURS 7140 INTERVENT IN PSYCH MH NURS 3.0

Interventions in Psychiatric Mental Health Nursing.

Prerequisite: PMHN/NURS 7120.

This course focuses on psychiatric-mental health nursing interventions with individuals, groups, and communities. Students will engage in nursing and psychosocial diagnostic decision making. Strategies to promote, protect, and restore mental health will be addressed. National priorities for mental health care, and a critical analysis of the current delivery system will be discussed.

NURS 7160 PSYC MH NURS OF FAMILIES 3.0

Psychiatric Mental Health Nursing of Families.

Prerequisite: PMHN/NURS 7120.

This course explores the structure and process of family systems and their relationship to family function. The theoretical bases and the processes of family therapy are attempt to complete the comprehensive examination. Maximum of two attempts.

NURS 7180 SPEC TOPICS PSYC/MH NURS 3.0

Special Topics in Psychiatric Mental Health Nursing.

Prerequisite: PMHN /NURS 7120.

Repeatable. The course provides the opportunity for students to select a special topic in psychiatric mental health nursing and to explore the topic in depth through critical analysis of the literature and through field

NURS 7200 PRACTICUM I 5.0

Practicum I in Psychiatric Mental Health Nursing.

Prerequisites: PMHN/NURS 7120, 7140, 7160.

One hour lecture and 12 hours lab per week. The course is a supervised clinical experience. Students will provide care to a variety of clients and engage in various advanced nursing practice roles. The emphasis in practice will be on health promotion, protection, and restoration of individuals.

NURS 7220 PRACTICUM II 5.0

Practicum II in Psychiatric Mental Health Nursing .

Prerequisites: PMHN/NURS 7120, 7140, 7160, 7200.

One hour lecture and 12 hours lab per week. The course is a supervised clinical experience. Students will provide care to a variety of clients and engage in various advanced nursing practice roles. The emphasis in practice will be on health promotion, protection, and restoration of individuals.

NURS 7280 AMBULATORY CARE OF WOMEN 7.0

Advanced Practice in the Ambulatory Health Care of Women.

Co-requisite: Nurs 7300.

Three hours lecture and 12 hours lab per week. The course is designed to prepare the student to provide health promotion, health maintenance activities and management of the woman during the reproductive years and throughout the lifespan. Sociopolitical and cultural issues related to women's health will also be discussed. The student is also provided an opportunity to integrate and apply theoretical and clinical knowledge acquired in previous courses. Nurse practitioner clinical skills will be refined and evaluated in a collaborative relationship with nurse practitioners, certified nurse midwives, physicians, and other health care providers.

NURS 7290 ADV PRACT IN CHILDBEAR FAM 9.0

Advanced Practice with the Childbearing Family.

Prerequisite: PWH/NURS 7080.

Three hours lecture and eighteen hours lab per week. Emphasis is placed on the development of a broad knowledge of the physiological and pathophysiological changes occurring during the periconceptual, antepartum, intrapartum, and postpartum periods. The course is designed to prepare the student to provide health promotion, health maintenance activities and management of the child-bearing woman. Nursing assessment and management competencies will include the selection of appropriate diagnostic studies, pharmacological and other treatment interventions in collaboration with the responsible primary health care provider.

NURS 7300 ADVANANCED PATHOPHYSIOLOGY 3.0

Advanced Pathophysiological Concepts in Nursing - A Body Mind Approach.

Prerequisite: HHS 7100

The course is designed to facilitate the student's understanding of pathophysiological phenomena as related to clinical nursing practice. Pathophysiological phenomena are examined from a physiological and experimental perspective.

NURS 7340 COMMON ADULT HLTH PROBS 10.0

Common Health Problems of Adults.

Prerequisite: HHS 7100, Nurs 7500, 7550.

Prerequisite for PWH only: PWH/NURS 7080, 7090

Six hours lecture and twelve hours lab per week.

This course is designed to prepare the student to provide health promotion, health maintenance activities, and management of common health problems for adults. Nursing assessment and management competencies will include the selection of appropriate diagnostic studies, pharmacological and other treatment interventions in collaboration with the responsible primary health care provider. Additional emphasis will be placed on the physiological and pathophysiological changes related to the process of aging.

NURS 7342 COM HLTH PROBS CHILDRN/ADOL 7.0

Common Health Problems of Children and Adolescents.

Prerequisites: COHN/NURS 7340.

Four hours lecture, 9 hours of clinical/week. This course focuses on the health promotion and health maintenance of infants, children, and adolescents. Theories of growth and development are reviewed. Content in relation to parenting behaviors is included. An emphasis is placed on the assessment and management of common child and adolescent health problems.

NURS 7350 COM HEALTH PROBS OF WOMEN 6.0

Common Health Problems of Women.

Prerequisites: COHN/NURS 7340.

Three hours lecture, 6 hours of clinical /week. This course is designed to provide the students with the knowledge and skills required to promote and maintain the health of women. Content areas also include health care needs of the maternity client. Physiological changes related to the perimenopause are addressed, and the special health care needs of the aging women are discussed.

NURS 7360 ADVANCED PRACTICUM 4.0

Advanced Practicum.

Prerequisites: COHN/NURS 7340, 7342, 7350.

Four hours seminar/term, 12 hours of clinical/week.

Final course in the primary health care sequence: student is provided the opportunity to integrate and apply theoretical and clinical knowledge acquired in previous courses. The student may select the clinical area in which intensive practice is desired. Clinical skills will be refined and evaluated in collaborative relationships with Nurse Practitioners, Physicians, and other primary health care providers.

NURS 7420 PROB/ISSUES CHILDRN & ADOL 9.0

Common Health Problems and Issues Pertinent to Children and Adolescents.

Prerequisites: Nurs 7550, 7300. Corequisite: Nurs 7900.

Four hours lecture and 15 hours lab per week.

This course focuses on the role of the advanced practice nurse in caring for children and adolescents. It includes developmental issues pertinent to each age group and common health problems, also, critical thinking and diagnostic reasoning is utilized in the management of the common problems based on pathophysiological findings.

NURS 7430 CHRON HLTH PROB CHLD/ADOL 7.0

Chronic Health Problems in Children and Adolescents.

Prerequisites: PCN/NURS 7420, HHS 7100, Nurs 7550.

Four hours lecture and 15 hours lab per week.

This course focuses on the role of the advanced practice nurse in child health as they work with children with diagnostic reasoning, case management, education and referral.

NURS 7440 ADV PRAC IN CHILD HEALTH 10.0

Advanced Practicum in Child Health.

Prerequisites: PCN/NURS 7420, 7430, Nurs 7900, HHS 6000.

Co-requisites: Nurs 7920, Nurs 7940.

Two hours lecture and 24 hours lab per week.

This course provides an opportunity for the advanced practice nurse in child health to implement the role while collaborating with preceptors in providing care to children adolescents and their families.

NURS 7500 ADVANCED HLTH ASSESSMENT 3.0

Advanced Health Assessment.

Prerequisite: a basic physical assessment course.

Two lecture and three clinical hours per week. This course is designed to teach advanced health assessment of individuals across the lifespan. Emphasis is on acquiring and analyzing significant data in order to develop a comprehensive and holistic assessment. Students will apply the diagnostic reasoning process in order to formulate a clinical impression or diagnosis.

NURS 7550 PHARM ADV PRACTICE NURSE 3.0

Pharmacology for the Advanced Practice Nurse.

This course is designed to provide the advanced practice health care provider with a knowledge of pharmacological agents used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of action, prescriptive drug regimes, and dosages for specific health problems.

NURS 7600 CULTURE OF HEALTH CARE 2.0

The Culture of Health Care.

This course is designed to promote student knowledge of the culture of health care including, sociopolitical, cultural, and environmental issues; systems of health care; and the interrelationship of individuals, families, and macrosystems. The role and function of the advanced practice nurse in illness prevention, wellness, promotion, and health education will be emphasized.

NURS 7830 NURSING ED PRACTICUM I 2.0

Nursing Education Practicum I.

The focus in this practicum is on the classroom activities related to the development, practice, and enhancement of clinical and classroom teaching strategies in nursing.

NURS 7840 NURSING ED PRACTICUM II 5.0

Nursing Education Practicum II.

One hour lecture and 12 hours laboratory a week. The focus in the practicum is on the clinical activities related to the enhancement of teaching strategies. Students will have an opportunity to teach with established nursing faculty in both classroom and clinical settings.

NURS 7850 TEACHING/LEARNING IN NURS EDUC 3.0

Teaching and Learning in Nursing Education

This course will assist the learner in understanding the role of the Nurse Educator in learning. The significance of teacher/learner interaction is emphasized. Basic principles of teaching theories; determinants of learning; ways of knowing; the concept of readiness; classroom climate; assessment of learning needs and learning styles; and test construction/analysis are introduced. Learners will analyze selected learning situations and compare ways in which teaching and context can be adapted to meet learner needs and to facilitate learning in specific situations. Assuming the role of classroom teaching, learners will design and carry out classroom instructional unit.

NURS 7900 SCHOLARLY INQUIRY 3.0

Scholarly Inquiry.

Prerequisite: HHS 6000.

This course focuses on developing the skills necessary for nurses to conduct scholarly inquiry. The relationships among theory, research, and nursing practice are addressed. Conceptual models of nursing and middle range theories for nursing are explored and applied to both research and practice.

NURS 7920 SCH INQ: CLINICAL APP 1.0 to 3.0

Scholarly Inquiry: Clinical Application.

Prerequisite or Co-requisite: Nurs 7900, Nurs 7000 or HHS 6000.

This course provides students the opportunity to critically analyze and synthesize research literature in a specific area relevant to nursing practice. Each student will seek out a faculty member who will work with the student or a group of students in an area mutually agreed upon by the student(s) and the faculty member. A contract will be developed to describe the expectations of the student(s) in completing the course. The final product will be written work that reflects critical thinking.

NURS 7930 SCH INQ: RESEARCH APP 1.0 to 3.0

Scholarly Inquiry: Research Application.

Prerequisite or Co-requisite: Nurs 7900, Nurs 7000 or HHS 6000.

This course provides students the opportunity to develop and implement a research project or to participate in a research project of a faculty member. Students may work individually or with a group of students. Each student or group of students will identify a faculty member actively

engaged in research relevant to nursing who will guide them in the research process. A contract will be developed to describe the expectations of the students(s) completing the course. The final product will be written work that reflects critical thinking.

NURS 7940 ADV PROF NUR PRACT ISSUES 1.0

Advanced Professional Nurse Practice Issues.

Prerequisite: Permission of instructor.

This course focuses on issues pertinent to advanced practice nurses. It includes the professional sociopolitical, bioethical, and legal issues related to advanced practice nursing.

NURS 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum

Directed research in collaboration with a faculty member.

For graduate assistants. Does not count toward degree requirements.

NURS 8000 HUMN-ENVRN INTRACT IN HLTH 3.0

Human-Environment Interactions and Health.

Prerequisite: Permission of instructor.

This course focuses on health from the perspective of human-environment interactions. Concepts of human interaction, health, and environment are critically examined. Research approaches and issues related to the investigation of human-environment interactions are explored based on a review of research.

NURS 8010 QUAL RESEARCH METHODS I 3.0

Qualitative Research Methods I.

Prerequisite: Phil 8720.

This first course of a two-course sequence is designed to enable the student to examine the epistemology and assumptions underlying qualitative approaches. The advantages and limitations of qualitative methodology will be presented, its usefulness for knowledge development in nursing, along with issues of rigor in qualitative research. Students will develop a proposal and then adapt that proposal according to the guidelines of a selected funding agency.

NURS 8012 QUALITATIVE RESEARCH METHODS 3.0

Qualitative Research Methods.

Prerequisite/Corequisite: Successful completion of first theory course in doctoral program.

This course is designed to enable the student to examine the epistemology underlying various qualitative approaches and

to gain beginning skills in one qualitative research approach. Course activities are designed to provide students with experiences in data generation, data analysis methods, critique and report generation. Each student will participate in knowledge generation from a qualitative perspective.

NURS 8020 QUAL RESEARCH METHODS II 2.0

Qualitative Research Methods II.

Prerequisites: Phil 8720, Nurs 8010.

The focus of this second course in the two-course sequence will be an examination of the specific philosophical and historical foundations of selected qualitative approaches and their application to knowledge development in nursing. Course activities are designed to give students experiences with qualitative data generation, data analysis methods, and continue the development of the research proposal.

NURS 8035 THEOR AND PHIL FOUND FOR NURS 3.0

Theoretical and Philosophical Foundations for Nursing

Prerequisite: Permission of instructor.

This course is designed to serve as a basis for doctoral study in nursing. Selected issues and approaches related to philosophy, theory, science, research and practice will be explored. Models for evaluation of theory will be considered and used in analyzing theoretical frameworks, which have been constructed by nurse scholars and others.

NURS 8040 THEORY CONSTRUCTION 3.0

Theory Construction.

Prerequisite: Permission of instructor.

This course is designed to develop the student's ability to construct and utilize theory to guide research. Different approaches to the use of theory in quantitative and qualitative research will be examined.

NURS 8045 INTRO TO ADV NURS RESEARCH 3.0

Introduction to Advanced Nursing Research.

Prerequisite: Admission to the doctoral program.

This course is the introductory course for advanced nursing research. Quantitative and qualitative approaches to nursing research are included. An overview of research designs, ethical parameters, methods, and data analysis techniques are discussed. Students identify an area of study, describe the problem, construct a purpose statement, and develop an annotated bibliography for the area. This course will include experiences for students to develop knowledge and skills related to the support, analysis, and dissemination of research.

NURS 8050 QUANT RESEARCH METHODS I 3.0

Quantitative Research Methods I.

Prerequisite or Co-requisite: Statistics.

The first course in a two-course sequence focuses on the application of basic quantitative research designs to nursing research. The advantages and limitations of quantitative methodologies will be presented including usefulness for knowledge development in nursing. Emphasis is on descriptive, correlational, and comparative designs and their application. Students will begin development of a quantitative research proposal based on guidelines of a selected funding agency.

NURS 8051 QUANT RESEARCH METHODS II 3.0

Quantitative Research Methods II.

Prerequisite: Nurs 8050.

This second course in a two- course sequence focuses on the application of diverse quantitative research designs in nursing research, including experimental, multivariate, and metaanalytic. Instrument selection and development will also be addressed. Course activities will provide students with experiences in quantitative data generation and analysis, and in further development of a quantitative research proposal.

NURS 8060 DIRECTED READING 1.0 to 3.0

Directed Reading.

Prerequisite: Permission of instructor.

Individual readings on special topics in nursing and related areas under guidance of a faculty member.

NURS 8070 COMPREHENSIVE EXAMINATION 3.0

Comprehensive Examination.

Prerequisite: Permission of adviser.

The comprehensive examination is required for progression to doctoral candidacy. The purpose of the comprehensive examination is to ascertain the student's readiness to conduct the dissertation. The comprehensive examination should address the dissertation topic area, anticipated research methodologies, and related theoretical perspectives. Students register for this course at each attempt to complete the comprehensive examination. Maximum of two attempts.

NURS 8100 HEALTH IN VULNERABLE POPS 3.0

Health in Vulnerable Populations.

Prerequisite: Permission of instructor.

This course focuses on vulnerable populations from the perspective of health. Selected issues in the conduct of

research with vulnerable populations will be discussed. Students will select a specific vulnerable population and conduct an in-depth analysis of the research on the population selected.

NURS 8200 SPEC TOP IN NUR & HLTH I 3.0

Special Topics in Nursing and Health I.

Prerequisite: Permission of instructor.

This course is designed to provide an in-depth knowledge and critique of research and theory related to specific topics of significance to nursing and related disciplines. Topics will vary each term.

NURS 8201 SPEC TOP IN NUR & HLTH II 3.0

Special Topics in Nursing and Health II.

Prerequisite: Permission of instructor.

This course is designed to provide an in-depth knowledge and critique of research and theory related to specific topics of significance to nursing and related disciplines. Topics will vary each term.

NURS 8205 ETHICS FOR RESEARCH SCIENTISTS 3.0

Ethics for Research Scientists

Prerequisite: Permission of instructor

Ethical issues for researchers invariably arise and highlight the delicate relationship between researcher and research participant. This course is an introduction to scientific and professional ethics as they relate to the role of researcher. The core instructional areas outlined by the USDHHS Office of Research Integrity as significant to the conduct of responsible research will be addressed.

NURS 8221 METHODS OF CRIT INQUIRY 3.0

Methods of Critical Inquiry.

Prerequisite: Permission of instructor.

In this course the purposes and methods of critical inquiry are introduced and applied. Three specific forms of critical inquiry are explored: critical social theory, feminist methodology, and post- modernist inquiry. Students use a selected form of critical inquiry to examine some aspect of knowledge development in nursing.

NURS 8300 DOCTORAL SEMINAR I 1.0

Doctoral Seminar I.

Prerequisite: Permission of instructor.

This course is designed to socialize the student into the role of researcher and scholar.

NURS 8301 DOCTORAL SEMINAR II 1.0

Doctoral Seminar II.

Prerequisite: Permission of instructor.

This course is designed to socialize the student into the role of researcher and scholar.

NURS 8990 RESEARCH PRACTICUM 1.0 to 3.0

Research Practicum.

Prerequisite: Permission of instructor.

This course provides students the opportunity to participate in the research process with a faculty member who is actively engaged in research.

NURS 9990 DOCTORAL DISSERTATION 3.0 to 6.0

Doctoral Dissertation.

Prerequisite: Successful completion of comprehensive examination.

After other course work is completed, student must register for a minimum of 3 hours of credit continuously until dissertation is completed.

NUTRITION

NUTR 6002 SUPERVISED PRACTICE I 1.0 to 9.0

Supervised Practice I.

Prerequisite: Entry into the Dietetic Internship Program or the Combined Dietetic Internship/Master's Degree Program.

The focus of this course is to provide dietetic interns with advanced experience in clinical, community and food service settings.

NUTR 6003 SUPERVISED PRACTICE II 1.0 to 9.0

Supervised Practice II.

Prerequisite: Entry into the Dietetic Internship Program or the Combined Dietetic Internship/Master's Degree Program.

The focus of this course is to provide dietetic interns with experience in clinical, community, food service settings including an emphasis practice area which the dietetic intern selects with guidance from the internship director.

NUTR 6004 SUPERVISED PRACTICE III 1.0 to 6.0

Supervised Practice III.

Prerequisite: Entry into the Dietetic Internship Program or the Combined Dietetic Internship/Master's Degree Program.

The focus of this course is to provide the dietetic interns with additional experience in clinical, community, and food service settings.

NUTR 6005 SUPERVISED PRACTICE IV 1.0 to 9.0

Supervised Practice IV.

Prerequisite: Entry into the Dietetic Internship Program or the Combined Dietetic Internship/Masters Degree Program.

The focus of this course is to provide the dietetic interns with additional experience in clinical, community, and food service settings.

NUTR 6101 NUTRIT RESEARCH METHODS 3.0

Nutrition Research Methods.

Prerequisite: graduate students in nutrition with an understanding of the principles, techniques, materials, and statistical procedures commonly used in nutrition-related research.

This course will help to prepare students in fulfilling the thesis or master's project requirement for graduation.

NUTR 6102 NUTRITION INTERVENTION 3.0

Nutrition Intervention.

Prerequisite: HHS 6000 or consent of the instructor.

This course is designed to enable students to critically examine multiple nutrition intervention strategies used in clinical and community settings. Through the use of an interdisciplinary approach, emphasis is placed on systematic analysis of nutrition-related health problems and interventions designed to address them. A major focus of this course will be on developing a comprehensive nutrition intervention program for a selected target group.

NUTR 6104 ADVANCED NORMAL NUTRIT 3.0

Advanced Normal Nutrition.

Prerequisite: None for students accepted into the Allied Health Professions degree program with a specialization in Nutrition. Others must seek consent of the instructor and show evidence of having completed courses in biochemistry, anatomy and physiology, and nutrition and metabolism. The metabolism of macronutrients, inclusive of the regulatory role of vitamins and minerals, is discussed from the standpoint of individual systems including the gastrointestinal tract, liver, muscle, adipose tissue, kidney, and red blood cells. Processes that are emphasized include digestion, absorption, transport, and homeostasis. Integrative functioning among several organ systems is discussed.

NUTR 6200 NUTRI POL & PROG PLANNING 3.0

Nutrition Policy and Program Planning.

Prerequisite: None for students accepted into the Allied

Health Professions degree program with a specialization in nutrition. Others must seek consent of the instructor. As the U.S. develops a national nutrition policy, implementation of delivery aspects of the policy is the responsibility of community health agencies. In order to design and implement a food and nutrition policy, a sound knowledge of the legislative process, regulatory mechanisms, food and nutrition programs, and program planning and evaluation is necessary. Students will develop objectives and plans for effective utilization of resources in delivery of nutrition services. In a hypothetical or existing community organization, students will examine needs analysis, organizational structure, personnel and financial management, and community development.

NUTR 6201 FOOD SAFETY 3.0

Food Safety.

Prerequisite: None for students accepted into the Allied Health Professions degree program with a specialization in Nutrition. Others must seek consent of the instructor. Food safety theory is examined through definition of the terms “safe,” “toxic,” and “hazardous” and through an overview of the regulatory agencies in the United States that oversee the safety of the food system. Current problems in the areas of food microbiology, chemical contaminants, food additives, and naturally occurring toxicants are examined.

NUTR 6970 NUTRITION AND THE MEDIA 3.0

Nutrition and the Media.

Prerequisite: consent of the instructor.

This course is designed to provide students a hands-on experience with various media formats. Students will write press releases, plan and practice radio interviews, plan and practice TV interviews, and write short nutrition feature stories for print.

NUTR 6990 ENTREPRENEURIAL NUTRITION 3.0

Entrepreneurial Nutrition.

Prerequisite: consent of the instructor.

Students will learn successful techniques of entrepreneurship in dietetics. Business plans will be formulated for development of private practice in dietetics.

NUTR 7101 NUTRITION ISSUES 3.0

Nutrition Issues.

Prerequisite: HHS 6000 or consent of the instructor.

Students will explore published research in the areas of

nutrition assessment, clinical nutrition, and food safety with the goals of evaluating the development and use of practice tools as applied to the study of vulnerable populations. Students will also have the opportunity to adapt an existing tool or to create a new tool, based on a defined need.

NUTR 7102 NUTRITION ED PRINCIPLES 3.0

Nutrition Education Principles.

Prerequisite: Nutr 6104 or consent of the instructor.

Methods and media are emphasized to assist the student in the development of oral and written skills in the communication of nutrition principles for individual, group, and mass education. Nutrition education materials are designed, developed, and evaluated for the promotion of dietary behavior alteration.

NUTR 7103 ADV FOOD INVESTIGATIONS 3.0

Advanced Food Investigations and Clinical Problems.

Prerequisite: consent of the instructor, by written application.

Note: Course must be taken in 2 sequential terms for a total of 6 hours. Development of food products to meet specialized clinical needs.

NUTR 7104 REPRODUCTIVE & DEV NUTRIT 3.0

Reproductive and Developmental Nutrition.

Prerequisite: Nutr 6104 or consent of the instructor.

The role of nutrition is examined in pregnancy (adolescent and adult), lactation, infancy, and childhood. Nutrition aspects of family planning, complications of pregnancy, management of low birth weight infants, and special feeding problems and practices of infancy and childhood are included.

NUTR 7105 GERIATRIC NUTRITION 3.0

Geriatric Nutrition.

Prerequisite: Nutr 6104 or consent of the instructor.

With a background that establishes demographic and physiological aspects of the aging process, this course focuses on nutrient intakes, nutrient requirements, and nutrition-related disorders and their management in the elderly.

NUTR 7106 ADVANCED SPORTS NUTRITION 3.0

Advanced Sports Nutrition.

Prerequisite: Nutr 6104 or consent of the instructor.

This course focuses on the relationships between nutrition,

strength, endurance and physical performance with an emphasis on nutrient utilization during exercise. Practical considerations for the nutrition assessment of athletes are discussed .

NUTR 7107 ADVANCED CLINICAL NUTRIT 3.0

Advanced Clinical Nutrition.

Prerequisite: NUTR 6104

Various disease states requiring dietary modifications will be examined with special emphasis placed on the metabolic basis for these modifications. A large segment of the course will be devoted to review of journal articles dealing with the most recent information on the significance and management of selected disease states.

NUTR 7108 NUTRITION ASSESSMENT 3.0

Nutrition Assessment.

Prerequisite: Nutr 6104 or consent of the instructor.

This course covers the indirect and direct methods used in the assessment of nutrition status. Both traditional and new methods of assessment are discussed, including anthropometric techniques, nutrition history screens, soft tissue assessment, biochemical assessment, dietary survey techniques, and demographic assessment.

NUTR 7800 PRACTICUM 3.0

Practicum.

Prerequisites: HHS 6000, HHS 7000, HHS 8000, Nutr 6104 and consent of the instructor.

Course provides opportunities for students to have experience in a practice setting. Choice of setting depends on student's area of specialization.

NUTR 7900 SPECIAL PROBLEMS IN NUTR 1.0 to 12.0

Special Problems in Nutrition and Dietetics.

Prerequisite: Nutr 6104 and consent of the instructor.

Individual study of a selected topic under the direction of a faculty member.

NUTR 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum

Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

NUTR 7995 MASTER'S PROJECT 3.0

Master's Project.

Prerequisites: HHS 6000, 7000, Nutr 6101, 6102, 6104 and

consent of graduate committee chair.

Note: A minimum of six semester hours must be taken.

Individual study of a selected topic or issue, under the direction of an approved graduate committee, resulting in a written paper judged as suitable for submission to a professional journal.

NUTR 7999 THESIS RESEARCH 3.0

Thesis Research.

Prerequisites: HHS 6000, 7000, Nutr 6101, 6102, 6104 and consent of thesis committee chair.

A minimum of six semester hours must be taken. Individual study of a selected investigation in nutrition or food science under the direction of an approved thesis chair and thesis committee.

PERSONAL FINANCIAL PLANNING

PFP 8389 DIRECTED READINGS IN PFP 1.0 to 3.0

Directed Readings in Personal Financial Planning.

Prerequisites: consent of the instructor, good academic standing.

PFP 8400 PERSONAL FINANCIAL PLAN 3.0

Personal Financial Planning.

Prerequisite: Fi 3300 or consent of the instructor.

CSP: 1, 2, 6, 7.

This course introduces the student to the concept of total personal financial planning. The focus is on asset and income protection, capital accumulation, retirement planning, and estate planning. The integration of the various elements into a comprehensive plan is emphasized.

PFP 8420 INDIV RETIREMENT PLAN 3.0

Individual Retirement Planning.

Prerequisite: MBA 8121 or Fi 3300. CSP: 1, 2, 6, 7.

This course examines financial planning for retirement and presents a comprehensive process for doing such planning. Among the main topics covered are setting financial objectives for retirement, planning for adequate retirement income, social security and other governmental benefits, income tax planning, qualified plans, pre- and post-retirement investment planning, planning for long-term care, and planning for incapacity.

PFP 8460 ESTATE PLANNING 3.0

Estate Planning.

Prerequisite: Acct 4510. CSP: 1, 2, 6, 7.

Estate planning is the arrangement of future wealth

transfers to maximize the personal and financial well-being for an individual and the individual's survivors. This course is a study of legal, tax, and human factors surrounding the efficient transfer of property. Main topics include a study of wills, types of trusts, probate, and federal transfer taxation.

PFP 8520 ADV STUDIES PER FIN PLAN 3.0

Advanced Studies in Personal Financial Planning.

Prerequisites: PFP 8400, PFP 8420 and PFP 8460; or consent of the instructor. CSP: 1, 2, 6, 7.

This course is designed as a capstone for students in the graduate degree programs in personal financial planning.

The emphasis is on the formulation and implementation of the comprehensive financial plan. Previously acquired skills in the areas of insurance, investments, retirement planning, estate planning, and taxation are used in assigned projects and cases. Written and oral presentations are required.

PHILOSOPHY

PHIL 6010 PLATO 3.0

Plato.

Prerequisite: One course in philosophy or consent of the instructor.

Not open to students with prior credit for Phil 611.

Advanced introduction to the major areas of Plato's philosophy, which may include the relationship between virtue and knowledge, the theory of recollection, the theory of forms, the nature of sensible objects, and the relationship between the individual and the state.

PHIL 6020 ARISTOTLE 3.0

Aristotle.

Prerequisite: One course in philosophy or consent of the instructor.

Not open to students with prior credit for Phil 610.

Advanced introduction to the major areas of Aristotle's philosophy, which may include early and later theories of substance, methodology, the study of nature, the soul, and ethics.

PHIL 6030 SPEC TOPICS-ANCIENT PHILOSOPHY 3.0

Special Topics in Ancient Philosophy.

Prerequisite: One course in philosophy or consent of the instructor.

Not open to students with prior credit for Phil 692.

Investigation of a specific theme, philosopher, or text,

such as Aristotle's ethics, the philosophy of Socrates, Plato's Republic, Stoicism, Hellenistic ethics, or Aristotle's philosophy of mind. May be repeated if topic varies. A maximum of 6 hours of credit may be applied toward the degree.

PHIL 6040 AUGUSTINE AND AQUINAS 3.0

Augustine and Aquinas.

(Same as RelS 4040.)

Selected works of the major religious philosophers of the Middle Ages with emphasis on their views on topics such as God, sin, human nature, free will, faith, and politics.

PHIL 6050 SPEC TOP: MODERN PHILOSOPHY 3.0

Special Topics in Modern Philosophy.

Intensive study of major works of at least two of the following rationalist or empiricist philosophers: Descartes, Spinoza, Leibniz, Malbranche, Locke, Berkeley, Hume, or Reid.

PHIL 6060 KANT 3.0

Kant.

Selected works of Kant, such as The Critique of Pure Reason or The Foundations of the Metaphysics of Morals.

PHIL 6070 MARXISM 3.0

Marxism.

Origin and development of central themes in the philosophy of Karl Marx, such as alienation, exploitation, and dialectical materialism, with limited reference to contemporary trends in Marxist thought.

PHIL 6080 WITTGENSTEIN 3.0

Wittgenstein.

Intensive study of selected works, including the Tractatus Logico-Philosophicus, Philosophical Investigations, On Certainty, and others.

PHIL 6090 SPEC TOP:CONTINENTAL PHILOSOPHY 3.0

Special Topics in Continental Philosophy.

Study of works of such authors as Husserl, Scheler, Heidegger, Sartre, Merleau-Ponty, and Ricoeur.

PHIL 6095 SPEC TOPICS IN ANALYTIC PHIL 3.0

Special Topics in Analytic Philosophy

Study of works of such authors as Russell, Moore, Carnap, Putnam, Lewis, Feinberg, Hart, and Rawls.

PHIL 6100 EPISTEMOLOGY 3.0

Epistemology.

Problems in the concept of knowledge, such as the definition of propositional knowledge, the problem of induction, the a priori, and theories of truth. May also include theories such as coherentism, reliabilism, and foundationalism.

PHIL 6130 PHILOSOPHY OF SCIENCE 3.0

Philosophy of Science.

Varieties of scientific explanation; hypothesis formation and confirmation; paradigms, laws, and theories; the status of unobservable entities; holism and reductionism; science and values; nature and scope of scientific progress; limits of scientific explanation.

PHIL 6200 RELIGION IN AMERICA 3.0

Religion in America.

Introduction to the religious experiences of Americans from colonial times to the present. Topics may include Native American religion, Puritanism, Mormonism, spiritualism, Reform Judaism, Catholic modernism, Islam, fundamentalism, and African-American religion.

PHIL 6220 THEORIES OF RELIGION 3.0

Theories of Religion.

Not open to students with prior credit for Phil 605. Leading theoretical and philosophical approaches to the study of religion.

PHIL 6250 AFRICAN-AMERICAN RELIGION 3.0

African-American Religion.

Survey of the development of African-American religion from colonial times to the present, including an examination of both theological arguments and spiritual experiences.

PHIL 6260 RELIGION AND LITERATURE 3.0

Religion and Literature.

Examines how religious institutions, beliefs, and values have been presented in and challenged within novels. Readings include works by authors from various religious communities as well as theoretical work done by scholars working in the field of religion and literature.

PHIL 6270 WOMEN AND RELIGION 3.0

Women and Religion.

(Same as RelS 4270.)

Multicultural exploration of the role of women and female

divinities in diverse religious traditions; readings from ancient myths to contemporary feminist theology.

PHIL 6280 RELIG DIMENSIONS OF HOLOCAUST 3.0

Religious Dimensions of the Holocaust.

Introduction to the experiences of Jewish and Christian communities during and after the Holocaust. Topics include: repression of Jewish worship under the Nazis; the response of various Christian communities to Jewish persecution; Jewish and Christian post-Holocaust theologies; Holocaust memorials; varied individual responses to the Holocaust, from apostasy to increased religious devotion.

PHIL 6300 METAPHYSICS 3.0

Metaphysics.

Prerequisite: one upper-level course in philosophy or religious studies.

(Same as RelS 4300.)

Topics may include personal identity and human nature; space, time, matter, and causality; freedom and determinism; teleology; conceptions of divinity; and world views and paradigm shifts.

PHIL 6330 PHILOSOPHY OF MIND 3.0

Philosophy of Mind.

Topics such as theories of mind; the connection between mental and physical states; the relation between mind, language, and the world; and artificial intelligence.

PHIL 6450 JUDAISM IN THE MODERN WORLD 3.0

Judaism in the Modern World.

Key issues and historical events shaping Judaism in the modern world, including Zionism, the development of Jewish denominations, the Holocaust, Middle East conflict, women's roles in Jewish life, and the development of Judaism in the United States. No previous knowledge of Judaism is required; all readings are in English.

PHIL 6480 ISLAMIC FUND & MODERN WORLD 3.0

Islamic Fundamentalism and the Modern World.

Modern Islamic movements including modernization, secularization, and fundamentalism. Emphasis on fundamentalist views on women, politics, popular religious practice, and violence; Muslim responses and alternatives to fundamentalism.

PHIL 6490 TOPICS IN JUDAISM 3.0

Topics in Judaism.

Examination of selected topics in Judaism. May be repeated if topic varies.

PHIL 6520 SYMBOLIC LOGIC 3.0

Symbolic Logic.

Fundamentals of propositional and predicate logic, with selected topics in such areas as the logic of identity and relations. Emphasis placed on construction of proofs in formal systems.

PHIL 6530 PHILOSOPHY OF LANGUAGE 3.0

Philosophy of Language.

Prerequisite: one course in philosophy or consent of instructor.

Efforts in twentieth-century philosophy to account for the unique capacities of language to represent the world and to communicate our beliefs about it. Topics may include the nature of language, theories of meaning and reference, semantic paradoxes, private language, speech acts, and nonhuman language.

PHIL 6570 SPECIAL TOPICS IN ISLAM 3.0

Special Topics in Islam.

Investigation of a specific theme, figure(s), or text(s) within Islam, such as Islamic ethics, historical portrayals of Muhammad, or the Nation of Islam. May be repeated if topic varies.

PHIL 6610 HINDUISM 3.0

Hinduism.

Introduction to Hindu religion and philosophy, with some consideration of Indian Buddhism, Jainism, Sikhism, Islam, and contemporary thought.

PHIL 6615 BUDDHISM 3.0

Buddhism.

Historical introduction to the Buddhist tradition, tracing its developments in India, Southeast Asia, Tibet, China, Japan, and the West.

PHIL 6620 CONFUCIANISM AND TAOISM 3.0

Confucianism and Taoism.

Historical introduction to Chinese religion and philosophy, tracing developments in Confucianism and Taoism. Some consideration is given to Chinese Buddhism and popular religion.

PHIL 6625 ZEN AND SHINTO 3.0

Zen and Shinto.

Historical introduction to Japanese religion and philosophy, tracing developments in Shinto, folk religion, and various Buddhist schools. Special consideration is given to Zen Buddhism.

PHIL 6630 COMPARATIVE STUDY OF MYSTICISM 3.0

Comparative Study of Mysticism .

Theoretical and Methodological investigation of mystical experiences and traditions.

PHIL 6650 RELIGION AND ETHICS 3.0

Religion and Ethics.

Study of the relation between religion and morality, including both Eastern and Western religious perspectives. Topics may include such issues as warfare, social justice, sexual ethics, and issues in modern medicine.

PHIL 6670 CHURCH AND STATE 3.0

Church and State.

Philosophical and theological perspectives on the relationship between church and state. Issues such as conscientious objection, school prayer, the "free exercise" of religion, and Islamic attitudes toward the state.

PHIL 6680 WAR, PEACE, AND RELIGION 3.0

War, Peace, and Religion.

Comparative study of attitudes toward war and peace in major religious traditions. Topics may include the Christian just-war tradition; Islamic notions of jihad; Buddhist renunciation and pacificism; the writings of Gandhi; nuclear arms and the status of noncombatants; civil disobedience and conscientious objection; and religiously motivated terrorism.

PHIL 6700 ETHICS 3.0

Ethics.

Major Western theories, such as relativism, egoism, emotivism, utilitarianism, deontology, naturalism, intuitionism, virtue, ethics, existential ethics, and feminist ethics.

PHIL 6710 BIOMEDICAL ETHICS 3.0

Biomedical Ethics.

Major moral problems in science and medicine, including abortion, death and euthanasia, treatment of the mentally ill, experimentation with human subjects, and genetic research.

PHIL 6800 SOCIAL & POLITICAL PHILOSOPHY 3.0

Social and Political Philosophy.

Issues such as the definition and justification of human rights, justice, social welfare, and forms of political participation, and the debate between ideologies. Readings from classical and contemporary sources, for example, Plato, Locke, Mill, Marx, and Rawls.

PHIL 6820 PHILOSOPHY OF LAW 3.0

Philosophy of Law.

Prerequisite: one course in philosophy or consent of instructor.

Topics such as theories of law, feminist legal theory, the nature of legal reasoning, legal obligation, law and justice, law and morality.

PHIL 6830 PHILOSOPHY OF ART 3.0

Philosophy of Art.

Historical and contemporary accounts of the nature of art, aesthetic experience, creative activity, imagination, expression, interpretation, and aesthetic evaluation.

PHIL 6850 AFR-AMER ETHICAL/LEGAL ISSUES 3.0

African-American Ethical and Legal Issues.

Prerequisite: one course in philosophy or consent of instructor.

(Same as AAS 4750.)

Application of ethical and legal theories to selected issues, such as affirmative action, the legality of slavery, civil disobedience, punishment, and reparations.

PHIL 6870 PHIL PERSPECTIVES ON WOMEN 3.0

Philosophical Perspectives on Women.

(Same as WSt 4360.)

Classical and contemporary issues concerning women, such as discrimination on the basis of gender, class, race, or sexuality, whether gender is natural or constructed, and historical roots of feminist and anti-feminist perspectives.

PHIL 6900 ISSUES IN PHILOSOPHY 3.0

Issues in Philosophy.

Examination of selected philosopher(s) or topic(s).

May be repeated if topic varies, but only six hours of credit may be applied toward the degree.

PHIL 6910 ISSUES IN RELIGIOUS STUDIES 3.0

Issues in Religious Studies.

Examination of selected religious thinker(s) or topic(s).

May be repeated more than once if topic varies, but only six hours of credit may be applied toward the degree.

PHIL 8000 SEMINAR IN PHILOSOPHY 3.0

Seminar in Philosophy.

In-depth treatment of philosophical issues that are current topics of discussion among philosophers.

(May be repeated once if topic varies.)

PHIL 8050 SEMINAR IN ANALYTIC PHILOSOPHY 3.0

Seminar in Analytic Philosophy.

Issues such as normativity, theories of truth, or contextualism.

(May be repeated once if topic varies.)

PHIL 8090 SEMINAR: CONTINENTAL PHILOSOPHY 3.0

Seminar in Continental Philosophy.

Topic or figure such as deconstructionism, de Beauvoir, Sartre, Foucault, or Habermas. May be repeated once if topic varies.

PHIL 8100 SEMINAR IN EPISTEMOLOGY 3.0

Seminar in Epistemology.

Issues such as truth, evidence, and belief; conditions of knowledge; recent discussions of the limits of scientific progress. May be repeated once if topic varies.

PHIL 8210 SEMINAR:RELIGIOUS STUDIES 3.0

Seminar in Religious Studies.

Religious thinker or topic, such as Matthew Fox, Sri Aurobindo, gnosticism, or religious pluralism. May be repeated once if topic varies.

PHIL 8300 SEMINAR IN METAPHYSICS 3.0

Seminar in Metaphysics.

Selected topics such as free will, the nature of the mind, universals, and causation. May be repeated once if topic varies.

PHIL 8450 ETHICAL ISSUES IN ORGANIZATIONS 3.0

Ethical Issues in Organizations.

Not open to students with prior credit for Phil 874. Ethical issues that arise in business and public administration, such as individual rights and responsibilities of the employee and employer, social responsibilities of organizations, conflicts of interest, and preferential hiring.

PHIL 8700 SEMINAR IN ETHICS 3.0

Seminar in Ethics.

Topics such as Greek ethics, Kantian ethics, utilitarianism, feminist ethics, and religious ethics. May be repeated once if topic varies.

PHIL 8720 PHIL FOUNDATNS-NURSING SCIENCE 3.0

Philosophical Foundations of Nursing Science.

Alternative conceptions of reality, knowledge, value, and scientific progress as they relate to the practice of nursing.

PHIL 8780 PHILOSOPHY OF EDUCATION 3.0

Philosophy of Education.

(Same as EPSF 8270.)

Examination of selected philosophical writings as they relate to the roles of students and teachers and the fundamental aims of education.

PHIL 8800 LOGIC IN COMMUNICATION 3.0

Logic in Communication.

Not open to students with prior credit for Phil 851.

Principles of semantic clarification and valid argumentation. Development of skills for constructing and critically assessing arguments in a variety of communicative contexts.

PHIL 8870 SEMINAR IN FEMINIST PHILOSOPHY 3.0

Seminar in Feminist Philosophy.

Philosophical topics or figures in feminist theory, such as a study of the ways feminist theory has challenged traditional philosophical thought, feminist ethics, or the thought of Andrea Dworkin. May be repeated once if topics varies.

PHIL 8900 INTERNSHIP 3.0 to 6.0

Internship.

Prerequisite: Approval of the departmental Graduate Committee.

Work experience in which philosophical skills are utilized.

PHIL 8950 DIRECTED READINGS 1.0 to 3.0

Directed Reading.

Not to be used as a substitute for topics normally covered in other graduate courses. May be repeated once for credit.

PHIL 8960 RESEARCH IN PHILOSOPHY 3.0 to 12.0

Research in Philosophy.

Does not count toward degree requirements. Required of all students who are GRAs. May be repeated for credit.

PHIL 8970 TEACHING PHILOSOPHY 3.0

Teaching Philosophy.

Does not count toward degree requirements. Required of all students who are GLAs or GTAs. May be repeated for credit.

PHIL 8980 TEACHING PHILOSOPHY PRACTICUM 3.0 to 12.0

Teaching Philosophy Practicum.

May be repeated for credit. Apprenticeship in teaching for GLA's and GTA's under faculty supervision. Does not count towards degree requirements.

PHIL 8999 THESIS RESEARCH 1.0 to 6.0

Thesis Research.

PHOTOGRAPHY

PHOT 6050 PHOTOGRAPHY 3.0

Photography.

For graduate students not majoring in photography. Basic photography techniques such as composition, shooting, developing, and printing. May be repeated for a maximum of 15 credit hours.

PHOT 6910 HISTORY OF PHOTOGRAPHY 3.0

History of Photography.

History of photography from early nineteenth century to present; technical and aesthetic development; influences the medium has had on art and culture.

PHOT 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are photography majors. Individual research. May be repeated for a maximum of 12 hours.

PHOT 8000 ADVANCED STUDIO PROBLEMS 6.0

Advanced Studio Problems.

For the M.F.A. photography major. Technical and conceptual examination of individual projects.

PHOT 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Prerequisite: Phot 8000.

For the M.F.A. photography major. Advanced individual projects on professional topics. May be repeated for a maximum of 24 credit hours.

PHOT 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of instructor and School director.

Independent Study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

PHOT 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

PHYSICAL THERAPY

PT 6000 HUMAN GROSS ANATOMY I 3.0

Human Gross Anatomy I.

Prerequisite: Entry into Physical Therapy Program or consent of the instructor.

One lecture hour and four laboratory hours per week.

This is a combined lecture-laboratory program designed to present an understanding of basic and clinical human anatomy. Detailed regional analyses of the extremities will be performed. Accompanying clinical laboratories will be provided to assist the student in assimilating structure and function and relating them to clinical situations.

PT 6001 HISTOPATHOLOGY 3.0

Histopathology.

Prerequisite: Entry into Physical Therapy Program or consent of the instructor.

Three lecture hours per week. Fundamental concepts of human tissue as related to disease-producing mechanisms and pathological processes are studied. Discussion of inflammation, cellular adaptation to stress, necrosis, and infection are included.

PT 6010 MECHANICAL KINESIOLOGY 3.0

Mechanical Kinesiology.

Prerequisite: Successful completion of all previous professional courses.

Three lecture hours per week. This is an introduction to kinesiology by study of biomechanics, including statics

and dynamics, and related aspects of human muscle mechanics and physiology. Emphasis will be placed on the importance of mechanical principles in relation to analysis of human body at rest and in motion for both normal and selected pathological examples.

PT 6011 NEUROBIOLOGY 4.0

Neurobiology.

Prerequisite: Successful completion of all previous professional courses.

Two lecture hours and two laboratory hours per week.

Experiences are designed to develop a basic understanding of the gross and microscopic anatomy of the nervous system and principles of nervous system organization with emphasis on physiological integration. Case-based problems in sensory-motor functions are explored as the student correlates lesions in the system with their clinical manifestations.

PT 6050 SCIENTIFIC INQUIRY I 3.0

Scientific Inquiry I.

This course introduces the graduate student in physical therapy to the principles and process of clinical research. Special emphasis will be placed on application of the research process in simulated laboratory settings.

PT 6110 INTEGRATION SEMINAR I 1.0

Integration Seminar I.

Prerequisite: All previous and co-requisite course work.

Two seminar hours per week. Each term the students and faculty meet for a weekly seminar that integrates all course content taught each week as it relates to patient management. Consumer needs, clinical outcomes, treatment efficacy, and ethical and physiological reasoning for treatment are explored.

PT 6111 INTEGRATION SEMINAR II 1.0

Integration Seminar II.

Prerequisite: All previous and corequisite course work.

Two seminar hours per week. See PT 6110 for course description.

PT 6200 APPLIED PHYSIOLOGY 3.0

Applied Physiology

Prerequisite: Successful completion of all previous professional courses.

This course presents basic fundamental principles of exercise physiological aspects of normal and abnormal

cardiovascular, pulmonary and musculoskeletal response to exercise, and the role of the physical therapist in wellness and prevention.

PT 6210 PROFES SOCIALIZATION I 2.0

Professional Socialization I.

Prerequisite: Successful completion of all previous professional courses.

Two lecture hours per week. The purpose of this course is to help the student of physical therapy learn to establish effective communication skills through the exploration of passive, aggressive, and assertive communication styles. Assertiveness training and professionalism will be emphasized.

PT 6300 PT PATIENT MANAGEMENT 3.0

PT Patient Management.

Prerequisite: Entry into Physical Therapy Program.

One lecture hour and six laboratory hours per week.

This course will introduce the student to the field of health care in general and to physical therapy in particular. The five elements of patient management-examination, evaluation, diagnosis, prognosis, and intervention-are examined and applied to case studies.

PT 6310 THERAPEUTIC EXERCISE 3.0

PT Intervention: Therapeutic Exercise.

Prerequisite: Successful completion of all previous professional courses.

One lecture hour and six laboratory hours per week.

The student will be introduced to the concepts of therapeutic exercise including muscle physiology and training. Exploration of functional training, patient instruction, and prevention and wellness occurs.

PT 6350 ADVAN GROSS ANATOMY 3.0

Advanced Gross Anatomy.

A regional overview of human anatomy with emphasis on neuromusculoskeletal, cardiovascular, and pulmonary systems. Laboratories will include the use of human cadavers and models.

PT 6360 SPECIAL STUDIES/ANATOMY 3.0

Special Studies in Anatomy.

Individual study of a selected topic or topics in anatomy under the direction of a faculty member.

PT 6400 CLINICAL INTERNSHIP I 2.0

Clinical Internship I.

Prerequisite: Successful completion of all previous professional courses.

This is the first of four clinical internships. It is a full-time, integrative experience under the direct supervision of a clinical instructor. The one-week clinical will allow the student to integrate first semester academic content into clinical practice. Professional behaviors will be modeled and demonstrated.

PT 6410 CLINICAL INTERNSHIP II 6.0

Clinical Internship II

Forty laboratory hours per week. Six weeks.

Prerequisite: successful completion of all previous professional courses.

This is the second of four clinical internships. It is a full-time, integrative clinical experience under the direct supervision of a clinical instructor. A major emphasis of this internship is professional socialization, which includes being comfortable in a clinical setting, effectively communicating with patients and other members of the team, and developing an understanding of the treatment and non-treatment responsibilities of practicing physical therapists. In addition, emphasis is on the application of basic treatment and evaluation techniques learned during the first academic year.

PT 6500 SPEC STUDIES IN PHYSIOL 3.0

Special Studies in Physiology.

Individual study of a selected topic or topics in physiology under the direction of a faculty member.

PT 7010 HUMAN GROSS ANATOMY II 2.0

Human Gross Anatomy II.

Prerequisite: Successful completion of all previous professional courses.

One lecture hour and two laboratory hours per week.

A continuation of Human Gross Anatomy I, this course is a combined lecture-laboratory program designed to present an understanding of basic and clinical human anatomy. Accompanying clinical laboratories will be provided to assist the student in assimilating structure and function, and relating them to clinical situations. Detailed regional analysis of the head, neck, trunk, and spine are performed.

PT 7050 PT MGT PEDIATRIC PATIENT 3.0

PT Management of the Pediatric Patient.

Prerequisite: Successful completion of all previous professional courses.

Three lecture hours per week. Emphasis is placed on the principles, processes, and phases of growth. Examination of pediatric patients using developmental assessments and physical therapy management of pediatric clients is developed.

PT 7060 SCIENTIFIC INQUIRY II 2.0

Scientific Inquiry II.

Prerequisite: Successful completion of all previous professional courses.

Two hour lectures per week. This course is the second in a series of four courses designed to continue the inquiry process. These courses will emphasize the developmental sequence of a research project from initiation through completion of the process and presentation of the product.

PT 7061 SCIENTIFIC INQUIRY III 3.0

Scientific Inquiry III.

Prerequisite: Successful completion of all previous professional courses.

Three lecture hours per week. This course is the third in a series of four courses designed to continue the inquiry process. These courses will emphasize the developmental sequence of a research project from initiation through completion of the process and presentation of the product.

PT 7062 SCIENTIFIC INQUIRY IV 1.0

Scientific Inquiry IV.

Prerequisite: Successful completion of all previous professional courses.

One lecture hour per week. This course is the fourth in a series of four courses designed to continue the inquiry process. These courses will emphasize the developmental sequence of a research project from initiation through completion of the process and presentation of the product.

PT 7080 MOTOR CONTROL & LEARNING 3.0

Motor Control and Motor Learning.

Prerequisite: Successful completion of all previous professional courses.

Three lecture hours per week. The principles of motor control and their basis in anatomy and physiology are used to develop the umbrella under which therapeutic intervention is constructed. The theory and principles of motor learning are included for structuring and processing treatment. Case presentations provide the basis for application and relevance of the theory and principles to clinical practice.

PT 7110 INTEGRATION SEM III 1.0

Integration Seminar III.

Prerequisite: All previous and corequisite course work.

Two seminar hours per week. See PT 6110 for course description.

PT 7111 INTEGRATION SEM IV 1.0

Integration Seminar IV.

Prerequisite: All previous and corequisite course work.

Two seminar hours per week. See PT 6110 for course description.

PT 7120 COMMUNITY-BASED RESEARCH I 3.0

Community-Based Research Skills I.

The purpose of this course is to provide students with the opportunity to learn and apply intermediate-level research skills to community-based problems. Students will also use current computer and multi-media technology and statistical programs in order to solve the research questions.

PT 7130 TAI CHI-THERAPEUTIC EXERCISE 3.0

Tai Chi-A Therapeutic Exercise.

PT 7130/4130 is a graduate/undergraduate course introducing Tai Chi as a therapeutic exercise. The course addresses the benefits of Tai Chi exercise, Tai Chi's origins, philosophy, and development. Scientific evidence of Tai Chi's benefits to health is discussed. The course introduces all the styles and forms of Tai Chi and the application of Tai Chi to self-defense, exercise, rehabilitation, and meditation. Students learn how to perform and to teach Tai Chi. Application of the principles and practices of Tai Chi to various impairments and disabilities is demonstrated.

PT 7200 PROFES SOCIALIZATION II 2.0

Professional Socialization II.

Prerequisite: Successful completion of all previous professional courses.

Students will explore the basic concepts and principles essential to the understanding of therapist/client/family reactions to disability. Concepts of behavior management, death and dying, lifestyle adaptation, and attitudes toward disability will be presented with respect to their influence on physical, psychosocial, and cultural aspects of an individual's quality of life.

PT 7220 PROFES SOCIALIZATION III 2.0

Professional Socialization III.

Prerequisite: Successful completion of all previous professional courses.

Examination of legal and ethical issues that impact on physical therapy delivery. Reimbursement issues, administration, management and supervision of support personnel will be discussed. Resume writing and interview skills will be practiced.

PT 7300 MUSCULOSKELETAL DISORDERS 4.0

PT Patient Management of Upper and Lower Musculoskeletal Disorders.

Prerequisite: Successful completion of all previous professional courses.

Three lecture hours and two laboratory hours per week.

This course guides the student in the integration of basic science knowledge of anatomy and biomechanics with principles of pathophysiology in order to examine, evaluate, diagnose, prognose, and treat orthopedic problems of the upper and lower limbs.

PT 7301 ELECTROTHERPTIC MODALITIES 4.0

Therapeutic Modalities.

Prerequisite: Successful completion of all previous professional courses.

This course presents the scientific cases and the physiologic effects of modalities on specific impairments. Guidelines for selecting the most appropriate modalities for use in various phases of healing are presented. Discussion and guided practice of electrical stimulation, iontophoresis, biofeedback and thermal modalities will be provided.

PT 7310 PT MGT SPINAL DISORDERS 4.0

PT Management for Patients with Spinal Disorders.

Prerequisite: Successful completion of all previous professional courses.

Two lecture hours and four laboratory hours per week.

This course will emphasize examination, evaluation, diagnosis, prognosis, and physical therapy treatment approaches to dysfunctions and abnormalities of the spine.

PT 7311 PT MGT CARDIO DISORDERS 3.0

PT Management for Patients with Cardiopulmonary Disorders.

Prerequisite: Successful completion of all previous professional courses.

Three lecture hours per week. This course primarily addresses the pathophysiological basis of cardiopulmonary dysfunction and therapeutic intervention which may be utilized by the health care professional team in rehabilitation of individuals with cardiopulmonary pathologies.

PT 7320 PT MGT REHAB DISORDERS 4.0

PT Management for Patients with Rehab Disorders.

Prerequisite: Successful completion of all previous professional courses.

One lecture hour and six laboratory hours per week.

Students are encouraged to develop their own approaches to the examination, evaluation, diagnosis, prognosis, and treatment of individuals with diseases and disorders of the nervous system. Traditional techniques such as Neurodevelopmental Treatment, Proprioceptive Neuromuscular Facilitation, and sensory stimulation are presented, practiced, and applied to patient cases. Cases include traumatic brain injury, cerebrovascular accident, cerebral palsy, and other central nervous system disorders.

PT 7321 PT MGT OF OLDER ADULTS 3.0

PT Management of the Older Adult.

Prerequisite: Successful completion of all previous professional courses.

Two lecture hours and two laboratory hours per week.

Experiences are designed to expose the student to a variety of physical syndromes and diagnoses that occur throughout the life span, including principles and procedures for examination, evaluation, diagnosis, prognosis and intervention.

PT 7400 CLINICAL INTERNSHIP III 12.0

Clinical Internship III.

Prerequisite: Successful completion of all previous professional courses.

Forty laboratory hours per week. Twelve weeks. This is the third of four clinical internships. It is a full-time, integrative clinical experience under the direct supervision of a clinical instructor. The major emphasis of this course is the application of basic patient evaluation, assessment, treatment planning, and treatment implementation.

PT 7410 CLINICAL INTERNSHIP IV 12.0

Clinical Internship IV.

Prerequisite: Successful completion of all previous professional courses.

Forty laboratory hours per week. Twelve weeks. This is the last of four clinical internships. It is a full-time, integrative clinical experience under the direct supervision of a clinical instructor. This course is the culmination of the physical therapy curriculum. The student is expected to have mastered basic knowledge and psychomotor skills and is

now required to integrate and apply these in the clinical setting. The student is expected to function independently with only occasional guidance or assistance from the instructor, and must demonstrate the professional behaviors and clinical skills deemed necessary for an entry-level physical therapist.

PT 7480 KINESIOLOGY OF MOVEMENT 3.0

Kinesiology of Normal and Pathological Movement. This course includes the application of concepts and principles from the fields of biomechanics, anatomy, physiology, and motor performance to an understanding of both normal and pathological movement. Students will apply basic principles to the analysis of normal and abnormal performance of specific motor functions.

PT 7481 REHAB BIOMECHANICS 3.0

Rehabilitation Biomechanics.

This course introduces rehabilitation biomechanics and emphasizes the force-motion relationships within the musculoskeletal system, pathomechanics, and tissue properties that define the tolerance of the human body to the forces and torque developed in ADLs, exercises, and sports. The application of biomechanics to the study of movement patterns of injured and disabled persons will also be studied.

PT 7482 REHAB BIOMECHANICS LAB 2.0

Rehabilitation Biomechanics Lab.

The biomechanical experimental techniques for the assessment, evaluation, and interpretation of human movement in ADLs, exercises, and sports will be introduced. Analysis of human movement during these activities will be taught.

PT 7510 INTEGRATION SEMINAR V 1.0

Integration Seminar V.

Prerequisite: All previous and corequisite course work.

Two seminar hours per week. See PT 6110 for course description.

PT 7511 INTEGRATION SEMINAR VI 1.0

Integration Seminar VI.

Prerequisite: All previous and corequisite course work.

Two seminar hours per week. See PT 6110 for course description. Physical Therapy - Master of Science Courses

PT 7660 COM & ALTERN THERAPIES 3.0

Complementary and Alternative Therapies.

This course provides students with information about Complementary and Alternative Therapies (CAT) including the applications of CAT in therapeutic situations. The curing medicine and therapeutic modalities addressed include Acupuncture and Acupressure, Traditional Chinese Medicine, Herbal Medicine, Energy Medicine, Ayurvedic Medicine, Body/Mind Therapy, Homeopathic Therapy, Massage and Touch Therapy and Nutrition and Diet.

PT 7900 CONDITIONING AND THER EX 3.0

Physical Conditioning and Therapeutic Exercise.

This course is designed for any student interested in the theory and practical application of physical conditioning, training, and therapeutic exercise for noninjured and disabled persons.

PT 7950 SPECIAL READINGS IN PT 3.0

Special Readings in Physical Therapy.

Prerequisite: consent of the instructor.

Specialized study of selected areas of research and literature.

PT 7960 DIRECTED READINGS IN PT 3.0

Directed Readings in Physical Therapy.

Prerequisite: consent of the instructor.

Intensive study of selected areas.

PT 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum

Directed research in collaboration with a faculty member.

For graduate assistants. Does not count towards degree requirements.

PT 7998 ADV INTEGRATION OF PT 3.0

Advanced Integration of Physical Therapy Theory and Practice.

This course is designed for advanced synthesis of current physical therapy theory and practice. Comprehensive examinations on all prior coursework are included and successful completion is required for graduation from the program.

PT 7999 THESIS RESEARCH 3.0 to 15.0

Thesis Research.

Individual study of a selected topic under the direction of the student's major professor.

PT 8010 SKELETAL TISSUE MECHANICS 3.0

Skeletal Tissue Mechanics.

The purpose of this course is to examine the basic biology of bone, tendon, and ligament tissues with an emphasis on the quantitative relationship between structure and function. Mechanical properties of the tissues are analyzed in terms of geometric and intrinsic material properties and relationships to pathologies.

PT 8011 SKELETAL TISSUE MECH LAB 2.0

Skeletal Tissue Mechanics Lab.

Reinforces concepts presented in the lecture course. Labs focus on exploring the relationship between bone mechanical properties (e.g. ultimate strength, stiffness) and bone mass and geometry. Group projects are conducted to examine how these relationships are affected by exercise, dietary, and pharmacological manipulations.

PT 8130 COMMUNITY-BASED RESEARCH II 3.0

Community-based Research Skills II.

Prerequisite: PT 7120 or equivalent or consent of the instructor.

The purpose of this course is to provide students with the opportunity to learn and apply advanced research skills to community-based problems. Students will also use current computer and multi-media technology and statistical programs in order to solve the research questions.

PT 8350 ANAT/PATHOPHYSIO OF AGING 3.0

Anatomy and Pathophysiology of Aging.

This course is a study of age dependent changes in individuals with an analysis of the complex sequences of alteration at various levels of body organization, the breakdown of regulatory mechanisms and the decreased capacity to withstand stress and perform muscular work accompanying normal aging.

PT 8660 APPLIED NEUROPHYSIOLOGY 3.0

Applied Neurophysiology.

This course will include neuroanatomy and neurophysiology with an emphasis on the neurophysiologic principles which underlie neurologic practice.

PT 8670 NEURAL FOUND OF CONTROL 3.0

Neural Foundations of Motor Control.

This course is designed to present current mechanisms of neural control for posture and movement. Topics may include: organization of the motor system; central and

peripheral mechanisms; duality in motor control; visual, tactile, and proprioceptive control of movement; recovery of function. Research studies relating neural control to motor actions will be surveyed for therapeutic implications in motor control dysfunctions.

PT 8760 FOOT AND ANKLE 3.0

Orthopedic Physical Therapy of the Foot and Ankle.

This course includes anatomy, arthrokinematics, pathomechanics, examination and treatment of the foot and ankle. The biomechanics of the foot and lower limb in both the closed and open kinetic chain will be emphasized.

PT 8763 Pediatric Physical Therapy 3.0

Advanced Practice in Pediatric Physical Therapy.

Prerequisite: PT 7050.

This course will emphasize advanced concepts in pediatric physical therapy, including specialized topics related to working with children with disabilities. This course is intended for students who are planning to specialize in pediatric physical therapy and will enable students to advance their skills in clinical decision making and evidence based practice

PT 8810 CARE OF ATHLETIC INJURIES 3.0

Care and Prevention of Athletic Injuries.

Two lecture hours and two laboratory hours a week.

The role of the physical therapist in sports medicine will be discussed. Emphasis will be given to the fundamentals of prevention, treatment, and rehabilitation of athletic injuries. Principles of emergency care, assessment and screening will be presented and practiced. Appropriate modalities will be reviewed. The pre-participation examination will be performed. Types and uses of specific athletic equipment are included.

PT 8850 ABNORMAL EXERCISE PHYSIOL 3.0

Abnormal Exercise Physiology.

Two lecture hours and two laboratory hours a week. Lecture and laboratory procedures in the direct assessment of abnormal cardiovascular and pulmonary responses to exercise including: symptoms, EKG changes, blood pressure, ventilation perfusion, oxygen saturation, and heart sound changes. Also included are the effects of disease (cardiac, pulmonary, nervous, muscle), attitude, temperature, and humidity.

PT 8860 SKELETAL MUSCLE FUNCTION 3.0

Skeletal Muscle Biology and Function.

Examines the basic biology of skeletal muscle with an emphasis on function at the single cell, motor unit, and whole muscle levels. Structure-function relationships are explored in detail along with how muscle function integrates with that of the skeletal system to produce movement.

PT 8861 SKELETAL MUSCLE FUNCT LAB 2.0

Skeletal Muscle Biology and Function Lab.

Four laboratory hours per week. Reinforces concepts presented in the lecture course. Labs focus on exploring basic muscle physiology concepts (e.g. calcium sensitivity of the contractile proteins in single fibers, force-velocity, and force-frequency relationships in intact muscle). Group projects are conducted to examine the effect of factors known to enhance or impair muscle function.

PT 8870 NEUROMUSCULAR ADAPTATIONS 3.0

Neuromuscular Adaptations for Functional Activities.

Two lecture hours and two laboratory hours a week. Lecture, discussion and laboratory experiences will provide the student with current information regarding changes in muscle, bone, and nerve tissue following exercise and immobilization. Delayed-onset- muscle soreness and muscle injury will also be discussed. Development of training and rehabilitation programs to effect a change in muscle, bone, and nerve tissue will be emphasized.

PT 8900 SPEC PROB IN PHYS THERAPY 3.0

Special Problems in Physical Therapy.

Individual study of a selected problem of interest under the direction of a faculty member.

PT 8920 SPL TOPICS PHYS THERAPY 1.0 to 12.0

Special Topics in Physical Therapy.

Individual study of a selected topic under the direction of a faculty member.

PHYSICS

PHYS 6300 TEACHING PHYSICS 1.0

Teaching Physics.

Prerequisite: Demonstrated ability in basic physics via an undergraduate degree or consent of the instructor.

Research on student learning, understanding concepts, teaching styles and models, types of tests and other evaluations, and presentation techniques; participation in

the faculty enrichment seminars organized by the Center for Teaching and Learning.

PHYS 6310 TEACHING PHYSICS LAB PRAC 1.0

Teaching Physics Lab Practicum.

Prerequisite: Phys 6300 or current enrollment in Phys 6300 or consent of the instructor.

One half-hour seminar and two laboratory hours a week.

Hands-on experience in teaching introductory labs; the syllabus will vary according to the specific lab taught.

PHYS 6391 INTRO DIFFERENTIAL GEOMETRY 3.0

Introduction to Differential Geometry and its Applications. (Same as Math 6391.)

Three lecture hours a week. The theory of curves and surfaces in parametric and implicit form. Curvature and torsion of a curve; the shape operator and the total and mean curvature of a surface. The Gauss-Weingarten equations; the Egregium Theorem; surfaces of constant curvature and non-Euclidean geometry. Minimal surfaces; the Gauss Bonnet Theorem; submanifolds in Euclidian spaces; vector fields; differential forms; and the theorems of Frobenius and Stokes. Applications to Physics.

PHYS 6410 INTRO NUCLEAR & PARTICLE PHYS 3.0

Introduction to Nuclear and Particle Physics.

Prerequisite: Introduction quantum mechanics at a level of Phys 3402 or higher.

Three lecture hours a week. Properties of nuclei; nuclear models; nuclear reactions and radioactive decay processes; properties of elementary particles, their symmetries and interactions; standard model of elementary particles.

PHYS 6510 MATHEMATICS OF PHYSICS I 3.0

Mathematics of Physics I.

(Same as Math 6258.)

Three lecture hours a week. Algebra of vectors, vector calculus, divergence, gradient, curl, line integrals, surface integrals, divergence theorem of Gauss, Stokes's theorem, conservative fields, orthogonal curvilinear coordinates, matrices, eigenvalue problems.

PHYS 6520 MATHEMATICS OF PHYSICS II 3.0

Mathematics of Physics II.

Prerequisite: a course in ordinary differential equations.

(Same as Math 6265.)

Three lecture hours a week. Derivation and solution of partial differential equations of physics, wave equation,

Laplace's equation, Schroedinger's equation, power series solution of ordinary differential equations, special functions of mathematical physics, Fourier series, Sturm-Liouville systems, complex analysis, and integration.

PHYS 6810 INTRO TO QUANTUM MECHANICS 3.0

Introduction to Quantum Mechanics.

Three lecture hours a week. Schroedinger's theory of quantum mechanics; solutions of Schroedinger's equation; perturbation theory; one-electron atoms; magnetic moments, spin, and relativistic effects; identical particles; and multi-electron atoms.

PHYS 6910 SOLID STATE PHYSICS 3.0

Solid State Physics.

Prerequisites: Phys 3401 and 3402 or equivalent or consent of the instructor.

Three lecture hours a week. Atoms in crystals (crystal structure); waves in crystals; crystal binding, lattice constants; lattice vibrations and other thermal properties of solids, free electrons in crystals, energy bands, and semiconductors.

PHYS 7011 FOUND OF PHYSICAL SCIENCE 3.0

Foundations of Physical Science.

Three lecture hours a week. Basic principles of physical science and their relation to the teaching of science in grades K-8.

PHYS 7110 CONCEPTUAL PHYSICS I 3.0

Conceptual Physics I.

Designed for science teachers in the secondary and middle schools. No prior knowledge of physics is assumed. Course includes both lecture and laboratory. Dynamics, energy concepts, properties of matter, heat and thermodynamics, electricity, and magnetism.

PHYS 7120 CONCEPTUAL PHYSICS II 3.0

Conceptual Physics II.

Prerequisite: Phys 7110 or equivalent.

Sound, light, atomic and nuclear physics, relativity and astrophysics, energy and the future, and advancing technology.

PHYS 7450 PHYS FOR SEC SCH TCHR 3.0

Physics for Secondary School Teachers.

Three lecture hours a week. Designed both to refresh and enlarge the high school teacher's knowledge of general physics.

PHYS 7460 MOD PHYS FOR SEC TCHR I 4.0

Modern Physics for Secondary Teachers I.

Prerequisite: Phys 2211K-2212K or equivalent.

Three lecture hours a week. Physical and quantum optics, introduction to special relativity, quantum mechanics, and atomic structure.

PHYS 7470 MOD PHYS FOR SEC TCHR II 3.0

Modern Physics for Secondary Teachers II.

Prerequisite: Phys 7460 or equivalent.

Three lecture hours a week. Introduction to x-ray spectra, molecular structure, solid state physics, nuclear structure, and nuclear reactions.

PHYS 7600 CLASSICAL MECHANICS 4.0

Classical Mechanics.

Four lecture hours a week. Vector algebra, Newton's laws, conservation laws, many body systems, motion in central fields, small oscillations, motion in electromagnetic fields, rotation of rigid bodies, Lagrangian equations, and Hamilton's principle, and virtual work.

PHYS 7700 ELECTRICITY AND MAGNETISM 3.0

Electricity and Magnetism.

Prerequisite: Phys 6510 or equivalent.

Three lecture hours a week. Electrostatics, steady currents, the magnetic fields, magnetic induction, AC circuits, dielectrics, and magnetic properties of matter.

PHYS 7800 OPTICS 3.0

Optics.

Three lecture hours a week. Fundamentals and applications of optics: diffraction, interference, lasers, fiber optics, and applications of optical instruments.

PHYS 7850 STAT & THERMAL PHYSICS 3.0

Statistical and Thermal Physics.

Prerequisite: Phys 2212K, Math 2215.

Three lecture hours a week. Kinetic and statistical theories of matter and their relation to classical thermal physics.

PHYS 7910 DIRECTED STUDY IN PHYSICS 1.0 to 3.0

Directed Study in Physics.

Areas of study and credit to be determined by the department.

PHYS 8010 ADV CLASSICAL MECHANICS 4.0

Advanced Classical Mechanics.

Prerequisites: Phys 4600 or equivalent, or consent of the instructor.

Four lecture hours a week. Newton's laws, conservation laws, many-body systems, Lagrangian equations, Hamilton's principle; motion in central fields, small oscillations, rotation of rigid bodies, Hamilton equations, canonical transformations, Hamilton-Jacobi equation, Poisson's brackets, transition to quantum mechanics.

PHYS 8100 ELECTROMAGNETIC THEORY I 3.0

Electromagnetic Theory I.

Prerequisite: Phys 6520 or equivalent.

Three lecture hours a week. Electrostatics, Poisson's and Laplace's equations, Green's functions; boundary-value problems in electrostatics; multipoles, electrostatics of macroscopic media, dielectrics; and magnetostatics.

PHYS 8110 ELECTROMAGNETIC THEORY II 3.0

Electromagnetic Theory II.

Prerequisite: Phys 8100 or equivalent.

Three lecture hours a week. Time-varying fields, Maxwell equations, conservation laws; plane electromagnetic waves and wave propagation; wave guides and resonant cavities; special theory of relativity; simple radiating systems, and radiation by moving charges.

PHYS 8120 PLASMA PHYSICS 3.0

Plasma Physics.

Prerequisites: Astr 6000 or consent of the instructor.

Three lecture hours a week. Nature of ionized gases, waves in plasmas, transport phenomena in plasmas, and stability of plasma configurations. Applications in astrophysical situations including solar coronal physics, synchrotron and coherent radiation, pulsars, quasars, and radio galaxies.

PHYS 8210 QUANTUM MECHANICS I 3.0

Quantum Mechanics I.

Prerequisite: Phys 6810 or consent of the instructor.

Three lecture hours a week. Postulates, Schroedinger's equation, one-dimensional problems, three-dimensional problems, scattering, transformation theory, perturbation theory, Born approximation, and variation method.

PHYS 8220 QUANTUM MECHANICS II 3.0

Quantum Mechanics II.

Prerequisite: Phys 8210.

Three lecture hours a week. Spin, relativistic effects, many-electron atoms, second quantization, radiation field, Dirac equation, and Feynman diagrams.

PHYS 8310 STATISTICAL MECHANICS 3.0

Statistical Mechanics.

Three lecture hours a week. Classical and quantum mechanical statistical theories of many body systems. Topics include the ergodic theorem, distributions, quantum statistics, thermodynamic interpretations, and applications.

PHYS 8410 ATOMIC PHYSICS 3.0

Atomic Physics.

Prerequisite: Phys 6810 or consent of the instructor.

Three lecture hours a week. Theory of atomic spectra; scattering theory.

PHYS 8420 MOLECULAR PHYSICS 3.0

Molecular Physics.

Prerequisite: Phys 6810.

Three lecture hours a week. Molecular structure, molecular orbital theory, and molecular spectra.

PHYS 8510 SOLID STATE PHYSICS 3.0

Solid State Physics.

Prerequisite: Phys 6910 or consent of the instructor.

Three lecture hours a week. Thermal, electrical, magnetic, and mechanical properties of solids; crystal structure; reciprocal lattice; X-ray diffraction; nearly free electrons; band structure and modifications; homogeneous and inhomogeneous semiconductors; defects and dislocations; dielectric properties of insulators; and superconductors.

PHYS 8550 PHYSICS OF THIN FILMS 3.0

Physics of Thin Films.

Prerequisite: Phys 6810 and Phys 8110 or consent of instructor.

Three lecture hours a week. Thin film growth methods, optical, and electrical properties of films, characterization techniques.

PHYS 8610 NUCLEAR PHYSICS 3.0

Nuclear Physics.

Prerequisites: Phys 6410 and 6810 or consent of the instructor.

Three lecture hours a week. Nuclear force and two and three nucleon systems; spherical and deformed nuclear shell models; collective modes; electromagnetic and weak decays; nuclear scattering and reactions.

PHYS 8650 FUND OF PARTICLES & INTERACT 3.0

Fundamentals of Particles and Interactions.

Prerequisites: Phys 6410 and 6810 or consent of the instructor.

Three lecture hours a week. Relativistic wave equations; Feynman diagrams; quantum electrodynamics; quantum chromodynamics; weak interactions; and gauge theories.

PHYS 8710 RESEARCH TOPICS IN PHYSICS 1.0 to 15.0

Research Topics in Physics.

Topics related to area of current research to be chosen by the instructor. May be repeated if topic varies.

PHYS 8800 ELECTRONICS 3.0

Electronics.

Two lecture and four laboratory hours a week. Principles of D.C. and A.C. circuits; introduction to design of analog and digital circuits; discrete and integrated circuit devices; and elements of electronic instrumentation systems. (Not open to Physics and Astronomy students.)

PHYS 8810 DIGITAL INSTRUMENTATION 3.0

Digital Instrumentation.

Prerequisite: Phys 8800 or equivalent experience.

Two lecture hours and four laboratory hours a week. Analog-to-digital and digital-to-analog conversions; parallel and serial data transfer; microprocessor fundamentals; microprocessor interfacing for data acquisition; and instrument control.

PHYS 8910 DIRECTED STUDY IN PHYSICS 1.0 to 6.0

Directed Study in Physics.

Areas of study and credit to be determined by the department.

PHYS 8999 THESIS RESEARCH 1.0 to 15.0

Thesis Research.

PHYS 9999 DOCTORAL DISSERTATION RESEARCH 1.0 to 15.0

Doctoral Dissertation Research.

POLITICAL SCIENCE**POLS 6158 CAMPAIGN ORGANZTN & MANAGEMENT 3.0**

Campaign Organization and Management.

A broad introduction to electoral campaign research, organization, and management.

POLS 6162 POLITICS & COMMUNICATION 3.0

Politics and Communication.

An analysis of how political communications affect our relationships with political actors and processes.

POLS 6252 POLITICAL ECONOMY OF JAPAN 3.0

Politics and Political Economy of Japan.

Politics and political economy of contemporary Japan from several theoretical perspectives. Approaches from political science, sociology, and economics are brought to bear on basic issues from 1868 to the present. Topics include the evolution and nature of Japanese democracy, the functioning of the political economy, the Japanese miracle economy of the early postwar period and economic decline in recent years, protest and social movements in Japan, and Japans roll in Asia.

POLS 6256 POLITICAL ECONOMY OF JAPAN 3.0

Politics and Political Economy of Japan.

This course explores the politics and political economy of contemporary Japan from several theoretical perspectives. Approaches from political science, sociology, and economics are brought to bear on basic issues from 1868 to the present. Topics include: the evolution and nature of Japanese democracy, the functioning of the political economy, the "Japanese miracle" economy of the early postwar period and economic decline in recent years, protest and social movements in Japan, and Japan's role in Asia.

POLS 6422 ISSUES IN INTL ORGANIZATION 3.0

Issues in International Organization.

Survey of contemporary issues concerning international organizations and the international legal order.

POLS 6475 ISSUES IN INTL SECURITY 3.0

Issues in International Security.

Survey of contemporary issues in international security affairs.

POLS 6510 FEMINIST POLITICAL THEORY 3.0

Feminist Political Theory.

The treatment of women in Western political thought. Various strands of feminist thinking: liberal, Marxist, socialist, radical, and postmodern.

POLS 6520 THEORIES ON DEMOCRACY 3.0

Theories on Democracy.

This course examines democracy's theoretical foundation, looking both at contemporary and classical texts.

POLS 6550 LIBERALISM AND ITS CRITICS 3.0

Liberalism and Its Critics.

A look at the theoretical foundations of America's most prominent public philosophy: liberalism. Reviews the work of nineteenth and twentieth century British, French and American theorists.

POLS 6570 AMERICAN POLITICAL THOUGHT 3.0

American Political Thought.

Readings in the development of political ideas underlying American political institutions.

POLS 6585 POL THEORY: RACE, CLASS & GENDER 3.0

Theorizing the Politics of Race, Class, and Gender.

Political questions concerning race, gender, and class inequalities affect almost every political system in the contemporary world. The course will examine theories on the social construction of race and gender, post-colonial theory, and revisions to classic Marxist theories of social class.

POLS 6780 PUBLIC LAW & PUBLIC ADMINISTRATION 3.0

Public Law and Public Administration.

Analysis of the relationships between the traditional body of administrative law and legal elements in the public administration environment.

POLS 8100 SEMINAR IN AMERICAN POLITICS 3.0

Seminar in American Politics.

Introduction to the major institution and processes in the national political system. Overview of Congress, the Executive Branch, and the Supreme Court.

POLS 8110 STATE POLITICS 3.0

State Politics.

Comparative treatment of institutions, authorities, processes, and policy making in the American states.

POLS 8115 URBAN POLITICAL BEHAVIOR 3.0

Urban Political Behavior.

(Same as PAUS 8341.)

Relationship between the urban environment and urban politics.

POLS 8130 AMERICAN CONSTITUTIONAL LAW 3.0

Constitutional Law I.

Constitutional structure of the American Political System.

POLS 8131 SEMINAR IN CIVIL LIBERTIES 3.0

Constitutional Law II.

The Constitution, civil liberties, and civil rights.

POLS 8139 STUDIES IN PUBLIC LAW 3.0

Studies in Public Law.

Special topics in public law. May be taken more than once for credit if topic varies.

POLS 8140 JUDICIAL PROCESS & POLICY MAKING 3.0

Judicial Process and Policy Making.

Social and political context of judicial decisions with emphasis on Supreme Court decision making. Relation of law to public policy.

POLS 8150 AMER POL PARTIES/INTEREST GRPS 3.0

American Political Parties and Interest Groups

The nature and role of political parties and interest groups in the American political system.

POLS 8155 ELECTORAL BEHAVIOR 3.0

Electoral Behavior.

Major theories of voting and electoral behavior as they apply to a variety of political offices.

POLS 8160 PUBLIC OPINION & ATTITUDES 3.0

Public Opinion and Attitudes.

Analysis of contemporary political attitudes and public opinion.

POLS 8167 WOMEN AND POLITICS 3.0

Women and Politics.

Women's political behavior, women and public policy, and relevant aspects of feminist theory.

POLS 8170 AMERICAN LEGISLATIVE PROCESS 3.0

American Legislative Process.

An examination of the politics and processes of legislative institutions. This course will focus on the legislative process, elections, apportionment, institutional hierarchy, partisan politics, and legislative leadership.

POLS 8175 AFRICAN-AMER POL PARTICIPATION 3.0

African-American Political Participation.

Voting behaviors and ideological orientation of African-Americans. Changes in the nature and effectiveness of African-American participation from the protests of the Civil Rights Movement to the politics of the 1990s.

POLS 8180 PRESIDENTIAL POLITICS 3.0

Presidential Politics.

A study of presidential politics including administrative decision making, constitutional powers, elections, presidential-congressional relations, and the President as Commander-in-Chief.

POLS 8190 STUDIES IN AMERICAN POLITICS 3.0

Studies in American Politics.

May be taken more than once for credit if topic varies.

POLS 8200 COMPARATIVE POLITICAL ANALYSIS 3.0

Comparative Politics.

Concepts, theories, and methods in the study of comparative politics.

POLS 8205 COMPARATIVE DEMOCRATIZATION 3.0

Comparative Democratization.

Prerequisite: PolS 8200 recommended.

Theories and problems of emerging and transitional democracies around the world.

POLS 8210 POLITICAL DEVELOPMENT 3.0

Political Development.

Prerequisite: PolS 8200 recommended.

Theories of the development of political institutions.

POLS 8215 POLITICS OF PEACE 3.0

Politics of Peace.

Explores the challenges of building stable political systems in the wake of civil war, using cases drawn from all regions of the world.

POLS 8220 COMP LEGAL SYSTEMS & POLITICS 3.0

Comparative Legal Systems and Politics.

Survey of the area of legalization, adjudication, and constitutional development in comparative perspective. After analyzing customary legal systems, as well as the two modern types, adversarial-precedent and inquisitorial code systems, comparisons of judicial institutionalization, independence of lawyers and judges, and constitutional accountability are evaluated.

POLS 8230 POLITICAL NEGOTIATION 3.0

Political Negotiation.

Theories, case studies, and simulations allow for study of the following topics: power in negotiations, strategies and tactics of distributive and integrative bargaining,

coalition building, third-party interventions, bargaining failure, and negotiation ethics.

POLS 8235 AFRICAN POLITICS 3.0

African Politics.

Comparative theoretical analysis of the politics of Sub-Saharan African countries.

POLS 8240 EUROPEAN POLITICS 3.0

European Politics.

Prerequisite: PolS 8200 recommended.

Comparative theoretical analysis of the politics of European countries.

POLS 8245 POL OF RUSSIA & EASTERN EUROPE 3.0

The Politics of Russia and Eastern Europe.

Political, economic, and social variables explaining change and the current political and economic structures in the region.

POLS 8250 LATIN AMERICAN POLITICS 3.0

Latin American Politics.

Prerequisite: PolS 8200 recommended.

Comparative theoretical analysis of the politics of Latin American countries.

POLS 8260 POL OF MIDDLE EAST & N. AFRICA 3.0

Politics of the Middle East and North Africa.

Prerequisite: PolS 8200 recommended.

Comparative theoretical analysis of the politics of the Middle East and North African countries.

POLS 8270 COMPARATIVE POLITICAL ECONOMY 3.0

Comparative Political Economy.

Analyzes the linkage between economic performance conditions and political behavior in Western developed political systems. Focus covers multiple approaches to political economy: public choice, macroeconomic policy, economic influences on democratic behavior, Marxist political economy, and comparative public policy.

POLS 8273 POLITCL ECONOMY OF DEVELOPMENT 3.0

Political Economy of Development.

Prerequisite: PolS 8200 or consent of the instructor.

Comparative analysis of theoretical and historical perspectives on the politics of economic growth and development in the developing world.

POLS 8275 WELFARE STATE: COMPARATV PERSP 3.0

Welfare State from a Comparative Perspective.

Introduces recent debates on the welfare state, both as they concern specific social policies and as they treat the welfare state, qua state. Theoretical approaches are assessed in light of case studies including health policy, full employment, and old age pensions. Explicit attention is given to the dimensions of comparison across nations primarily in Western Europe and North America.

POLS 8280 COMPARATIVE POLITICAL SYSTEMS 3.0

Comparative Political Systems.

Prerequisite: PolS 8200 recommended.

Theoretical analysis of selected political systems and topics in comparative politics. May be taken more than once for credit if topic varies.

POLS 8400 INTERNATIONAL POLITICS 3.0

International Politics.

Concepts and theories in international politics.

POLS 8420 INTERNATIONAL LAW 3.0

International Law.

Analysis of origin, principles, enforcement, and adjudication of international law.

POLS 8421 INTL ORGANIZATNS & INSTITUTNS 3.0

International Organizations and Institutions.

Prerequisite: PolS 8400 recommended.

Examination of the nature, causes, and consequences of international organizations and institutions from a variety of theoretical perspectives.

POLS 8422 NGOS AND WORLD POLITICS 3.0

NGOs and World Politics.

Survey of the current state of the literature on non-governmental organizations (NGOs) and global civil society; exploration of the various roles NGOs play in several of the policy areas including the environment, human rights, international development, trade, humanitarian crises, women's issues, and security.

POLS 8425 POL OF INTERNTNL CRIMINAL JUST 3.0

Politics of International Criminal Justice.

Politics of international crimes such as drugs and other contraband fissile materials, internet fraud, and war crimes and the national and transnational conspiracies and organizations that commit or control these crimes.

POLS 8427 POL OF INTERNATNAL HUMAN RGHTS 3.0

Politics of International Human Rights.

Analysis of international human rights issues and institutions at the multilateral, regional, and domestic levels. Attention to foreign policy, gender, minorities, disappearances, and genocide in various regions.

POLS 8430 INTERNATIONL POLITICAL ECONOMY 3.0

International Political Economy.

Prerequisite: PolS 8400 recommended.

Analysis of contending theoretical approaches in explaining the politics of the international political economy.

POLS 8432 INT'L POL ECON OF SCIENCE/TECH 3.0

International Political Economy of Science and Technology.

Issues such as technology transfer, the international regulation of technology, competition in technology, and state policies toward technology. Examples such as the nuclear industry, biotechnology, the Internet, and space-related industries.

POLS 8435 STUDIES IN INTRN'L POL ECONOMY 3.0

Studies in International Political Economy.

Prerequisite: PolS 8400 recommended.

Topics may include theoretical analysis of trade, monetary, and financial regimes, and North-South relations. May be taken more than once for credit if topic varies.

POLS 8450 U.S. FOREIGN POLICY 3.0

United States Foreign Policy.

Substance and process of U.S. foreign policy.

POLS 8459 STUDIES IN FOREIGN POLICY 3.0

Studies in Foreign Policy.

Topics may include theories of foreign policy making, U.S. national security policy, U.S. foreign economic policy, and comparative foreign policy. May be taken more than once for credit if topic varies.

POLS 8465 INTL RELATIONS OF EAST ASIA 3.0

International Relations of East Asia.

Examination of East Asia (Northeast Asia and Southeast Asia) as a regional subsystem in the international system, focusing on security, economic and transnational societal relations in the region. Analysis of conflict and cooperation in the region, using various theoretical frameworks from the international relations literature.

POLS 8470 MILITARY CONFLICT/INTL SECURITY 3.0

Military Conflict and International Security.

Prerequisite: PolS 8400 recommended.

Examination of the nature, causes, and international responses to the problem of military conflict, both between and within nation-states.

POLS 8490 STUDIES IN INTRNATNL RELATIONS 3.0

Studies in International Relations*.

Prerequisite: PolS 8400.

Topics may include international organization and law, human rights, international social movements, nations and nationalism, and international conflict resolution. May be taken more than once for credit if topic varies.

POLS 8500 SCOPE OF POLITICAL SCIENCE 3.0

Scope of Political Science.

Philosophical and analytical foundations of scientific inquiry into political phenomena, with particular emphasis on the interrelations of political science and the other social sciences.

POLS 8520 POL THEORY OF ECONOMIC JUSTICE 3.0

Political Theory of Economic Justice.

Focuses on the proper role of government in the economy. Readings from both classical and contemporary sources about laissez-faire, mixed economy, and democratic socialism.

POLS 8530 THEORIES OF NATIONALISM 3.0

Theories of Nationalism.

Review of well-established theories of the nation. Consideration of how the nation is constructed through political structures, changes in economic structure, cultural practices, and "invented memories" about it.

POLS 8540 POL THEORY OF ECONOMIC JUSTICE 3.0

Political Theory of Economic Justice.

Focuses on the proper role of government in the economy. Readings from both classical and contemporary sources about laissez-faire, mixed economy, and democratic socialism.

POLS 8560 CLASS/EARLY MOD POLTCL THOUGHT 3.0

Classical & Early Modern Political Thought.

Survey of the great writings in political thought from Plato to Hobbes. Examines the contributions these works made to Western conceptions such as democracy, equality, human nature, citizenship, and liberty, as well as their

continuing relevance for understanding contemporary moral and political dilemmas.

POLS 8570 MODERN POLITICAL THOUGHT 3.0

Modern Political Thought.

Survey of the great writings in political thought from Machiavelli to Marx. Examines the contributions these works made to Western conceptions such as democracy, equality, human nature, citizenship, liberty, as well as their continuing relevance for understanding contemporary moral and political dilemmas.

POLS 8590 STUDIES IN WESTERN POL THEORY 3.0

Studies in Political Theory.

Analysis of a particular concept or period in political theory. May be taken more than once for credit if topic varies.

POLS 8700 INTRO TO PUBLIC ADMINISTRATION 3.0

Introduction to Public Administration.

Survey that considers the various elements of the public administration literature, the underlying concepts, and significant contemporary issues.

POLS 8710 BUREAUCRATIC POLITICS 3.0

Bureaucratic Politics.

(Same as PAUS 8491.)

Analysis of the literature on the federal bureaucracy. Institutional perspectives on budgeting, administrative structure and process, implementation, policy making, and political competition with the other branches of U.S. government.

POLS 8715 PUB ORGANIZTNS: THEORY & BEHAV 3.0

Public Organizations: Theory and Behavior.

(Same as PAUS 8341.)

Development and application of findings in the behavioral sciences with particular reference to communication, human relations, and decision making in public organizations.

POLS 8720 PROGRAM PLANNING & EVALUATION 3.0

Program Planning and Evaluation.

(Same as PAUS 8521.)

Planning and evaluation of public programs.

POLS 8730 COMPARATV ADMINISTRATV SYSTEMS 3.0

Comparative Administrative Systems.

(Same as PAUS 8421.)

Cross-national study of administrative-organizational patterns as they relate to cultural setting and the larger political system.

POLS 8742 ADMINISTRATIVE THOUGHT 3.0

Administrative Thought.

Development of major issues and concepts of public administration.

POLS 8743 PUBLIC PERSONNEL ADMINISTRATN 3.0

Public Personnel Administration.

Public personnel principles and practices, including selection, appointment, classification, compensation, tenure, promotion, and the role of the personnel officer in government.

POLS 8745 SEMINAR IN GOVERNMENTAL ADMIN 3.0

Seminar in Governmental Administration.

May be taken more than once for credit if topic varies.

POLS 8770 PUBLIC BUDGETING 3.0

Public Budgeting.

Practice and problems of modern fiscal management with special emphasis on budgetary procedures and the means of budgetary analysis.

POLS 8790 STUDIES IN PUBLIC POLICY 1.0 to 3.0

Studies in Public Policy.

Intensive treatment of a topic in public policy. May be taken more than once for credit if topic varies.

POLS 8800 ELEMENTS OF RESEARCH DESIGN 3.0

Elements of Research Design.

Introduction to major research methodologies. Course will examine components of research design as well as how to collect and analyze data.

POLS 8810 USES OF INTERIM STATISTICAL METH 3.0

Uses of Intermediate Statistical Methods in Political Science Research.

Intensive examination of quantitative statistics, ranging from classical regression to maximum likelihood models.

POLS 8820 STUDIES IN RESEARCH METHODS 3.0

Studies in Research Methodology.

Intensive examination of a particular methodological skill or skills. May be taken more than once for credit if topic varies.

POLS 8860 DISSERT/THESIS RESEARCH SEMINR 1.0

Dissertation/Thesis Research Seminar.

This class is intended to assist students with formulating a methodologically sound, theoretically significant, and policy relevant dissertation/thesis question. The final product of the class is an acceptable dissertation/thesis design.

POLS 8900 COMPREHENSIVE READINGS 3.0

Comprehensive Readings.

For students preparing for master's or doctoral examinations. To be taken in the term in which the examinations are taken.

POLS 8980 DIR READINGS IN A SPECIAL AREA 3.0

Directed Reading in a Special Area.

Prerequisite: consent of instructor.

May be taken more than once for credit if topic varies.

POLS 8990 DIR RESEARCH IN POL SCIENCE 3.0

Directed Research in Political Science.

POLS 8995 ADMINISTRATV/POLICY INTERNSHIP 3.0 to 6.0

Administrative/Policy Internship.

Assignment to a staff, high-level administrative, or policy position for pre-service and in-service students pursuing management careers.

POLS 8996 RESEARCH INTERNSHIP 1.0 to 15.0

Research Internship.

Prerequisite: consent of graduate director.

Assignment to a research project under direction of a faculty member. May be taken more than once for credit if topic varies.

POLS 8997 SEM IN EFFECTV TCHNG: POST SEC 3.0

Seminar in Effective Teaching - Post Secondary.

(This course is cross-listed with AcF 8600 for graduate students in Arts and Sciences.) Philosophy and techniques of teaching at the college level.

POLS 8998 TEACHING INTERNSHIP 1.0 to 15.0

Teaching Internship.

Prerequisite: consent of graduate director.

Assignment to an undergraduate or graduate course under the supervision of a faculty member. For pre-service and in-service students interested in college level teaching. May be taken more than once for credit if topic varies.

POLS 8999 THESIS RESEARCH 1.0 to 15.0

Thesis Research.

May be repeated for credit.

PRINTMAKING

PRT 6050 PRINTMAKING 3.0

Printmaking.

Prerequisite: consent of instructor.

For students not majoring in Drawing, Painting, and Printmaking. Expressive and interpretive printmaking through techniques such as etching, lithography, screen, or relief.

May be repeated for a maximum of 15 credit hours.

PRT 6910 HISTORY OF THE PRINT 3.0

History of the Print.

Historical survey of printmaking including monoprint, intaglio (etching), relief (woodcut), screen print, and lithography.

PRT 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of instructor.

Not for students who are printmaking majors. Individual research. May be repeated for a maximum of 12 hours.

PRT 8000 ADVANCED STUDIO PROBLEMS 3.0

Advanced Studio Problems.

Prerequisite: consent of instructor.

For the M.F.A. printmaking major. Printmaking techniques such as photoengraving and multi-color printing. May be repeated for a maximum of 6 credit hours.

PRT 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study in Printmaking.

Prerequisite: consent of instructor.

For M.F.A. printmaking majors. Conceptual development using a variety of traditional and experimental approaches to printmaking. May be repeated for a maximum of 24 credit hours.

PRT 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of instructor or School director.

Independent study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

PRT 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

PSYCHOLOGY

PSYC 6030 CROSS-CULTURAL PSYCHOLOGY 3.0

Cross-Cultural Psychology.

Prerequisite: Psyc 1101.

The influence of culture on human cognition, emotion, and behavior with focus on theory and research in developmental personality-social, health, and organizational psychology.

PSYC 6116 PRIMATE BEHAVIOR 3.0

Primate Behavior: Field and Laboratory.

Prerequisite: Biol 3840 or Psyc 4110 or consent of the instructor.

(Same as Biol 6116.)

Two lecture and two laboratory hours a week. Nonhuman and human primate origins of cognition, language, mythology, rituals, tool use, nonverbal expressions, symbolism, sexuality, and aggression.

PSYC 6130 SENSATION AND PERCEPTION 3.0

Sensation and Perception.

Experimental analysis of sensory and perceptual processes at both a physiological and a psychophysical level. The five primary sensory systems will be covered: vision, audition, touch, taste, and smell.

PSYC 6140 INTRO TO PSYCHOPHYSIOLOGY 4.0

Introduction to Psychophysiology.

Three lecture and two laboratory hours a week. Laboratory course in the use of physiological techniques in understanding psychological phenomena. Includes applications of methodologies such as EMG, EEG, ERP, and MRI. Demonstrates how these measures inform scientists about the workings of the brain and peripheral nervous system in producing thinking and behavior.

PSYC 6310 CRIME, DELINQUENCY, & PSYCH 3.0

Crime, Delinquency, and Psychology.

In-depth consideration of psychological approaches to the understanding and correction of criminal and delinquent behavior.

PSYC 6400 PSYC OF THE ATYPICAL CHILD 3.0

Psychology of the Atypical Child.

Problems of children with cognitive, physical, learning, or emotional difficulties or limitations, with emphasis upon diagnostic and corrective approaches.

PSYC 6520 ENVIRONMENTAL PSYCHOLOGY 3.0

Environmental Psychology.

(Same as Geog 6782.)

Introduction to environmental psychology focusing on the relations between individuals and their natural and built environments. Topics include cognitive mapping of physical space, stress, crowding, and the applications of psychology to alleviating environmental problems.

PSYC 6570 NEURAL MECHANISMS/REG BEHAVIOR 3.0

Neural Mechanisms of Regulatory Behavior.

Prerequisite: consent of the instructor.

(Same as Biol 6114.)

Brain-behavior interactions in mammals. Topics include the neurochemical/neuroanatomical basis of eating and drinking, temperature regulation, aggression, and reproductive behaviors.

PSYC 6620 PSYCHOLOGY OF WOMEN 3.0

Psychology of Women.

(Same as WSt 6620.)

Historical and developmental themes regarding the psychology of women, issues of capacities, choices, stereotypes, status, psychological adjustment, and diversity in women.

PSYC 6630 HORMONES AND BEHAVIOR 4.0

Hormones and Behavior.

Prerequisites: Psyc 3030 or Biol 3840.

Interaction of nervous and endocrine systems in the control of behavior of mammals, including humans, with emphasis on the mechanisms that adapt behavior to the changing physical and social environment.

PSYC 6800 SEMINAR 1.0 to 3.0

Seminar.

Students will be given responsibility for preparing and presenting survey reports and summaries concerning recent advances and trends in major areas of psychology.

PSYC 6801 SURVIVAL SKILLS IN ACADEMIA 3.0

Survival Skills in Academia.

(Same as Biol 6801.)

Guidance and direction for graduate students on how to accomplish many of the day-to-day tasks encountered by researchers and instructors throughout their careers in academia. Topics covered include how to write and publish scientific papers, grantpersonship, scientific ethics, posters and oral presentations, mentoring, and job interviewing.

PSYC 7560 PSYC OF ANIMAL BEHAVIOR 3.0

Psychology of Animal Behavior.

Prerequisite: Psyc 1101.

Psychological, genetic, physiological, and ecological bases of animal behavior. Basic adaptive mechanisms and their importance for understanding human behavior.

PSYC 7610 PSYCHOLOGY OF AGING 3.0

Psychology of Aging.

Prerequisite: Psyc 1101.

Psychological contributions to the understanding, prevention, and treatment of normal and abnormal changes of later life.

PSYC 8010 RESEARCH METHODS IN PSYCHOLOGY 3.0

Research Methods in Psychology.

Types of research design including experimental designs, quasi-experimental designs, single-case designs, and case studies; related research issues including aspects of philosophy of science, measurement, reliability, internal and external validity, and artifacts.

PSYC 8011 SINGLE-CASE RESEARCH METHODOLOGY 3.0

Single-Case Research Methodology.

Fundamentals of single-case methodology in psychological research; the logic of single-case experimental design; formulation of testable hypotheses, data collection procedures, and interpretation of results within the framework of the functional analysis of behavior.

PSYC 8012 DEVELOPMENTAL METHODS 3.0

Developmental Methods.

Prerequisite: Psyc 8410 or 8420 or consent of instructor.

Research methods and statistical techniques as applied to developmental data, including systematic observational methods, repeated measures analyses as applied to longitudinal data, growth curve analyses, and other techniques used in developmental psychology.

PSYC 8013 CREATIVE APPROACHS TO RESEARCH 3.0

Creative Approaches to Social Science Research.
Methods of studying social behavior and personality, with emphasis on getting ideas, observing natural behavior, using novel techniques and data sources, and understanding the creative side of research.

PSYC 8014 RES:COMMUNITY/APPLIED SOC PSYC 3.0

Research Methods in Community and Applied Social Psychology.
Major approaches to research in community psychology and related disciplines, such as applied social psychology, health psychology, and environmental psychology. Emphasizes experimental and quasi-experimental design, survey research, and epidemiology, and introduces the students to some qualitative methods.

PSYC 8020 ASSESSMENT I 4.0

Assessment I.
Clinical interviewing, intellectual assessment, report writing, psychometric theory, and ethical and diversity issues relevant to assessment.

PSYC 8030 ASSESSMENT II 4.0

Assessment II.
Prerequisite: Psyc 8020.
Personality assessment; evaluation of children's academic, intellectual, and behavioral functioning; and ethical and diversity issues relevant to assessment.

PSYC 8050 DIVERSITY ISSUES-CLIN PRAC/RES 3.0

Diversity Issues in Clinical Practice and Psychological Research.
How diversity (primarily racial and ethnic) affects individual attitudes and actions, clinical practice, and psychological research. Students read from a variety of psychological and other sources, engage in experiential field work, and participate in class discussion and exercises.

PSYC 8060 ISS OF HUMAN DIVERSITY IN PSYC 3.0

Issues of Human Diversity in Psychology.
Examines issues involved in the psychology of human diversity through the study of human behavior in a sociocultural context. Covers similarities and differences in the experiences of diverse groups as influenced by the context in which those experiences occur. Paradigms and concepts used to define and to conduct research on human diversity are also discussed.

PSYC 8200 INTRO TO COMMUNITY PSYCHOLOGY 3.0

Introduction to Community Psychology.
Principles and theory of community psychology with emphasis on design, operation, and evaluation of community programs.

PSYC 8220 COMMUN INTERVTNS/SOCIAL CHANGE 3.0

Community Interventions and Social Change.
Prerequisite: Psyc 8200 or consent of the instructor.
Concepts, values, theories, strategies, and tactics of community intervention and social change. Interventions will be studied in terms of both their theoretical roots and implications and practical considerations. Specific intervention strategies to be considered include community organizing, alternative settings, mutual help, and advocacy. Applications to specific social problems and settings will be studied.

PSYC 8230 PROGRAM EVAL IN COMMUNITY PSYC 3.0

Program Evaluation in Community Psychology.
Management, clinical, values-linked, quasi-experimental design, and benefit-cost analysis approaches to the evaluation of sponsored activities.

PSYC 8250 ORGANIZATION & COMMUNITY SETGS 3.0

Organization and Community Settings.
Application of psychological principles to understanding human behavior in a variety of community and work settings, with an emphasis on human service and community action organizations, governmental agencies, schools, and mental health settings.

PSYC 8260 CLIN & COMMUN PSY CONSULTATION 3.0

Clinical and Community Psychological Consultation.
Introduction to models and practices of psychological consultation in mental health, community organizational, governmental, and other human service delivery settings. Focuses on both the theoretical and empirical foundations of psychological consultation and practical skills development.

PSYC 8410 PSY RESEARCH STATISTICS I 3.0

Psychological Research Statistics I.
Prerequisite: Psyc 3010 or equivalent.
Statistical analysis of psychological data with an emphasis on the logic of basic analytic techniques. Includes discussion of data screening, hypothesis testing, bivariate measures of association, and simple between- and within-subjects analysis of variance.

PSYC 8420 PSY RESEARCH STATISTICS II 3.0

Psychological Research Statistics II.

Prerequisite: Psyc 8410.

Statistical analysis of psychological data with an emphasis on multiple and logistic regression and their interpretation. Statistical considerations when planning research such as power analysis are also discussed.

PSYC 8430 PSY RESEARCH STATISTICS III 3.0

Psychological Research Statistics III.

Prerequisite: Psyc 8420.

Advanced topics in the statistical analysis of psychological data including various forms of factor analysis, psychometric methods and theories, structural equation modeling and its use in theory construction, and multivariate analysis of variance.

PSYC 8490 SCIENTIFIC & PROF ETHICS-PSY 3.0

Scientific and Professional Ethics in Psychology.

Introduction to psychology as a science and profession, with consideration of ethical standards of psychologists and current ethical issues.

PSYC 8500 HISTORY OF PSYCHOLOGY 3.0

History of Psychology.

Broad historical basis of psychology as a science. An account of the historical development and contemporary status of various theoretical systems of psychology.

PSYC 8510 ADVANCED SOCIAL PSYCHOLOGY 3.0

Advanced Social Psychology.

Survey of the content of experimental social psychology, including such areas as interpersonal perception, social motivation and learning, attitude and measurement and change, and such group processes as conformity, leadership, norm formation, and group productivity.

PSYC 8540 ADVANCED COGNITIVE PSYCHOLOGY 3.0

Advanced Cognitive Psychology.

Empirical and theoretical bases for understanding the processes of thought, including attention, pattern recognition, learning, memory, language, and reasoning.

PSYC 8551 COGNITIVE & LINGUISTIC DEVLPMN 3.0

Cognitive and Linguistic Development.

Theory, research, and emerging trends in the development of cognitive and linguistic processes from infancy to adolescence. Both normative and atypical patterns of development will be considered.

PSYC 8552 SOCIAL & EMOTIONAL DEVELOPMENT 3.0

Social and Emotional Development.

Theory, research, and emerging trends in the development of social and emotional processes from infancy to adolescence. Both normative and atypical patterns of development in a variety of social and cultural contexts will be considered.

PSYC 8610 BEHAVIORAL NEUROSCIENCE 3.0

Behavioral Neuroscience.

Analysis of functional neural systems in the regulation of behavior, emphasizing the analysis of limbic, hypothalamic, and reticular-cortical mechanisms in behavior.

PSYC 8615 FUNCTIONAL HUMAN NEUROANATOMY 3.0

Functional Human Neuroanatomy.

Prerequisite: Biol 3840 or Psyc 8610 or consent of the instructor.

(Same as Bio 8040.)

In-depth study of the neuroanatomy and function of the human central nervous system. Considers neuroanatomical techniques used to study the brain, neuroanatomical basis for the control of sensory and motor systems, as well as cortical, autonomic nervous system, and limbic system anatomy and function. Both normal brain anatomy and pathologies are covered.

PSYC 8616 NEUROBIOLOGY I: CELLULAR 4.0

Neurobiology I: Cellular Neurobiology.

Prerequisite: Biol 3800 and 3840 or consent of the instructor.

(Same as Biol 8010.)

The unique cellular and molecular properties of neurons and how these properties allow neurons to perform their computational tasks will be described. Topics include neuronal excitability, synaptic communication, sensory transduction, and neural development.

PSYC 8617 NEUROBIOLOGY II: INTEGRATIVE 4.0

Neurobiology I: Integrative Neurobiology.

Prerequisite: Psyc 8616 and Biol 8010 or consent of the instructor.

(Same as Biol 8020.)

How neurons are organized into neural systems that control behavior will be discussed. Topics include sensory integration, central pattern generators, control and motor systems, neuroendocrine systems and neuromodulation, and the neural basis of learning and cognition.

PSYC 8620 INTRO TO CLINICAL NEUROPSYCH 3.0

Introduction to Clinical Neuropsychology.

Prerequisite: Psyc 8610 or consent of instructor.

Topics include laterality, handedness, cerebral dominance, basic neuroanatomy, aphasia, neglect, amnesic syndromes, agnosia, alexia, split brain research, and recovery of function.

PSYC 8630 DEVELOPMENTAL NEUROPSYCHOLOGY 3.0

Developmental Neuropsychology.

Prerequisite: Psyc 8620 or consent of instructor.

Development of the central nervous system and brain; their relationship to behavioral development; and common CNS disorders in children.

PSYC 8640 PSYCHOPHARMACOLOGY 3.0

Psychopharmacology.

Prerequisite: Psyc 8610 or consent of the instructor.

Biological bases of psychopharmacology, including the locus of action for psychoactive substances and the mechanisms by which these substances modify neural activity and cause a change in mood and behavior. Covers neurophysiology, neurochemistry, and pharmacology of classes of psychoactive drugs used to treat mental disorders, as well as those commonly abused that may or may not have therapeutic uses.

PSYC 8650 PSYCHOPATHOLOGY 3.0

Psychopathology.

Critical review of the classic and contemporary empirical and theoretical literature concerning psychopathology in adults and children.

PSYC 8660 THEORIES OF PERSONALITY 3.0

Theories of Personality.

Survey of various personologists from Freud to the present emphasizing integration of the historical trends in personology with current theories.

PSYC 8662 ADOLESCENT DEVELOPMENT 3.0

Adolescent Development.

Theory, research, and emerging trends in adolescent development, emphasizing fundamental transitions (social, cognitive, and physical) and the social-ecological contexts (self-development, gender, family, peers and school, and culture). Both normative and atypical patterns of development will be considered.

PSYC 8670 THERAPY I 4.0

Therapy I.

Theory, research, and application of psychodynamic and basic cognitive-behavioral approaches to clinical intervention; ethical and diversity issues in treatment.

PSYC 8680 THERAPY II 4.0

Therapy II.

Prerequisite: Psyc 8670.

Theory, research, and application of advanced cognitive-behavioral and family systems approaches to clinical intervention; ethical and diversity issues in treatment.

PSYC 8999 MASTER'S THESIS RESEARCH 1.0 to 9.0

Master's Thesis Research.

PSYC 9130 SEM ADV APPROACH TO ASSESSMENT 3.0

Seminars in Advanced Approaches to Assessment.

Prerequisites: Psyc 8030 and Psyc 9950C.

Intensive study and training in a major assessment approach such as objective personality assessment, projective techniques, behavioral approaches to assessment, family assessment, or assessment of children and adolescents. May involve supervised assessments of adults, adolescents, children, or families. A. Objective Personality Assessment, B. Projective Personality Assessment, C. Advanced Personality Assessment, D. Child and Adolescent Assessment, E. Advanced Neuropsychological Assessment, F. Assessment of Families or Related Systems, G. Behavioral Assessment, H. Advanced Psychological Assessment. May be taken more than once if topics are different.

PSYC 9140 NEUROPSYCHOLOGICAL ASSESSMENT 3.0

Neuropsychological Assessment.

Prerequisite: Psyc 8620 or consent of instructor. Psyc Standardized batteries and additional neuropsychological tests for both standard and bedside testing. Actual test administration included.

PSYC 9230 SEMS:ADV APPROACHES TO THERAPY 3.0

Seminars in Advanced Approaches to Therapy.

Prerequisite: consent of the instructor.

Intensive study and training in a major therapeutic approach, such as psychodynamic, systemic, or behavior therapy. Supervision of work with clients, who may be individuals, groups, couples, or families. A. Cognitive/Behavior Therapy, B. Existential/Humanistic Therapy,

C. Interpersonal Therapy, D. Psychodynamic Therapy, E. Social Learning Therapy, F. Systems Therapy, G. Advanced Therapy. May be taken more than once if topics are different.

PSYC 9240 CLINICAL SUPERVISION 3.0

Clinical Supervision.

Prerequisites: Psyc 8670 or 8680.

Training in the provision of clinical supervision. Covers theories of supervision and research on supervision.

Practice in supervision provided.

PSYC 9470 BASIC PROCESS-GROUP INTERACTN 3.0

Basic Processes in Group Interaction.

Prerequisite: consent of the instructor.

Experiential-didactic study of basic group dynamics with particular emphasis on the therapeutic potential of small groups.

PSYC 9660 INFANT DEVELOPMENT 3.0

Infant Development.

Theory, research, and emerging trends in infant development, including sensory, motor, cognitive, linguistic, social, and emotional aspects of development during infancy. Both normative and atypical patterns of development will be considered.

PSYC 9720 CONSULTATION & CONFLICT MANGMT 3.0

Consultation and Conflict Management.

Prerequisite: Psyc 8250.

Consulting in human resources problems in various organizations, with focus on the constructive use and management of conflict and agreement. Entry, contracting, assessment, intervention, and evaluation will be considered, using a conflict consultation model as a general model.

PSYC 9900 SEMINAR IN PSYCHOLOGY 1.0 to 3.0

Seminar in Psychology.

Topics presented by special request.

PSYC 9910 ADVANCED DIRECTED READINGS 1.0 to 9.0

Advanced Directed Readings.

Directed readings in special areas.

PSYC 9920 ADVANCD RESEARCH IN PSYCHOLOGY 1.0 to 9.0

Advanced Research in Psychology.

Directed research studies.

PSYC 9940A SPECIALIZED SEMINAR:DEVELPMNTL 1.0

Specialized Seminar in Psychology: Developmental.

Prerequisite: consent of instructor.

Discussions and presentations by students, faculty, and outside speakers designed to familiarize students with current topics and issues in Developmental Psychology. May be repeated if topic varies.

PSYC 9940C SPECIALIZED SEMINAR:SOCIAL/COG 1.0 to 3.0

Specialized Seminar in Psychology: Social/Cognitive.

Prerequisite: consent of instructor.

Presentations by faculty and outside speakers designed to familiarize the student with the variety of professional activities practiced in Social Psychology. May be repeated if topic varies.

PSYC 9940I SPECIALIZED SEMINAR: CLINICAL 1.0

Professional Development Seminar in Clinical Psychology.

Prerequisite: consent of instructor.

Seminar for graduate students in clinical psychology on contemporary clinical research, ethical, and professional issues.

PSYC 9950A CLINICAL PRACTICUM: APPRENTICE 1.0

Clinical Psychology Practicum: Apprenticeship.

Prerequisite: consent of instructor.

Initial supervised clinical practicum for graduate students in clinical psychology.

PSYC 9950C CLINICAL PRACTICUM: ASSESSMENT 1.0 to 6.0

Clinical Psychology Practicum in Assessment.

Prerequisite: consent of instructor.

Supervised clinical experience in psychological assessment, including test administration, interpretation, interviewing, report writing, and feedback.

PSYC 9950E CLINICAL PRACTICUM:PSYCHTHERPY 1.0 to 6.0

Clinical Psychology Practicum in Psychotherapy.

Prerequisite: consent of instructor.

Clinical experience under supervision in the application of psychological interventions.

PSYC 9950M CLINICAL PRACTICUM:SPEC SKILLS 1.0 to 6.0

Clinical Psychology Practicum: Specialized Skills.

Prerequisite: consent of instructor.

Focused clinical experience under supervision with a

specific population, approach, psychological method, or unique setting.

PSYC 9950N CLINICAL PRACTICUM: NEUROPSYCH 1.0 to 6.0

Clinical Psychology Practicum in Neuropsychological Assessment.

Prerequisite: consent of instructor.

Supervised clinical experience in the process of neuropsychological assessment including test administration, interpretation, report writing, and feedback.

PSYC 9950O CLINICAL PRACTICUM:CONSULTATN 1.0 to 6.0

Clinical Psychology Practicum in Consultation and Education.

Prerequisite: consent of instructor.

Supervised clinical experience in the application of consultation and/or psycho-educational methods.

PSYC 9950U CLINICAL PRACTICUM: INTERVENTN 1.0 to 6.0

Clinical Psychology Practicum in Intervention Research.

Prerequisite: consent of instructor.

Supervised clinical experience in the conduct of clinical research protocols entailing psychological assessment and/or intervention with a clinical population.

PSYC 9950W CLINICAL PRACTICUM:PROG EVAL 1.0 to 6.0

Clinical Psychological Practicum in Program Evaluation.

Prerequisite: consent of instructor.

Supervised clinical experience in the conduct of program evaluation in settings that involve clinical populations and/or psychological interventions.

PSYC 9950Y CLINICAL PRACTICUM:SUPERVISION 1.0 to 6.0

Clinical Psychological Practicum in Supervision and Training.

Prerequisite: consent of instructor.

Supervised clinical experience in the provision of supervision and training to others who are engaged in providing psychological assessment or treatment.

PSYC 9960A PRACTICUM: INTRO TO TEACHING 1.0 to 3.0

Practicum in Psychology: Introduction to Teaching.

Provides supervision and teaching development for graduate students who are teaching for the first time.

PSYC 9960B PRACTICUM: ADVANCED TEACHING 1.0 to 3.0

Practicum in Psychology: Advanced Teaching.

Provides supervision and teaching development for graduate students on an ongoing basis.

PSYC 9960C PRACTICUM: COMMUNITY 1.0 to 3.0

Practicum in Psychology: Community.

Opportunity for application of coursework and other training experiences in settings external to the university. Practica arrangements are negotiated between the student, faculty supervisor, and community setting.

PSYC 9980 READINGS FOR GENERAL EXAM 1.0 to 9.0

Readings for General Examination.

Intensive reading on a highly specific topic in preparation for the general examination.

PSYC 9999 DISSERTATION RESEARCH 1.0 to 10.0

Doctoral Dissertation Research.

PUBLIC ADM & URBAN STUDIES

PAUS 8010 SOCIAL POLICY 3.0

Social Policy.

This course introduces students to contemporary social policy questions in the U. S. and how to analyze policy alternatives for addressing these questions. Specific social policy issues are chosen for discussion on the basis of their relevance to current public policy debates.

PAUS 8011 URBAN POLICY ARENA 3.0

Urban Policy Arena.

A course designed to familiarize the student with the scope of urban studies. An interdisciplinary approach will be utilized to examine the major theories of urbanization developed by the social sciences.

PAUS 8021 URBAN POLICY PLANNING 3.0

Urban Policy Planning.

Prerequisite: PAUS 8011 or consent of the instructor.

An overview of the scope, purpose, and practice of planning in the United States, and how it is informed by demographic analysis.

PAUS 8031 URBAN POLITICAL ECONOMY 3.0

Urban Political Economy.

The conceptual base for and development of public-private

partnerships. Includes such community and human resource development partnerships as UDAG and JTPA. Selected case studies will be used.

PAUS 8091 COMMUNICATION PUBLIC SERVICE 3.0
Communication in Public Service.

The purpose of this course is to teach students the essentials of effective communication in the public sector environment. Students will be versed in tools such as graphical and elective presentation of data and information. Access to information and the effective dissemination of that information is addressed. Students will not only gain substantive knowledge in the essentials of effective communication, but will have opportunities to develop their own skills in both written and oral formats.

PAUS 8111 PUBLIC ADM & ORGANIZATIONS 3.0
Public Administration and Organizations.

This course provides students with an introduction to the study, practice, and structure of public administration and management in the United States. Major disciplinary and conceptual foundations of public administration are covered, including theories of organization and bureaucracy, administrative behavior and management, politics and administration, and public policy-making.

PAUS 8121 APPLIED RES METHODS STAT I 3.0
Applied Research Methods and Statistics I.

An introduction to methods and statistics for applied research in the public and nonprofit sectors. Topics include the scientific method in applied research, elementary research design, measurement, qualitative research, computer-assisted data analysis, and beginning statistics including descriptive statistics, crosstabulation, introductory inferential statistics, and graphical presentations.

PAUS 8131 APPLIED RES METHODS STAT II 3.0

Applied Research Methods and Statistics II.

Prerequisite: PAUS 8121.

Advanced methods and statistics in applied research. Topics include survey research, experimental and quasi-experimental designs, sampling, and intermediate statistical techniques including analysis of variance, correlation and regression, and time-series analysis. Ethics of applied research in public administration and urban policy are also examined.

PAUS 8141 MICROECON FOR PUB POLICY 3.0

Microeconomics for Public Policy.

The purpose of this course is to introduce principles of microeconomics to students for use when analyzing public policy for effective public administration and planning. The course will consider basic concepts of microeconomic principles including market failure, public goods, supply and demand, pricing, and externalities. These concepts will be presented using practical examples involving the public sector, and students will practice application through problem solving.

PAUS 8151 PUBLIC PERSONNEL ADMIN 3.0

Public Personnel Administration.

Prerequisites: PAUS 8111.

Study of human resources policy and management in the public sector. An introduction to the history and development of civil service, with emphasis on current problems, issues, and trends related to areas such as recruitment and selection, workforce diversity and affirmative action, performance appraisal and compensation, and labor relations.

PAUS 8161 PUBLIC BUDGETING & FIN 3.0

Public Budgeting and Finance.

Prerequisites: PAUS 8111 and PAUS 8121 or consent of the instructor.

A survey of the practice and problems of modern fiscal management in government with special emphasis on budgetary procedures and the means of budgetary analysis.

PAUS 8171 PUBLIC MGT SYS & STRATEGIES 3.0

Public Management Systems and Strategies.

Prerequisite: PAUS 8161 or concurrent registration.

Analysis of contemporary approaches to the management of public and nonprofit organizations focusing primarily on problem-solving strategies and techniques for use at the executive and operating levels.

PAUS 8181 EXEC LEADERSHIP PUB SECT 1.0

Executive Leadership in the Public and Nonprofit Sectors.

The purpose of this course is to explore the roles and strategies of executive leadership in the public sector. Students will hear from major public leaders and read about the tasks of leadership, and will consider their own interests in and potential for leadership roles in the public and nonprofit sectors.

PAUS 8210 INTRO TO THE NONPROFIT SECTOR 3.0

The Nonprofit Sector.

The course provides an overview of the nonprofit sector in society with a consideration of the nonprofit sector's relationship to the state and to for-profit sectors.

Attention will be given to the social settings in which nonprofit organizations exist, and to contemporary public policy issues regarding the nonprofit sector.

PAUS 8211 NONPROFIT MANAGEMENT 3.0

Nonprofit Management.

Administrative techniques appropriate to voluntary nonprofit organizations are emphasized. Concepts and skills covered include those required for agency planning and for voluntary nonprofit program and personnel management.

PAUS 8221 FUNDRAISING FOR NONPROFITS 3.0

Fundraising for Voluntary Nonprofit Organizations.

A study of fundraising cycles and techniques for nonprofit volunteer organizations; fundraising through volunteers; board development and management for fundraising and public relations.

PAUS 8231 NONPROFIT LEADERSHIP 3.0

Nonprofit Leadership and Management

This course will examine the theoretical and practical differences associated with leading and managing nonprofit organizations as contrasted to for-profit and government organizations. Theories and analytic frameworks about leadership and management will be examined along with the appropriate roles and responsibilities of leaders and managers of nonprofit charitable organizations. In addition, other topics to be covered include, but are not limited to, board governance, philanthropy, program evaluation, public-private partnerships, and accountability. The role of leaders and managers will be integrated in all discussion topics throughout the semester. Readings for the course will consist primarily of research articles, book chapters, and case studies.

PAUS 8241 MK IN NONPROFIT SECTOR 3.0

Marketing in the Nonprofit Sector.

A study of marketing principles and practices in the nonprofit sector. Students will conduct a marketing audit of a local nonprofit organization and develop a plan of action to improve the organization's strategic marketing performance.

PAUS 8261 NONPROFIT FINANCIAL MGT 3.0

Nonprofit Financial Management.

This course is designed to teach students how to use financial information to make decisions in nonprofit organizations. The first half of the course is devoted to financial accounting, focusing on understanding and using the information found on financial statements. The second half of the course focuses on using principles of financial management to make operating and capital budgeting decisions and to analyze long-term financial options.

PAUS 8271 DISASTER MANAGEMENT 3.0

Disaster Management.

An introduction to the management of natural and technological hazards and disasters. The course examines the political and administrative roles of public, nonprofit, and private sector organizations in local, regional, national and international emergency management efforts, including the development and implementation of environmental policies designed to promote "disaster resistant," "disaster resilient," and "sustainable" communities.

PAUS 8281 DISASTER RELIEF & RECOVER 3.0

Disaster Relief and Recovery.

This course will examine the roles of public, nonprofit, and private organizations in providing disaster assistance following catastrophic natural and man-made disasters. The emphasis will be on the coordination of nongovernmental relief efforts, particularly by nonprofit groups, with governmental efforts to assist disaster victims and damaged communities. Some attention will be paid to the roles of volunteer organizations, professional associations, churches, charitable organizations, and private firms.

PAUS 8291 GOVERNANCE OF NONPROFITS 3.0

Governance of Nonprofit Organizations.

This course examines the fiduciary, ethical and legal responsibility of nonprofit boards. It explores governance issues using current research, case studies, and discussion. Students will explore the significant roles that boards play in nonprofit organizations, gain an understanding of the complex political environment in which nonprofit agencies operate, apply analytical techniques to case studies, and become familiar with resource materials available in the governance of nonprofit agencies.

PAUS 8311 PLANNING THEORY & ANALYSIS 3.0

Planning Theory and Analysis.

Prerequisite: PAUS 8021.

A course using spreadsheet software and assigned readings to analyze issues. Case problems may include population, employment, land use, environmental and transportation examples.

PAUS 8321 EC DEVELOPMENT POLICY 3.0

Economic Development Policy.

An overview of recent literature and examples of options available to communities as they plan and finance economic development activities.

PAUS 8331 URBAN INFRASTRUCTURE PLANNING 3.0

Urban Infrastructure Planning and Policy.

Recent case examples and research will illuminate issues of planning, policy, and management of public infrastructure, including storm and waste water conveyance and treatment, water supply, and transportation facilities.

PAUS 8341 URBAN POLITICS 3.0

Urban Politics.

(Cross-listed with Pols 8115.) This course explores the relationship between the urban environment and urban politics.

PAUS 8351 LOCAL GOVERNMENT MGT 3.0

Local Government Management.

An examination of the challenges governing America's urban areas from a public management perspective. A special effort will be made to integrate course materials with developments in the Atlanta metropolitan area.

PAUS 8371 ENVIRONMENTAL POLICY PLANNING 3.0

Environmental Policy, Planning and Evaluation.

This course provides students with the necessary tools to be effective environmental and natural resource managers.

Students will gain an understanding of the tools and concepts necessary to manage and protect our natural resources. While the focus of the course will vary by instructor, planning and evaluation tools such as risk assessment, project benefit/cost analysis, hazard analysis and hazard reduction strategies will be applied to topics such as air and water quality, water allocation, endangered species, hazardous waste disposal, and natural hazards.

PAUS 8381 NAT RESOURCE MGT REG & LGL 3.0

Regulatory and Legal Contexts for Natural Resource Management.

The purpose of this course is to introduce the student to key legal and regulatory concepts that are of primary importance to the natural resources planner/administrator. The emphasis of the class will vary from year to year, one year giving particular emphasis to water resource systems, another year to land use systems.

PAUS 8421 COMPARATIVE ADMIN SYSTEMS 3.0

Comparative Administrative Systems.

(Cross-listed with Pols 8730.) A cross-national study of administrative or organizational patterns as they relate to cultural setting and the larger political system.

PAUS 8431 MGT & ORGANIZATIONAL BEHAVIOR 3.0

Management and Organizational Behavior.

Prerequisite: PAUS 8111.

Development and application of findings in the behavioral sciences with particular reference to communication motivation, group dynamics, organizational change, leadership and decision making in public organizations.

PAUS 8441 DEMOCRACY AND BUREAUCRACY 3.0

Democracy and Bureaucracy.

Prerequisite: PAUS 8111

An analysis of the relationships between political and administrative institutions in the United States. The course examines the intentions of the founders, arguments about the appropriate role of bureaucracy in a democracy, and the connections between citizen character and public administration.

PAUS 8451 PUBLIC LAW & PUBLIC ADMIN 3.0

Public Law and Public Administration.

Prerequisite: PAUS 8111.

(Cross-listed with Pols 6780.) An analysis of the relationship between the traditional body of administrative law and legal elements in the public administration environment.

PAUS 8461 ETHICS AND PUBLIC ADMIN 3.0

Ethics and Public Administration.

Prerequisite: PAUS 8111.

(Cross-listed with Pols 8540.) An examination of the ethical challenges posed to public administrators in the American context. The course includes a review of classical

and contemporary literature on such topics as citizenship, virtue, obligation, divided loyalty, responsibility, the public interest, leadership, and public service.

PAUS 8501 MANAGING PUBLIC MONEY 3.0

Managing Public Money.

Prerequisite: PAUS 8161.

This course includes discussion of topics that are relevant to budgeting and financial management in the public sector such as capital investment decisions, cost-benefit and cost-effectiveness analysis, cash flow management, debt management, and the evaluation of organizational financial condition.

PAUS 8511 ECON OF THE PUBLIC SECTOR 3.0

Economics of the Public Sector.

Prerequisite: Econ 2106 or PAUS 8141.

An economic analysis of the role of government. The rationales for various levels of governments to provide public goods, mitigate externalities, regulate monopolies, and redistribute income will be explored from an economic perspective. The course will then consider tools to analyze the effects of government expenditure programs and taxes. The course will conclude with economic analysis of fiscal federalism and social choice.

PAUS 8521 EVALUATION RESEARCH 3.0

Evaluation Research: Design and Practice.

Prerequisite: PAUS 8131 or consent of the instructor.

(Cross-listed with Pols 8720.) An examination of the techniques and practice of program evaluation for effectiveness in program administration. The course contrasts deductive and inductive approaches. The instructor illustrates the advantages of using evaluation as a mechanism for program improvement.

PAUS 8531 POLICY ANALYSIS 3.0

Policy Analysis.

Prerequisite: PAUS 8131 or consent of the instructor.

This course provides focused study about policy analysis and process techniques. This course concentrates on policy development decision strategies. Students will conduct problem solving exercises using a number of decision methods appropriate to policy analysis and evaluation. Students will leave the course with an understanding of the policy-making process at all levels of government and a knowledge of different techniques available to develop, implement, and assess policy initiatives.

PAUS 8541 PUBLIC ADMIN & POLICY 3.0

Public Administration and Public Policy.

Prerequisite: PAUS 8111.

A study of the policy-making process both within an agency and the larger context of the total government process.

PAUS 8551 SURVEY RESEARCH METHODS 3.0

Survey Research Methods.

Prerequisite: PAUS 8121.

This course is designed to familiarize students with survey research methods as they are practiced in the social and behavioral sciences and applied in such diverse fields as service needs assessment, program evaluation, public administration, and marketing. The emphasis in the course is upon applied sampling, questionnaire design and instrumentation, managing surveys, interviewing procedures, and analyzing and reporting survey data.

PAUS 8561 GIS APPLICATIONS 3.0

GIS Applications to Planning and Policy Analysis.

Prerequisite PAUS 8121.

Integration and synthesis of geographical data with composite map overlay, databases and computer graphics. Applications of GIS include local government, planning, transportation, emergency management, nonprofit, environment, marketing, real estate, housing, and taxation. Business strategies and policy implications of different applications are discussed.

PAUS 8581 SEMINAR IN APPLIED POLICY RES 3.0

Seminar in Applied Policy Research.

Prerequisite: PAUS 8521 or PAUS 8531.

This course provides advanced study about policy analysis and research. Students explore a policy issue through application of research skills learned in previous course work noted in the prerequisites. Upon completion of the course, students are prepared to make assessments about policy issues and can determine appropriate methods of investigating issues, conduct data collection and analysis, interpret and communicate results clearly, and formulate realistic recommendations related to policy development and implementation.

PAUS 8601 AIRPORT PLANNING 3.0

Airport Planning and Administration.

This course is built around the airport master plan.

The course focuses on a detailed analysis of the airport master planning process, including the roles of local,

state, and federal governments; neighborhood groups; consultants; land-use planning; requirements of the National Environmental Policy Act of 1976; and the various forms of public and private financing. The course also addresses issues in administration and in airport use agreements.

PAUS 8611 TRANSPORTATION MGT 3.0

Transportation Management.

Prerequisite: Econ 2106 or consent of the instructor.

Economic and physical characteristics of transportation systems, intermodal transportation, future directions of transportation, systems approach to transportation, resource allocation, evaluation, and transportation policy.

PAUS 8621 URBAN TRANS & LAND USE EC 3.0

Urban Transportation and Land Use Economics.

Prerequisite: Econ 2106 or consent of the instructor.

This course considers the changing interconnections between transportation and land use and value, activity location and economic development, identifying issues and alternatives for planning and policy.

PAUS 8651 EDUCATION POLICY 3.0

Education Policy.

This course will explore a range of issues relevant to contemporary debates on education policy. Topics will include: the historical role and changing politics of education, the impact of educational attainment on income, the nature of the crisis in American schools, and an examination of proposed reforms. The course will also examine the relevance of current reforms to broader issues such as equality and democratic theory.

PAUS 8661 PUBLIC PRIV PARTNERSHIPS 3.0

Public Private Partnerships.

The course explores the participation of government, nonprofit, and for-profit organizations in collaborative efforts to meet community and shared goals. Emphasis is placed on the background of partnership development, the management of partnerships, and the policy implications of public-private partnerships.

PAUS 8671 AVIATION LAW & REGULATION 3.0

Aviation Law and Regulation.

This course is an advanced overview of federal and international aviation regulations. Subjects include air carrier operations, safety, environmental requirements,

and regulatory requirements as they relate to the operation of private sector organizations such as airlines, manufacturers, repair agencies, and flight schools. The course also examines certain aspects of contract law and precedent law as it relates to aviation operations.

PAUS 8701 HUMAN CAPITAL DEVELOPMENT 3.0

Human Capital Development: Theory and Practice.

This course examines trends in human capital development at the local, state, and national levels. Emphasis is on human capital theory, the skills and qualifications of workers, and public-private partnership case examples. Significant for the 1990s are the special linkages between economic development and investments in human resources, and the circumstances that influence the development of human capital within different demographic groups.

PAUS 8721 CURRENT ISSUES PUBLIC PER MGT 3.0

Current Issues in Public Personnel Management.

Prerequisite: PAUS 8151.

An analysis and evaluation of current personnel issues facing public administrators.

PAUS 8731 MANAGING DIVERSITY 3.0

Managing Diversity.

Prerequisite: PAUS 8151 or consent of the instructor.

Both the internal and external environments of organizations in the United States are changing rapidly. Many of these changes require managers and human resource specialists to understand how and why diversity influences organizational behavior. This course focuses on the sources of changes which necessitate the effective management of diversity; how work forces, constituencies, clients, consumers, and markets are changing; how more diverse work groups differ from relatively homogeneous work groups; and what organizations can do to ensure that diversity is effectively managed.

PAUS 8751 HRD PROFESSIONAL PRACTICE 3.0

Human Resource Development Professional Practice.

This course is designed to provide a broad overview of human resource development (HRD). Those who already occupy or who aspire to HRD positions are encouraged to view professional preparation as the acquiring of an integrated set of degree generalist competencies that can later be expanded into particular specializations. Differences between human resource development and human resource management are explained.

PAUS 8761 DIAGNOSING HRD NEEDS 3.0

Diagnosing Human Resource Development Needs.

This course prepares human resource development professionals to demonstrate intermediate-level knowledge and skills for planning, designing, implementing and evaluating instructional systems for human resource development.

PAUS 8771 DESIGN INSTRUCTIONAL SYS TRNG 3.0

Designing Instructional Systems in Training.

A study of concepts and principles involved in curriculum planning and development. Recent studies, trends, competencies, and standards of development are included. Each student will be required to develop a program outlining course descriptions and units in an area of specialization.

PAUS 8781 FACILITATING CAREER DEVELOP 3.0

Facilitating Career Development.

The course provides an overview of techniques and programs used to facilitate career choice, entry, preparation, performance, satisfaction, and exit. It includes methods of providing direct assistance through individual and group approaches as well as indirect assistance through changing organizations or developing materials. Students choose a few methods for personal intensive study,

PAUS 8821 CAREER DEVELOPMENT & WOMEN 3.0

Career Development and Women.

This course reviews the history and changing patterns of women's work life in the U.S., encourages study of women's leadership roles and styles, and identifies behaviors that can enhance work effectiveness and promotability. Resumes are critiqued, and journal writing is required.

PAUS 8831 TRNG STRATEGIES & TECHNIQUES 3.0

Strategies and Techniques for Training.

This course lays the foundation for low-technology training delivery methods that are most commonly used in private, public sector, and international organizations. Instructional strategies are linked to learning styles of adults and modeled in several practice (microteaching) exercises.

PAUS 8841 HRD CONSULTING 3.0

Human Resource Development Consulting.

This course reviews human resource development program characteristics and examines internal and external human

resource development consulting processes in the contexts of organizational behavior and small project leadership.

PAUS 8851 SYSTEM MODELS & CHANGE THEORY 3.0

Systems, Models, and Change Theory.

This course provides insights into the processes involved in systems thinking, conceptual model-building (non-mathematical), and organizational change through the philosophical lenses of General Systems Theory. Analogical reasoning, metaphoric meaning-making, and other systems methods for overcoming entrenched "old Science" paradigms and their unintended outcomes are explored. Advanced master's and doctoral students should find this course challenging.

PAUS 8881 SEMINAR IN HRD 3.0

Seminar in Human Resource Development.

Prerequisite: consent of the instructor.

A capstone course that synthesizes and integrates prior work and experiential learning in human resource development. A comprehensive project applied to an organizational setting is required. Registration for this course should typically be reserved until all other course work in the program is in progress or completed. This course constitutes a final evaluation of HRD understanding and practice and is offered in lieu of a comprehensive examination.

PAUS 8911 DIRECTED READINGS 1.0 to 6.0

Directed Readings.

Prerequisite: consent of the instructor.

This course provides the opportunity for students to focus attention on a specific area of interest. It may not be used to substitute for a course that is offered on a regular basis.

PAUS 8912 RESEARCH IN PUB ADMIN & POLICY 3.0 to 9.0

Research in Public Administration and Policy.

Prerequisite: Consent of instructor.

May be repeated for credit; does not count toward degree requirements. This course is designed for graduate research and teaching assistants seeking to conduct supervised research on topics related to project duties or instructional technologies.

PAUS 8921 SPECIAL TOPICS 3.0

Special Topics.

Prerequisite: Consent of instructor.

A seminar designed to explore in depth the most recent

issues and/or research results in a particular area of public administration, urban studies, or human resources development. The course can be repeated when topics vary.

PAUS 8941 INTERNSHIP 3.0 to 6.0

Internship.

Prerequisite: consent of the instructor.

This course involves supervised field placement for the purpose of utilizing and extending the theories, concepts, and practices acquired in previous courses. Consult the appropriate internship manual and application for availability and requirements specific to degree programs.

PAUS 8981 PRACTICUM 3.0 to 6.0

Practicum.

Prerequisite: consent of the instructor.

The practicum is supervised application practice either in the student's own work setting or an approved field practice site. May include a project.

PAUS 8991 THESIS 3.0 to 6.0

Thesis.

Prerequisite: consent of the instructor.

Individual study of a selected topic under the direction of the student's faculty adviser or other designated faculty member which leads to a paper acceptable to a thesis committee composed of faculty members.

PAUS 9111 ADV RESEARCH METHODS I 3.0

Advanced Research Methods I.

This course will cover advanced analytical and modeling methods. Topics may include: nonparametric statistical methods, path analysis, principal component and factor analysis, or econometrics.

PAUS 9121 ADV RESEARCH METHODS II 3.0

Advanced Research Methods II.

Prerequisite: PAUS 9111

This course will cover experimental and quasi-experimental design, a survey of research methods and evaluation. Case study and qualitative analysis may also be included.

PAUS 9131 RESEARCH SEMINAR PUBLIC POLICY 3.0

Research Seminar in Public Policy.

This course will familiarize students with standards for published research and the variety of research methods used in public policy. The course will also provide students with practice in critiquing and writing reviews of research

papers. The chief requirement is to design and execute original empirical research.

PAUS 9141 ADV TOPICS POLICY ANALYSIS 3.0

Advanced Topics in Policy Analysis and Evaluation.

Topics covered in this course will include: social and intellectual norms of the profession of policy analysis, analytical approaches to evaluation, theories of policy analysis and evaluation, and research issues in policy evaluation.

PAUS 9151 SCOPE & THEORY PUBLIC POLICY 3.0

Scope and Theory of Public Policy.

This course is designed to provide doctoral students a detailed familiarity with the context of public policy studies, including both institutions and practices. It will provide an overview of the core literature, including: intellectual bases of public policy studies, the history of public policy studies, analysis of institutional structure, and other topics.

PAUS 9171 LOGIC OF POLICY INQUIRY 3.0

Logic of Policy Inquiry.

This course presents the conceptual foundations of models of policy inquiry. Topics include the scientific, rational-actor, and ethical models. The ethical values underlying cost benefit analysis, pareto-optimal models, and market models are also examined.

PAUS 9181 DISSERTATION COLLOQUIUM 3.0

Dissertation Colloquium.

This course is a seminar focusing on dissertation research preparation. It provides discussions of dissertation topics and research strategies, and assistance to students in writing and public presentation skills. The course culminates with each student conducting a public colloquium in which they present their preliminary dissertation proposals to other students and faculty.

PAUS 9211 RESEARCH POLICY - HEALTH 3.0

Applying Research to Policymaking: Examples from Health Care Policy.

The goal of this course is to understand the relationship between research and policy so that students may contribute more effectively to both in their careers. Through a series of case studies taken from health care policy, the class will explore the relevance of good research to various steps in the policy-making process. We will examine when research influences policy, when it does not, and why.

PAUS 9311 URBAN DEVELOPMENT 3.0

Urban Development.

A seminar which explores urban development within the context of the history and planning of cities. An emphasis is placed on understanding the North American city in reference to the process of urbanization elsewhere.

PAUS 9321 SEMINAR IN URBAN POLICY 3.0

Seminar in Urban Policy.

This seminar focuses on a variety of policy issues affecting cities. The interaction of the public and private sectors in addressing a variety of contemporary urban problems is emphasized.

PAUS 9331 FOUNDATIONS PUBLIC ADMIN 3.0

Foundations of Public Administration.

This is a doctoral seminar on the history of public administration as a field of scholarly thought and inquiry. It is designed to provide students with the intellectual foundation they require for subsequent study in subfields of public administration and policy. Emphasis is placed on the study of the ideas, value systems, and theoretical frameworks that have combined to form public administration as a field.

PAUS 9341 POLICY DESIGN & IMPLEMENTATION 3.0

Policy Design and Implementation.

This is a doctoral seminar in policy theory and practice. The purpose of the seminar is to provide a strong theoretical foundation for doctoral students in policy studies and related fields. Course content will include: policy design and formulation, policy typologies, policy implementation theories and concepts, and policy administration or the oversight of policy implementation by third parties.

PAUS 9351 WORKSHOP EVALUATION PRACTICE 3.0

Workshop in Evaluation Practices.

Prerequisite: PAUS 8521.

This course is structured as an applied workshop, where students will conduct an evaluation. It requires students to apply their skills and knowledge in research design, qualitative and quantitative analysis in a substantive area of public policy. It should be taken after completing the other required and elective doctoral courses. The course is also appropriate for some master's students with strong analytical and research design skills.

PAUS 9361 SEMINAR EVALUATION THEORY 3.0

Doctoral Seminar in Evaluation Theory and Practice.

This is an advanced masters/doctoral level seminar on the central issues in the theory and practice of program evaluation. The course provides a thorough review of major developments in the field and will focus on issues and examples. An important component of the course will be its attention to evaluation utilization. Students have assigned readings, library research projects, and will read a bibliography of important works in the history of the field.

PAUS 9371 QUALITATIVE RESEARCH & ANALYS 3.0

Qualitative Research and Analysis.

This course will provide a thorough grounding in the nature and practice of qualitative research methods and analysis of qualitative data. Attention is given to the integration of qualitative and quantitative data. Students will be familiar with case study approaches, focus groups, interviewing techniques and other qualitative approaches. The course will also address major methodological approaches in the analysis of qualitative data.

PAUS 9501 SPECIAL TOPICS PUB POLICY 3.0

Special Topics in Public Policy.

Prerequisite: consent of instructor.

This course provides an advanced, research- or theory-oriented treatment of topics in public policy. The course can be repeated when topics vary. The course is intended primarily for doctoral students.

PAUS 9901 DISSERTATION RESEARCH 1.0 to 18.0

Dissertation Research.

Doctoral students at the dissertation stage will register for this course.

PUBLIC HEALTH**PH 7010 INTRODUCTION TO PUBLIC HEALTH 3.0**

Introduction to Public Health

This course aims to both present and discuss the essential features of public health, linking general concepts to application in the real world. Topics will include a historical overview of public health structures and initiatives, focusing largely on efforts in the United States; health and illness; prevention versus treatment; identification of risk factors; and the current US public health system (federal, state and local). Students

completing the course will gain a basic understanding of the mission, function, practices and examples of outcomes of public health efforts.

PH 7011 EPIDEMIOLOGY 3.0

Epidemiology for Public Health

This course will cover basic principles of epidemiology, including outbreak investigation, disease control, and analysis of risk factors. Topics will include the history of epidemiology, overview of interdisciplinary collaborations, and examples of the use of epidemiology in developing and evaluating public health interventions. Class exercises will include developing case investigation forms, investigation of foodborne disease, and establishing the cause of illness outbreaks.

PH 7020 PRIN OF TOBACCO CONTROL 3.0

Principles of Tobacco Control

Progress in reducing tobacco use is one of the ten greatest achievements of the 20th Century; however, tobacco use still remains as the leading preventable cause of death in America. The control of tobacco use draws upon many if not all of the academic disciplines that compose public health. In many ways the study of tobacco control serves as a case study for understanding the broad field of public health. This course will provide an overview of the history and evolution of tobacco in society, with particular emphasis on variety of public health disciplines used to reduce tobacco use, including behavior change, communications, law, regulation, public policy and community action.

PH 7130 LAW AND PUBLIC HEALTH PRACTICE 3.0

This course will provide non-law students with a basic understanding of the role of law in protecting the health interests of the public, implementing public health programs and conducting public health research.

PH 7150 ENVIRONMENTAL HEALTH 3.0

Introduction to Environmental Health.

This course explores and evaluates environmental issues from public health perspectives. Environmental problems are examined at several scales from the global and continental to the regional and local. A population focus integrates the application of advanced technology and interdisciplinary approaches to problem resolution strategies. The relationships of public health policy, socio-economics, and bio-physical sciences to environmental problems enhance problem review. Bio-terrorism is viewed as a current, complex environmental health issue.

PH 7170 RESEARCH IN HEALTH POLICY 3.0

Using Research to Develop Health Policy

This course examines the relationship between research and policymaking. Complex health policy problems facing federal, state, and local policymakers today will be discussed.

REAL ESTATE

RE 8000 RE CONCEPTS & PRACTICES 3.0

Real Estate Concepts and Practices.

Prerequisite: none. CSP: 1, 2, 6.

This course is an introduction to the principles of real property analysis and use. Subjects include the nature of real estate and real property, fundamentals of real property law, public and private limits on the rights of ownership, fundamentals of equity investment and financial analysis, fundamentals of property valuation and market analysis, principles of location theory, and an introduction to legal documents such as the contract, the lease, and the warranty deed. Where applicable, e-commerce is incorporated into the course material. The course is accentuated with exercises in the use of the financial calculator, the spreadsheet software, and the Internet.

RE 8020 RE INVESTMENT ANALYSIS 3.0

Real Estate Investment Analysis.

Prerequisite: none. CSP: 1, 2, 6.

This course builds a foundation for further study of real estate investments by introducing the student to basic issues and by providing the fundamental tools of analysis. Topics include real estate markets, income tax implications, capital structure, leases, data sources (for example, those available on the Internet), and portfolio considerations. Discounted cash flow models are developed and enhanced to incorporate concerns of inflation and uncertainty. Alternative models of analysis that are more appropriate under conditions of extreme data poverty are also examined.

RE 8030 REAL ESTATE FINANCING 3.0

Real Estate Financing.

Prerequisite: none. CSP: 1, 2, 6.

This course examines the legal, economic, institutional, and strategic elements of the real estate financing process, including both residential and income property financing instruments and techniques. Macroeconomic considerations and financial market issues are investigated.

Decision-making techniques and research methods using traditional and technical databases and resources such as the Internet are incorporated in the class format.

RE 8040 LEGAL/REGULA ENVIRON RE 3.0

Legal and Regulatory Environment of Real Estate. (Same as LgIS 8040.)

Prerequisite: none. CSP: 1, 6.

This course deals with the basic legal concepts and legal instruments associated with real estate and with the legal and governmental environment within which the use and development of real estate are regulated. Attention is given to real property law as a risk management process with emphasis upon acquiring, managing, and disposing of space in the built environment and the decision-making process. Applications of legal data sources, both traditional and electronic, are examined as a part of the decision-making process.

RE 8050 REAL ESTATE DEVELOPMENT 3.0

Real Estate Development.

Prerequisite: none.

This course is a review of the real estate development process focusing on the physical/design dimension. It examines building economy through review of design, construction, and analysis procedures such as site suitability analysis, cost engineering, and life-cycle costing. The course considers the impact of technology and virtual economic arrangements on the form and design of physical structures and the function of changing technical and economic activities on space needs. Traditional and technical databases and resources are incorporated.

RE 8060 APPL RE MARKET ANALYSIS 3.0

Applied Real Estate Market Analysis.

Prerequisite: RE 8020. CSP: 1, 2, 6, 7.

This course examines the processes used to analyze the supply and demand for real estate. General methodologies for market studies are developed and then applied to the residential, retail, and office sectors. The course also explores demographic, technological, economic, and social trends, such as the aging population and growth of e-commerce, that affect these real estate markets into the future. Techniques of spatial analysis, such as geographic information systems (GIS), are introduced.

RE 8070 QUANT ANALYSIS FOR RE 3.0

Quantitative Analysis for Real Estate.

Prerequisite: RE 8020. CSP: 1, 2, 6.

Responding to the needs of real property analysts often operating in environments of data poverty, this course develops the student's skills in quantitative analysis. Standard tools, such as parametrical statistical estimation and linear regression, are examined to determine their relevance to problems confronted in real estate. Projects include the analysis of large electronic databases. The course also introduces nonparametric and other small sample tools not typically encountered in the business curriculum but which are of critical importance to real estate.

RE 8080 REAL EST PROJ PLAN DEVEL 3.0

Real Estate Project Planning and Development.

Prerequisites: RE 8020, RE 8030, and RE 8060. CSP: 1,2,6.

This course employs specific techniques of real property analyses and project planning to solve problems in real property projects. The student uses real estate financial and market analyses and physical and legal/regulatory aspects of real property to address specialized problems and solutions for real property projects. Focusing on the pre-architectural phase of development management, this course considers the impact of technological changes on development and construction along with the impact of changing technical and economic activities on product design and development. Traditional and technical databases and resources such as the Internet are incorporated in the class format.

RE 8090 REAL ESTATE CASE ANALYSIS 3.0

Real Estate Case Analysis.

Prerequisites: RE 8020, RE 8030, RE 8060. CSP: 1,2,6.

The full scope of real estate decision-making is integrated in this course. Students get the opportunity to use their knowledge of real estate investment, finance, marketing and management in a case study format. Legal, ethical, political and international issues are incorporated in the cases. The course also offers a forum to examine topics of current significance.

RE 8100 STR MGT/REAL PROP CORP EN 3.0

Strategic Management of Real Property in the Corporate Environment.

Prerequisite: none. CSP: 1, 2, 6.

This course examines the applications of management theory to the acquiring, holding and disposing of space over time by the non-real estate firm. Topics may include the role of real estate in achieving the overall goals of the firm,

integrating space with human resources and information technology, and the impact of real estate on the portfolio of corporate assets. Both descriptive and prescriptive views are presented as well as the differing roles of senior management and corporate real estate managers, the impact of electronic commerce on the management of real estate assets, and the strategic role of corporate real estate in the global business environment.

RE 8210 ADV RE MARKET ANALYSIS 3.0

Advanced Real Estate Market Analysis.

Prerequisite: RE 8060. CSP: 1, 2, 6, 7.

This course examines methodological issues in market analysis, including primary data collection, updating secondary data, and forecasting. The use of technology such as geographic information systems and Internet data sources is explored. Analysis of industrial, hotel/motel, and special use property types is emphasized. Current topics of interest are presented.

RE 8389 DIRECTED READINGS IN RE 1.0 to 3.0

Directed Readings in Real Estate.

Prerequisites: RE 8020, RE 8030, RE 8040, RE 8050, RE 8060; and consent of instructor, good academic standing.

RE 8400 ADV RE ES INVESTMENT ANALYSIS 3.0

Advanced Real Estate Investment Analysis.

Prerequisite: RE 8020. CSP: 1, 2, 6.

This course provides for advanced application of theory and techniques for analysis of the equity position in real estate using selected readings and cases. It considers the impact of leverage, different forms of financing, leasing, and federal tax policies and concentrates on the basic productivity of real estate assets based on net cash flows. Consideration is also given to combinations of assets and their effect on the risk and return of a portfolio of assets. The focus is on commercial grade assets, with special attention to various property types, data availability, measures of risk and return, and portfolio theory. The impact of the electronic availability of data and property-specific information, both locally and globally, is examined in applied materials.

RE 8410 RE APPRAISAL THEORY/ PRACT 3.0

Real Estate Appraisal Theory and Practice.

Prerequisite: RE 8020. CSP: 1, 2, 6.

This course concentrates on the market valuation of real estate stressing the market, cost, and income approaches

to value. Of importance is evolving technology and its impact on value and valuation methods. Residential valuation is covered, but the emphasis is on income-producing properties. Both normative and actual models of valuation are presented and contrasted. Sources of appraisal error and bias are also examined.

RE 8420 SEM ADV APPRAISAL PRACT 3.0

Seminar in Advanced Appraisal Practice.

Prerequisite: RE 8410.

This course extends the theory and techniques of real estate appraisal to more complex properties such as mixed-use developments and special purpose properties. Appraisal issues in condemnation proceedings and property tax assessment cases are discussed. Expert witness and consulting issues are discussed in light of the standards of professional practice.

RE 8600 INTERNATL REAL ESTATE 3.0

International Real Estate.

Prerequisite: RE 8020 or consent of the instructor.

This course studies the ownership, transfer, and use of real estate in an international context. Problems of site selection, brokerage, risk management, and asset maintenance in countries representing various political ideologies and differing stages of economic development are considered. Variables examined include systems of ownership, customs, the respective roles of public and private sectors, taxation, finance, development controls, development patterns, and market data. Selected examples are used to demonstrate the processes and risks involved in international transactions and investments in real estate.

RE 8900 URBAN DEVELOPMENT 3.0

Urban Property Development and Growth.

Prerequisite: none. CSP: 1, 2, 6.

This course examines the reasons for growth and competition within urban areas, emphasizing the role of real property development as an integral component of the urban process. Land use theory, traditional and contemporary metropolitan development patterns, and transportation and environmental issues are considered. Consideration is also given to the impact of decision choices, investment objectives, changing technology, telecommunication, and socio-economic and market activities on both urban form and structure. Urban land economic theory and policy are employed to analyze development and growth with an emphasis on adaptive redevelopment.

RE 9480 SEM/RE BEHAVIORL RSCH 3.0

Seminar in Real Estate Behavioral Research.

Prerequisites: RE 8040, RE 8210, RE 8400. CSP: 1, 4.

This course familiarizes the student with the behavioral approach to research in real estate. Framework and theory of behavioral research are presented, as are methods of data development and evaluation. Current research is surveyed, and the student is required to develop a dissertation-quality research proposal.

RE 9490 SEM IN RE FIN & LAND ECON 3.0

Seminar in Real Estate Finance and Land Economics Research.

Prerequisites: RE 8020, RE 8030, DSc 8820, DSc 8840, and DSc 8860; or consent of instructor.

This seminar is designed for students to develop skills in research methodology and gain further insights into real estate finance and land economics. The students develop skills in basic inquiry, formulating problem statements, general and working hypotheses, and the delineation of appropriate research methods. The Ph.D. candidate investigates alternative research techniques, with an emphasis on positive logical and empirical research. The course also entails critical analysis of existing research in real estate economics.

RESPIRATORY THERAPY

RT 6005 CLIN CARDIO PHYSIOLOGY 3.0

Clinical Cardiopulmonary Physiology.

Three lecture hours per week. A study of cardiopulmonary function as an introduction to understanding the pathophysiology of disease states. This course includes study of respiratory physiology, cardiac and circulatory function with relevant clinical application of concepts.

RT 6030 ADV TOPICS VENT SUPPORT 3.0

Advanced Topics in Ventilatory Support.

Three lecture hours per week. Advanced study in methods of mechanical ventilatory support. Patient assessment by advanced monitoring is stressed, with attention to patient-ventilator interaction, optimization of ventilatory support, and weaning of marginal patients. New ventilatory technology and modes of support are discussed.

RT 6040 ADV CP MONITORING 3.0

Advanced Cardiopulmonary Monitoring.

Three lecture hours per week. An overview of continuous and intermittent cardiopulmonary monitoring techniques,

emphasizing theory of operation and procedure. Topics include sensors, computerized data acquisition, work of breathing determinations, and respiratory muscle strength.

RT 6340 EXERCISE PHYSIOLOGY 3.0

Exercise Physiology.

Three lecture hours per week. Response and adaptation of cells and organ systems to the stress of increased exercise performed either voluntarily or in compensation for disease or debilitation.

RT 7010 TEACHING PRACTICUM 3.0

Teaching Practicum.

Three lecture hours per week. This course provides supervised experience in organizing and teaching lecture, laboratory, and clinical courses at the undergraduate level in a respiratory care program.

RT 7020 ADVAN CLIN PRECEPTORSHIP 3.0

Advanced Clinical Preceptorship.

Eight lab hours per week. This course provides clinical experience in pulmonary and critical care, under the direct preceptorship of a practicing pulmonologist, with emphases on both in-patient and out-patient diagnosis, assessment, management, and procedures.

RT 7090 SEMINAR IN RESP. CARE 3.0

Seminar in Respiratory Care.

Three lecture hours per week. This course will address the newer and emerging technology specific to the cardiopulmonary system. The course will review research and journal articles which address new trends in respiratory care.

RT 7095 SPEC PROB IN RESPIR CARE 3.0

Special Problems in Respiratory Care.

An in-depth review of the literature on selected topics in respiratory care, resulting in the preparation of a detailed proposal for further study.

RT 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum

Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

RT 7995 DIR STUDIES IN RESP CARE 3.0

Directed Studies in Respiratory Care.

Note: A minimum of six hours must be taken. Individual study of a selected topic under the guidance of a major adviser, resulting in the production of an original paper. This course serves as an alternative to the thesis option for Respiratory Care students in the master's degree program in Allied Health Professions.

RT 7999 THESIS RESEARCH 3.0

Thesis Research.

Individual study of a selected topic under the direction of the student's major professor.

RISK MANAGEMENT AND INSURANCE

RMI 8000 PERSPECTIVES RISK & INS 3.0

Perspectives on Risk and Insurance.

Prerequisite: none. CSP: 1, 6, 7.

This foundation course presents the economic principles underpinning risk and insurance and introduces key risk and insurance concepts and practices. The causes of change in risk management and insurance are examined through exploration of relevant physical, technological, cultural, regulatory, and other environmental perspectives.

RMI 8050 RISK MANAGEMENT MODELING 3.0

Risk Management Modeling. (Replaces AS 8000.)

Prerequisite: none. CSP: 1, 2, 6, 7.

This spreadsheet-based course surveys the principles of probability theory and mathematical finance for solving a diverse set of risk management problems related to the valuation and measurement of operational and financial risk exposures of the firm. The course is designed for all students interested in risk management and its application in finance, accounting, strategic management and economics.

RMI 8120 PROPERTY/LIABILITY INS 3.0

Property and Liability Insurance. (Replaces RMI 8110 and RMI 8130.)

Prerequisite: none. CSP: 1, 6, 7.

This course introduces the fundamental principles of property and liability insurance and a framework for designing and analyzing insurance contracts. The course examines property and liability loss exposures and their management, with primary emphasis on insurance.

RMI 8150 CORPORATE RISK MGT 3.0

Corporate Risk Management.

Prerequisite: MBA 8622. CSP: 1, 2, 6, 7.

Business organizations are exposed to loss-causing events that may have significant impact on their financial position. This course explores the analysis, control and financing of property, liability and human resource loss exposures. Risk analysis includes loss-forecasting studies using microcomputer spreadsheets. Risk control focuses on principles of loss causation and mitigation and techniques for implementing risk control strategies. Risk financing alternatives include both funded and unfunded approaches. Traditional insurance, loss-sensitive insurance, cash-flow plans, self-insurance, captives, pooling, and financial risk management arrangements are examined. Case studies synthesize the risk management concepts covered in the course.

RMI 8200 LIFE INSURANCE 3.0

Life Insurance.

Prerequisite: none. CSP: 1, 2, 6, 7.

This course introduces the nature of life and health insurance risks and explores some of the products sold by life insurers to deal with them. Selected legal, financial planning, and company operations are covered, including underwriting, marketing, and product design.

RMI 8220 EMPLOYEE BENEFIT PLANNING 3.0

Employee Benefit Planning.

Prerequisite: Mgt 3500. CSP: 1, 2, 6, 7.

This course involves the analysis of social and group insurance systems designed to alleviate the financial problems arising from medical treatment, disability, and death. Primary emphasis is focused on design, tax, and administrative characteristics as they relate to employer-sponsored benefit programs.

RMI 8240 PENSION PLANNING 3.0

Pension Planning.

Prerequisite: Mgt 3500. CSP: 1, 2, 6, 7.

This course involves an analytical study of the characteristics and problems of the private approach for providing protection against the financial consequences of old age. Course emphasis is on the critical evaluation of effectiveness of plan design, with consideration given to cost, communications, taxation, collective bargaining, and the interrelationship with social insurance programs. Both insured and noninsured funding instruments are considered,

and programs are discussed from both the funding agency's and the employer's viewpoints.

RMI 8320 MGT OF INS INSTITUTIONS 3.0

Management of Insurance Institutions. (Replaces RMI 8170 and RMI 8310.)

Prerequisite: MBA 8622. CSP: 1, 2, 6, 7.

This course applies principles of economics and finance to the management of and creation of value in the insurance enterprise. Course topics encompass: 1) the theory of the firm as applied to the insurance enterprise; 2) the operational risk management of insurance institutions as a class of financial institutions; 3) the industrial organization of insurance markets within an integrated financial services industry; and 4) principal insurance business functions with an emphasis on significant issues and innovative strategies. The goal of this course is to equip students with concepts and tools that will help them respond to management challenges in a rapidly evolving industry.

RMI 8330 INSURANCE LAW 3.0

Insurance Law. (Same as LGLS 8330 and LAW 7266.)

Prerequisite: none. CSP: 1, 6, 7.

This course comprises a study of the legal concepts and doctrines applicable to the field of insurance. Basic legal problems of the principal branches of insurance are dealt with including fire, marine, casualty, and life insurance.

RMI 8350 INTL RISK & INS 3.0

International Risk and Insurance.

Prerequisite: RMI 8000 or consent of instructor. CSP: 1, 6, 7.

This course is a study of the way risk is managed and insurance markets are structured internationally. The objective is to gain an understanding of different risk management approaches and insurance market structures internationally through an examination of relevant economic, social, regulatory and other environmental influences.

RMI 8370 FINANCIAL RISK MGT 3.0

Financial Risk Management.

Prerequisite: MBA 8622. CSP: 1, 2, 6, 7.

The course presents the fundamentals of corporate financial risk management. The objective is a realistic and conceptually motivated overview of risk management for major global companies. The strategic approach to risk management requires an understanding of insurance and alternative risk financing, as well as financial, insurance and commodity derivatives.

RMI 8389 DIR READ IN RISK MGT/INS 1.0 to 3.0

Directed Readings in Risk Management and Insurance.

Prerequisites: consent of a graduate adviser in Department of Risk Management and Insurance, good academic standing. CSP: 1, 6.

RMI 8390 ELEC COM/INSURANCE INDUST 3.0

Electronic Commerce in the Insurance Industry.

Prerequisites: CIS 8110, CIS 8660, Econ 8700, MBA 8642, MK 8700; or consent of the instructor. CSP: 1, 2, 6, 7.

This course is the integrative/application course for students taking an electronic commerce sequence. The course provides students with a broad overview of electronic commerce in the insurance organization and how it impacts all of the functional areas of the firm: marketing, law, actuarial, finance, investment, information technology, underwriting, claims administration, and operations. It provides an integrative and multidisciplinary approach to the operation of an insurer. Previous knowledge of the insurance industry is not required.

RMI 8500 ADV STU IN RISK MGT/INS 3.0

Advanced Studies in Risk Management and Insurance.

Prerequisites: RMI 8000 and at least two other 8000-level RMI courses; or consent of the instructor. CSP: 1, 6, 7.

This course is designed for the supervised study and investigation of specific topics and problems in the field of risk management and insurance. Topics vary with the professional goals and interests of the student.

RMI 9100 THEORY OF RISK & INS 3.0

Theory of Risk and Insurance.

Prerequisite: consent of a graduate adviser in the Department of Risk Management and Insurance.

CSP: 1, 2, 6, 7.

This course is a study of the generalized concept of risk and the alternative methods of risk accommodation from the viewpoint of the individual and businessperson. Special consideration is given to the theory of insurance and its proper utilization relative to risk.

RMI 9250 READING SEM IN RISK & INS 3.0

Reading Seminar in Risk and Insurance.

Prerequisite: consent of a graduate adviser in the Department of Risk Management and Insurance.

CSP: 1, 2, 6, 7.

SCULPTURE

SCUL 6050 SCULPTURE 3.0

Sculpture.

Prerequisite: consent of the instructor.

For students not majoring in sculpture. Basic additive and subtractive processes used to create three-dimensional forms. May be repeated for a maximum of 15 credit hours.

SCUL 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are sculpture majors. Individual research. May be repeated for a maximum of 12 hours.

SCUL 8000 ADVANCED STUDIO PROBLEMS 3.0

Advanced Studio Problems.

For the M.F.A. sculpture major. Conceptual development and materials exploration. May be repeated for a maximum of 6 credit hours.

SCUL 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Prerequisite: Scul 8000.

For the M.F.A. sculpture major. Conceptualization and creation of three-dimensional forms. May be repeated for a maximum of 24 credit hours.

SCUL 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and School director.

Independent study. Contract outlining course content is required. May be repeated for a maximum of 6 credit hours.

SCUL 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Preparation of thesis and graduate exhibition.

SOCIAL WORK

SW 7100 FOUND OF COMMUNITY PARTNERSHIPS 3.0

Foundations of Community Partnerships.

This integrative course will introduce students to community partnerships from social systems and ecological perspectives. Macro content from human behavior and social environment, policy, and practice content, undergirds the community partnership framework. Provided is

an overview of community practice, through an examination of theories, history, applications, and domains. Students will develop an understanding of the mission of social work and issues of economic and social justice in the context of community and will participate in community building through an experiential component.

SW 7200 HUM DEVEL THROUGH LIFE 3.0

Human Development Through the Life Course.

This course presents knowledge on developmental issues occurring throughout the life span. The focus is on gaining knowledge on individuals families, small groups and interpersonal relationships in a multi-cultural context. Students will develop a critical understanding of current of well being, stress, coping, and adaption, as well as macro issues such as oppression, privilege, and discrimination. The inter-relationships between small and large social systems will be explored, as well as the influence of bio-psycho-social factors on individual and family well being. The implications of this knowledge for all social work practice in the community will be considered.

SW 7250 CHILD ABUSE AND NEGLECT 3.0

Child Abuse and Neglect.

Child abuse and neglect are examined from both historical and contemporary perspectives. Medical, legal, social and cultural aspects of child maltreatment are analyzed. The phenomenon is also viewed in relation to human behavior and as a pervasive social manifestation. Symptomatology and sequelae of abusive behavior will be examined with specific reference to the implications for family and community systems.

SW 7260 SOCIAL WRK WITH THE AGING 3.0

Social Work with the Aging.

This course is designed to provide the basic knowledge and entry-level skills appropriate for social work practice with older people and their families. Special attention is given to the biological, sociological, psychological, political and economic factors affecting older adults and methodology meeting these needs.

SW 7270 SW IN SUBSTANCE ABUSE 3.0

Social Work in Substance Abuse.

This course will provide students with an overview of the various classes of psychotropic drugs. Students will learn the physiological mechanisms of action of each of the

major classes of drugs. They will learn how each drug affects mood and behavior, how each drug affects major organ systems in the body, and how genetic and social factors may predispose an individual to drug use.

SW 7280 COM RESOURCES & CASE MGT 3.0

Community Resources and Case Management in Social Work. Students will learn about availability of community resources to address a variety of human needs, and the collaborations or partnerships between service providers. The course will focus on developing an understanding of case management skills in a variety of service contexts. Participation in community agencies in a variety of ways serve to enhance the classroom learning experience that will focus on different target populations.

SW 7290 ISSUES IN CHILD WELFARE 3.0

Issues in Child Welfare.

This course will provide participants the opportunity to explore some of the current challenges inherent in the delivery of child welfare services to children, youth and families. Specifically, there will be opportunities for students to develop their knowledge of child welfare policy, practice and research in relation to the problems and challenges of diverse populations, vulnerable groups and at-risk families. The course is intended to serve as a forum for the exchange of ideas and will focus on a range of critical issues in the field of child welfare, including: violence, child maltreatment, HIV, drug exposure and homelessness. In addition, child welfare services including foster care, adoption, family based and child protection services, will also be examined.

SW 7300 METHODS OF COMM RESEARCH 3.0

Methods of Community Research.

This course is designed to provide an overview of basic principles of social science research that provide the foundation for research in social work settings. Research processes will be examined in stages from problem formulation to data collection and some basic descriptive analysis. Both qualitative and quantitative methods will be reviewed. This course will stress the importance of the relationship between research and social work practice, and prepare students to evaluate existing social science research. Ethical issues, human diversity, and issues in community research will be discussed. Statistical techniques will also be presented.

SW 7310 GROUP FACILITATION 3.0

Group Facilitation.

This course aims to develop knowledge and skills in group facilitation. Issues and principles common to all types of groups including those based on group purpose (individual change to social action) and/or membership (families, self-help groups, agencies, organizations, neighborhood groups) will be addressed. The course will also review specific methods of group facilitation, including team building, consensus planning, and planning or strategic action, and the application of skills to targeted groups. The development of new partnership structures will be addressed as will the differential role of the social worker with diverse groups.

SW 7340 SOCIAL WORK & THE LAW 3.0

Social Work and the Law.

Brief introduction to the law as it applies to social work practice and clients. Using case studies, students examine problems that the poor, the disadvantaged, and all other clients served by social workers face in confronting the justice system. Attention is given to worker liability and those skills essential for testifying in court and advocating.

SW 7350 ECON OF POVERTY & PUB POL 3.0

Economics of Poverty and Public Policy.

Application of economic concepts to the study of poverty in the U.S. Topics include poverty and inequality, economics of the family, racial/gender discrimination and segregation, neighborhood effects, history of welfare, incentive structure of the current proposed welfare plans, and welfare reform. This course is considered to be an elective for MSW students.

SW 7400 SOCIAL WORK PRACTICE I 3.0

Social Work Practice I.

This course is designed to provide foundation content in generalist social work practice from a strength perspective. Purpose, values, and ethics of the social work profession will be addressed. The multifaceted context of social work practice will be explored and will include the effects of oppression, discrimination, and economic deprivation. Interviewing, assessment, intervention, and practice evaluation will be addressed in the context of diverse populations and generalist practice.

SW 7500 FOUNDATION FIELD ED I 6.0

Foundation Field Education I.

15 lecture hours; 200 field hours. SW 7500 and SW 7900 are designed as a continuum. This course provides a field experience that enables the social work student to integrate social work foundation knowledge, values, and skills with agency-based social work practice. This experience incorporates an agency-based field practicum and field integrative seminars.

SW 7600 SOCIAL WELFARE POLICY 3.0

Social Welfare Policy.

This course focuses on the historical development and implementation of contemporary social welfare policies and programs in the United States. Critical analysis of the policy making process is emphasized. The influence of social values on the policy development process is highlighted relative to the differential allocation of material and social resources. Specific attention is given to understanding roles performed by social workers as community practitioners to affect change, and acknowledging the interplay among legislative, judicial and administrative levels of government. Although the primary focus is on federal/state government policies; presentations will incorporate policy development at the local as well as organizational/agency levels when appropriate. The current provisions and service delivery systems emanating from social welfare policies are examined, with special attention given to society's most vulnerable population defined by status, age, health or economic circumstances.

SW 7700 COMMUN FOUND INTEG SEM 3.0

Community Foundation Integrative Seminar.

This course integrates and synthesizes social work foundation content from a community perspective. Through the critical analysis of a contemporary social welfare issue, students will examine the selected topic from the eight required content areas. This is done through reading and research, discussion, and the exchange of ideas in a seminar format. This is a required course of all advanced standing students prior to entry to the second year.

SW 7800 SOCIAL WORK PRACTICE II 3.0

Social Work Practice II.

This course is a continuation of SW 7400. Building on the previous content, this course will focus on the change process and the sustainability of change efforts that target couples, families, groups, organizations, and communities.

Within a generalist practice framework, the role of community resources, social networks, and economic and political factors will be explored.

SW 7900 FIELD EDUCATION II 6.0

Foundation Field Education II.

15 lecture hours; 200 field hours. This course is a continuation of SW 7500.

SW 7950 SELECTED TOPICS IN SW 3.0

Selected Topics in Social Work.

This course will offer knowledge and skills on variable topics that impact social work practice. May be repeated up to six hours if topic varies.

SW 7960 SEM IN COMMUNITY PARTNERSHIPS 3.0

Seminar on Community Partnerships: Practice and Issues.

An exploration of current challenges, issues, research skill or areas of special interest related to the social work practice of community partnerships. May be repeated up to six hours if topics vary.

SW 7980 RESEARCH PRACTICUM 1.0 to 12.0

Research Practicum.

Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

SW 7990 DIRECTED INDIVIDUAL STUDY 1.0 to 6.0

Directed Individual Study.

This course allows the student to extend his/her knowledge in a particular area through an independent study. A social work faculty member must agree to supervise this study, and it must be approved by the school director.

SW 8100 SKILLS/TECHNIQUES OF COMM PART 3.0

Skills and Techniques of Community Partnerships.

This course focuses on advanced skills, strategies, and techniques required by community practitioners to address social environmental problems and issues. Major topics will include communication skills (use of self, assertiveness, public speaking, use of small groups, building consensus, persuasion, recruitment, facilitating discussions and meetings, and use of the media); leadership skills; and resource development (grant writing and fundraising). Students will have the opportunity to apply the skills.

SW 8200 EVALUATION AND TECHNOLOGY 3.0

Evaluation and Technology.

This course addresses the vital role of evaluation and technology in the modern social work environment. The course develops students' skills in the formative and summative evaluation of community service delivery systems. With strong emphasis on the integration of evolving technologies for the human services, students will examine and experience methods for assessing and improving the quality of programs, policies, and community partnerships.

SW 8300 LEADERSHIP & MANAGEMENT 3.0

Leadership and Management.

This course offers students a general introduction to the theory and practice of leadership management from a social perspective within public, for-profit and non-profit organizations. Theories of management (human resource, policy, functional and strategic management) organizational structures, roles and skills for mezzo and macro practice within an agency or organization are examined. The unique perspective that social workers bring to this discipline in resolution of community and agency decision making are central elements in this course. The ways in which the social work manager as leader can facilitate community partnerships will also be examined.

SW 8500 COMMUNITY FIELD ED I 6.0

Community Field Education I.

18 lecture hours; 250 internship hours. SW 8500 and SW 8900 are designed as a continuum. This course provides a field education experience that enables the social work student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education practicum and field integrative seminars.

SW 8800 COMMUNITY PROJECT 3.0

Community Project.

This course is designed to have students synthesize, integrate, and apply content from the foundation and concentration to a viable community project. In coordination with the assets and needs of their second year practicum placement, students will be expected to complete a project from the problem definition and methodology stage to the presentation of the final product.

SW 8900 COMMUN FIELD EDUCATION II 6.0

Community Field Education II.

18 lecture hours; 250 internship hours. This course is a continuation of SW 8500.

SOCIOLOGY**SOCI 6279 METROPOLITAN ATLANTA 3.0**

Metropolitan Atlanta.

(Same as Hist 6320 and Geog 6768.)

Interdisciplinary perspective focusing on social, historical, and geographic processes which have shaped the Atlanta region.

SOCI 6312 AFRICAN-AMERICAN WOMEN IN U.S. 3.0

African-American Women in the United States.

(Same as AAS 4100.)

Contemporary social issues of black women. Emphasis on the historical roots of current issues and the interrelationships of gender, race, and class.

SOCI 6315 GIRLS 3.0

Girls.

(Same as Anth 6320 and WSt 6310.)

Three lecture hours a week. Who "girls" are and how they are socialized in our society. Girls' experiences with social institutions, growth and development issues, self-esteem and body image, sexuality, culture and media, third-wave feminism, and girls' movements.

SOCI 6366 LAW AND SOCIETY 3.0

Law and Society.

Recruitment, training, and practice in the legal professions. Analysis of the legal system as a process.

SOCI 6390 SELECTED TOPICS IN SOCIOLOGY 3.0

Selected Topics in Sociology.

SOCI 7100 THE FIELD OF AGING 3.0

The Field of Aging.

Introduction to the central concepts, methods, and professional practices in gerontology; development of basic skills used in theoretical and empirical work; and orientation to the field of aging and this gerontology program.

SOCI 7110 AGING POLICY AND SERVICES 3.0

Aging Policy and Services.

Overview of aging policy, services, and programs with emphasis on legislation, funding, planning, the aging network, and the long-term care system.

SOCI 8000 PROSEMINAR IN SOCIOLOGY 3.0

Proseminar in Sociology.

Introduction to central concepts, methods, and professional practices in sociology; development of basic skills used in theoretical and empirical work; and orientation to the discipline and this department of sociology.

SOCI 8010 INTERMEDIATE SOCI STATISTICS 3.0

Intermediate Sociological Statistics.

Prerequisite: Soci 3020 or its equivalent.

Parametric and nonparametric statistical topics pertinent to sociological research.

SOCI 8020 RESEARCH METHODOLOGY 3.0

Research Methodology.

Prerequisite: Soci 8010 or consent of the instructor.

Problem formulation, the logic of research design, scale construction, operational and measurement techniques, and forms of tabular presentation employed in the social survey.

SOCI 8030 SOCIOLOGICAL THEORY I 3.0

Sociological Theory I.

Roots of the major theoretical orientations in sociology, with special attention given to the early history of conflict theory, functionalism, and symbolic interactionism.

SOCI 8101 FAMILY SOCIOLOGY 3.0

Family Sociology.

Key concepts and processes of family sociology with application to sexuality, partner selection, transition to parenthood, parenting and children, housework and paid work, conflict and violence, divorce and remarriage, grandparenting, caregiving, and alternative families.

SOCI 8102 LIFE COURSE SOCIOLOGY 3.0

Life Course Sociology.

Development of the key concepts and processes of life course theories, with application to issues such as: child development and socialization, adolescence, marriage and parenting, work and occupational careers, retirement, illness and institutionalization, and death and bereavement.

SOCI 8110 SOCIAL PSYCHOLOGY 3.0

Social Psychology.

Social influences of others, roles, norms, and social interaction on self, identity, and behaviors.

SOCI 8112 ADULT SOCIALIZATION 3.0

Adult Socialization.

Changes, adjustments, and conflicts throughout the adult life cycle, focusing on becoming an adult, education, marriage, parenthood, work, retirement, institutional care, old age, and death.

SOCI 8116 SOCIOLOGY OF AGING 3.0

Sociology of Aging.

The study of aging as a social process affecting individuals, societies, and social institutions. Topics include age stereotypes, social roles, socioeconomic status, minority elders, older women, work and retirement, family and community relationships, politics, housing, and health care.

SOCI 8118 AGING, HEALTH, AND DISABILITY 3.0

Aging, Health and Disability.

Individual experience of physical aging, disease, disability, and death in old age; patterns and social causes of physical and mental illness, mortality, and longevity; illness behavior of older people, including health care utilization, compliance, patient-practitioner interaction, and health promotion behavior.

SOCI 8120 AGING AND LONG TERM CARE 3.0

Aging and Long Term Care.

Analysis of the long-term health care system, emphasizing care of the elderly and client, practitioner, and therapeutic issues in institutional and community-based settings.

SOCI 8122 DEATH, DYING, AND LOSS 3.0

Death, Dying, and Loss.

Death and dying; loss; and the cultural processes of grief, mourning, and bereavement.

SOCI 8124 ETHNICITY AND AGING 3.0

Ethnicity and Aging.

A broad overview of aging within the framework of race and ethnicity in American society. Major issues include minority aging research methodology; theories of ethnicity and aging; and life-course, "life-chance," and socialization

differences among older adults attributable to race, ethnicity, and/or minority status.

SOCI 8140 FAMILY STUDIES 3.0

Family Studies.

Theoretical orientations and research methods used in the sociological study of families.

SOCI 8142 FAMILIES:CROSS-CULTURAL PERSP 3.0

Families in Cross-Cultural Perspective.

Families in different countries, emphasizing the economic, technological, ideological, and political factors that account for cross-societal variation in family groups and institutions.

SOCI 8144 FAMILY DIVERSITY 3.0

Family Diversity.

Emergence of new family forms; critique of traditional definitions of family; and an examination of the issues facing today's families as they vary by race/culture/ethnicity, class, gender, sexual orientation, religion, and employment.

SOCI 8150 SEXUAL AND INTIMATE VIOLENCE 3.0

Sexual and Intimate Violence.

Societal causes, power dynamics, and policy implications of rape and sexual violence, battery, psychological/emotional abuse, child abuse and neglect, and elder abuse.

SOCI 8152 BIRTH AND PARENTHOOD 3.0

Birth and Parenthood.

Pregnancy, birth, and parenting; fatherhood and motherhood in a social and historical context.

SOCI 8154 CHILDREN AND CHILDHOOD 3.0

Children and Childhood.

Analysis of children and childhood as socially constructed categories and life course stages. Emphasis on changing ideas and practices concerning the care, control, and significance of children. Covers the gender socialization of children as well as the effects of class and race on the quality of children's lives in family, educational, work, and other social settings.

SOCI 8156 SEXUALITY AND SOCIETY 3.0

Sexuality and Society.

Social construction of sexuality, examining the ways human groups attach meaning to emotions, desires, and

relationships. Sexuality across the life course, including dating, varieties of sexual relationships, birth control and procreative technologies, sexually transmitted diseases and AIDS, and sex and law.

SOCI 8201 SOCIAL INEQUALITY 3.0

Social Inequality.

Theories, research methods, data sources, and empirical work in social stratification, power relations, class and status systems, and the changing structure of the economy and labor force. Examination of inequality based on gender, race/ethnicity, class, or age, and mobility among classes.

SOCI 8202 SOCIAL CONFLICT 3.0

Social Conflict.

Theories, research methods, and empirical work on the nature and processes of social, political, economic, and cultural conflicts. Frame of reference encompasses interpersonal (dyads and small groups), formal organizations, social movements, national, and international levels.

SOCI 8208 WORK AND OCCUPATIONS 3.0

Work and Occupations.

Social relationships in such areas as recruitment, stratifications, training, career patterns, client-colleague relations, mobility, social control, and job satisfaction.

SOCI 8210 INDUSTRIAL SOCIOLOGY 3.0

Industrial Sociology.

Systematic study of the organizational forms of industrial production in relation to society, community, and the individual.

SOCI 8212 RACE AND ETHNIC RELATIONS 3.0

Race and Ethnic Relations.

Theory and research on racial and ethnic identities, communities, and conflicts; racism, discrimination, and related forms of inequality; racial/ethnic attitudes; assimilation, pluralism, and immigration.

SOCI 8214 IMMIGRATION 3.0

Immigration.

Study of the social forces that cause international migration and application of sociological perspectives to analyze conditions of immigrant life and the impact immigration has on different societies. Emphasizes social and cultural adaptations in communities affected by immigration, immigrants' participation in the labor force

and economy, and public attitudes and government policies affecting entry and settlement processes in the U.S. and other societies.

SOCI 8216 SOCIOLOGY OF GENDER 3.0

Sociology of Gender.

Social construction of gender, gender based stratification, and power dynamics.

SOCI 8218 POLITICAL SOCIOLOGY 3.0

Political Sociology.

Sociological theories and methods to analyze power within social systems and the relations between state and society.

SOCI 8220 SOCIAL MOVEMENTS 3.0

Social Movements.

The causes, processes, and outcomes of social movements; including protest and other activities directed toward social change.

SOCI 8222 DEVIANCE & SOCIAL CONTROL 3.0

Deviance and Social Control.

Theory and research regarding behavior which violates well-established social norms; social factors which engender such behavior and social reactions to such behavior; examples of typical interests would be sexually deviant behavior, certain types of mental illness, alcoholism, and suicide.

SOCI 8224 CRIMINOLOGY 3.0

Criminology.

Issues in criminological theory and research, encompassing law and social control, the structure and process of the criminal justice system, epidemiology of crime, history of criminological thought, and criminal careers and behavior systems.

SOCI 8226 URBAN SOCIOLOGY 3.0

Urban Sociology.

Urbanism from a sociological point of view. Focuses on three basic areas: theoretical concepts and perspectives on urban social organization; current sociological perspectives on the city; and contemporary application of these perspectives.

SOCI 8228 CONTEMPORARY URBAN RESEARCH 3.0

Contemporary Urban Research.

Recent developments in urban sociological research and theory.

SOCI 8230 MEDICAL SOCIOLOGY 3.0

Medical Sociology.

Health and illness beliefs and behavior; social epidemiology; sociology of nursing, medicine and other health professions; the social organization and financing of health care; and health policy issues.

SOCI 8232 POVERTY AND WEALTH 3.0

Poverty and Wealth.

Critical issues in the generation and maintenance of economic inequalities, both domestically and globally. Emphasis on the role of socioeconomic forces in the production of poverty and wealth as well as individual and group attitudes and behaviors.

SOCI 8340 POPULATION DYNAMICS 3.0

Population Dynamics.

Social factors influencing fertility, mortality, and migration in the U.S. and other countries and how these demographic processes influence social organizations; the impact of global and regional population changes on the environment and population policies; and basic techniques for constructing demographic rates and measures.

SOCI 8342 QUALITATIVE METHODS IN SOC 3.0

Qualitative Methods in Sociology.

Prerequisite: Soci 8020 or consent of the instructor.

Methodological strategies in sociological research involving participant observation, in-depth interviewing, and the use of public and private documents. Special attention given to the analysis of text data (in contrast to numerical data) and the writing of text-based dissertations, articles, and books.

SOCI 8346 SOCIOLOGY OF DRUGS 3.0

Sociology of Drugs.

Major areas of sociological concern in drug abuse and addiction including legislation, epidemiology, etiology, treatment and rehabilitation and research and evaluation; examples of types of drugs covered would be narcotics, marijuana, psychedelics, sedatives and tranquilizers, and alcohol.

SOCI 8360 SOCIOLOGY OF RELIGION 3.0

Sociology of Religion.

Social dimensions of religion, the relationship between religion and society, sociological theories of religion, religious organizations and behavior, religion and social change, secularization, and the future of religion.

SOCI 8380 SOCIOLOGY OF EDUCATION 3.0

Sociology of Education.

Sociological approach to the study of education as an institution in urban settings.

SOCI 8900 SPECIAL TOPICS IN SOCIOLOGY 3.0

Special Topics in Sociology.

May be taken more than once if topics are different.

SOCI 8910 GERONTOLOGY INTERNSHIP 1.0 to 6.0

Gerontology Internship.

May be taken more than once if topics are different.

SOCI 8920 APPLIED PROJECT IN GERONTOLOGY 3.0

Applied Project in Gerontology.

Prerequisite: consent of the instructor.

Supervised project requiring application of gerontological knowledge to an aging issue or problem.

SOCI 8930 GERONTOLOGY COLLOQUIUM 3.0

Gerontology Colloquium.

Final multidisciplinary seminar for gerontology certificate students; focus is on integration of disciplinary perspectives and demonstration of conceptual and technical skills through completion of a final project and paper.

SOCI 8940 DIRECTED PROJECT 1.0 to 6.0

Directed Project.

Prerequisite: consent of the instructor.

Supervised research and writing of a high-quality, article-length paper, or preparation of Ph.D. proposal. Credit hours do not count toward the degree for Ph.D. students.

SOCI 8970 DIRECTED READING 1.0 to 3.0

Directed Reading.

Directed readings in special areas.

SOCI 8980 SOCIOLOGY INTERNSHIP 1.0 to 6.0

Sociology Internship.

Prerequisite: consent of the instructor.

(A maximum of 3 credit hours may be applied toward the degree program required hours.) Apprenticeship in research or teaching under faculty supervision.

SOCI 8990 RESEARCH OR TEACHING PRACTICUM 3.0 to 9.0

Research or Teaching Practicum.

Prerequisite: consent of graduate director.

Apprenticeship in research and teaching for GRA, GTA, and GLA under faculty.

SOCI 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

SOCI 9000 TEACHING SOCIOLOGY 3.0

Teaching Sociology.

Prerequisites: Soci 8010, 8020, 8030, or their equivalents.

This seminar focuses on pedagogical issues and techniques of teaching sociology at the college and university levels.

SOCI 9001 TEACHING INTERNSHIP 3.0

Teaching Internship.

Prerequisite: Soci 9000.

Faculty supervision and guidance for graduate students teaching an undergraduate course. For doctoral students interested in college level teaching.

SOCI 9010 MULTIVARIATE SOC DATA ANALYSIS 4.0

Multivariate Sociological Data Analysis.

Prerequisite: Soci 8010.

Three lecture and two laboratory hours a week. Applied data analysis techniques for sociologists including regression analysis, path analysis, logistic regression analysis, and factor analysis.

SOCI 9020 ADVANCED RESEARCH METHODOLOGY 3.0

Advanced Research Methodology.

Prerequisite: Soci 8020 or consent of the instructor.

Intensive examination of design, sampling, and measurement problems in social research.

SOCI 9030 SOCIOLOGICAL THEORY II 3.0

Sociological Theory II.

Prerequisite: Soci 8030 or its equivalent.

Recent developments in sociological theory, with special attention given to significant extensions of, and challenges to, the theories covered in Sociological Theory I.

SOCI 9970 READING FOR QUALIFYING EXAMS 3.0 to 9.0

Readings for Qualifying Examinations.

Prerequisite: consent of graduate director.

Intensive reading on specific topics in preparation for the qualifying examinations under faculty supervision.

SOCI 9980 DOCTORAL PRACTICUM 3.0

Doctoral Practicum.

Prerequisite: consent of the instructor.

SOCI 9999 DISSERTATION RESEARCH 1.0 to 9.0

Dissertation Research.

SPANISH

SPAN 6135 INTRO:THEORY & PRACT OF TRANS 3.0

Introduction to the Theory and Practice of Translation.

Introduction to professional translation based on a comparative study of characteristic modes of expression in Spanish and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from Spanish to English and English to Spanish.

SPAN 6140 GENERAL TRANSLATION 3.0

General Translation.

Prerequisite or corequisite: Span 6135 or consent of instructor.

Translation of texts on a variety of cultural topics, documents, computer assisted translations, methods of research and documentation, and the continued study of comparative stylistics.

SPAN 6600 ADV GRAMMAR AND SYNTAX 3.0

Advanced Grammar and Syntax.

Emphasis on morphology; examples of contemporary texts with exercises and compositions.

SPAN 6601 INTRO SPANISH LINGUISTICS 3.0

Introduction to Spanish Linguistics.

Prerequisite: Span 6600 or equivalent.

Introduction to all areas of Spanish linguistics: phonetics, phonology, morphology, syntax, historical linguistics, and dialectology.

SPAN 6603 CULTURAL STUDIES 3.0

Cultural Studies.

(Not open to students with prior credit for Span 605.)

A. Spain: Historical, philosophical, artistic and popular influences which contributed to the formation of society in Spain. B. Latin America: Historical, philosophical, artistic, and popular influences which contributed to the formation of Latin American societies and Hispanic communities in the United States. C. Hispanic World: Studies of cross-cultural phenomena pertaining to Spain, Latin America, and Hispanic communities in the United States.

SPAN 6605 SPAN FOR INTL BUSNSS I 3.0

Spanish for International Business I.

Business vocabulary and correspondence. Protocol of business environment. Reading and analysis of commercial texts.

SPAN 6607 SPAN FOR INTL BUSNSS II 3.0

Spanish for International Business II.

Prerequisite: Span 6605 or consent of the instructor.

Readings in the foreign language of current materials related to business and trade structures, issues, and procedures.

SPAN 7135 INTRO:THEORY & PRAC OF TRANS 3.0

Introduction to the Theory and Practice of Translation.

Introduction to professional translation based on a comparative study of characteristic modes of expression in Spanish and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from Spanish to English and from English to Spanish.

SPAN 7140 GENERAL TRANSLATION 3.0

General Translation.

Prerequisite or co-requisite: Span 7135 or consent of instructor.

Translation of texts on a variety of cultural topics, documents, computer assisted translations, methods of research and documentation, and the continued study of comparative stylistics.

SPAN 7142 SPECIALIZED TRANSLATION I 3.0

Specialized Translation I.

Prerequisite: Span 7140 or consent of instructor.

Business, economics, and banking.

SPAN 7145 SPECIALIZED TRANSLATION II 3.0

Specialized Translation II.

Prerequisite: Span 7142 or consent of instructor.

Legal, medical, natural sciences, media, and other.

SPAN 7146 WRKSHP:TRANS OF SPECIAL TOPICS 3.0

Workshop on the Translation of Special Topics.

Prerequisite: Span 7145 or consent of instructor.

Translation of texts of a technical nature, including the areas of computer, medicine, and the natural sciences; compilation of selected bibliographies and glossaries in the student's chosen field of specialization and completion of a major translation project.

SPAN 7150 INTRODUCTION TO INTERPRETATION 3.0

Introduction to Interpretation.

Introduction to the field of interpretation, both consecutive and simultaneous, including learning protocol, taking notes, and practicing with speeches from organizations such as the United Nations, the International Monetary Fund, and the World Bank.

SPAN 7151 SPANISH FOR READING 3.0

Spanish for Reading.

Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

SPAN 7152 MEDICAL INTERPRETATION 3.0

Medical Interpretation.

Prerequisite or co-requisite: Span 7150.

The protocol and procedures of the medical interpreter.

Practice with medical texts and develop medical glossaries.

SPAN 7155 FEDERAL COURT INTERPRETATION 3.0

Federal Court Interpretation.

Prerequisite or co-requisite: Span 7150.

The protocol and procedures followed in the federal court system. Specialized vocabulary will be presented. Students will practice with actual court documents and tapes will be used to practice simultaneous and consecutive course interpretation.

SPAN 7157 STATE & MUN COURT INTERPRETATION 3.0

State and Municipal Court Interpretation.

Prerequisite or co-requisite: Span 7150.

This course will focus on the protocol and procedures followed in the state and municipal court systems in Georgia. Specialized vocabulary will be presented and students will practice with actual court documents.

SPAN 8103 PROBS TCHNG SPAN GRAMMAR 3.0

Problems in Teaching Spanish Grammar.

Discussion of the role of grammar in the communicative approach to foreign language teaching; theoretical analysis of difficult points of Spanish grammar, including pronunciation; examination of Spanish textbooks; creation of portfolio of original grammar exercises.

SPAN 8710 SPEC TOPS: SPAN APP LINGS 3.0

Special Topics in Spanish Applied Linguistics.

(May be repeated for credit if topic varies.)

SPAN 8800 HIST OF SPANISH LANGUAGE 3.0

History of the Spanish Language.

The phonological and morphological evolution of Spanish from Vulgar Latin to standard modern Spanish. Several old Spanish texts will be examined.

SPAN 8805 MEDIEVAL SPAN LITERATURE 3.0

Medieval Spanish Literature.

Evolution of Spanish literature from the "jarcha" through La Celestina.

SPAN 8810 TOPICS IN GOLDEN AGE LIT 3.0

Topics in Golden Age Literature.

(A) drama; (B) poetry; or (C) prose.

SPAN 8815 SEMINAR ON CERVANTES 3.0

Studies in Cervantes.

May be repeated for credit if topics vary.

SPAN 8820 18TH CENT SPAN LITERATURE 3.0

Eighteenth Century Spanish Literature.

Neoclassical and pre-Romantic Spanish literature with emphasis on the Enlightenment and its cultural background.

SPAN 8825 19TH CENT SPAN LITERATURE 3.0

Nineteenth Century Spanish Literature.

(A) drama; (B) poetry; or (C) prose.

SPAN 8830 GENERATION OF '98 3.0

Generation of '98.

Early twentieth-century Spanish literature with emphasis on the works of Unamuno, Machado, Baroja, Azorin, and Ortega y Gasset.

SPAN 8835 CONTEMPORARY SPANISH LIT 3.0

Contemporary Spanish Literature.

(A) drama, (B) poetry, or (C) prose.

SPAN 8845 LAT-AM LIT: CONQ TO 1900S 3.0

Latin-American Literature from the Conquest to the 1900's.

A survey of Colonial literature from the first chronicles of Colon and Cortes to the 1900's.

SPAN 8850 TRADITIONAL LAT AM NOVEL 3.0

The Traditional Latin American Novel.

(Not open to students with prior credit for Span 855A.) The evolution of the genre in the nineteenth and twentieth

centuries from traditional trends (“indianismo,” regionalism, social realism) to new trends (“modernismo,” “vanguardismo”).

SPAN 8855 LATIN AM “BOOM” NOVEL 3.0

The Latin American “Boom” Novel.

(Not open to students with prior credit for Span 855B.)

The “Boom” phenomenon of the 1960s and 1970s (including early manifestations in the 1940s and 1950s) as a radical departure from previous narrative forms.

SPAN 8860 CONTEMPORARY LAT AM NOVEL 3.0

The Contemporary Latin American Novel.

(Not open to students with prior credit for Span 855C.)

Newest trends in the post-Boom novel since the mid-1970s as both a continuation and a departure from the “Boom.”

SPAN 8865 LATIN AMER SHORT STORY 3.0

Latin American Short Story.

The evolution of the genre in the nineteenth and twentieth centuries, as manifested in the various schools of romanticism, modernism, realism, naturalism, “vanguardismo,” and contemporary trends.

SPAN 8870 LATIN AMERICAN POETRY 3.0

Latin American Poetry.

(A) Latin American poetry of the nineteenth century, from neoclassicism to modernism. (B) The Modernist movement in Latin American Poetry; (C) Contemporary Latin American poetry after the Modernist movement (including Borges, Vallejo, Neruda, Mistral, Paz).

SPAN 8875 WOMEN WRITERS 3.0

Women Writers.

A literary and cultural study of the literary production of Spanish, Latin American, and US Latina women writers. Special attention will be paid to the categories of gender and sexuality, and how these cultural constructs inform the ideological and aesthetic debates in the field of Hispanic Studies. (A) Women writers of Spain; (B) Women writers of Latin America; (C) US Latina Writers.

SPAN 8880 SPEC TOPICS IN SPAN LIT 3.0

Special Topics in Spanish Literature.

May be repeated for credit if topics vary.

SPAN 8885 SPEC TOP: LAT AMER LIT/CULTURE 3.0

Special Topics in Latin American Literature and/or Culture.

May be repeated for credit if topics vary.

SPAN 8890 CONTEMP MEXICAN FICTION 3.0

Contemporary Mexican Fiction.

An overview of the most influential novels in Mexican culture since 1960, with emphasis on writers such as Rulfo, Fuentes, Poniatowska, Agustin, Pacheco, Mastretta, and Esquivel.

SPAN 8895 RESEARCH 1.0 to 9.0

Research.

Independent Research for credit.

SPAN 8930 SUP TEACH FOR GRAD TEACH ASST 3.0

Supervised Teaching for Graduate Teaching Assistants.

In-service teacher training for GTAs. Required for GTAs teaching Spanish in the department. Does not count toward degree requirements.

SPAN 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

STATISTICS

STAT 8050 STATISTICS FOR BIOINFORMATICS 3.0

Statistics for Bioinformatics.

Prerequisite: Math 4544/6544 or Biol 4744/6744, or its equivalent.

(Same as Biol 8050 and CSc 8050.)

Three lecture hours per week. Introduction of computational biology and microarray informatics, gene expression analysis using microarray for transcriptional profiling, use of multivariate statistics and computer algorithms for different clustering techniques, important role of statistical packages, algorithms for calculating statistical quantities, and statistical research in the area.

STAT 8090 APPLIED MULTIVARIATE STATISTICS 3.0

Applied Multivariate Statistics.

Prerequisite: consent of the instructor.

Matrix algebra, Multivariate normal distributions, discriminant analysis, canonical correlations, and Multivariate analysis of variance.

STAT 8440 SURVIVAL ANALYSIS 3.0

Survival Analysis.

Prerequisite: Math 4752/6752.

Topics included are survival function, hazard function, right censoring, nonparametric methods for comparing two survival distributions, parametric and nonparametric regression methods with survival data.

STAT 8540 ADV METHODOLOGIES IN BIOSTATISTICS 3.0

Advanced Methodologies in Biostatistics.

Prerequisites: Math 6752.

General overview of S language, using S-plus for distributions and data summaries, linear statistical models, generalized linear models, non-linear regression models, modern regression, and survival analysis.

STAT 8561 LINEAR STATISTICAL ANALYSIS I 3.0

Linear Statistical Analysis I.

Prerequisite: Math 4751/6751.

Topics included are statistical inference, Multivariate normal distribution, distribution of quadratic forms, linear models, regression models and experimental design models.

STAT 8562 LINEAR STATISTICAL ANALYSIS II 3.0

Linear Statistical Analysis II.

Prerequisite: Math 4752/6752.

Topics included are statistical inference, Multivariate normal distribution, distribution of quadratic forms, linear models, regression models and experimental design models.

STAT 8581 STATISTICAL THEORY I 3.0

Statistical Theory I.

Prerequisite: Math 4752/6752.

Classical and modern statistics, probability, decision theory, estimation theory, testing hypotheses, confidence intervals, large sample theory, and sequential analysis.

STAT 8582 STATISTICAL THEORY II 3.0

Statistical Theory II.

Prerequisite: Stat 8581.

Classical and modern statistics, probability, decision theory, estimation theory, testing hypotheses, confidence intervals, large sample theory, and sequential analysis.

STAT 8600 PROBABILITY THEORY 3.0

Probability Theory.

Prerequisite: Math 4752/6752.

Random variables and expectations, distribution and characteristic functions, laws of large numbers and central limit theorem, conditional probability, and expectation.

STAT 8610 TIME SERIES ANALYSIS 3.0

Time Series Analysis.

Prerequisite: Math 4752/6752.

Introduction to stationary stochastic processes, spectral representations; Box-Jenkins time series models;

forecasting methods. Applications include use of a statistical computer package.

STAT 8630 EXPERIMENTAL DESIGNS 3.0

Experimental Designs.

Prerequisite: Math 4752/6752.

Analysis of randomized and incomplete block designs; factorial and nested designs using fixed, random, and mixed effects models. Applications include use of a statistical computer package.

STAT 8650 MULTIVARIATE ANALYSIS 3.0

Multivariate Analysis.

Prerequisite: Math 4752/6752.

Multivariate normal distribution and related distributions, multiple regression, canonical correlations, Multivariate analysis of variance, discriminant functions, and factor analysis.

STAT 8660 STAT OF DIR, SHAPES AND IMAGES 3.0

Statistical Analysis of Directions, Shapes and Images.

Prerequisite: consent of instructor.

Three lectures a week. Methods of statistical analysis of digitized data with applications from natural images common in science and medicine. Distributions on shape spaces and projective shape spaces. High level image analysis using large sample, bootstrap, Bayesian, and simulation methods. Scanning, landmarks, and triangulations. Applications include use of imaging and statistical software.

STAT 8670 COMPUTATIONAL METHODS IN STAT 3.0

Computational Methods in Statistics.

Prerequisite: Math 4752/6752 and the ability to program in a high-level language.

Numerical stability of statistical package program algorithms for general linear models; influential observations; principles of Monte Carlo methods; cross-validation, jackknife, and bootstrap methods of data analysis with applications to regression and discriminant analysis; and use of a statistical computer package.

STAT 8680 APPLIED NONPARAMETRIC METHODS 3.0

Applied Nonparametric Methods.

Prerequisite: Math 4752/6752.

Three lectures a week. Nonparametric testing and estimation procedures are introduced. Topics include rank methods for one sample and two sample problems, rank tests for one-way

layouts, linear regression and independence problems, robust estimates, goodness-of-fit test, U-statistics, recent developments in nonparametric statistics.

STAT 8690 TOPICS IN STATISTICS 3.0

Topics in Statistics.

(Replaces Math 869.) May be repeated for credit if topics vary.

STAT 8691 GRADUATE RESEARCH IN STATS 3.0

Graduate Research in Statistics.

May be repeated for credit.

STAT 8692 GRADUATE LAB IN STATISTICS 3.0

Graduate Laboratory in Statistics.

May be repeated for credit.

STAT 8700 ANALYSIS OF QUALITATIVE DATA 3.0

Analysis of Qualitative Data.

Prerequisite: Math 4752/6752.

Analysis of multinomial data, and contingency tables, loglinear models for count data, model selection procedures; applications include use of statistical software packages.

STAT 8760 SAMPLE SURVEYS 3.0

Sample Surveys.

Prerequisite: Math 4752/6752.

Sampling from finite populations; random, stratified, cluster, and systematic sampling; estimation of means and variances; and ratio and regression sampling.

STAT 8820 RESEARCH 3.0

Research.

Prerequisite: consent of the instructor and chair of department.

Directed research leading to a research paper in statistics or analysis of a statistical problem. This course is intended to satisfy the requirement for a research paper or a written report of a laboratory experience for the nonthesis option.

STAT 8950 DIRECTED RESEARCH IN STATISTIC 1.0 to 15.0

Directed Research in Statistics.

Prerequisite: consent of the instructor.

STAT 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

Prerequisite: thesis option.

TAXATION

TX 8020 ADVANCED FEDERAL TAXATION 3.0

Advanced Federal Taxation.

Prerequisite: Acct 4510, minimum grade of C.

CSP: 1, 2, 6, 7.

This course provides an in-depth study of the federal tax law applicable to sole proprietorships, partnerships, corporations, estates, and trusts. In addition, this course introduces students to topics such as the alternative minimum tax, international tax, state and local tax, employee compensation, related party transactions, and tax-exempt entities. Some time also is devoted to tax planning, ethical practices, taxation of cross-border e-business transactions, and tax research.

TX 8030 TAX RESEARCH 3.0

Tax Research.

(Recommended that this course be taken after Tx 8020.)

Prerequisite: Acct 4510, minimum grade of C.

CSP: 1, 2, 6, 7.

This course is a study of tax law sources, tax research methodology, and research documentation. Students locate relevant tax law provisions using e-resources.

TX 8040 TAX PRACTICE & PROCEDURES 3.0

Tax Practice and Procedures.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course is designed for persons preparing for a tax practitioner career. Subject matter for study is selected to amplify conceptual and technical knowledge at an advanced level of study of the techniques and procedures used by the various tax administrative bodies. The course also provides study opportunities to enhance the practitioner's skills and abilities in dealing with the tax administrative bodies. While some aspects of the course deal with state and local tax administrative bodies, heavy emphasis in the course is placed on procedure and practice techniques at the federal level.

TX 8080 TAX/PARTNERSHIPS/PARTNERS 3.0

Taxation of Partnerships and Partners.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course is a study of tax law relating to partnerships and partners.

TX 8100 TAX OF PROP/SECUR TRANS 3.0

Taxation of Property and Securities Transactions.

Prerequisites: Tx 8020, Tx 8030.

CSP: 1, 2, 6, 7.

This course is a study of the income tax consequences of transactions relating to purchase, sale or exchange of property and securities including alternative tax strategies in real property ventures for financing, developing, and dispositions.

TX 8120 TAX OF CORP & SHAREHOLDERS 3.0

Taxation of Corporations and Shareholders.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course is a study of the concepts and principles of tax law relating to corporations and shareholders. The course emphasizes corporate formation, capital structure, distributions, redemptions, liquidations, and the "S" election.

TX 8140 TAX ASP OF CORP REORG/LIQ 3.0

Tax Aspects of Corporate Reorganizations and Liquidations.

Prerequisites: Tx 8020, Tx 8030; Prerequisite or Co-requisite: Tx 8120.

CSP: 1, 2, 6, 7.

This course is a study of income tax laws relating to the liquidation of corporations and to corporate reorganizations. Course emphasis is on the tax consequences to parties involved in reorganizations and liquidations, including individual shareholders, and on judicial doctrines relevant to reorganizations.

TX 8150 TAX-PEN/PRO SHAR/DEF COMP 3.0

Taxation of Pension, Profit-Sharing, and Deferred Compensation Plans.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7.

This course is a study of income tax laws relating to pension, profit-sharing, and deferred compensation plans as such laws affect employers, employees, self-employed individuals and fiduciaries.

TX 8180 CURRENT TOPICS IN TAX 3.0

Current Topics in Taxation.

Prerequisites: Tx 8020, Tx 8030.

CSP: 1, 2, 6, 7.

This course is a study of the contemporary issues in

taxation. Subject matter for study is selected based upon current and proposed legislation in the area of taxation. The course provides an opportunity to analyze cutting-edge issues that arise in the new e-business economy such as taxation of Internet sales.

TX 8200 INCOME TAX ESTATES&TRUSTS 3.0

Income Taxation of Estates and Trusts.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course is a study of the federal income tax laws as they relate to estates, trusts, and beneficiaries.

TX 8220 ESTATE/GIFT TAX &EST PLAN 3.0

Estate/Gift Taxation and Estate Planning.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7.

This course is a study of federal estate and gift tax laws involved in inter vivos and testamentary transfers of property. Additionally, the course focuses on estate planning techniques.

TX 8270 STATE & LOCAL TAXATION 3.0

State and Local Taxation.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course examines current issues in state and local taxation as well as the interaction between the Internal Revenue Code and various state and local tax provisions. E-business issues, especially those related to Internet sales transactions, are also explored.

TX 8300 INTERNAT ASPECTS/TAXATION 3.0

International Aspects of Taxation.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course is a study of income tax consequences of foreign income to U.S. taxpayers and of U.S. income for foreign businesses and individuals. E-business issues also are explored.

TX 8320 INCOME TAX AC PER & METH 3.0

Income Tax Accounting Periods and Methods.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030.

CSP: 1, 2, 6, 7.

This course addresses timing issues in federal income taxation. Topics include cash and accrual accounting methods, installment reporting, accounting for inventories and long-term contracts, issues relating to the time value of money, adoption of accounting periods, and changes in accounting periods and methods.

TX 8389 DIR READINGS IN TAXATION 1.0 to 3.0

Directed Readings in Taxation.

Prerequisites: Tx 8020, Tx 8030, consent of instructor, good academic standing. CSP: 1,2,6,7.

This course allows the supervised study of a specialized area not provided in the regular curriculum or provides a supervised study of a topical area of varied length, i.e., one to three semester hours. An arrangement must be made with a full-time faculty member to sponsor a student's research.

TX 8391 FIELD STUDY TAXATION 3.0

Field Study in Taxation.

Prerequisite: Tx 8020 with minimum grade of B; consent of instructor.

CSP: 1, 2, 6, 7, 8.

This field study is a supervised, employer-site learning experience. In this experience, students have the opportunity to apply tax-related skills in a professional setting. Students must consult with the instructor or the M.Tx. Program Coordinator before registering to determine whether their employment or internship experiences will qualify for credit.

TX 8510 JUDICIAL ANALYSIS TAX ISS 3.0

Judicial Analysis of Tax Issues.

Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6.

This course emphasizes identification of tax issues, analysis of court decisions, and planning techniques to reduce tax liability.

TX 8660 STUDY ABROAD: INT'L ACCT 3.0

Study Abroad: International Accounting and Tax Practices.

Prerequisites: Tx 8020 and Tx 8030 with minimum grades of C in each class; consent of instructor.

CSP: 1, 2, 6, 7, 8.

This course analyzes the impact of cultural, economic, and other factors on the practice of accounting and taxation. Concepts and practices of business strategy, asset

allocation, transfer pricing, business valuation, and other concerns are examined as they relate to the U.S. and host countries. This is accomplished in part through classroom or web discussions of the various issues. The main portion of the learning process is completed through travel with faculty members to the host countries. The students interview and consult with business managers, accounting professionals, academicians, and tax officials in that country.

TEACHING ESL/COLLEGE OF ED

TSLE 7250 APPLIED LNG BILINGUAL/ESL TCHR 3.0

Applied Linguistics for the Bilingual/English as a Second Language Teacher.

Students receive an overview of the principles of language structure, the processes of first and second acquisition, and the issues involved in assessing language proficiency with special attention paid to the application of linguistic knowledge to the multilingual and multicultural school setting.

TSLE 7260 CULT ISSUES BILINGUAL/ESL TCHR 3.0

Cultural Issues for the Bilingual/English as a Second Language Teacher.

Students examine the concept of culture and study cultural influences and the uses of culture in the education of children. Special attention is paid to the application of linguistic and cultural knowledge to the multilingual and multicultural school setting.

TSLE 7390 ASSESS/EVAL BILINGUAL/ESL EDUC 3.0

Assessment and Evaluation in Bilingual/English as a Second Language Education.

This course is designed to prepare bilingual/English as a second language teachers to choose, use, and interpret standardized tests for language proficiency and to design and use informal language tests for their own curriculum and instructional programs.

TSLE 7440 METHD & MAT BILINGUAL/ESL TCHR 3.0

Methods and Materials for the Bilingual/English as a Second Language Teacher.

This course familiarizes students with current second language classroom research and with effective methods and materials with an emphasis on adapting these methods and materials to a specific classroom setting.

TEXTILES

TEXT 6050 TEXTILES 3.0

Textiles.

For graduate students not majoring in Textiles. Textile techniques either in loom, non-loom, or surface design explored from design principles and technical application.

May be repeated for a maximum of 15 credit hours.

TEXT 6910 HISTORIC TEXTILES 4.0

Historic Textiles.

Historical survey of textiles, textile technology, and design on both woven and dyed/printed/painted textiles worldwide. Interrelationship of textile technology and design in a historical and cultural context.

TEXT 6980 DIRECTED STUDY 3.0 to 6.0

Directed Study.

Prerequisite: consent of the instructor.

Not for students who are textile majors. Individual research. May be repeated for a maximum of 12 hours.

TEXT 8000 ADVANCED STUDIO PROBLEMS 3.0

Advanced Studio Problems.

For M.F.A. textiles major. Conceptual development in textile design explored from design principles and technical applications. May be repeated for a maximum of six credit hours.

TEXT 8500 DIRECTED STUDY 3.0 to 9.0

Directed Study.

Individual research in areas such as historical and contemporary design, surface design, and/or weave structures techniques. Conceptual development. May be repeated for a maximum of 18 credit hours.

TEXT 8930 INTERNSHIP IN TEXTILES 3.0

Internship in Textiles.

Prerequisite: consent of the instructor.

Supervised field research experiences in appropriate professional environments. May be repeated for a maximum of six credit hours.

TEXT 8980 SPECIAL PROBLEMS 3.0

Special Problems.

Prerequisite: consent of the instructor and School director.

Independent study. Contract outlining course content is required. May be repeated for a maximum of six credit hours.

TEXT 8999 THESIS RESEARCH 3.0 to 12.0

Thesis Research.

Prerequisite: Consent of thesis advisor.

Research and preparation of thesis and graduate exhibition.

WOMEN'S STUDIES

WST 6210 WOMEN IN CROSS-CULTURAL PERSP 3.0

Women in Cross-Cultural Perspective.

Prerequisites: Anth 2020 or consent of the instructor.

(Same as Anth 6420.)

Behavioral patterns, status, roles, and symbols linked to gender in human culture and societies. Holistic and comparative analyses of biological, psychological cultures and societies. Holistic and comparative analyses of biological, psychological, and cultural similarities and differences among women.

WST 6310 GIRLS 3.0

Girls.

(Same as Anth 6320 and Soci 6315.)

Three lecture hours a week. Who "girls" are and how they are socialized in our society. Girls' experiences with social institutions, growth and development issues, self-esteem and body image, sexuality, culture and media, third-wave feminism, and girls' movements.

WST 6312 AFRICAN-AMER WOMEN IN THE US 3.0

African-American Women in the U. S.

(Same as Soci 6312.)

Contemporary social issues of black women. Emphasis on the historical roots of current issues and the interrelationships of gender, race, and class.

WST 6370 WOMEN AND RELIGION 3.0

Women and Religion.

(Same as Phil 6370.)

Multi-cultural exploration of the role of women and female divinities in diverse religious traditions; readings from ancient myths to contemporary feminist theory.

WST 6470 VISUAL CULTURE 4.0

Visual Culture.

(Same as Anth 4470/6470.)

Study of the visual politics of social organization with emphasis on the images and the arenas of everyday life in North American culture. Includes explorations of the fashion system, the medical body, the cosmetic and fitness

industry, visual colonialism, museum displays, and high and popular art.

WST 6500 ANTHROPOLOGY OF AGING 3.0

Anthropology of Aging.

Prerequisite: Anth 1102, 2020, or consent of instructor.

(Same as Anth 6500.)

Anthropological approach to the aging process in western and nonwestern societies.

WST 6510 FEMINIST POLITICAL THEORY 3.0

Feminist Political Theory.

(Same as PolS 6510.)

This course is divided into three sections. The first is an overview of the treatment of women in Western political thought. The second is an analysis of five strands of feminist thinking: liberal, Marxist, socialist, radical, and postmodern. The third is a more detailed look at a few particular authors, including de Beauvoir, Gilligan, hooks, and MacKinnon.

WST 6585 POLITICS OF RACE/CLASS/GENDER 3.0

Theorizing the Politics of Race, Class, and Gender.

(Same as PolS 6585.)

Political questions concerning race, gender, and class inequalities affect almost every political system in the contemporary world. This course is designed to introduce and/or further students' understanding of political and social theory which addresses the persistence of social hierarchies. The course will examine theories on the social construction of race and gender, post-colonial theory, and revisions to classic Marxist theories of social class.

WST 6620 PSYCHOLOGY OF WOMEN 3.0

Psychology of Women.

(Same as Psyc 6620.)

Historical and developmental themes regarding the psychology of women, issues of capacities, choices, stereotypes, status, psychological adjustments, and diversity in women.

WST 6720 PHILOSOPHY AND LAW 3.0

Philosophy and Law.

Prerequisites: One course in philosophy or consent of the instructor.

(Same as Phil 6720.)

Topics such as theories of law, feminist legal theory, the nature of legal reasoning, legal obligation, law and justice, law, and morality.

WST 6750 BLACK FEMINIST THOUGHT 3.0

Black Feminist Thought.

Explores the tradition of Black feminism in the nineteenth and twentieth centuries. Students will critically read, discuss, and respond in writing to a series of texts representing Black feminist thought and its relationship to other feminisms. Students will be expected to demonstrate their knowledge of the Black feminist tradition and to demonstrate their ability to query, compare, and extend Black feminist theories.

WST 6760 ACTIVISM: HISTORY AND THEORY 4.0

Activism: History and Theory.

Theoretical and historical perspectives on activism, focusing on how various types of activism are intertwined, the emergence of second-wave feminism within the context of civil rights and anti-war movements, and current feminist activism within broader social justice frameworks. Students are required to spend a specified number of hours per week working on an activist project. This course is required for students following the Activist Track of the M.A. in Women's Studies.

WST 6770 PHILO PERSPECTIVES ON WOMEN 3.0

Philosophical Perspectives on Women.

(Same as Phil 6770.)

Classical and contemporary issues concerning women, such as discrimination on the basis of gender, class, race, or sexuality, whether gender is natural or constructed, and historical roots of feminist and anti-feminist perspectives.

WST 6780 WOMEN AND MEDIA 3.0

Women and Media.

(Same as Comm 6780.)

Critical and analytical approaches applicable to the study of women in the media. Emphasis on research methods appropriate for analyzing mediated representations of women and the impact of those images on women in society.

WST 6910 SPECIAL TOPICS 3.0

Special Topics.

Intensive treatment of specified topics in women's studies. May be repeated for credit if topic varies.

WST 6930 GENDER AND PERFORMANCE 3.0

Gender and Performance.

(Same as Comm 6930.)

Examination of gender as a factor in the history, theory,

criticism, and creation of all forms of live performance, from ritual to theater.

WST 7260 SOCIAL WORK WITH THE AGING 3.0

Social Work with the Aging.

(Same as SW 7260.)

This course is designed to provide the basic knowledge and entry-level skills appropriate for social work practice with older people and their families. Special attention is given to the biological, sociological, psychological, political, and economic factors affecting older adults and methodology for meeting these needs.

WST 8001 HIST/THRY OF EUROPEAN & US FEM 3.0

History and Theory of European and U.S. Feminisms.

Presentation of a genealogy of some of the key strains of European and U.S. feminist theory such as liberal feminism, Marxist/socialist feminism, radical feminism, Black feminist thought, cultural or “difference” feminism, lesbian feminism, queer theory, and post-structural/post-modernist feminist thought. Investigation will be framed and complemented by readings that provide an overview of feminist activism of the nineteenth and twentieth centuries. (Formerly WSt 8010.)

WST 8002 GLOBALIZATION & GENDER 3.0

Globalization and Gender.

Introduction to theories in feminism, such as third-world feminisms, post-colonial theory, and post-structuralism that analyze the impact of global processes on the study of gender. Includes historical discussions of social, political, and economic arrangements as they intersect with racial and gender hierarchies, identities, and practices. (Formerly WST 8040.)

WST 8003 NEW DIRECTIONS IN FEMINISM 3.0

New Directions in Feminism.

New perspectives in feminist theory and activism and emerging issues in women’s studies. (Formerly WST 8050.)

WST 8004 FEMINIST METHODOLOGIES 3.0

Feminist Methodologies.

Introduction to selected research methods from the humanities and the social sciences. Emphasizing use of particular research methods as well as questions of epistemology and ethics relevant to scholarly research. Students will be guided through the writing of a research proposal which can serve as a first draft of the M.A.

proposal for Women’s Studies or a related discipline. (Formerly WST 8020.)

WST 8007 THINKING THE BODY 3.0

Thinking the Body.

Theories of Foucault and feminist theorists about the social construction of bodies and sexualities. How the body functions as a mechanism for governing in the modern era; how the body has been a mode of disciplining women and how it is constructed in racial terms; how people have challenged dominant notions of the female body through art and other forms of social activism.

WST 8075 FEMINIST LITERARY THEORY 3.0

Feminist Literary Theory.

(Same as Engl 8075.)

Survey of contemporary ideas, issues, and concepts in feminist literary theory.

WST 8101 FAMILY SOCIOLOGY 3.0

Family Sociology.

(Same as Soci 8101.)

Key concepts and processes of family sociology with application to sexuality, partner selection, transition to parenthood, parenting and children, housework and paid work, conflict and violence, divorce and remarriage, grandparent care-giving, and alternative families.

WST 8102 LIFE COURSE SOCIOLOGY 3.0

Life Course Sociology.

(Same as Soci 8102.)

Development of the key concepts and processes of life course theories, with application to issues such as: child development and socialization, adolescence, marriage and parenting, work and occupational careers, retirement, illness and institutionalization, and death and bereavement.

WST 8116 SOCIOLOGY OF AGING 3.0

Sociology of Aging.

(Same as Soci 8116.)

The study of aging as a social process affecting individuals, societies, and social institutions. Topics include age stereotypes, social roles, socioeconomic status, minority elders, older women, work and retirement, family and community relationships, politics, housing, and health care.

WST 8144 FAMILY DIVERSITY 3.0

Family Diversity.

(Same as Soci 8144.)

Emergence of new family forms; critique of traditional definitions of family; and an examination of the issues facing today's families as they vary by race/culture/ethnicity, class, gender, sexual orientation, religion and employment.

WST 8150 SEXUAL AND INTIMATE VIOLENCE 3.0

Sexual and Intimate Violence.

(Same as Soci 8150.)

Societal causes, power dynamics, and policy implications of rape and sexual violence, battery, psychological/emotional abuse, child abuse and neglect, and elder abuse.

WST 8152 BIRTH AND PARENTHOOD 3.0

Birth and Parenthood.

(Same as Soci 8152.)

Pregnancy, birth, and parenting; fatherhood and motherhood in a social and historical context.

WST 8156 SEXUALITY AND SOCIETY 3.0

Sexuality and Society.

(Same as Soci 8156.)

Social construction of sexuality, examining the ways human groups attach meaning to emotions, desires, and relationships. Sexuality across the life course, including dating, varieties of relationships, birth control and procreative technologies, sexually transmitted diseases and AIDS, and sex and law.

WST 8201 SOCIAL INEQUALITY 3.0

Social Inequality.

(Same as Soci 8201.)

Theories, research methods, data sources, and empirical work in social stratification, power relations, class and status systems, and the changing structure of the economy and labor force. Examination of inequality based on gender, race/ethnicity, class, or age, and mobility among classes.

WST 8216 SOCIOLOGY OF GENDER 3.0

Sociology of Gender .

(Same as Soci 8216.)

Social construction of gender, gender based stratification, and power dynamics.

WST 8467 WOMEN AND POLITICS 3.0

Women and Politics.

(Same as PolS 8167.)

Women's political behavior, women and public policy, and relevant aspects of feminist theory.

WST 8500 ACTIVISM PRACTICUM 5.0

Activism Practicum.

Corequisite: WSt 8510.

Supervised, field-based work in a social-change oriented organizational setting.

WST 8510 ACTIVISM PROSEMINAR 1.0

Activism Proseminar.

Corequisite: WSt 8500.

Provides an arena for discussion of relevant scholarship and issues, presentations, and evaluation of practicum experience.

WST 8530 TRENDS/ISSUES IN LANG & LIT ED 3.0

Trends and Issues in Language and Literacy Education: Women and Literacy.

(Same as EDRD 8550.)

In this course students examine theory and pedagogy in language and literacy education. Students analyze current instructional practices and issues in reading, language arts, and English and study future directions in those fields.

WST 8540 FEMINIST PHILOSOPHY 3.0

Feminist Philosophy.

(Same as Phil 8500.)

Philosophical topics or figures in feminist theory, such as the study of the ways feminist theory have challenged traditional philosophical thought, the feminist ethic, or the thought of Andrea Dworkin.

WST 8550 CULTURAL STUDIES IN EDUCATION 3.0

Cultural Studies in Education: Poststructural and Feminist Theories.

(Same as EPSF 8050.)

Students examine contemporary feminist, postcolonial, queer, and critical race theories in the context of educational practices. Attention is given to the relations of everyday actions and the construction of subjectivity.

WST 8570 AFRICAN-AMER WOMEN'S HISTORY 4.0

African-American Women's History.

(Same as Hist 8070B.)

Explores the diversity in African-American ideologies, movements, class, and gender with respect to African-American women.

WST 8750 SEMINAR IN FEMINIST THOUGHT 3.0

Seminar in Feminist Thought.

Critical examination of life and work of selected writer(s), such as Simone de Beauvoir, Anna Julia Cooper, Lillian Smith, bell hooks, Gayatri Chakravorty Spivak, Judith Butler, Adrienne Rich, and Audre Lorde.

WST 8810 SEMINAR IN HISTORY OF GENDER 4.0

Seminar in the History of Gender.

(Same as Hist 8810.)

Relationship between the ideology of gender and social or cultural practices; special attention to race, religion, work, politics, or empire.

WST 8920 SPEC TOPICS IN WOMEN'S STUDIES 3.0

Special Topics in Women's Studies.

Critical analysis of a selected topic in women's studies, such as violence against women, global women's movement, comparable worth, women's health, women's spirituality.

WST 8930 DIRECTED READINGS 1.0 to 3.0

Directed Readings.

WST 8990 DIRECTED RESEARCH 3.0 to 6.0

Directed Research.

Prerequisite: consent of institute director.

Not applicable to degree requirements. May be repeated as necessary.

WST 8999 THESIS RESEARCH 1.0 to 9.0

Thesis Research.

10,000 Administration and Faculty

10,010 The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia; four comprehensive and special purpose universities, two regional universities, 13 state universities and senior colleges, and 15 two-year colleges. These 34 public institutions are located throughout the state.

A 16-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of board members, five from the state-at-large and one from each of the state's eleven congressional districts, are made by the governor and are subject to confirmation by the State Senate. Regular terms of board members are seven years.

The chairperson, vice chairperson, and other officers of the Board of Regents are elected by the members of the board. The chancellor, who is not a member of the board, is the chief executive officer of the board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: instruction, public service and continuing education, and research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Standards for admission of students to instructional programs at each institution are determined by the institution pursuant to policies of the Board of Regents. The board establishes minimum standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed to the institutions.

Public service and continuing education consist of nondegree activities, primarily, and special types of college degree credit courses. The nondegree activities include short courses, seminars, conferences, and consultative and advisory services in many areas of interest. Typical college degree credit courses are those offered through extension center programs and teacher education consortiums.

Research encompasses scholarly investigations conducted for discovery and application of knowledge. Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges. The research investigations cover matters related to the educational

objectives of the institutions and to general social needs.

The policies of the Board of Regents provide a high degree of autonomy for each institution. The executive head of each institution is the president, whose election is recommended by the chancellor and approved by the board.

Send correspondence to:
The University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334

10,010.10 Units Comprehensive and Special Purpose Universities

Athens	University of Georgia
Atlanta	Georgia Institute of Technology
	Georgia State University
Augusta	Medical College of Georgia

State and Regional Universities

Albany	Albany State University
Americus	Georgia Southwestern State University
Augusta	Augusta State University
Carrollton	State University of West Georgia
Columbus	Columbus State University
Dahlonega	North Georgia College and State University
Fort Valley	Fort Valley State University
Marietta	Kennesaw State University
	Southern Polytechnic State University
Milledgeville	Georgia College and State University
Morrow	Clayton College and State University
Savannah	Armstrong Atlantic State University
	Savannah State University
Statesboro	Georgia Southern University
Valdosta	Valdosta State University

Two-Year Colleges

Albany	Darton College
Atlanta	Atlanta Metropolitan College
Bainbridge	Bainbridge College
Barnesville	Gordon College
Brunswick	Coastal Georgia Community College
Cochran	Middle Georgia College
Dalton	Dalton State College
Decatur	Georgia Perimeter College

Douglas	South Georgia College
Gainesville	Gainesville College
Macon	Macon College
Rome	Floyd College
Swainsboro	East Georgia College
Tifton	Abraham Baldwin Agricultural College
Waycross	Waycross College

Independent Research Unit

Savannah Skidaway Institute of Oceanography

10,020 The Board of Regents

10,020.10 Members

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Joe Frank Harris, Cartersville	Eleventh District	1999-2006
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Robyn A. Crittenden, Assistant Vice Chancellor—Legal Affairs (Contracts)
William Wallace, Associate Vice Chancellor—Human Resources
Sherea Timmons, Director of Human Resources

10,030 Georgia State University Administration

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Ronald J. Henry, Ph.D., Provost and Vice President for Academic Affairs

Nancy E. Peterman, B.A., Vice President for Development
Thomas C. Lewis, B.S., Vice President for External Affairs
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Susan J. Kelley, Ph.D., Dean, College of Health and Human Sciences
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David R. Bledsoe, M. Ed., Director of Financial Aid
Timothy J. Woltering, M.S., Director of the Student Advisement Center

Correspondence to the university's administrators may be addressed: Name, Position, Georgia State University, Atlanta, Georgia 30303-3083.

10,040 Faculty

Abney, Francis G., Ph.D. (Tulane University), Professor of Political Science, Chair of the Department of Political Science and member of the faculty of the Department of Public Administration and Urban Studies
Adamson, Lauren B., Ph.D. (University of California, Berkeley), Professor of Psychology and Dean of the College of Arts and Sciences
Adelman, Robert, Ph.D. (State University of New York, Albany), Assistant Professor of Sociology
Agarwal, Vikas, Ph.D. (London Business School), Assistant Professor of Finance
Ainsworth, James, Ph.D. (Ohio State University), Assistant Professor Sociology
Alaimo, Donna, M.A. (Hofstra University), Temporary Clinical Instructor of Educational Psychology and Special Education
Akinyela, Makungu, Ph.D. (Emory University), Assistant Professor of African-American Studies
Albers, H. Elliott, Ph.D. (Tulane University), Professor of Biology and Psychology
Albers, Margaret M., Ph.D. (Indiana University), Associate Professor of Middle-Secondary Education and Instructional Technology
Alberto, Paul A., Ph.D. (Georgia State University), Research Professor of Educational Psychology and Special Education
Alexander, Margo, Ph.D. (Georgia State University), Lecturer in Mathematics and Statistics
Alexandre-Jouline, Gladys, Ph.D. (Claude Bernard University), Assistant Professor of Biology
Ali, Mohammed Hassan, Dipl., Ph.D. (University of London), Associate Professor of History
Allensworth, John, Ph.D. (Kent State University), Lecturer in Anthropology and Geography
Allison, Stuart A., Ph.D. (University of Washington), Professor of Chemistry
Allred, Captain John C., B.S. (United States Military Academy), Assistant Professor of Military Science
Alm, James, Ph.D. (University of Wisconsin-Madison), Professor of Economics and Chair of the Department of Economics
Almeder, Robert Francis, Ph.D. (University of Pennsylvania),

- Professor of Philosophy
- Altman, Andrew, Ph.D. (Columbia University), Professor of Philosophy
- Ambrose, Robert J., D.M. (Northwestern University), Assistant Professor of Music
- Anastasi, Suzanne Vargas, Ph.D. (Georgia State University), Temporary Clinical Instructor of Early Childhood Education
- Ancis, Julie R., Ph.D. (State University of New York), Associate Professor of Counseling and Psychological Services
- Anderson, H. Stan, M.F.A. (Miami University), Associate Professor of Art and Design
- Anderson, Louis P., Ph.D. (University of Houston), Associate Professor of Psychology
- Anderson, Page L., Ph.D. (University of Georgia), Assistant Professor of Psychology
- Appeadu, Charles E., Ph.D. (University of Washington, Seattle), Assistant Professor of Finance
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- Arav, Marina, Ph.D. (Technion-Israel Institute of Technology), Assistant Professor of Mathematics and Statistics
- Armistead, Lisa, Ph.D. (University of Georgia), Associate Professor of Psychology
- Arthur, Gary L., Ed.D. (Auburn University), Professor of Counseling and Psychological Services
- Ashby, Jeffrey S., Ph.D. (Pennsylvania State University), Associate Professor of Counseling and Psychological Services
- Attanasio, Roberta, D. Res. (University of Rome), Associate Professor of Biology
- Austin, Gayle M., Ph.D. (City University of New York), Associate Professor of Communication
- Austin, John, Ph.D. (Cornell University), Assistant Professor of Modern and Classical Languages and Chair of the Department of Modern and Classical Languages
- Babaie, Hassan A., Ph.D. (Northwestern University), Associate Professor of Geology
- Bacon, E. JoAnn, M.P.H. (University of Tennessee), Academic Professional in Nursing
- Bae, Jay, Ph.D. (University of California, Los Angeles), Assistant Professor of Economics
- Baez, Benjamin, Ph.D. (Syracuse University), Associate Professor of Educational Policy Studies
- Bagnuolo, William G., Ph.D. (California Institute of Technology), Associate Professor of Physics and Astronomy
- Bahl, Roy W., Jr., Ph.D. (University of Kentucky), Professor of Economics, Dean of the Andrew Young School of Policy Studies and member of the faculty of the Department of Public Administration and Urban Studies
- Bakeman, Roger, Ph.D. (University of Texas), Professor of Psychology and Director of Graduate Studies for the Department of Psychology
- Bakonyi, Mihai, Ph.D. (College of William and Mary), Associate Professor of Mathematics and Statistics
- Baldwin, Defloris M., Ph.D. (Georgia State University), Associate Professor of Nursing
- Ball, Charlene, Ph.D. (University of Georgia), Academic Professional in Women's Studies
- Barden, Ronald S., Ph.D. (University of Texas at Austin), Associate Professor of Accountancy
- Barfuss, Delon W., Ph.D. (University of Arizona), Professor of Biology
- Barksdale, Hiram C., Jr., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Marketing
- Barney, Cheryll, M.Ed. (University of Georgia), Clinical Instructor of Early Childhood Education
- Baro, Deborah, Ph.D. (University of Illinois), Associate Professor of Biology
- Barr, Pamela S., Ph.D. (University of Illinois, Urbana-Champaign), Associate Professor of Management
- Barrett, David M., Jr., Ph.D. (Georgia State University), Assistant Professor of Decision Sciences
- Barthlow, Douglas, Ph.D. (University of Georgia), Lecturer in Communication
- Bartness, Timothy J., Ph.D. (University of Florida), Professor of Psychology and Biology
- Baskerville, Richard L., Ph.D. (London School of Economics), Professor of Computer Information Systems and Chair, Department of Computer Information Systems
- Baumstark, Alfons L., Ph.D. (Harvard University), Professor of Chemistry and Chair of the Department of Chemistry
- Baumstark, Barbara R., Ph.D. (Massachusetts Institute of Technology), Professor of Biology
- Baunach, Dawn, Ph.D. (University of Virginia), Assistant Professor of Sociology
- Baxter, Delia Hanson, Ph.D. (Georgia State University), Associate Professor of Nutrition
- Bazzano-Nelson, Florencia, Ph.D. (University of New Mexico, Albuquerque), Assistant Professor of Art and Design
- Beach, James A., MBA (University of Hawaii), Instructor in International Business
- Beasley, George A., M.F.A. (Cranbrook Academy of Art), Professor of Art and Design
- Beauchesne, David, M.M. (Eastman School of Music), Lecturer in Music
- Beck, Elizabeth L., Ph.D. (University of Pittsburgh), Associate Professor of Social Work
- Beck, T. K., Ph.D. (Emory University), Associate Professor of Communication and Co-director of the Digital Arts and Entertainment Laboratory
- Belkasim, Saeid, Ph.D. (University of Windsor), Assistant Professor of Computer Science
- Bell, Linda A., Ph.D. (Emory University), Professor of Philosophy and Director of the Women's Studies Institute
- Bellenger, Danny N., Ph.D. (University of Alabama), Professor of Marketing and Chair of the Department of Marketing
- Bello, Daniel C., Ph.D. (Michigan State University), Professor of Marketing
- Bellon, Joseph, Ph.D. (University of Georgia), Lecturer in Communication
- Benardot, Dan, Ph.D. (Cornell University), Associate Professor of Nutrition and Kinesiology and Health

- Benham, Vonda, Ed.D. (University of Sarasota), Temporary Clinical Assistant Professor of Early Childhood Education
- Bennett, Catherine M., J.D. (University of Georgia), Lecturer in Law
- Bennett, Daniel, M.S.W. (University of Pennsylvania), Assistant Professor of Social Work
- Benson, Gwen, Ph.D. (University of Kansas), Associate Professor of Educational Psychology and Special Education, Associate Dean, and Director of the Alonzo A. Crim Center for Urban Educational Excellence
- Bernhardt, Kenneth Lee, Ph.D. (University of Michigan), Regents' Professor of Marketing
- Bernstein, Arla, Ph.D. (University of Florida), Assistant Professor of Communication
- Bevis, Jean H., Ph.D. (University of Florida), Professor of Mathematics and Statistics and Chair of the Department of Mathematics and Statistics
- Bhola, Jaman, M.S. (Georgia State University), Lecturer in Computer Science
- Binder, Perry Z., J.D. (State University of New York, Buffalo), Assistant Professor Legal Studies
- Binford, Michael B., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Political Science
- Black, Roy T., Ph.D. (University of Georgia), Associate Professor of Real Estate and Holder of the GSU Real Estate Alumni Professorship in Real Estate
- Blackwell, Brenda Sims, Ph.D. (University of Oklahoma), Assistant Professor of Criminal Justice
- Blankenship, Bonnie T., Ph.D. (University of South Carolina), Associate Professor of Kinesiology and Health
- Blasi, Ronald W., LL.M. (New York University), Professor of Law
- Blaustein, David, Ph.D. (Georgia State University), Lecturer in Biology
- Blumenfeld, David, Ph.D. (University of California, Berkeley), Professor of Philosophy and Associate Dean of the College of Arts and Sciences
- Boex, Lewis F., Ph.D. (Georgia State University), Assistant Professor of Economics
- Bogner, William C., Ph.D. (University of Illinois, Urbana-Champaign), Associate Professor of Management
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Welcome 1

Directions to Georgia State University

I-75/I-85 Southbound - Exit #249A (Courtland Street) is a one-way street that leads to the Georgia State campus.

I-75/I-85 Northbound - Exit #246 (Central Avenue/Fulton Street). Follow the signs to Fulton Street. At the light at the end of the ramp, turn right on Fulton. At the next light, turn left on Capitol Avenue. After crossing MLK Jr. Drive, Capitol Avenue becomes Piedmont Avenue and passes through the Georgia State campus.

I-75/85 Northbound H.O.V. (High Occupancy Vehicle) - Exit at Memorial Drive. At first light, go straight and you will be on Central Avenue that leads to the Georgia State campus.

I-20 Eastbound - Exit #56B (Windsor/Spring Street), go straight to the third traffic light. Take a left on Central Avenue that leads to the Georgia State campus.

I-20 Westbound - Exit #58A (Capitol Avenue) and turn right at the light. Stay on Capitol which changes to Piedmont Avenue and leads to the Georgia State campus.

MARTA - Take East/West Rapid Rail Line to the Georgia State Station. Exit station onto Piedmont Avenue and turn right.

Visit the following site to download or print the GSU campus map:

<http://monarch.gsu.edu/mapdown.htm>