Graduate Catalog
2007-2008

This catalog was posted on the Georgia State University Website in March, 2007. It contains the original, general information submitted by various editors from Georgia State's academic and administrative community for the 2007-2008 academic year.

NOTE: Academic and administrative policy, structure, website URLs, e-mail addresses, and telephone numbers are subject to change during the academic year. Such changes will not be reflected in this catalog. To **view the most recent updates** for the 2007-2008 academic year, visit "Catalog Addendums" online at **http://www.gsu.edu/es/catalogs_courses.html.**

Print and CD copies of this catalog are available for a fee in the Georgia State Information Systems & Technology Operations (IS&T) Print Shop located in the Library South Building, Room 103, Ground Floor. Call 404/413-4413 for details.

Welcome to Georgia State University. Located in the heart of downtown Atlanta, Georgia State is one of the country's leading urban research universities. I believe the formula for a premier university is great students, great faculty and staff and great facilities. You'll find it all here at Georgia State.

Our student body is the best qualified and most diverse in our history. More than 40,000 students are seeking degrees at Georgia State, and more than 26,000 of them are on campus each semester. Students come to our campus from every county in Georgia, every state in the nation and more than 145 countries.

Georgia State continues to attract and retain outstanding faculty and administrative personnel who are well respected in their fields. We offer a challenging intellectual environment with 52 undergraduate and graduate degree programs in more than 250 fields of study. Opportunities for involvement in innovative research projects and life enhancing community service abound on our campus.

To keep pace with growth, we introduced our Main Street Master Plan in 1997. Every project we imagined as a part of the decade spanning plan is now either built or underway. The plan focused on creating a vibrant, inviting campus where students can learn, live and work. Visible signs of the plan's success include our Rialto Center for the Performing Arts, Student Center, Student Recreation Center, Helen M. Aderhold Learning Center and University Lofts.

In 2006, we updated our university master plan to guide our growth for the next decade. For this updated plan, our central vision continues from the 1997 plan. We want to create a sense of place at Georgia State. We want Georgia State to be intertwined with the city, but still feel like a university campus. We are busy working on many exciting changes for the future that will enhance Georgia State's ability to meet the needs of those we serve.

I invite you to explore Georgia State. Whether you're a prospective student, a community partner or one of our more than 160,000 alumni, Georgia State is your resource for a lifetime. Visit our campus or our website at **http://www.gsu.edu**. You're always welcome at Georgia State.

Carl V. Patton

President

About this Catalog

This catalog provides information regarding all of the graduate programs offered by Georgia State University during the 2007-2008 academic year. Please refer to the *Georgia State University Undergraduate Catalog 2007-2008* for information concerning all of the undergraduate programs offered by Georgia State University during the 2007-2008 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.

This catalog can be accessed online at **http://www.gsu.edu/es/catalogs_courses.html**.

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 production and posting to the website, 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 online at **http://www.gsu.edu/es/21598.html.html**. Changes by colleges are also avalilable in the Office of the Dean. It is the student's individual responsibility to be aware of current graduation requirements for his or her particular degree program.

Georgia State University
Graduate Catalog 2007-2008
Published: March 2007
Catalog Production
Office of the Registrar
Enrollment Services

Calendars

Please refer to the Georgia StateUniversity "Georgia State Calendar" webpage at **http://www.gsu.edu/main_calendar.html** for the most up-to-date university calendars.

This catalog applies to students who start at Georgia State in one of the following three semesters: Fall 2007, Spring 2008 or Summer 2008. 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.

The College of Law observes an academic calendar different from the academic calendar observed by Georgia State's other colleges. See Section 6000 "College of Law" academic calendar..

The academic calendar for the Intensive English Program is online at **http://www2.gsu.edu/~wwwiep/program/semester.html.**

Quick Reference Directory

Academic Assistance:

Andrew Young School of Policy Studies
14 Marietta Street 404/413-0021

College of Education
300 College of Education 404/413-8000

College of Law
200 Sparks Hall 404/413-9200

College of Arts and Sciences
724 General Classroom 404/413-3500

College of Health and Human Sciences
811 Urban Life 404/413-1000

J. Mack Robinson College of Business
315 Robison College of Business 404/413-7117

General Assistance:

Campus Information
Operator 404/413-2000

International Services Programs
310 Student Center 404/413-2529

Dean of Students
300 Student Center 404/413-1515

Recreation Center
200 Recreation Center 404/413-1780

Enrollment Services:
http://www.gsu.edu/es/index.html

Admissions (Graduate students must apply for admission through their college.)
Academic Advisement
Financial Aid
Office of the Registrar
One Stop Shop
Student Accounts

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://www.gsu.edu/map.html

Table of Contents

1000 University Information 10
1010 Mission 10
1020 Accreditation 10
1030 Degrees and Certificates Offered by Georgia State 10
1030.10 Andrew Young School of Policy Studies 10
1030.20 College of Arts and Sciences 11
1030.30 College of Education 12
1030.40 College of Health and Human Sciences 12
1030.50 College of Law 12
1030.60 J. Mack Robinson College of Business 12
1040 Academic Resources 14
1040.10 Libraries1040.10 Libraries 14
1040.20 Information Systems and Technology 14
1040.30 Alpharetta and Brookhaven Centers 14
1040.40 The Welcome Center 14
1040.50 Alumni Association 15
1040.60 Foundation 15
1050 Policies and Disclosures 15
1050.10 Equal Opportunity Policy 15
1050.20 Disability Complaint Policy 16
1050.30 Disruptive Behavior Policy 16
1050.40 University Code of Conduct 16
1050.50 Federal and State Law Disclosure Requirements 16
1050.60 Integrity in Research 17
1050.70 Intellectual Property 17

1100 Reentry 18
1110 Reentry Applicants 18
1110.10 Definition 18
1110.20 Deadlines 18
1120 Academic Advisement 19
1130 Changing Catalog Editions 19

1200 Financial Information 20
1210 Tuition and Fees 20
1210.10 Waivers of Tuition and Fees 20
1210.20 Payment of Tuition and Fees 21
1210.30 Refund of Tuition and Fees 22
1210.40 Employer Tuition and Fee Reimbursement 23
1210.50 Housing Fees 23
1220 Georgia Resident Status 23
1220.10 Petitioning for Georgia Residency for Fee Payment Purposes 24
1230 Financial Aid 24
1230.10 Scholarships 24
1230.20 Loans 25
1230.30 Work-Study and Employment 25
1230.40 Other Sources of Financial Assistance 26
1230.50 International Students, Students with Non-U.S. Academic Credentials, and Non-Native Speakers of English 26
1240 Scholarships and Awards Offered Through a College or Department 27
1240.10 Andrew Young School of Policy Studies Scholarships 27
1240.20 College of Arts and Sciences Scholarships 27
1240.40 Helping Outstanding Pupils Educationally (HOPE) Scholarships 29
1240. 50 Awards, Fellowships and Scholarships 29
1240.60 College of Education Scholarships 30
1240.70 College of Health and Human Sciences Scholarships 30
1240.80 J. Mack Robinson College of Business Scholarships 31

1300 University Academic Regulations 37
1302 University Degree Policies 37
1304 Student Computer Access Requirement 37
1306 Georgia State University E-mail 37
1308 Academic Calendar 37
1310 Academic Progression 37
1312 Registration Procedures 38
1312.10 Immunizations 38
1312.20 Classification of Courses 38
1312.30 Course Load 39
1312.35 University Policy on Continuous Enrollment 39
1312.40 Registration Time-Ticket Assignments 39
1314 Revision of Class Schedules (Add/Drop/Withdraw) 39
1314.10 Dropping Classes and Voluntary Withdrawal 40
1314.20 Withdrawals and Drops from Off-Campus Courses and Cancelled Courses 40
1314.30 Involuntary Withdrawal 40
1314.40 Automatic Involuntary Withdrawal 41
1314.50 Hardship Withdrawal 41
1314.55 Military Withdrawal 41
1314.60 Non-Academic Withdrawal 41
1314.65 Pending Withdrawal 41
1316 Changes in Personal Data 42
1318 Off-Campus Courses 42
1320 Cross Registration 42
1322 Transcript Request 42
1324 Enrollment Verification 43
1326 Directory Information 43
1328 The Grading System 43
1328.10 Grades 43
1328.20 Symbols 44
1330 Cumulative Grade Point Average 45
1332 Changes in Grades 45
1332.10 Dropping Classes and Voluntary Withdrawal 46
1334 Graduation 46
1334.10 Application for Graduation 46
1334.20 Graduation Requirements 47
1336 Class Attendance 47
1338 Audit Status 47
1340 Final Examinations 47
1342 Cooperative Education 48
1344 Academic Honesty 48
1346 Student Petitions 52
1348 Access to Student Records 52
1349 International Student & Scholar Services (ISSS) 52

1400 Student Life and Services 54
1402 African-American Student Services and Programs 54
1404 Auxiliary and Support Services 54
1404.10 ATMs 54
1404.15 University Bookstore 55
1404.20 Graduation Regalia and Photography 55
1404.25 PantherDining 55
1404.30 PantherCard 55
1404.35 Travel Services 55
1404.40 Parking and Transportation 56
1404.45 University Printing and Copy Services 56
1404.50 Mail Services 57
1404.55 Rialto Center for the Arts 57
1404.60 Safety and Risk Management 57
1404.65 Vending 57
1406 Child Development Center 57
1408 Community Service 57
1410 Counseling Center 57
1411 Cultural Opportunities 58
1412 Dean of Students 59
1412.10 Student Assistance 59
1412.20 Student Judicial Affairs 59
1412.30 Commuter Student Services 59
1412.40 Emergency Locator 59
1412.50 Religious Activities 59
1412.60 Student Accident Insurance 59
1412.70 Student Health Insurance 60
1414 Disability Services 60
1415 Educational Opportunity and TRIO Programs 60
1416 Health Services 61
1418 Intercollegiate Athletics 62
1422 New Student Programs 62
1422.10 Parents Association 62
1424 Ombudsperson 62

1426 Recreational Services 62
1428 Student Health Promotion and Education 63
1430 Student Life and Leadership 63
1430.10 Intercultural Relations 64
1430.20 Leadership Georgia State 64
1430.30 Student Programs 64
1430.40 Student Government Association 64
1430.50 Student Media 64
1430.60 Student Organizations 65
1430.70 Greek Organizations 65
1430.80 Honor Societies 65
1430.90 Professional Organizations 65
1434 Student/University Center 65
1436 University Career Services 66
1438 University Committees 66
1438.10 University Senate Committee on Student Life and Development 66
1438.20 Student Activity Fee Committee 66
1438.30 Committee on Student Communications 66
1438.40 Student Technology Fee Subcommittee 67
1440 University Housing 67

2000 Andrew Young School of Policy Studies 68
2010 Office of the Dean 68
2010.10 Purpose of the School 68
2010.20 Office of Academic Assistance 68
2010.30 Exchange Programs with Other Universities 68
2010.40 Facilities/Services 69
2010.50 Research Centers and Programs 69
2010.60 Academic Units 71
2020 Graduate Admissions 72
2020.10 Graduate Admissions Committee 72
2020.20 Retention of Records 72
2020.30 Application Deadlines 72
2020.40 Application Procedures 73
2020.50 General Admission Criteria 76
2020.60 Master's-Level Nondegree and Postgraduate Status Transient Students 77
2020.70 Transient Students 77
2020.80 International Students 78
2020.90 Waivers of Nonresident Tuition 79
2020.95 Graduate Research and Teaching Assistantships 79
2030 Graduate Enrollment 80
2030.10 Students' Responsibility 80
2030.15 Time Limit for Completion of Degree/Graduate Certificates .. 80
2030.20 Changing Semester of Entry 80
2030.25 Changing Programs/Status Master's-Level 80
2030.30 Catalog Editions 81
2030.35 Noncontinuous Enrollment and Requests to Reenter 81
2030.40 Course Load 81
2030.45 Enrollment in Approved Courses 81
2030.50 Computer Use Policy for the Department of Public Administration and Urban Studies 81
2030.55 Separate Graduate and Undergraduate Programs 82
2030.60 Policy on Independent Studies/Directed Readings at the Master's Level 82
2030.65 Policy on Transfer Credit at the Master's Level 82
2030.70 Out-of-Residence Credit And Graduation 83
2030.75 Grade Requirements for Graduation 83
2030.80 Multiple Master's Degrees 83
2030.85 Standards of Performance 83
2030.90 Scholastic Discipline: Master's Programs and Status 83
2030.95 Scholastic Warning, Exclusion and Termination (Master's-Level) 84
2040 Student Appeals Procedures 84
2040.10 Admissions Appeals 84
2040.20 Appeal of Course Grades 84
2040.30 Appeal of Exclusions and Terminations 85
2040.40 Other Appeals 85
2050 Master's Programs 85
2050.10 Master of Arts in Economics 85
2050.15 Master of Arts in Economics: Policy Track 87
2050.20 Master of Public Administration 88
2050.25 Master of Public Administration/Juris Doctor 91
2050.30 Master of Science in Urban Policy Studies 92
2060 Certificate Programs 94
2060.10 Graduate Certificate in Disaster Management 94
2060.20 Graduate Certificate in Nonprofit Management 95
2060.30 Graduate Certificate in Planning and Economic Development 96
2070 Doctoral Programs 96
2070.10 Doctor of Philosophy in Economics 96
2070.20 Doctor of Philosophy in Public Policy 100

3000 College of Arts and Sciences 107
3010 General Information 107
3020 Office of the Dean 107
3020.10 Office of Graduate Studies 107
3030 Academic Programs 107
3040 Admission Policies 108
3050 International Students 110
3060 Graduate Teaching and Research Assistantships 111
3070 Degree Requirements 113
3080 Student Exceptions Procedure 115
3090 Anthropology 116
3100 Applied Linguistics and English as a Second Language 117
3110 Art & Design 119
3120 Astronomy 124
3130 Biology 125
3140 Chemistry 130
3150 Communication 133
3160 Computer Science 134
3170 English 138
3180 French 146
3190 Geosciences 147
3200 German 152
3210 Gerontology 154
3220 Heritage Preservation 156
3230 History 160
3240 Latin American Studies 163
3250 Mathematics and Statistics 165
3270 Philosophy 173
3280 Physics 177
3290 Political Science 179
3300 Psychology 184
3310 Religious Studies 186
3320 Department of Sociology 188
3330 Spanish 192
3340 Translation and Interpretation 193
3350 Women's Studies 194

4000 College of Education 196
4010 General Information 196
4010.10 Office of the Dean 196
4020 Mission of the College of Education 196
4030 Accreditation 196
4040 Research and Instructional Resources 196
4050 Student Organizations 199
4060 Faculty/Departments 200
4070 Students' Responsibilities 201
4080 Teacher Certification 202
4090 College of Education Honors Day 202
4100 Office of Academic Assistance and Graduate Admissions .. 203
4110 Changing Major or Degree Status 203
4120 Required Change of Catalog Edition 204
4130 Credit by Examination 204
4140 Tuition Waivers for Nonresident Students 204
4150 Courses 204
4160 Practica and Internships 205
4170 Academic Petitions and Appeals 205
4180 Graduate Admissions 206
4200 Academic Discipline 210
4210 Master's Degree Admissions 211
4210.10 Master of Arts in Teaching, Master of Education, Master of Library Media, and Master of Science Applications 211
4210.20 Application Completion Deadlines 212

4210.30 Dual Enrollment Admission 212
4210.40 Concurrent Master's/Ed.S. Admission 213
4210.50 Concurrent Master's/Ph.D. Admission 213
4210.60 Multiple Master's Degrees 213
4210.70 Minimum Requirements for All Master's Degrees 213
4220 Master's Degree Programs 213
4230 Master of Arts in Education (M.A.T.) Programs 214
4230.05 Behavior/Learning Disabilities (M.A.T.) 214
4230.10 Early Childhood Education (M.A.T.) – Urban Accelerated . 215
4230.15 English Education (M.A.T.) 217
4230.20 Mathematics Education (M.A.T.) 218
4230.25 Middle Childhood Education (M.A.T.) 220
4230.30 Multiple and Severe Disabilities (M.A.T.) 222
4230.35 Reading, Language, and Literacy Education (M.A.T.) 225
4230.40 Science Education (M.A.T.) 227
4230.45 Social Studies Education (M.A.T.) 228
4240 Master of Education (M.Ed.) Programs 230
4240.05 Behavior/Learning Disabilities (M.Ed.) 230
4240.10 Communication Disorders (M.Ed.) 232
4240.15 Early Childhood Education (M.Ed.) 234
4240.20 Educational Leadership (M.Ed.) 235
4240.25 English Education (M.Ed.) 236
4240.30 Health and Physical Education (M.Ed.) 237
4240.35 Mathematics Education (M.Ed.) 239
4240.40 Middle Childhood Education (M.Ed.) 240
4240.45 Multiple and Severe Disabilities (M.Ed.) 242
4240.50 Reading, Language, and Literacy Education (M.Ed.) 245
4240.55 School Counseling (M.Ed.) 246
4240.60 School Psychology (M.Ed.) 248
4240.65 Science Education (M.Ed.) 250
4240.70 Social Studies Education (M.Ed.) 251
4250 Master of Library Media (M.L.M.) Program 252
4260 Master of Science (M.S.) Programs 253
4260.05 Educational Psychology (M.S.) 253
4260.10 Educational Research (M.S.) 254
4260.15 Educational Research/Professional Counseling (M.S.) 255
4260.20 Exercise Science (M.S.) 255
4260.25 Instructional Design and Technology (M.S.) 257
4260.30 Professional Counseling (M.S.) 259
4260.35 Educational Research/Professional Counseling (M.S.) 260
4260.40 Rehabilitation Counseling (M.S.) 261
4260.45 Social Foundations of Education (M.S.) 262
4260.50 Sports Administration (M.S.) 263
4260.55 Sports Medicine (M.S.) 266
4260.60 Urban Teacher Leadership (M.S.) 267
4270 Specialist Degree Admissions and Programs 268
4270.10 Specialist Degree Admissions 268
4270.20 Specialist Degree Academic Regulations 270
4280 Specialist in Education (Ed.S.) Programs 271
4280.10 Early Childhood Education (Ed.S.) 271
4280.20 Educational Leadership (Ed.S.) 272
4280.30 Professional Counseling (Ed.S.) 273
4280.40 School Counseling (Ed.S.) 274
4280.50 School Psychology (Ed.S.) 275
4280.60 Special Education (Ed.S.) 276
4280.70 Teaching and Learning (Ed.S.) 278
4290 Nondegree Admissions and Programs 282
4290.10 Nondegree Admissions 282
4300 Graduate Nondegree Programs 284
4300.10 Add-on Teacher Certification 284
4300.20 Initial Certification Special Education 284
4310 Endorsements for Teacher Certification 285
4310.20 Leadership Endorsements 285
4310. 30 Online Teaching and Learning Endorsement 286
4310.40 Preschool Special Education Endorsement 286
4310.50 Reading Endorsement 287
4310.51 Reading Endorsement 287
4310.50 Teacher Support Specialist (TSS) Endorsement 288
4320 Certificate Programs 288
4320.10 Applied Behavior Analysis 288
4320.20 Assistive Technology 289
4320.30 Assistive Technology 289
4320.40 Qualitative Research in Education 290
4320.50 Quantitative Research in Education 291
4330 Developmental Literacy Programs 292
4330.10 Literacy Collaborative® 292
4330.20 Reading Recovery® 293
4340 Teacher Certification Only Programs 295
4350 Doctoral Programs 295
4350.10 Doctoral Degree Admissions and Programs 295
4350.15 Doctoral Assistantships, Instructorships, and Fellowships 298
4350.20 Minimum Requirements for Degree Completion 298
4350.25 Term of Admission and Term of First Matriculation 299
4350.30 Doctoral Advisory Committee 299
4350.35 Program of Study 299
4350.40 Review of Research for the Protection of Human Subjects 301
4350.45 On Campus Resources 301
4350.55 Admission to Doctoral Candidacy 302
4350.60 Dissertation and Final Dissertation Defense 302
4350.65 Requirements for Degree Completion 302
4350.70 General Core Area Requirements (18 hours) 303
4360 Ph.D. Programs of Study 304
4360.05 Counseling Psychology (Ph.D.) 304
4360.10 Counselor Education and Practice (Ph.D.) 306
4360.15 Early Childhood Education (Ph.D.) 307
4360.20 Education of Students with Exceptionalities (Ph.D.) 308
4360.25 Educational Policy Studies (Ph.D.) 309
4360.30 Educational Psychology (Ph.D.) 311
4360.35 Instructional Technology (Ph.D.) 312
4360.40 Kinesiology (Ph.D.) 313
4360.45 School Psychology (Ph.D.) 314
4360.50 Teaching and Learning (Ph.D.) 316

5000 College of Health and Human Sciences 317
5010 General Information 317
5010.10 Office of the Dean 317
5010.20 Mission 317
5010.30 Accreditation 317
5010.40 Degrees Offered 317
5010.50 Facilities and Services 318
5010.60 Academic Units 318
5020 College Admissions 319
5020.10 Nondegree Admission 319
5020.20 Transient Student Admission 319
5020.30 International Student Admission 320
5020.40 Changing Semester of Entry 320
5020.50 Reentry Students 320
5030 College Degree Regulations 321
5030.10 Transfer of Credit 321
5030.20 Academic Warning and Suspension 321
5030.30 Changing Catalog Editions 321
5040 College Degree Requirements 321
5040.10 Thesis and Dissertation Hours 322
5050 College Academic Advisement and Graduation Procedures .. 322
5060 Appeals and Petitions Procedures 322
5070 Clinical, Field Experience or Internship 322
5080 Graduate Assistantships 323
5090 Criminal Justice 323

6000 College of Law 353
6010 Goals and Purposes 353
6020 Accreditation 353
6030 Directory 353
6040 Administration 353
6050 Academic Calendar 354
6060 Admissions 355
6060.10 General Policy 355
6060.20 Selection Procedure and Criteria 355
6060.30 Beginning Students 355
6060.40 Transfer Students 356
6060.50 Guest Students 356
6060.60 Special Student Status 356
6060.70 International Applicants 356
6060.80 Joint Degree Programs 356
6070 Law Library 356

6080 The J. D. Course of Study 357
6080.10 Required Orientation for Beginning Students 357
6080.20 The Basic Programs 357
6080.30 Residency Requirement 357
6080.40 Full-time and Part-time Student Status 357
6080.50 Six-Semester Program 357
6080.60 Nine-Semester Program 358
6080.70 Minimum Load Requirement 358
6080.80 General Rules for Both Programs 358
6090 Policies, Rules and Regulations 358
6090.10 In-course Scholastic Requirements 358
6090.20 Student Appeals Procedures 361
6090.30 Professional Responsibility 362
6090.40 Final Examinations 362
6090.50 Students with Special Needs 363
6090.60 Career Services Office 363
6100 Additional Educational Programs 364
6100.10 Joint MB.A./J.D. Degree Program (JMRCOB) 364
6100.20 Joint MP.A./J.D. Degree Program (AYSPS) 364
6110 Curriculum 365
6110.10 Required Courses 365
6100.20 Elective Courses 365
6110.30 Prerequisites 365
6110.40 Legal Writing Requirement 365
6110.50 Lawyer Skills Development 365
6110.60 Outline 365
6120 Student Organizations 367
6130 Bar Examination Registration and Review Courses 369
6140 Honor Code 370

7000 J. Mack Robinson College of Business 378
7010 General Information 378
7010.10 Office of the Dean 378
7010.20 Mission 378
7010.30 Accreditation 378
7010.40 Administration of Master's Programs 378
7010.50 Units and Centers 378
7010.60 RCB Directory of Academic Units 379
7010.70 Study Abroad Programs 379
7010.80 Student Organizations 379
7020 Office of Graduate Student and Alumni Services 382
7020.10 Mission 382
7020.20 Master's Admissions and Advisement 382
7020.30 Robinson Career Management 382
7020.40 Faculty Advisers 383
7030 College Admissions 383
7030.05 Retention of Records 383
7030.10 Application Deadline Dates for Master's Degree and Certificate Programs and Nondegree Status 383
7030.15 Application Procedures 384
7030.20 Application Options 384
7030.25 Self-Managed Applications 384
7030.30 Master's Application and Narrative Questions 384
7030.35 Data Sheet 385
7030.40 University Information 385
7030.45 Residency Information 385
7030.50 Application Fee 385
7030.55 Transcripts 385
7030.60 Admission Tests 385
7030.65 Interviews 387
7030.70 Letters of Recommendation 387
7030.75 Immunization Certification 387
7040 General Admission Criteria 388
7050 Master's Level Nondegree and Postgraduate Status 388
7050.10 Definition of Nondegree Status 388
7050.20 Definition of Postgraduate Status 388
7050.30 Responsibilities/Continued Enrollment 389
7050.30 Responsibilities/Continued Enrollment 389
7060 Transient Students 389
7070 International Students 390
7070.10 English Proficiency 390
7070.20 Academic Credentials 391
7070.30 Financial Resources 391
7070.35 Full-time Course Load 391
7080 College Academic Regulations 392
7080.02 Students' Responsibility 392
7080.04 Commitment to Master's Programs 392
7080.06 Conduct 392
7080.08 Changing Semester of Entry 392
7080.10 Catalog Editions 392
7080.12 Changing Majors, Programs or Status (Master's Level) 393
7080.14 Noncontinuous Enrollment and Requests to Reenter 393
7080.16 Reentry Procedures 393
7080.18 Enrollment in Approved Courses 393
7080.20 Enforcement of Course Prerequisites 394
7080.22 Day/Night Programs 394
7080.24 Separate Graduate and Undergraduate Programs 394
7080.26 Policy on Allowing Undergraduates to Take Graduate Courses 394
7080.28 Double Majors and Concentrations and Multiple Master's Degrees 394
7080.30 Standards of Performance 395
7080.32 Scholastic Discipline: Master's Programs and Status 395
7080.34 Grade Requirements for Graduation 396
7080.36 Exit Survey Requirements for Graduation 396
7080.38 Residency Requirements 396
7080.40 Transfer of Credits 396
7080.42 Information Technology Access and Skill Requirements 397
7080.46 Computer Skills Prerequisites (CSPs) Definitions 397
7090 College Degree Requirements 398
7090.10 Orientation 398
7090.20 Regulations for the Degree 398
7090.30 Degree Requirements 398
7090.40 Concentrations and Majors 399
7090.50 Robinson MBA Career Paths 407
7090.60 Exemption Criteria 410
7100 Appeals and Petitions Procedures 411
7100.10 Student Appeals and Petitions Procedures 411
7110 Master's Programs 412
7110.10 Business Communication Skills Requirement for Master's Students 412
7120 Executive M.B.A. Program 413
7130 Global Partners M.B.A. Program 413
7140 Professional M.B.A. Program 414
7150 M.B.A./J.D. Joint Program 415
7150.10 Application to the M.B.A./J.D. Joint Program 415
7150.20 Joint Program Degree Requirements 415
7160 Master of Actuarial Science 416
7160.10 Regulations for the Degree 416
7170 Master of Business Administration/Master of Health Administration 418
7170.10 Admissions 418
7170.20 Regulations for the Degrees 418
7170.30 The M.B.A./M.H.A. Curriculum 419
7180 Master of International Business 420
7180.10 Regulations for the Degree 420
7180.20 Five-Year/MIB Program 423
7180.30 Joint Degree MIB/MA in Political Science with International Affairs Concentration 423
7180.40 Dual-Degree Program with ESC Toulouse 423
7190 Master of Professional Accountancy 424
7190.10 Admissions 424
7190.20 Regulations for the Degree 424
7200 Master of Science 425
7200.05 Major in Business Economics 426
7200.10 Major in Information Systems 427
7200.15 Major in Finance 430
7200.20 Major in Managerial Sciences 431
7200.25 Major in Marketing 432
7200.30 Major in Personal Financial Planning 433
7200.35 Major in Risk Management and Insurance 434
7210 Master of Science in Health Administration 439
7210.10 Admissions 439
7210.20 Regulations for the Degree 439
7210.30 JD/Health Administration Joint Program 440
7300 Master of Science in Real Estate 441

7300.10 Regulations for the Degree 441
7300.20 M.S.R.E./M.A.I. Option 443
7300.30 The Royal Institution of Chartered Surveyors Accreditation 443
7310 Master of Taxation 443
7310.10 Regulations for the Degree 443
7320 Graduate Certificate in Accountancy 444
7320.10 Regulations for the Certificate Program 444
7330 Graduate Certificate in Enterprise Risk Management 445
7330.10 Regulations for the Certificate Program 445
7340 Graduate Certificate in Personal Financial Planning 446
7340.10 Regulations for the Certificate Program 446
7350 Graduate Certificate in Real Estate 447
7350.10 Admissions 447
7350.20 Regulations for the Certificate Program 447
7360 Doctoral Program 448
7360.05 Goals and Expectations 448
7360.10 Doctoral Majors Offered 448
7360.15 Doctoral Program Operation 448
7360.20 Admissions: Applications, Procedures, and Criteria 449
7360.25 International Applicants 450
7360.30 Changing Year of Entry 450
7360.35 Doctoral Assistantships, Instructorships, and Fellowships 450
7360.40 Graduate Research Assistantships 450
7360.45 Graduate Teaching Assistantships 451
7360.50 Tuition for GRAs and GTAs 451
7360.55 Standards Applying to Both GRA and GTA Appointments 451
7360.60 Instructorships 451
7360.65 Fellowships and Scholarships 451
7360.70 Doctor of Philosophy in Business Administration 451
7360.75 Academic Regulations 452

8000 Educator Preparation 456
8010 Conceptual Framework 456
8020 Programs 457
8030 Graduate Professional Education Core 458
8040 GACE Content Assessments 459
8060 Organization of the Professional Education Faculty 460
8070 Educational Field Experiences 460
8080 Criminal Background Investigation 460

9000 Course Descriptions 461

10,000 Administration and Faculty 677
10,010 The University System of Georgia 677
10,010.10 Units 677
10,020 The Board of Regents 678
10,020.10 Members 678
10,020.20 Officers and Administrative Staff 679
10,030 Georgia State University Administration 680
10,040 Faculty 681

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 workstudy 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 — a premier urban research institution — is the second largest of Georgia's 80 accredited institutions of higher learning and enrolls some 27,000 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 56 percent being white, 29 percent African American, 8 percent Asian American, 4 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

Economics ..... B.A., B.S., M.A., Ph.D.
Disaster Management ..... G. Cert.
International Economics and Modern Languages ..... B.A.
Nonprofit Management ..... G. Cert.
Planning and Economic Development ..... G. Cert.

Public Administration ..... M.P.A., M.P.A./J.D.*
Public Policy** ..... B.S., 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 ..... B.A., M.A. , Ph.D.
Art ..... B.A.
Art Studio ..... B.F.A., M.F.A.
Art Education ..... B.F.A., M.A.Ed., Ph.D.
Art History ..... B.A., M.A.
Arts Administration - Speech/Theatre ..... B.I.S.
Asian Studies ..... B.I.S.
Astronomy ..... Ph.D.
Biological Sciences ..... B.S., Ph.D.
Biology ..... M.S.
Chemistry ..... B.S., M.S., Ph.D.
Classical Studies ..... B.I.S.
Communication ..... M.A., Ph.D.
Community Studies ..... B.I.S.
Computer Science ..... B.S., M.S., Ph.D.
English ..... B.A., M.A., M.F.A., Ph.D.
Environmental Science ..... B.I.S.
Film and Video ..... B.A.
French ..... B.A., M.A.
Geography ..... B.A., M.A.
Geology ..... B.S., M.S.
German ..... B.A., M.A.
Gerontology ..... U. Cert., G. Cert., M.A.
Heritage Preservation ..... M.H.P., G. Cert.
History ..... B.A., M.A., Ph.D.
Hydrogeology ..... G. Cert.
Interdisciplinary Studies ..... B.I.S.
International Economics ..... B.A.
International Studies ..... B.I.S.
Interpretation ..... G. Cert.
Language Studies ..... B.I.S.
Journalism ..... B.A.
Latin American Studies ..... G. Cert.
Law and Society ..... B.I.S.
Mathematics and Statistics ..... B.S., M.A.T., M.S.
Middle East Studies ..... B.I.S.
Modern Languages ..... B.A.
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., M.A.
Sociology ..... B.A., M.A., Ph.D.
Spanish ..... B.A., M.A.
Speech ..... B.A.
Theatre ..... B.I.S.
Translation and Interpretation ..... G.Cert.
Women's Studies ..... B.A., G. Cert., M.A.

1030.30 College of Education

Behavior/Learning Disabilities ..... M.A.T., M.Ed.
Communication Disorders ..... M.Ed.
Counseling Psychology ..... Ph.D.
Counselor Education and Practice ..... Ph.D.
Early Childhood Education .. B.S.E., M.A.T., 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.A.T., M.Ed.
Exercise Science ..... B.S., M.S.
Health and Physical Education ..... B.S.E., M.Ed.
Kinesiology ..... Ph.D.
Instructional Design and Technology ..... M.S., Ph.D.
Library Media Technology ..... M.L.M.
Mathematics Education ..... M.A.T., M.Ed.
Middle Childhood Education ..... M.A.T., M.Ed.
Multiple and Severe Disabilities ..... M.A.T., M.Ed.
Professional Counseling ..... M.S., Ed.S.
Reading, Language, and Literacy Education ..... M.A.T., M.Ed.
Rehabilitation Counseling ..... M.S.
School Counseling ..... M.Ed., Ed.S.
School Psychology ..... M.Ed., Ed.S., Ph.D.
Science Education ..... M.A.T., M.Ed.
Social Foundations of Education ..... M.S.
Social Studies Education ..... M.A.T., 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., G. Cert., Ph.D.
Nutrition ..... B.S., G. Cert., M.S.
Physical Therapy ..... D.P.T.
Public Health ..... G. Cert., M.P.H.
Respiratory Therapy ..... B.S., M.S.
Social Work ..... B.S.W., G. Cert., 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/AccountingB.B.A., G. Cert., M.B.A., M.P.Acct., Ph.D.
Actuarial Science ..... B.B.A., M.A.S., M.B.A.
Computer 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., Ph.D.
International Business ..... M.B.A., M.I.B.
Managerial Sciences ..... B.B.A., M.B.A., M.S., Ph.D.
Marketing ..... B.B.A., M.B.A., M.S., Ph.D.
Operations Management ..... 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 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.E. ..... Bachelor of Science in Education
B.S.W. ..... Bachelor of Social Work
D.P.T. ..... Doctor of Physical Therapy
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.H. ..... Master of Public Health
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 Libraries1040.10 Libraries

Georgia State University is served by three libraries: the University Library, College of Law Library, and the Alpharetta Center Library. The University Library is comprised of Library North and Library South. It houses more than 1.4 million volumes and subscribes to nearly 5,400 journals, magazines and newspapers. Many library resources are online at **http://www.library.gsu.edu**, including more than 19,000 e-journals and online instant message and chat reference service. Computer workstations, wired and wireless network connections, and individual and group study areas are located throughout the library.

The library's Special Collections Department houses unique and rare historical materials in seven curatorial areas: Georgia Government Documentation Project, Georgia Women's Collection, Photographic Collection, Popular Music Collection, Rare Books, Southern Labor Archives, and University Archives. The Southern Labor Archives is 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 kind in the U. S. Its holdings include the papers of the late world-renowned lyricist Johnny Mercer.

The University Library is open nearly 90 hours per week. For current hours visit **http://www.library.gsu.edu** or call 404/651-2178.

1040.20 Information Systems and Technology

Information Systems and Technology (IS&T) 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 **http://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, 678/566-2220
Brookhaven Center, 3rd Floor, 404/467-5113

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

1040.30 Alpharetta and Brookhaven Centers

In addition to the downtown campus, Georgia State University also provides instruction at the Alpharetta Center, where a variety of credit and noncredit programs are available to those living and working in the northern metropolitan area, and at the Brookhaven Center, where MBA classes are offered. The Alpharetta Center is located at 3705 Brookside Parkway, Alpharetta, Georgia. For Alpharetta Center information, call 678/566-2200. The Brookhaven Center is located at 4362 Peachtree Road, NE, Atlanta, Georgia. For Brookhaven Center information, call 404/467-5100.

1040.40 The Welcome Center

The Welcome Center provides an official reception area and introduction to Georgia State University. Prospective students, visitors, alumni, faculty and staff can stop by for directions as well as information about the university, its programs and activities. The Welcome Center schedules twice-daily 30-minute information sessions facilitated by the Office of Undergraduate Admissions, and twice daily 90-minute Campus Atlanta bus and walking tours. Information sessions are held at 10:00 a.m. and 2:00 p.m., followed by Campus Atlanta tours at 10:30 a.m. and 2:30 p.m., all Monday through Friday, except on holidays.

Campus Atlanta tours incorporate the best of Georgia State University and downtown Atlanta. On the tour facilitated by a Welcome Center tour guide, you will see Atlanta landmarks such as CNN, the Georgia Aquarium and top Fortune 100 companies; plus the Rialto Center for the Performing Arts, the Helen M. Aderhold Learning Center, and student housing. In addition, you will see popular locations like the Student Recreation Center and the Student Center.

Complimentary visitor parking is provided to people participating in any of these sessions. For more information, or to schedule an information session or Campus Atlanta tour, please visit the Welcome Center on-line at

http://www.gsu.edu/tour gastate.html . To schedule a University Lofts tour or special group tours of 10-100 people, please call the Welcome Center at 404/651-3900. It is recommended that large groups have one adult chaperone for every 20 students and notify the Welcome Center at least two weeks in advance of visits.

The Welcome Center is located in 134 Alumni Hall. You may contact the Welcome Center by telephone at 404/651-3900 or by e-mail to tourguide@gsu.edu .

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 State 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, Alumni Distinguished Achievement Award and the Distinguished Community Service 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.

Anyone who has attended Georgia State is considered an alumnus(a). The Alumni Association is governed by a volunteer board of directors, and specific programs are carried out with the assistance of alumni volunteers and the Alumni Association staff. For more information, please call 404/651-2190 or 1-800-GSU-ALUM or visit the website at **http://www.gastatealumni.net/** .

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 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. Several facilities, including the Rialto, Alpharetta Center, Lofts, and Student Recreation Center were acquired as a result of the efforts of the foundation. The foundation is currently constructing additional student housing at the corner of Piedmont Avenue and Ellis Street.

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 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 is committed to maintaining a working and learning environment free of discriminatory and sexual harassment. Georgia State has adopted policies and procedures concerning harassment which may be obtained from the Office of Opportunity Development/Diversity Education Planning, the Ombudsperson, or Dean of Students. In addition to the procedures outlined in the policy, a complaint may be filed with the Office of Opportunity Development/Diversity Education Planning, the

Ombudsperson, the Dean of Students, the respective college administrative unit, and the appropriate state or federal agencies. Faculty, staff and students can file complaints of sex discrimination with the Title IX coordinator, Linda J. Nelson, Assistant Vice President for Opportunity Development/Diversity Education Planning, in person at 460 Ten Park Place, by e-mail at afaljn@langate.gsu.edu, by telephone at 404/651-2567 or by fax at 404/651-1598.

Disabilities—Georgia State 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. 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 non-employees 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 Opportunity Development/Diversity Education Planning 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

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class..

When disruptive behavior occurs in the class, the instructor shall make reasonable effort to address the disruption with the student, preferably in private. Georgia State University encourages members of the University community to try to resolve problems informally whenever possible. Toward that end, the instructor and student may consult with the Office of the Ombudsperson, the Dean of Students Office (**http://www.gsu.edu/deanofstudents**), or other University offices to discuss ways to resolve the situation informally at any time during the process set forth in this policy. Should the instructor elect to withdraw the disruptive student, the procedures published in the *Faculty Handbook* (see **http://www.gsu.edu/~wwwfhb/fhb.html** section 401.08) should be followed. Individual college or academic units may have supplementary procedures to deal with disruptive student behavior so long as those procedures are consistent with this policy. Where this policy conflicts with the *Student Code of Conduct*, this policy will prevail with respect to disruptive behavior in the academic setting.

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 **http://www.gsu.edu/oncampus** or from the Office of the Dean of Students at **http://www.gsu.edu/deanofstudents**, 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 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.

1050.80 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals (New - See Addendum)

1100 Reentry

NOTE: First-time, prospective students that want to apply for admission to a college at the graduate level must refer to the college sections in this catalog for admission requirements.

1110 Reentry Applicants

1110.10 Definition

A graduate reentry applicant is a student who previously enrolled at Georgia State University and who wishes to reenroll at Georgia State in one of the following ways:

1. Previously enrolled as a graduate student wishing to return in the same graduate program after an absence of three or more semesters.
2. Previously enrolled as a graduate transient student wishing to return as a graduate transient student in the same college for any term. To continue attending, transient students must be in good academic standing at Georgia State. 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.

Students that have only attended Georgia State University at the graduate level cannot apply for reentry to enroll at the undergraduate level. Graduate students wishing to enroll at the undergraduate level should complete a new application for undergraduate admission should submit the appropriate application fee and all transcripts to the Office of Undergraduate Admissions. Students should refer to the appropriate area of Section 1100 for deadlines, admission requirements and other policies related to transfer, transient and postbaccalaureate admission.

All students, including reentry students, must notify the Office of Undergraduate Admissions prior to registering if any of the following conditions apply.

1. The student has attended another school since last attending Georgia State University.

   The student must have an official transcript of credits sent from the school he or she attended. The student must be eligible to reenroll 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. The student has disciplinary actions pending at the last institution attended since matriculation at Georgia State.
3. The student has been convicted of a crime other than a minor traffic violation since last attending Georgia State.

Failure to notify the university of any of the above conditions could result in university sanctions, including expulsion.

1110.20 Deadlines

Applications for reentry admission and the **nonrefundable** reentry application fee must be submitted or postmarked by the established deadlines. Applicants are encouraged to apply online at **http://www.gsu.edu/returning.html**. Complete credentials must be received before a decision can be made. Reentry applications are processed in the order that they are complete and ready for a decision. Students wishing to be considered for a subsequent term during an academic year (the academic year begins with the fall semester and ends with the following summer semester) must submit a reactivation form (**http://www.gsu.edu/gastate_reactivate.html**) and any additional credentials that may be necessary by the appropriate deadline. Students wishing to be considered for a term in another academic year must submit a new reentry application, **nonrefundable** application fee, and new credentials.

Graduate students who wish to return from scholastic suspension after an absence of one academic year from Georgia State 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 the established deadline dates.

All required credentials should be submitted to the Office of Undergraduate Admissions no later than fifteen days after the regular deadline for the term of application. Applicants interested in early registration dates, university housing and financial aid are urged to apply and complete their applications by the Priority Deadline Dates listed below. Any reentry application received after the regular deadline for the term indicated on the reentry application will be processed for the next available term and the application fee will not be refunded.

To Return in	Priority Deadline	Regular Deadline
Fall	February 1	June 1
Spring	October 1	November 1
Summer	February 1	April 1

Note: All deadlines are subject to change.

1120 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.

1130 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.

1200 Financial Information

The Office of Student Accounts, 100 Sparks Hall, **http://www.gsu.edu/es/tuition_and_fees.html**, is responsible for assessing tuition and fees and processing payments. The Office of Student Financial Aid, 102 Sparks Hall, **http://www.gsu.edu/es/financial_aid.html** provides financial assistance to students who, without such help, would be unable to attend Georgia State University. These offices work closely together to serve students.

It is the responsibility of the student to be informed of, and to observe, all regulations and procedures regarding tuition, fees, payments, refunds and financial aid. 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 it by an adviser or other authority. Verbal misinformation is not grounds for a waiver of a regulation.

1210 Tuition and Fees

The tuition and fees are set by the Board of the Regents of the University System of Georgia. They are usually set in April or May, after this catalog has gone to press. Therefore, the 2006-2007 tuition and fees are listed here as a guide. Tuition and fees usually increase every year and are subject to change without notice. Current tuition and fee rates are available at **http://www.gsu.edu/es/tuition_and_fees.html**. For information about resident status, see Section 1220.

Georgia State University charges other fees that are not discussed in this section. For more information about other fees see the following websites:

Application fee - **http://www.gsu.edu/gastate_apply_online.html**
Graduation fee - **http://www.gsu.edu/es/applying_for_graduation.html**
Late registration fee - **http://www.gsu.edu/es/20677.html**
Housing fees - **http://www.gsu.edu/housing/Forms.html**

Resident Students Enrolled for:

	Less Than 12 Semester Hours	12 or More Semester Hours
Graduate Tuition	$192 per semester hour	$2,293 per semester
RCB-Master's Level	$214 per semester hour	$2,558 per semester
Nursing-MS/PhD	$204 per semester hour	$2,444 per semester
Clinical Doctorate (DPT)	$207 per semester hour	$2,482 per semester
Mandatory Fees	$463 for 6 hours or more	$463 for 6 hours or more
College of Law	$264 per semester hour	$3,163 per semester
Mandatory Fees	$520 for 6 hours or more	$520 for 6 hours or more

Nonresident Students Enrolled for:

	Less Than 12 Semester Hours	12 or More Semester Hours
Graduate Tuition	$765 per semester hour	$9,169 per semester
RCB-Master's Level	$853 per semester hour	$10,227 per semester
Nursing-MS/PhD	$814 per semester hour	$9,761 per semester
Clinical Doctorate (DPT)	$828 per semester hour	$9,925 per semester
Madatory Fees	$463 per semester	$463 per semester
College of Law	$927 per semester hour	$11,122 per semester
Mandatory Fees	$520 for 6 hours or more	$520 for 6 hours or more

1210.10 Waivers of Tuition and Fees

All requests for waivers of tuition and fees are due no later than two weeks before the end of regular registration. Requests made after that date will be considered for the subsequent semester.

Waivers of All Tuition

All tuition is waived for students who fall into one of the following categories:

1. GSU-62 students. Applicants who meet the criteria listed below may apply for GSU-62 waivers of tuition and fees. 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:

- Must meet all applicable admission requirements for their program of study.
- Must be 62 years of age or older at the time of registration. (Submit a birth certificate or other comparable written documentation, such as a passport, 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 during late registration. No tuition and 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).

Applicants must submit the application and required documents by the appropriate deadline.

Semester	Priority Deadline	Regular Deadline
Fall	February 1	March 1
Spring	October 1	October 1
Summer	February 1	March 1

Note: All deadlines are subject to change.

2. Employee tuition remission students who take no more than 8 hours and register during late registration.

Waivers of the Difference between Resident and Nonresident Tuition

The Board of Regents specifies that certain non-residents are granted waivers of the difference between resident and nonresident tuition. (See section 1220 for residency status rules.) These waivers are restricted to small classes of students. For more information, see **http://www.usg.edu/regents/policymanual/700.phtml**.
. In addition to these Board of Regents authorized waivers, non-resident students who are enrolled only in courses which meet more than 50 miles from GSU and are part of an official GSU off-campus study program pay in-state tuition plus $250.

To apply for a waiver of the difference between resident and nonresident tuition, go to the Residency Section of the Office of the Registrar, **http://www.gsu.edu/es/residency.html**

Waivers of All but $75 of Fees

Enrollment fees are reduced to $75 for students who fall into the categories below.

1. Students enrolled only in courses offered under a tuition agreement between Georgia State University and a corporation, organization, educational institution or other legal entity if the tuition agreement specifies that fees will be waived.
2. Students enrolled only in courses which meet more than 50 miles from Georgia State University if taking those courses at that location is *required* by their program of study. Such courses may include: practicum, student teaching, internship, directed reading, independent study, thesis research, or dissertation research. If the program of study *allows* (but does not require) that the courses be taken more than 50 miles from campus, then the students will not be granted a fee waiver.
3. Students enrolled only in courses that meet more than 50 miles from Georgia State University if those courses are part of an official Georgia State University off-campus study program. Such programs may include field study programs and study abroad programs.

Students who have paid fees at other institutions do not receive a waiver of Georgia State University fees. To apply for a fee waiver, go to the Dean of Students website, **http://www2.gsu.edu/~wwwdos/waiverrequest.html** and compete the Fee Waiver Request Form.

1210.20 Payment of Tuition and Fees

Georgia State University reserves the right at any time during the semester to drop any student from classes for failure to pay tuition and fees. Students who cease to attend but do not formally drop their classes using GoSOLAR at

https://www.gosolar.gsu.edu/webforstudent.htm will suffer financial and academic consequences. Students who continue to attend classes after the University has dropped them will not receive course credit and will be held liable for the tuition and/or fees due plus any service fees assessed, applicable collection costs, court costs, and legal fees. A hold will be placed on the records of any student who has a financial obligation to the university. Until all financial obligations are met, a student will not be permitted to register for further course work or access transcripts. If a student's account is sent to a collection agency, the student will be responsible for the tuition and fees as well as any collection costs and legal fees.

Payment Deadline

All tuition and fees must be paid by the dates published in the online *Registration Guide* at **http://www.gsu.edu/es/registration_guide.html**. Failure to meet payment deadlines will have financial and academic consequences.

Payment by Credit Card

Georgia State University accepts VISA and MasterCard for payment of tuition and fees. Students choosing this option may register and pay fees by going to the Georgia State University GoSOLAR student registration website at **https://www.gosolar.gsu.edu/webforstudent.htm**, thus eliminating the need to mail or deliver fee payments to the Office of Student Accounts. Credit card payments are also accepted at the Cashier's Office located on the first floor of Sparks Hall.

Payment by Check

Checks must be 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 an encoded checking account number on the face of the check. All checks not drawn in this manner will be returned. Checks may be mailed to the Office of Student Accounts and must be **received, not post marked,** by 5 p.m. on the fee deadline date. Checks may be mailed to Georgia State University, Office of Student Accounts, P.O. Box 4029, Atlanta, GA 30302-4029. Check payments may also be made in person at the Cashier's Office located on the first floor of Sparks Hall or placed in the drop box across from the Cashier's Office.

If a check given in payment of a student's fees is not paid upon presentation to the banking institution, a hold will be placed on the student's records. All returned checks will be assessed a returned check fee of $25.00. Georgia State University reserves the right to place a student on "cash only" status for issuing a check that is not honored upon presentation to the bank.

Payment in Cash

Cash payments may be made at the Cashier's Office located on the first floor of Sparks Hall. Window hours are 8:30 a.m. to 5:15 p.m. Monday, Wednesday, Thursday and Friday and 10:00 a.m. to 5:15 p.m. on Tuesdays. It is unadvisable to send cash payments through the mail.

College of Health and Human Sciences Tuition Deposit

The College of Health and Human Sciences requires students newly accepted into certain professional and graduate programs to submit a portion 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.

1210.30 Refund of Tuition and Fees

Students who formally withdraw or who are formally withdrawn from a class or classes will be subject to the refund policy for tuition and other fees (see Section 1332). This policy decreases the amount of refund available at regular intervals during the term. After a time during the term, no refund will be available. Complete information about the refund policy throughout the term is available in each term's online *Registration Guide*, **http://www.gsu.edu/es/registration_guide.html**.

Placing a stop payment on a check with the banking institution from which the check is drawn does not constitute a formal withdrawal from courses. Students must withdraw using the procedures outlined in the *Registration Guide*.

A student is not entitled to any refund of tuition or fees paid if the student leaves the university when disciplinary action is pending, or does not formally withdraw from the class or classes in which he or she is enrolled, or if other restrictions apply as listed in the online *Registration Guide*.

Refunds are paid either by check mailed to the student or by direct deposit into the student's bank account. The refund for a student who received financial aid will be audited to determine the amounts to be returned to financial aid programs, and then the student will receive any remaining balance. Mailing addresses must be kept current by going to the Georgia State University GoSOLAR student website at **https://www.gosolar.gsu.edu/webforstudent.htm** to ensure proper mailing of refund checks. Students who sign up for direct deposit (**http://www.gsu.edu/es/tuition_and_fees.html**) will receive their refunds significantly faster than students whose refunds must be mailed.

1210.40 Employer Tuition and Fee Reimbursement

Students eligible for tuition and/or 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. If grades are available for the applicable semester, forms will be processed and mailed within five workdays.

1210.50 Housing Fees

Housing fees for each semester are due when tuition and other fees are due. The housing fee for University Commons includes all utilities, cable television service, local telephone service in the apartment, and Internet connection. Parking at University Commons is an additional fee. Please check the housing website at **http://www.gsu.edu/housing/index.html** for specifics. Housing fees are subject to change.

The housing fees for the University Lofts vary based on the apartment type. Housing fees include all utilities, cable television service, internet connection, and local telephone service in the apartment. The Lofts Tenant parking, as well as Loft Tenant MARTA passes are available through Auxiliary and Support Services (**http://www2.gsu.edu/~wwwaux/parking/index.htm**). For more information, contact University Housing in person at 250 Student Center, by phone at 404/463-9052, by e-mail at housing@gus.edu or by visiting the Housing Website.

1220 Georgia Resident Status

As noted in Section 1210, residents of Georgia pay lower tuition rates than those who are not residents of Georgia. **Establishing residency for tuition purposes as defined by the Board of Regents is different than residency for purposes such as voting, obtaining a Georgia driver's license/tag, etc., and requires more than establishing eligibility to vote, securing a driver's license, and/or paying taxes. Georgia residency status is also distinct from the academic residency requirement for graudation.**

A person may be a Georgia resident for tuition purposes if, and only if, either one of the following two criteria are met.

Criterion 1

A person may be a Georgia resident for tuition purposes if that person, that person's parents, that person's spouse or (if the person is a minor) that person's court-appointed guardian meet **all** of the following conditions:

1. The person has always resided in Georgia or can demonstrate that they currently reside in Georgia and residency in any other state or country has been abandoned. Maintenance of ties with another state or country will contribute to a non-resident decision including: financial support from a person who is a resident of another state or country, payment of income taxes to another state, and payment of property taxes. Registering a vehicle or securing a driver's license in that state or country may be considered.
2. The person has lived in Georgia for the 12 consecutive months immediately preceding the start date for the term and their 12-month durational requirement has not included time attending any educational institution in Georgia on a full-time basis.
3. The person can demonstrate that they moved to Georgia for purposes other than attending any educational institution in the State of Georgia.
4. The person can demonstrate economic self-sufficiency and has contributed to the state by paying meaningful taxes.
5. The person is a U.S. citizen, Resident Alien or is in a visa status permitting indefinite or permanent residence in the United States.

Criterion 2

A person may be a Georgia resident for tuition purposes if that person meets **all** of the following conditions:

1. The person is a U.S. citizen, Resident Alien or is in a visa status permitting indefinite permanent residence in the United States **and**
2. The person can demonstrate that she or he was transferred to Georgia by an employer within the last 12 months **or** can demonstrate that she or he previously held residency status in Georgia but moved from the state and returned within the last 12 months.

If a parent or legal guardian of a student is a Georgia resident and then changes his or her legal residence to another state, the student may retain his or her classification as a resident student as long as he or she remains continuously enrolled at an institution in the University System of Georgia.

Please note that these regulations are subject to change by the Board of Regents. The most current regulations can be found on the Board of Regents' website **http://www.usg.edu/regents/policymanual/400.phtml**.

1220.10 Petitioning for Georgia Residency for Fee Payment Purposes

If a student or accepted applicant has been classified as a non-resident and wishes to contest the classification, he/she must petition for resident classification using the form found at **http://www.gsu.edu/es/Resident_Classification.html**. After attending as a non-resident, if a student wishes to change his/her residency classification, he/she must petition **http://www.gsu.edu/es/residency.html** using this same form.

Deadlines for Petitions

To ensure timely processing, petitions and all required documents must be submitted to the Residency Section of the Office of the Registrar (227 Sparks Hall) no later than the end of regular registration. Final determination of Georgia residence classification prior to the deadline date for fee payment cannot be guaranteed for petitions received after the priority date. Petitions filed after the final deadline will be considered for the subsequent semester.

Term	Priority	Final
Fall	June 1	The last day of regular registration
Spring	Oct 1	The last day of regular registration
Summer	Mar 1	The last day of regular registration

If a petition is approved, classification will not be retroactive to prior semesters. Students who have filed a petition must respond to all Email requests for information within 10 business days. These Emails will be sent to the student's official GSU Email address. The petitions of students who fail to respond within 10 business days will be considered for the subsequent semester. A student/applicant wishing to appeal the decision resulting from his or her Petition for Georgia Residence Classification may request a review of that decision by the University Committee on Residency and must submit such request in writing to the Residency Section of the Office of the Registrar within 20 days of the decision.

1230 Financial Aid

Financial aid is any scholarship, grant, loan, or part-time employment offered for the purpose of helping a student meet their educational expenses. Aid is usually provided by federal, state, institutional or private agencies. In order to apply, a student must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application. Students are encouraged to apply online at **http://www.fafsa.ed.gov**.

Recipients are selected on the basis of demonstrated financial need and/or 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 at **http://www.fafsa.ed.gov**. April 1 is the priority date for submission of completed financial aid applications to the Office of Student Financial Aid. The Office of Student Financial Aid cannot guarantee that applications made after April 1 will be processed before the beginning of the fall semester.

In order for a Georgia State 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 and also on the Financial Aid website at **http://www.gsu.edu/es/financial_aid.html**.

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 each listing.

Audited, orientation, and certificate courses are not covered by financial aid. Students are not eligible to receive financial aid for a course attempted more than three times.

For more information on financial aid see **http://www.gsu.edu/es/financial_aid.html**.

1230.10 Scholarships

A scholarship is financial assistance which does not have to be repaid and is awarded to students based on academic excellence, civic achievements, course of study, or other specific criteria developed by the sponsor. For further details about scholarships available at Georgia State University, see the website for the student's college. Additionally, students may check the reference section in the Pullen Library for more sources of private scholarships. Information on scholarship sources may also be obtained by making an appointment to use the "scholarship search" at University Career Services, 404/651-2223 or **http://www.gsu.edu/career.**

Army Reserve Officers Training Corps Scholarships

The ROTC Program provides two and three-year scholarships to Georgia State University students on a competitive basis. The scholarships pay tuition and fees, a book allowance, and a monthly stipend for a 20- or 30-month period. A student need not be enrolled in ROTC to apply for these scholarships. For further information contact the Military Science Department, 202 Courtland Building, or call 404/651-2275.

Scholarships for Students with Disabilities

The Margaret A. Staton Office of Disability Services administers scholarships which are available to students with disabilities. Please call the Disability Services Office at 404/463-9044 for more information on these scholarships.

1230.20 Loans

A loan is a form of financial assistance which must be repaid. While Georgia State University 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. When student loans are necessary, Georgia State University advises borrowing conservatively.

Federal Loans

Undergraduate students with demonstrated financial need may borrow through the Federal Direct Subsidized Student Loan program. Independent undergraduate students may borrow additional funds through the Federal Direct Unsubsidized Student Loan program, and parents of dependent undergraduates may borrow through the Parent Loan for Undergraduate Students Loan program. The Office of Student Financial Aid will determine loan eligibility by year in school, prior indebtedness, and academic standing.

All recipients must be enrolled at least half-time in a degree seeking program, be a US citizen or an eligible non-citizen; be making satisfactory academic progress, cannot be in default or owe a repayment on a previous financial aid award, and must register with the Selective Service if required to do so.

Perkins Loan

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 non-citizens and enrolled at least half-time. 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.

Private Loans

Private loans, also known as alternative or commercial loans, help bridge the gap between the actual cost of education and the limited amount the government allows a student to borrow from its programs. Private loans are offered by many lending institutions. Terms and conditions can vary significantly from one institution to another.

HOPE Teacher Scholarship Loans

The HOPE Teacher Scholarship Loan is for graduate study in critical shortage fields. The program is administered by the Georgia Student Finance Commission for individuals with a master's or specialist degree and undergraduates wanting to become a teacher. The program provides forgivable loans to individuals seeking advanced education degrees in critical shortage fields of study. Loans are repaid by teaching in a Georgia public school after a student earns an advanced degree. Applications are available from **http://www.gsfc.org**.

Nursing Faculty Service Cancelable Loan

The Nursing Faculty Service Cancelable Loan program was developed by the Health Care Workforce Policy Advisory Committee and is funded by the Georgia Department of Labor and the Robert W. Woodrull Foundation. Georgia Student Finance Authority (GSFA) manages this graduate education service cancelable loan program. For more information contact **http://www.gsfc.org**.

1230.30 Work-Study and Employment

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

Federal Work Study Program

The purpose of the Federal Work Study Program is to provide jobs for students who need financial aid. Applicants 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. Temporary and regular classified staff positions are posted on the bulletin board in the Employment Office of Human Resources. A listing of employment opportunities is also available at **http://www.gsu.edu/jobs** and on the Job Opportunity Hotline at 404/651-4270. For further information, contact the Office Employment, 340 One Park Place, 404/651-3330.

Off-campus Employment

University Career Services offers career services to students from freshman year through one year after graduation. For additional information, see section 1536.

1230.40 Other Sources of Financial Assistance

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 Georgia State University Office of Admissions 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. As soon as the Georgia State Office of Undergraduate Admissions 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.

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.

1230.50 International Students, Students with Non-U.S. Academic Credentials, and Non-Native Speakers of English

International Students

Only U.S. citizens or eligible non-citizens may receive federal financial aid or state of Georgia financial aid. Permanent residents, asylees, and refugees are eligible non-citizens. Holders of A, B, E, F, G, H, I, J, K, L or M visas are not eligible non-citizens. An individual who has applied for permanent resident status is not eligible until that status is approved. An individual may have resident status in the State of Georgia but not be considered a U.S. citizen or eligible non-citizen. An individual is not eligible on the basis of the status of family members, for example a parent or a spouse. All students that are not confirmed as U.S. citizens or eligible non-citizens by U.S. CIS on their initial application for Financial Aid are required to submit appropriate documentation to the Office of Financial Aid. The Office of Financial Aid is required to submit this documentation to U.S. CIS for secondary confirmation. Until secondary confirmation is received, an individual cannot be approved to receive financial aid.

Emergency Tuition Assistance for International Students

Short-term assistance with student tuition and fees is available through International Student & Scholar Services for students on nonimmigrant visas who are in temporary financial difficulties and are awaiting the arrival of tuition money from their home country. These loans are limited to one per student, per year, and must be repaid before the end of the semester in which they are incurred. For more information or to apply, contact International Services at 404/463-9073, or in person at Sparks Hall, Room 252.

Students with Non-U.S. Academic Credentials

There are no special financial aid rules for students with non-U.S. academic credentials.

Non-Native Speakers of English

There are no special financial aid rules for students who are non-native speakers of English.

1240 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.

1240.10 Andrew Young School of Policy Studies Scholarships

For more information about these scholarships, contact the Office of Academic Assistance at 404/651-3504.

Carolyn McClain Young Leadership Fund Award: This scholarship is awarded to a student to provide leadership training opportunities for government officials, for junior executives in national finance ministries, and for young people who may be the leaders of tomorrow in countries with emerging economics, especially in Africa and the Caribbean. The student is chosen by a committee appointed by the dean.

The Jack Blicksilver Scholarship: This award goes to either a graduate or undergraduate student in a degree program in economics. The student will be chosen by a scholarship committee appointed by the dean.

The Carole Keels Scholarship in Economics: Awarded annually to a student enrolled in a degree program in economics. Preference is given to a nontraditional student based solely on merit.

The Governor Joe Frank Harris Scholarship: Combination of merit and financial need. In order to be eligible, the university must classify students as a Georgia resident, enrolled in AYSPS, and have an overall GPA of 3.0 on a 4.0 scale.

The SAMA/SECAAE Scholarship: Awarded to a junior or senior enrolled in an aviation degree program, preferably airport management, or pursuing a degree program with a major emphasis in aviation or airport management, with a cumulative GPA of 2.5 and 3.0 in aviation. Demonstrated financial need approved by Committee and documented by the Office of Student Financial Aid.

1240.20 College of Arts and Sciences Scholarships

For more information about these scholarships, contact the Dean's office at 404/651-1483.

Lucile Sauls Allen Memorial Theory/Composition Scholarship: Awarded to a student majoring in music who demonstrates exceptional talent and academic achievement in music theory/composition. This scholarship was established in 1991 by Susan Tepping, music faculty, and friends.

American Society of Composers, Authors and Publishers (ASCAP) Music Scholarship: Awarded to music majors based on merit and recommendation of applied instructor. Scholarship awarded by the Raymond Hubbell Scholarship Foundation of ASCAP.

Atlanta Music Club Performance Scholarship: Awarded annually, by competitive audition, to music majors who are permanent residents of the state of Georgia or are attending school in the state. Scholarship money may be used in any NASM accredited school in the U.S.A.

The Susan Babush Memorial Scholarship Award: This award is presented to a student who demonstrates artistic abilities (preference being in the area of graphic design) and financial need.

John Bent Award for Excellence in Radio-TV-Journalism: Awarded by the Atlanta Press Club to an outstanding journalism senior.

Bobbie Bailey Music Industry Scholarship: Awarded to a student majoring in music industry who demonstrates academic achievement in a music industry concentration in the School of Music. This scholarship was established in conjunction with the Atlanta Chapter of the National Academy of Recording Arts and Sciences.

Suzanne Wakefield Bargeron Scholarship: Awarded to a political science major with a commitment to scholarship and international understanding.

Alfredo Barili String Scholarships: Awarded to students majoring in music who demonstrate exceptional talent on a string instrument. This scholarship was established in 1996 by Dr. Cherry Emerson.

Terry F. Barker Scholarship: Awarded annually by the Terry F. Barker Fund, Inc., to a journalism or public relations major in memory of the Gwinnett Daily sportswriter and former student of the Department of Communication, Georgia State University.

The Rick Bell Jazz Scholarship: This scholarship is awarded to a student majoring in jazz studies who demonstrates exceptional music talent. This scholarship was established by Danny and Rick Bell and friends.

The Haskell and Mabel Boyter Choral Music Scholarship: Awarded annually to a Georgia State University junior or senior music major whose concentration is choral music education. The scholarship is based on demonstrated outstanding academic achievement and leadership in the choral art.

Thomas M. Brumby Scholarship: Awarded annually to a student majoring in music who has demonstrated exceptional talent on a keyboard instrument and outstanding academic achievement. This scholarship fund was established in 1988 through gifts from the Brumby family, university music faculty, and friends.

The WGCL-TV Leigh Green Memorial Scholarship in Broadcast Journalism: This scholarship is awarded to broadcast journalism major.

William C. and Loula Nixon Cantrell Scholarship: Awarded annually to a rising senior in either history or political science.

Marion Bowen Davis Scholarship: Presented annually to a female student who is enrolled in the School of Art and Design and who is majoring in illustration or painting, or in a major where fabric/fibers or wearable objects are aligned with the fashion field.

John Demos Memorial Scholarship: Awarded to a student majoring in music who demonstrates exceptional talent on a woodwind instrument, preferably clarinet. Established in 1998 by the Demos family and friends.

William G. (Billy) Densmore Scholarship for Singers: Awarded to a talented voice major who is selected to perform in the opera workshop. This scholarship was established in 2002 by Billy Densmore and friends.

Darius and Nathan Flinchum Memorial Scholarship: Established in honor of a former student and his father, this scholarship is awarded annually to a rising junior who has earned at least a 3.0 average and who is distinguished by excellent character. The scholarship is awarded to a classics major and covers tuition for one academic year.

Edwin and Ina Gerschefski Cello Scholarship: Awarded to a student majoring in music who demonstrates exceptional talent on the cello. This scholarship was established in 1999 by Martha Gerschefski and friends.

The George Greiff Scholarship: This scholarship is awarded annually to an outstanding print journalism student in honor of George Greiff, a former journalism professor at this university.

Peter Stillwell Harrower Voice Scholarship: Awarded annually to a student majoring in music who has demonstrated exceptional voice talent and outstanding academic achievement. This scholarship fund was established in 1988 through gifts from the Harrower family and friends.

Florence Kopleff Vocal Scholarship: Awarded to a student majoring in music who has demonstrated exceptional talent as a vocalist. This scholarship was established in 1998 by Miss Kopleff and friends.

Bill Lowery Scholarship: This scholarship is awarded annually to an outstanding student in the music industry program of the School of Music. Among the criteria for selection are academic excellence and service to the recording industry. The fund for the scholarship was established by friends of Bill Lowery, one of Atlanta's leading citizens and one of the music industry's outstanding music publishers.

Henry T. Malone Memorial Scholarship: Awarded to a meritorious history major with an overall grade-point average of 3.0 or higher. Preference is given to students with research interests in colonial America, nineteenth-century United States, Native American, or Georgia history.

The John M. Matthews Distinguished Thesis and Dissertation Award: Awarded annually to a graduate of the master's or Ph.D. program in history for an outstanding thesis or dissertation completed during the previous two-year cycle.

The Tom McCollister Memorial Journalism Scholarship: This scholarship is awarded to an outstanding journalism major who demonstrates an interest in sports journalism. BellSouth Classic and family members of the late Tom McCollister, a golf writer for *The Atlanta Journal and Constitution*, established this scholarship.

Ralph Emerson McGill Award for Excellence in Newspaper Journalism: Awarded by the Atlanta Press Club, this award is given to an outstanding journalism senior dedicated to a career working in the newspaper business.

Arthur L. Montgomery Music Scholarship: A scholarship awarded annually to a student majoring in music who has outstanding musical ability and whose talents meet the current needs of the School of Music. Established in May 1985, this scholarship is endowed by a gift to the Georgia State University Foundation/Friends of Music Scholarship Fund from Mr. and Mrs. Arthur L. Montgomery and the Jeanette and Lafayette Montgomery Foundation.

Music Scholarships: The School of Music provides scholarships to students who have outstanding musical ability, who have financial need, and whose talents meet the current needs of the school.

The National Federation of Music Clubs Scholarship: College scholarships and cash awards to music majors enrolled in any federated school or music club sponsored by the NFMC. Student and young artist auditions are held in odd-numbered years.

The Warren Newman Memorial Journalism Scholarship: This scholarship is awarded annually to a junior or senior student majoring in journalism. The fund for the scholarship was established by family and friends of the late James Warren Newman, Jr., a young sports writer for *The Atlanta Constitution*. Selection is based on academic excellence and financial need.

David Ogren Memorial Scholarship: Awarded annually to the most outstanding senior geology major on the basis of professional activity, service, participation in departmental activities, and scholastic achievement.

The Presser Music Scholarship: The Presser Foundation Music Scholarship is awarded to a senior music major who demonstrates excellence in music and other academic subjects. The Presser Foundation, Bryn Mawr, Pennsylvania, and the School of Music award the scholarship.

John Schneider Scholarship in Accompanying: Awarded annually to a student majoring in music who has demonstrated exceptional keyboard talent and outstanding academic achievement. This scholarship fund was established in 1988 through gifts from Georgia State music faculty and friends.

Scott-Norcostco Scholarship for Technical Theater: This scholarship was established through the generous gifts of Norcostco, Inc., the Scott-Norcostco Foundation, and the Scott family and is awarded annually to an outstanding student in technical theater.

The Robert W. Sellen Scholarship: Awarded to a meritorious sophomore with a declared major in history and a minimum overall grade point average of 3.0.

Mildred W. Seydell Scholarship: Awarded annually to one or more journalism students on the basis of academic achievement, dedication to the profession, and leadership qualities.

The Helen Riley Smith Voice Scholarship: Awarded annually to a student majoring in music who has demonstrated exceptional vocal talent and outstanding academic achievement. The scholarship fund was established by the Smith family and friends.

Society of Professional Journalists Scholarship: Awarded annually by the national professional journalist society to the outstanding journalism graduate of the year.

Mary Tallent Scholarship: Awarded to a senior music industry student with a GPA of 3.0 or higher who has been active in service to the music industry. The Atlanta Chapter of National Academy of Recording Arts and Sciences established the award to honor Mary Tallent's service to the music profession and to Georgia State University.

The Charles and Rosemary Hall Music Industry Scholarship: Awarded to a junior or senior student majoring in the music industry with a 3.0 or higher GPA who demonstrates academic achievement in a music industry concentration in the School of Music. Preference will be given to students who are working part-time in a music industry-related business. This scholarship was established by Charles and Rosemary Hall and friends in 2000.

TRISPRO, Inc., Scholarship: This scholarship is awarded annually to an outstanding undergraduate major in theater or music. The players, singers, spouses, and friends of TRISPRO, INC established the scholarship.

Margaret M. Towers Sculpture Scholarship Fund: This scholarship is awarded to a deserving undergraduate student who is in good standing and has demonstrated interest and ability in art and design and needs financial assistance to take sculpture classes.

Bailey M. Wade Memorial Scholarship: Awarded to support graduate students who demonstrate need and merit and career goals in keeping with those manifested in the life of Dr. Bailey M. Wade during his life and tenure with the Department of Psychology.

The Sam Wallace Memorial Scholarship: Awarded annually to students in the music industry program of the School of Music. The criteria for selection are need and outstanding scholastic achievement. Music industry friends of the late Sam Wallace, an outstanding music industry executive and citizen of Atlanta, established this scholarship.

John Warkentin Scholarship: Awarded to a graduate student showing outstanding potential in psychotherapy as well as demonstrating financial need.

Steven Winick Memorial Scholarship: Awarded to a student majoring in music who demonstrates exceptional talent on a brass instrument, preferably trumpet. This scholarship was established in 1999 by the Winick family and friends of Steven Winick.

Charles Thomas Wurm Music Scholarship: Awarded to a student majoring in music who has outstanding musical ability and whose talents meet the current needs of the School of Music. Established in January 1985, this scholarship is endowed by a gift to the Georgia State University Foundation from Mr. and Mrs. Thomas G. Cousins in memory of his grandfather, Charles Thomas Wurm.

1240.40 Helping Outstanding Pupils Educationally (HOPE) Scholarships

Helping Outstanding Pupils Educationally is a Georgia's unique scholarship program that rewards students' hard work with financial assistance in degree, diploma, and certificate programs at any eligible Georgia public or private college, university, or public technical college. HOPE awards cover tuition and some fee expenses. HOPE-BOOK is a stipend for books and supplies and disbursement is calculated based on hours attempted. However, this stipend may be applied to any outstanding fees for the term in which the stipend was awarded.

1240. 50 Awards, Fellowships and Scholarships

Lanette L. Suttles Scholarship: Dr. William Suttles established this scholarship in honor of his wife Lanette, who has dedicated her life to teaching young children. The purpose is to provide on-campus childcare 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

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.

Lettie Pate Whitehead Scholarship: Awarded annually to outstanding students enrolled in the College of Health and Human Sciences or Criminal Justice. 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 College of Health and Human Sciences.

1240.60 College of Education Scholarships

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, 404/651-2540. 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 percent of their high school class and are planning to teach upon graduation should contact the Georgia Student Finance Authority at 404/493-5453.

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. Application forms may be obtained from the Department of Kinesiology and Health (404/651-2536) at the beginning of spring term.

The Charles McDaniel Scholarship: This scholarship is awarded annually to an outstanding junior or senior student who was a Georgia public high school graduate and who is now pursuing a teaching degree. A grade point average of 3.25 is required. Applications and further information may be obtained from the Office of the Dean, College of Education, 404/651-2580.

1240.70 College of Health and Human Sciences Scholarships

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

Lettie Pate Whitehead Scholarship: Awarded to students enrolled in the Nursing, Nutrition and Respitory Programs 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. Applicants can obtain additional information from the Office of the Dean, College of Health and Human Sciences.

Narviar C. Barker Scholarship: This scholarship is awarded to a senior BSW student with at least a 2.5 grade point average who has demonstrated commitment to social advocacy, social justice, and family empowerment. Further information may be obtained from the School of Social Work.

Marshall L. Bowie College of Health and Human Sciences Scholarship: This scholarship was established in memory of Marshall L. Bowie, associate dean of the college, by his family and friends. Two $2500 scholarships are awarded annually to full-time students in good standing enrolled in the College of Health and Human Sciences. The awards are open to undergraduate and graduate students. Selection priority is given for academic achievement, community service, involvement in college and university activities, and financial need. Further information and applications may be obtained from the Office of Academic Assistance, College of Health and Human Sciences.

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.

Louise B. Duncan Scholarship: The Epsilon Alpha Chapter of Sigma Theta Tau provides a scholarship in the amount of $500 that is awarded annually to an undergraduate nursing student upon completion of the junior year. The award is made on the basis of academic achievement, professional accomplishment, and commitment to nursing. Applicants should contact the School of Nursing for further information.

James Ancil Lewis Award: This award is given annually in memory of Jim Lewis, a 1973 graduate of the respiratory therapy program. The scholarship award recognizes the respiratory therapy student who shows concern for others in the clinical care of patients.

Georgia Society for Respiratory Care Scholarships: Two $500 scholarships are offered annually to respiratory care students in the University System of Georgia. Awards are made based on financial need and academic achievement. Information and applications are made available to students in the Department of Cardiopulmonary Care Sciences.

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 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. The annual application deadline is March 10. The application is available in the Department of Criminal Justice, 128 Urban Life Building, or on the Department's website at **http://www.cjsu.net**.

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. The annual application deadline is March 10. Interested Criminal Justice majors may pick up an application form from the Department of Criminal Justice, 1281 Urban Life Building; however, the completed application and two letters of reference should be submitted to the Georgia State University Office of Student Financial Aid. Requirements: Students must be Criminal Justice majors, graduate or undergraduate, with a minimum overall GPA of 3.0. Juniors must have completed a minimum of 60-69 semester hours, and seniors must have completed a minimum of 90-99 semester 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.

Chris Perrin Memorial Award: This award was established by the Georgia Council of Juvenile Court Judges in honor of Chris Perrin, long-time advocate for children and Executive Director of the Council. The award, shared with the Department of Criminal Justice and the School of Social Work, is given annually to a social work or criminal justice student who meets the departmental criteria. Further information can be obtained from the department or school.

Larry E. Quinn Memorial Award: This award was established in memory of Officer Larry Quinn, DeKalb County Police Officer and Georgia State honor student killed in the line of duty. The award of $300 is given annually to a criminal justice student to recognize both academic merit and honorable police service.

1240.80 J. Mack Robinson College of Business Scholarships

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.

The American Hotel & Lodging Association Scholarships: The AH&LA administers several scholarships for hospitality majors including the Hyatt Hotels Fund for Minority Lodging Management Studies and the Arthur Packard Memorial Scholarship. These scholarships, awarded through a national competition, are based on academic performance, industry work experience, extracurricular involvement and career objectives. Applications are submitted through the School of Hospitality.

American Institute of Certified Public Accountants Scholarships for Minority Accounting Students: This is a program which provides awards of up to $5,000 to outstanding minority students to encourage their selection of accounting as a major and their ultimate entry into the profession. To be eligible, full-time undergraduate students must have at least a 3.3 grade point average and have completed 30 semester hours of college work, including five hours of accounting. These competitive scholarships are awarded each July for the following academic year. Students must apply by July 1 directly to AICPA Scholarship for Minority Student program. See the AICPA website (**http://www.aicpa.org/members/div/career/mini/smas.htm**) for application and further information. In 2002, a Georgia State University student was among the 187 students awarded $600,000 through this 20-year-old program, which has distributed $6,000,000 in scholarship funds.

Robert W. Batten Actuarial Science Award: Robert W. Batten served as director of Georgia State's Actuarial Science Program for 25 years. The Department of Risk Management and Insurance presents this award annually to the outstanding student in actuarial mathematics.

AON Corporation. This scholarship of up to $5,000 is awarded to an undergraduate or graduate student enrolled in any academic program offered by the Risk Management and Insurance Department. Selection is based on scholarship and need. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by May 1.

Assurant Group Scholarship. Assurant Group sponsors two annual $2,500 scholarships. One award is given to an RCB junior or senior student majoring in risk management and insurance. The other award is given to a junior or senior RCB student majoring in actuarial science. Selection is based on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by May 1.

Atlanta Broadcast Advertising Club Outstanding Student in Advertising Award: This award is sponsored by the Atlanta Broadcast Advertising Club and presented to the most outstanding student in advertising at Georgia State. The criteria include scholarship, interest in the field, leadership, and character. Ideally the student should have completed the advertising sequence. The recipient is chosen by the faculty who teach advertising.

Atlanta Association of Health Underwriters Scholarship. This annual scholarship of up to $1,000 is available to full-time juniors or seniors majoring in risk management and insurance or actuarial science. Candidates must have a minimum 3.0 GPA, at least 15 hours completed at GSU, and a completed internship. Selection is based on leadership ability, financial need, and an interest in pursuing a career in the life and health insurance industry. Candidates should apply to the Scholarship /Fellowship Committee of the Department of Risk Management and Insurance by May 1.

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 insurance 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 by May 1.

Atlanta Claims Association Scholarship: This scholarship of up to $2,500 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 will be made 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 by 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.

J. Ed Bell Scholarship: This scholarship is named in honor of J. Ed Bell, a retired agency director of State Farm Insurance. Applicants for this scholarship must be full-time undergraduate or graduate students with a minimum Georgia State grade point average of 3.00. Other criteria include character, leadership ability, financial need, and an interest in pursuing a career in the life and health insurance industry. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by May 1.

The Bergeron Women in Technology Leadership Fund will award scholarships annually (expected to be in the range of $10,000) to five female undergraduate or graduate students who have expressed or demonstrated high potential for leadership careers in technology. This scholarship fund uniquely partners a fully paid tuition award with a one-on-one mentorship program designed to assist high-potential women in their educational and career advancement. The Mentorship Committee will be chaired by Sandra Bergeron and is expected to include other female CEOs and female leadership models.

L. E. Berry Graduate Fellowship: Each year, an outstanding Masters of Professional Accountancy student who has excelled in Systems receives a cash award up to $1,000 in honor of the retired Director of the School of Accountancy, Dr. L. Eugene Berry.

Evelyn S. Bowyer Scholarship: Endowed in memory of Evelyn S. Bowyer, alumna and longtime Georgia State University employee, by family, friends, and colleagues. This award is given annually to a woman majoring in finance. Academic performance and financial need are considered in determining the recipient of this award.

Kathryn C. Buckner/PriceWaterhouse Coopers Scholarship: Annually, in honor of Dr. Kathryn C. Buckner, PricewaterhouseCoopers selects two outstanding students to receive $3,000 scholarships based on accounting achievements and application to or enrollment in the Masters of Professional Accountancy, Masters of Taxation, or MBA program at Georgia State University.

Business and International Education Award (BIE): The U.S. Department of Education's "Business and International Education Program award is to support the Conduit to Global Competence project. The intent of this scholarship is to support the internationalization efforts of the Robinson College of Business student at Georgia State University.

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.

George Allen Chance III Scholarship: Each year in honor of George Allen Chance III, a student with 15 or fewer credit hours of graduate work demonstrating high academic achievement in the Masters of Professional Accountancy program receives a cash award up to $1,500.

Commercial Real Estate Women of Atlanta Award: A scholarship underwritten by the Staubach Company. The award includes $1,000 and a one-year honorary membership in CREW Atlanta. The recipient is selected based on academic achievement, leadership skills, and potential success in a real estate career. Information is available from the Department of Real Estate.

John W. Cook Scholarship: Each year, a Masters of Professional Accountancy student with high academic achievement receives a cash award up to $1,000 in honor of Dr. John W. Cook.

The John H. Cowart Award: Funded by an endowment established by John H. Cowart, Sr. (John Cowart Homes, Inc.), this award is given annually to one or more real estate students to pursue promising research under the direction of faculty in the Department of Real Estate. Both merit and need of candidates are evaluated. Information is available from the Department of Real Estate. The application deadline is January 31.

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 by May 1.

Cecil B. Day Endowment Scholarships: Hospitality majors and certificate students are eligible to apply for these scholarships. The awards are based on exemplary academic performance and a commitment to the hospitality industry through work experience and involvement in professional associations and/or extracurricular activities. Contact the School of Hospitality for more information.

Cecil B. Day Memorial Scholarships: Administered by the American Hotel & Lodging Association, these scholarships are based on academic, work and campus/community involvement. Contact the School of Hospitality for additional information.

Deloitte & Touche Achievement Award: Each year, Deloitte & Touche recognizes a junior with high academic standing and evidence of leadership and promise in the field of accounting with a $1,000 cash award.

Deloitte & Touche Excellence Award in International Taxation: Each year, a graduate student with outstanding achievement in International Aspects of Taxation (TX 8300) receives a cash award of $1,000 sponsored by Deloitte & Touche.

Norman X. Dressel Scholarship: Each year, a student with good character and demonstrated scholastic achievement in the MBA or Masters of Professional Accountancy program is given a cash award up to $1,500 in honor of Dr. Norman X. Dressel.

Jack Dunn Scholarship: This scholarship of approximately $1,000 is in honor of the former Commissioner of Banking and Finance of the state of Georgia. It is awarded annually to an undergraduate finance major. The recipient must be of outstanding character and plan to pursue a career in banking. Selection is based on academic performance.

Educational Foundation, Inc. Scholarship. 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 award varies, and selection is based on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by May 1.

Educational Foundation of Georgia Society of CPAs Accounting Excellence Award: The senior accounting major with the highest grade point average receives a Certificate of Academic Excellence and a cash award of $500.

Ernst & Young Excellence in Taxation Award: Each year, an outstanding graduate student in taxation receives a cash award up to $1,000 sponsored by Ernst & Young.

Financial Institutions Insurance Association Scholarship: This annual scholarship of up to $2,000 is in memory of Alice Berreysea, Executive Director of FIIA 1994-1999, whose dedication, professionalism, and grace helped to promote the bank insurance industry and expand FIIA into a recognized international trade organization. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance prior to July 1.

H. Talmage Dobbs Jr. Outstanding Finance Student Award: This award is named after Mr. H. Talmage Dobbs Jr., past chairman of the board of Life of Georgia and an alumnus of Georgia State University. The award is presented to the outstanding undergraduate finance major over the past year. The criteria used to determine the recipient includes classroom performance and recommendations from past instructors.

Faculty Recognition Award: Each year, the faculty of the School of Accountancy recognizes an undergraduate student with high academic achievement, leadership in school activities, and professional aptitude with a cash award up to $500.

Federation of Schools of Accountancy Student Award: Each year, the Federation of Schools of Accountancy awards an outstanding student with a recognition plaque and a cash award up to $500 based on academic achievement.

Financial Executives International – Atlanta Chapter: Each year, the School of Accountancy nominates an outstanding junior or first-year Masters of Professional Accountancy student to compete for the Financial Executives International – Atlanta Chapter scholarship.

Frazier & Deeter Scholarship: Each year, Frazier and Deeter honors a Georgia State University student of high academic achievement with a cash award of $750.

Georgia CCIM Chapter Scholarship: Funded by the Commercial Investment Real Estate Institute, the scholarship is given annually to one undergraduate real estate major planning a career in commercial real estate. In addition to the cash award, the recipient receives complimentary enrollment in the first course toward receiving the CCIM designation. The selection criteria include academic achievement, extracurricular activities, communication skills, and professional commitment. Information is available from the Department of Real Estate.

Georgia Chapter of Chartered Property and Casualty Underwriters. This scholarship awards up to $2,000 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.

Grant Thornton Achievement Awards: Each year, two outstanding accounting students with high academic achievement receive a cash award of $1,000 sponsored by Grant Thornton.

Austin C. Hansen Memorial Scholarship: In memory of a past chairperson of the School of Hospitality's industry board, Austin Hansen, this scholarship is based on academic and work achievements in the hospitality industry. Contact the School of Hospitality for additional information.

Floyd S. Harper Award: The late Dr. Harper was instrumental in the formation of the Georgia State Actuarial Science Program in 1958. The Department of Risk Management and Insurance presents this award annually upon graduation to the senior in actuarial science who exemplifies the qualities that Dr. Floyd S. Harper strove to develop in his students: scholastic achievement and character.

Sidney and Mary Harris Travel Award: Dr. Sidney E. Harris, former dean of the J. Mack Robinson College of Business, and his wife, Dr. Mary Harris, established the Sidney and Mary Harris Travel Award to support Robinson College of Business students to internationalize their program of study.

Elmer Hedge Institute of Real Estate Management Chapter 67 Scholarship: This scholarship is awarded to a real estate major based on sincere interest in the property management field, financial need, and academic performance. Information is available from the Department of Real Estate. The application deadline is January 31.

Klaus Inkamp Scholarship: Established by the International Special Events Education Foundation (ISEF), this scholarship is in memory of Klaus Inkamp, founding ISEF president and director of meetings and special events for Coca-Cola USA. The Coca-Cola USA Foundation underwrites the scholarship. Eligible students will be hospitality majors who are specializing in special event planning through coursework and industry experience. Contact the School of Hospitality for additional information.

The 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. Information is available from the Department of Real Estate. The application deadline is January 31.

Josephine J. Isakson Scholarship: This award 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. Information may be obtained from the Department of Real Estate. The application deadline is January 31.

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 are to be used to 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. Information is available from the Department of Real Estate. The application deadline is January 31.

John Jordan Scholarship in Club Management: This scholarship was established in honor of one of the club industry's preeminent leaders, retired general manager of the Cherokee Town and Country Club in Atlanta, John Jordan, MCM, CCM. Eligible students will be hospitality majors concentrating in club management through elective courses and work experience. Contact the School of Hospitality for information regarding the application process.

The Clyde Kitchens Delta Sigma Pi Award: This award was established by the Clyde Kitchens Foundation, Inc., to provide a $1,000 scholarship to be awarded to an outstanding student in the Robinson College of Business. The award recipient is selected on the basis of academic performance and potential in the field of business.

Leland and Whettan Award: Each year, in honor of Leland Whettan, a student with outstanding ability in accounting theory or an outstanding senior accounting major is honored with a cash award up to $1,000.

Lockheed Management's Gold Key Award: This award is presented to the outstanding graduating senior in marketing, based on eight or more combined semesters at Georgia State. Grade point average in marketing courses is the criterion along with a minimum of eight semesters completed at Georgia State.

Catherine E. Miles Doctoral Fellowship: Each year, in honor of the former director of the School of Accountancy, Dr. Catherine E. Miles, a doctoral student with high scholarly ability receives a cash award up to $5,000.

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 will be awarded to an undergraduate or graduate student who exhibits a strong interest in the claims function and is majoring in risk management and insurance. Selection will be 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 by May 1.

The James W. Morton, Jr., Memorial Scholarship: This $2,000 scholarship is awarded annually to a junior or senior majoring in risk management and insurance. The scholarship honors James W. Morton, Jr., a man instrumental in the development of the State Farm Insurance organization in Georgia. 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.

Lori Muse Study Abroad Scholarship Endowment: The Lori Muse Study Abroad Scholarship Endowment was established in memory of a former student, Lori Muse and her love for international travel. One student is awarded each spring.

National Association of Black Accountants Leadership Award: Each year, a member of the National Association of Black Accountants receives a cash award up to $500 in recognition of leadership ability and contributions to the Georgia State University chapter of the National Association of Black Accountants.

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 undergraduate or graduate student (full-time). The annual award of $1000 is presented to a computer information system major who best demonstrates a combination of academic excellence and financial need.

National Restaurant Association Scholarships: For hospitality majors specializing in the restaurant and foodservice areas, the NRA offers a number of scholarships that are awarded nationally. Contact the School of Hospitality for information on the specific scholarships and application details.

New York Life International Fellows Program. This fellowship is available for international undergraduate or graduate actuarial science or risk management and insurance majors. The New York Life Foundation selects recipients, and selection is

based on merit. The award amount varies. Recipients are selected by New York Life. Candidates should apply to William R. Feldhaus, Ph.D., graduate program adviser in the Department of Risk Management and Insurance by May 1.

New York Life Minority Fellows Program. This scholarship is available for undergraduate, graduate actuarial science, risk management and insurance majors. The New York Life Foundation selects recipients, and the selection is based on merit. The award amount varies. Recipients are selected by New York Life. Candidates should apply to William R. Feldhaus, Ph.D., graduate program adviser in the Department of Risk Management and Insurance prior to May 1.

Outstanding Minority Marketing Student Scholarship: Awarded annually to one or more outstanding undergraduate or master's level marketing students, who are members of underrepresented minority groups. Students must be marketing majors with outstanding records and have the potential for successful careers in marketing. Deadline: mid-January; contact the Department of Marketing for details.

PriceWaterhouseCoopers Excellence Award in Corporate Tax: Each year, a graduate student with outstanding achievement in Taxation of Corporations and Shareholders (TX 8120) receives a $500 cash award sponsored by PricewaterhouseCoopers.

PriceWaterhouseCoopers Excellence Award in Tax Research: Each year, a graduate student with outstanding achievement in Tax Research (TX 8030) receives a $500 cash award sponsored by PricewaterhouseCoopers.

The Rama Scholarship for the American Dream: The Rama brothers, principals of JHM Hotels, established this scholarship. The scholarship is awarded annually to an undergraduate or graduate hospitality major. It is based on academic performance, hospitality work experience, financial need and extracurricular involvement. Administered by the American Hotel & Lodging Association, contact the School of Hospitality for additional information.

Real Estate Education Association Harwood Memorial Scholarship: Named in honor of Dr. Bruce Harwood, these $250 scholarships are awarded to up to 10 students nationwide who plan careers in real estate. Recipients are selected based on academic achievement and letters of recommendation. Applications are available from the Department of Real Estate and should be returned directly to REEA by January 31.

Real Estate Educators Association Technology Scholarship: Two $500 scholarships are awarded nationwide in honor of Dr. Donald E. Bodley. Recipients are selected based on academic achievement, letters of recommendation, and an essay on the role of technology in the future of the real estate profession. Applications are available from the Department of Real Estate and should be returned directly to REEA by January 31.

The Pickett Riggs Scholarship: This scholarship was established by the Young Alumni Council of Georgia State to honor Mrs. Pickett Riggs, former teacher of quantitative methods (decision sciences), who was one of the university's most highly esteemed teachers. The scholarship will be 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 Academic Assistance in the Robinson College of Business. Completed applications must be returned to the Alumni Office, G88 Alumni Hall, by February 28.

Risk Management and Insurance Alumni Club Undergraduate Student of the Year Award: Selected by the faculty of the Department of Risk Management and Insurance, this award recognizes the most outstanding undergraduate student in the Risk Management and Insurance program. This is a $500 cash award.

Nita Robinson Scholars: 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 and 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.

The James R. Rozelle Memorial Fund: This fund is awarded annually for the computer information system undergraduate major who has shown the greatest aptitude for computer programming as determined by grade point average and instructor nomination. This award was established to honor the late Dr. James Rozelle who was on Georgia State University faculty for over 25 years.

Society for Information Management Scholarship (SIM): This fund is awarded annually for the computer information system undergraduate major who has shown a combination of the greatest financial need combined with the highest academic capabilities. Academic aptitude is determined by grade point average and instructor nomination. This award was established by the Atlanta chapter of SIM, a major non-profit national IT professional organization.

Society for the Marketing of Professional Services Atlanta Chapter Scholarship: This $1,000 scholarship is awarded every other year and is dispersed equally over a three-semester period. It is offered to a deserving marketing major who meets these criteria: junior-class standing, outstanding grade point average in at least 45 semester hours of credit at Georgia State University, interest in a career in the marketing of professional services, character, and need.

Southeastern Actuaries Conference Scholarship: At least three full (resident) tuition scholarships are awarded annually to undergraduate actuarial science majors on the basis of scholastic achievement, financial need, character, and participation in

extracurricular activities. They are renewable, contingent upon outstanding performance and continued need. Candidates should apply to the Shaun Wang, Ph.D., director of the actuarial science program in the Department of Risk Management and Insurance prior to May 1.

Southern Loss Association Scholarship: The Southern Loss Association awards a 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 by May 1.

Robert S. Spencer Memorial Foundation Scholarship: The Robert S. Spencer Memorial Foundation, Inc., provides a scholarship of up to $10,000 to an undergraduate or graduate student who intends to pursue a career in risk management. The scholarship honors the late Robert S. Spencer, a leader in the development of the risk management discipline and past president of the Risk and Insurance Management Society (RIMS). Selection is based on merit. Candidates should contact the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance for the details by December 1.

The Sprint Scholarships: These scholarships are four, $500 annual awards presented to deserving junior- or senior-level students. Students must have a minimum 3.5 GPA and demonstrate a financial need.

Henry F. Stabler Award: Each year, in honor of Dr. Henry F. Stabler, an accounting graduate student with high academic qualifications receives a cash award up to $1,500.

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 course work and have outstanding potential may be considered. The scholarship may be held for two years. The amount of the scholarship may be adjusted on the recommendation of the Scholarship/Fellowship Committee. The scholarship is paid on a semester basis after review of the recipient's record. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by May 1.

The Tausche Martin Lonsdorf Scholarship: This scholarship is presented annually to an outstanding junior marketing major. This $1,000 scholarship is funded by the local marketing, advertising, and public relations firm, Tausche Martin Lonsdorf. Selection committee will be made up from the faculty of the Department of Marketing. Selection criteria include scholastic accomplishments, grade point average, character, and need. Applications may be obtained from the Department of Marketing's scholarship coordinator. The application deadline is March 15.

Ben Trooboff Marketing Award: This award is presented by the Atlanta Chapter of the American Marketing Association to the outstanding marketing student. The criteria include but transcend scholarship. Student activities are an important criteria of this award.

Gary Winkle Award: Each year, in honor of Dr. Gary Winkle, a student in the Masters of Professional Accountancy program with high scholastic achievement receives a cash award up to $1,500.

Leland Whetten Award: This award is presented to an outstanding student in accounting theory or a senior accounting major. This award is given in honor of Dr. Leland C. Whetten, former professor of accounting at Georgia State University.

Eli A. Zubay Actuarial Science Award: The Department of Risk Management and Insurance presents this award annually to the undergraduate actuarial science major with the highest overall grade point average from among those with at least 90, but not more than 150, semester hours. In addition, the recipient must have completed at least 20 semester hours of actuarial science course work with no grade lower than a grade of B.

1300 University 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. This chapter contains the academic regulations of the university. See the other parts of this catalog for information on the academic regulations of the various colleges and departments.

All students must become especially familiar with (1) this chapter, (2) the following chapter on university degree requirements and graduation, (3) their college's chapter of this catalog, (4) the offerings and requirements of their major, and (5) the contents of the online *Registration Guide* found at **http://www.gsu.edu/es/registration_guide.html**, 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 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. 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 email 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 Georgia State University E-mail

Every student is assigned an official Georgia State University email address at the time of acceptance. It is essential that students regularly check this e-mail account. Academic departments and student service units across campus use e-mail as a means of communicating with students about official university business, and students are held responsible for this information. Students should note that the Georgia State University e-mail account is recorded in the student system and used regularly by campus departments rather than any individual account a student has for personal use.

1308 Academic Calendar

Georgia State University is on a semester system, 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 classes in May and, beginning in June, six-week and seven-week classes. Enrollment in the three-week classes, the six-week, or seven-week summer classes counts as having been enrolled in summer semester.

1310 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.

1312 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 **http://www.gsu.edu/es/registration_guide.html**. 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. 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 Enrollment Services Center by e-mail to onestopshop@gsu.edu within 24 hours of the occurrence.

1312.10 Immunizations

All new students attending regularly scheduled classes on our campus or receiving resident credit will be required to submit a certificate of immunization prior to registering for and attending such classes.
For all new students attending Georgia State University for the first time in Spring Semester 2005, the immunizations required by the Board of Regents, effective January 1, 2005, include MMR, Tetanus/Diphtheria, Varicella and Hepatitis B (in addition to the Meningitis Law affecting students who reside in university housing). For more information, see the GSU Clinic website updates at **http://www.gsu.edu/health**.

Every student attending classes on our campus must complete the Immunization Requirement of the Board of Regents. The Requirement varies according to the age of the student as follows:

- Students 18 years or younger at the beginning of the term must show proof of immunity to Hepatitis B, MMR, Tetanus/diphtheria, and Varicella (chickenpox).
- Students 19 years and older at the beginning of the term are strongly recommended to be immunized for Hepatitis B but they are not required to show proof of immunity to Hepatitis B. They are required to show proof of immunity to MMR,Tetanus/diphtheria and Varicella.
- Students born on or before 12/31/1956 must show proof of immunity to Tetanus/Diphtheria and Varicella only.

The Immunization Office must receive these records before the last day of late registration. Immunization holds will be placed on student accounts to prevent registration, drop/add until the requirement is satisfied.

Students seeking exemption for religious reasons must submit a notarized letter to the Immunization Office. Students with medical reasons for exemption must submit a doctor's letter indicating if this is a permanent or temporary exemption, and if temporary the date of expiration. When the temporary exemption expires, the student must complete all Immunization Requirements. In the event of an epidemic or a threatened epidemic of any disease preventable by immunization and when an emergency has been declared by appropriate health authorities, additional steps will be undertaken to protect the health of the university community. In the event of a declared public health emergency, persons who do not have proof of immunization on file will not be allowed to participate in classes or other activities on campus.

Additional information and copies of the immunization certification form may be obtained by contacting the Immunization Office located in 147 Sparks Hall, or by telephone at 404/651-1171, or online at **http://www.gsu.edu/immunizations**.

Meningitis: A new law (Official Code of Georgia Annotated § 31-12-3.2) became effective January 1, 2004 and applies to all postsecondary educational institutions in Georgia. Students residing in campus housing must be provided information on meningococcal disease and vaccination. After reviewing information about the risks for the disease and the benefits of prevention by the Meningitis vaccine, students 18 years and older will be required to sign a form kept on file in the Housing Office. Students less than 18 years of age will have to show their parent or guardian's signature on the form. This "Meningococcal Disease Notification" form documents that the information was reviewed and the option of the vaccine was provided, and/or date of the vaccination was elicited. Compliance with the state law is a requirement for residing in campus housing and is part of the housing contract. For further information, contact the Housing Office at 404/463-9052 or by e-mail at housing@gsu.edu.

1312.20 Classification of Courses

Courses are numbered as follows:

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

1312.30 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.

A student who is enrolled in less than a full-time course of study at Georgia State University may be in jeopardy of:

- losing insurance coverage under his or her parent/guardian's insurance policy;
- being out of compliance with the Department of Homeland Security if enrolled at Georgia State University on a student visa;
- being placed on a loan repayment schedule by a lender or guarantor if the student is the recipient of federal financial aid; **and/or**
- losing a scholarship if the guidelines for receiving the scholarship require full-time enrollment.

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

International Students: International students in the student visa status of F and J are required to carry a full-time course load as defined by the Department of Homeland Security.

1312.35 University Policy on Continuous Enrollment

Graduate students must register for at least a total of six semester hours of course work during the last three consecutive semesters (fall, spring, summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

If a student only lacks removal of an incomplete grade (grade of "I") in order to graduate, the student does not need to register for additional hours in the term of graduation as long as the number of hours required by the continuous enrollment policy have been met.

1312.40 Registration Time-Ticket Assignments

Students who are eligible to register will be given a registration time-ticket assignment. Approximately one week before registration begins students can find their registration time-ticket assignment by entering the GoSOLAR website at **https://www.gosolar.gsu.edu/webforstudent.htm**. Students will also receive an e-mail referring them to the GoSOLAR website where they can view their registration time-ticket assignment.

A student's time-ticket assignment is valid beginning at the student's assigned time and continues through the last day of registration. Time-ticket assignments are assigned with priority to students through the last day of registration. Time-ticket assignments are assigned with priority to students scheduled to graduate for the upcoming registration term and, then, to continuing students according to the total credit hours earned. Once a student is allowed access, he or she can adjust their schedule on a first-come, first-served basis during the remaining registration period. It is to the student's advantage to attempt to register as soon as he or she is allowed access to the registration system because many classes fill up quickly.

1314 Revision of Class Schedules (Add/Drop/Withdraw)

Students desiring to revise their class schedule must follow the procedure appropriate for the period of time in the semester (see section 1332.10 below). During the published registration periods for each semester students will revise their schedule on GoSOLAR. Schedule revisions are defined as any changes to a student's schedule and include dropping and/or adding classes. Dropped courses do not appear on the student's official record. To remove a course from a class schedule during the published registration period is referred to by the university community as "dropping" a course. After the last day to add/drop a course, students may "withdraw" from a course when they decide to stop attending. Withdrawing from a course makes the student eligible for a grade of W or WF. This grade is reflected on the student's official record.

All schedule revisions must be completed by the official last day to register for course credit as published in the online *Registration Guide* at **http://www.gsu.edu/es/registration_guide.html**. Students who wish to request, based on institutional error, to be allowed to register for a course after the deadline should contact the department offering the course.

1314.10 Dropping Classes and Voluntary Withdrawal

1. **During registration:**
   When the registration system is open to students at the beginning of each term, students may drop or add classes using GoSOLAR. When a class is dropped during this period, no grade is recorded and no record of the student's being enrolled in the class appears on the student's transcript. Registration ends at the end of the first week of classes.

2. **During the second week of classes:**
   During the second week of classes faculty have the discretion to request to add or drop students from classes. Factors such as space availability and health and safety regulations may apply to such requests. When a class is dropped during this period, no grade is recorded and no record of the student's being enrolled in the class appears on the student's transcript.

3. **After registration and before the midpoint of the term:**
   During this period, students may withdraw from a class or classes using GoSOLAR . Students will receive a grade of W or WF for any class dropped during this period depending on whether or not they have exceeded their limit of withdrawals with a grade of W. Specifically, students will automatically be awarded a W if they have not exceeded their limit and a WF if they have. Grades of W and WF appear on the student's transcript. (Note: A grade of WF is treated as an F for GPA calculation purposes.)

4. **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 using GoSOLAR. Students will automatically receive a grade of WF for any class dropped during this period. (Note: A grade of WF is treated as an F for GPA calculation purposes.)

5. **During the two weeks before the last day of classes:**
   During the two weeks before the last day of scheduled classes for the term voluntary withdrawals cannot occur.

   Students formally withdrawing from **all** classes may be entitled to a refund of a portion of their fees (see Section 1240).
   In an emergency situation that precludes personal action to withdraw from classes, a student may communicate with the Office of the Dean of Students, **http://www.gsu.edu/deanofstudents**.

1314.20 Withdrawals and Drops from Off-Campus Courses and Cancelled Courses

In general, if a student voluntarily withdraws from an off-campus course, then the normal withdrawal policy applies (see section 1332.10 above). If the off-campus course's schedule does not match a Georgia State University term, then the mid-point of the course will be the mid-point of the period from the first off-campus meeting of the course to the last meeting of the course.

If a course is cancelled by Georgia State after the first week of classes, then the student may choose between three options:

1. They may have the course dropped from their schedule (even if the course is cancelled after the end of Late Registration), or
2. They may take a W in the course, or
3. In coordination with the course instructor and the department chair, the student may develop an academically appropriate plan to complete the course. These plans must be approved by the instructor and the department chair.

1314.30 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.

1314.40 Automatic Involuntary Withdrawal

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.

1314.50 Hardship Withdrawal

Students ay be granted hardship withdrawals when non-academic emergency situations occur which prevent them from completing their coursework (e.g., severe medical problems, traumatic events/circumstances that cause them to miss numerous classes.). 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 of your courses for the semester but in some cases may be granted for some and not others. Students requesting a hardship withdrawal in some but not all of their courses 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 wishes to appeal the decision of the Dean of Students, or if the Dean of Students feels than 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.

1314.55 Military Withdrawal

A student who is on active duty or is a military reservist (including members of the National Guard) may withdraw from the university if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to Active Duty to the Enrollment Services Center. A student is not eligible for a military withdrawal in any course in which the student has completed the course requirements (e.g., taking the final exam or submitting the final project). Elective fees are to be prorated according to the date on which the student officially withdraws. Students who withdraw and receive a full tuition refund will receive a grade of "WM" (military withdrawal) for all courses from which the student has withdrawn.

1314.60 Non-Academic Withdrawal

A student may be withdrawn from the university for non-academic reasons when in the judgment of the Dean of Students, it is determined that the student has demonstrated behavior that: (a) poses a significant danger or threat of physical harm to self or to the person or property of others; or (b) interferes 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. Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded an appropriate hearing prior to the final decision concerning his or her continued enrollment at the university. In situations involving an imminent threat, the Student will be provided a hearing as soon as practicable after the withdrawal occurs. The instructor will assign students who are non-academically withdrawn 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.

1314.65 Pending Withdrawal

Effective Fall Semester 2006, degree-seeking undergraduates who withdraw must be given a grade of PW (Pending Withdrawal). The grade of PW will automatically be changed to either W or WF depending on how many withdrawals the student has taken.

1316 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.

1318 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 **http://www.gsu.edu/courses.html**.

1320 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 Enrollment Services Center, 2nd Floor Sparks Hall, 404/651-0559. Application deadlines are published in the online *Registration Guide* at **http://www.gsu.edu/es/registration_guide.html**.

Students who wish to cross register must complete and submit an ARCHE Cross Registration form to the Enrollment Services Center at Georgia State. 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: 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 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, and State University of West Georgia.

1322 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 (**https://www.gosolar.gsu.edu/webforstudent.htm**).

You are entitled to five (5), free lifetime transcripts. Once you have exhausted your five, free transcripts, Georgia State University will charge a $10.00 processing fee for each transcript processed thereafter. There is a five (5) day processing period for 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.

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

Routine copies of other information in the student's education records, with the exception of transcripts from other institutions and other items excluded from copying by practice or regulation will be provided upon written request. A fee may be charged to cover the cost of copying. Special instructions based on education records will be provided upon written request, when permissible.

1324 Enrollment Verification

Enrollment verification is obtained via the web at no cost to students.

Enrollment Verification

To obtain proof of enrollment, students should access GoSOLAR (student.gosolar.gsu.edu). At this site students can do the following:

1. Print a Certificate of Enrollment that can be forwarded to a health insurer, housing provider, employer, credit issuer, or other student services provider;
2. View the electronic notification and deferment forms that have been sent to a lender; and
3. View a list of lenders and real-time student loan information detail, such as outstanding principal balance and next due date that some lenders provide.

Once a student drops a course, those hours cannot be used for verification of enrollment purposes. A student's enrollment status may change if he/she drops or withdraws a course or withdraws from the university. If a student is co-enrolled at another collegiate institution during the same semester he or she is enrolled at Georgia State University, only the enrolled hours at Georgia State can be used for enrollment verification purposes.

Degree Verification

To obtain proof that a degree has been awarded, students should go **to http://www.degreeverify.com**. At this site, students can provide proof of degree to such agencies as third-party verifiers, credit card companies and credit approval agencies. This is a website of the National Student Clearinghouse. The Clearinghouse is providing degree verification services to Georgia State University students.

1326 Directory Information

An enrolled student may request that directory information (name, address, etc) not be public. To make this request, a student should fill out a Suppress Information Form, available **at http://www.gsu.edu/es/student_information_suppression.html**, and turn it in to the Enrollment Services Center, 2nd Floor, Sparks Hall.

1328 The Grading System

1328.10 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.)

1328.20 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. (See "WF: Withdrawal While Failing" and the Dropping and Withdrawing from Classes" sections of this chapter.

WM: Military Withdrawal

This symbol indicates that active duty military personnel and military reservists (including members of the National Guard) received emergency orders to active duty or reassignment during the term (see Military Withdrawal, Section 1314.35).

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. No student may graduate with an "I" on his or her record.

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 online *Registration Guide*. The grade will be updated as soon as the instructor reports the grade.

GP: Grade Pending

This symbol indicates a grade will be assigned pending the outcome of an academic honesty case.

1330 Cumulative Grade Point Average

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.) Grade point averages are rounded to the hundredth place. For example, 3.676 is rounded to 3.68.

All attempts at all academic courses taken are included in these calculations of total number of grade points earned and the total number of semester hours attempted. Cumulative grade point average includes all work taken at that level (i.e., graduate) even if from two or more programs or departments. 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.

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

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D	1.00
F	0.00
WF	0.00
IP	0.00

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.

1332 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. If a student believes that there is an error in a grade, the student should discuss the situation with the instructor. 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.
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. 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 limit set by the university. The university requires that a grade of I be removed no later than the end of the second academic term after the grade of I was assigned (whether or not the student was enrolled during these two terms). The Office of the Registrar will assign a grade of F at the end of the

second academic term unless the Office of the Registrar receives an approved grade change request from the instructor. (If the student enrolled for S/U grading, a U will be assigned.) The instructor may or may not change this F/U to an authorized academic grade (i.e., A, B, C, D, S or WF) but may not change it back to I. Instructors may not change an I to a W unless a Hardship Withdrawal is awarded. In exceptional cases, departments may authorize students to have I grade for more than two semesters. Such authorizations must be approved by the department chair. The authorization to extend I beyond two semesters must be renewed each semester. Students need not to 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. No student may graduate with an incomplete grade.

1332.10 Dropping Classes and Voluntary Withdrawal

Georgia State University reserves the right at any time during the semester to drop any student from classes for failure to pay tuition and fees. Students who cease to attend but do not formally drop their classes using GoSOLAR at **https://www.gosolar.gsu.edu/webforstudent.htm** will suffer financial and academic consequences.

A. Withdrawal Periods and Grades of W and WF

1. **During registration:**
   When the registration system is open to students at the beginning of each term, students may drop or add classes using GoSOLAR. When a class is dropped during this period, no grade is recorded and no record of the student's being enrolled in the class appears on the student's transcript. Registration ends at the end of the first week of classes.

2. **During the second week of classes:**
   During the second week of classes faculty have the discretion to request to add or drop students from classes. Factors such as space availability and health and safety regulations may apply to such requests. When a class is dropped during this period, no grade is recorded and no record of the student's being enrolled in the class appears on the student's transcript.

1334 Graduation

Commencement exercises are held at the end of Fall and Spring academic terms. 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 in GoSOLAR and allow five weeks following conferral of degrees from delivery of the diploma..

Students who indicated on the graduation application that they are attending the commencement ceremony are to purchase their regalia from the Georgia State University Bookstore. The bookstore can be reached at 404/651-2155, by e-mail at bookstore@gsu.ed, or online at **http://www.gsu.edu/bookstore**. Commencement photography is also available. 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 e-mail at graduation@langate.gsu.edu.

1334.10 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. This allows the university to audit the student's records for problems while there is still time for the student to correct those problems.

Term of Expected Graduation	Deadline
Fall Semester	June 1
Spring Semester	September 1
Summer Semester	January 10

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.

Students who wish to change their semester of graduation may do so by one of two means: the Change of Graduation Date form, or, by e-mailing the graduation office at graduation@langate.gsu.edu. The Change of Graduation Date form must be delivered to the Graduation Office at 231 Sparks Hall. The email must state student's name and Student ID number. If changing date by email, the student must receive a confirmation number back from the Graduation Office to be considered officially received.

1334.20 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 examine the earlier sections of this chapter for university requirements and consult their college's chapter of this catalog for degree meeting program's requirements.

Graduation requirements for all graduate degrees include at least a 3.00 minimum cumulative grade point average; however, some graduate programs require a higher grade point average. The minimum cumulative GPA included all work attemped at the graduate level even if taken in two or more programs or departments. 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 Registrar's 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 in the following semester.

Official transcripts of prior term course grades from institutions other than Georgia State University must be in the Office of the Registrar 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.

1336 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.

1338 Audit Status

Students who wish to audit a course must get approval from the course instructor. Registration for audit is done in the Enrollment Services Center. Any fees for auditing a class are assessed just as for courses for credit. Any requirements for prerequisites must be satisfied before registering to audit a course. No academic credit is earned in this status. Audit status is not covered by financial aid, and audit hours do not apply toward full-time enrollment. Students may not transfer from audit to credit status or vice-versa after the last day to register for course credit.

1340 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 examination, he or she cannot request a re-examination on the basis of this policy.

1342 Cooperative Education

University Career Services
210 University Center
404/ 651-2464
http://www.gsu.edu/career

Cooperative education programs provide for periods of paid work experience related to the student's area of study and/or career interest. 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. University Career Services 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.

For more information please contact the office of Cooperative Education.

1344 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 honesty 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.

1346 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.

1348 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; email 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.

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'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 Enrollment Services Center. 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.

1349 International Student & Scholar Services (ISSS)

International Student & Scholar Services (ISSS) 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. The

office staff serves as a liaison with all academic departments, the diplomatic corps, and a variety of international agencies and publishes a newsletter focusing on issues of interest to international students. International Services also offers assistance to academic departments wishing to invite foreign scholars or hire foreign faculty. Information concerning programs and services is available in 252 Sparks Hall, by calling 404/463-9073 or online at **http://www.gsu.edu/isss**.

Emergency tuition assistance is available through International Student & Scholar Services for 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. Small loans are available for non-tuition personal expenses through 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 federal immigration, the academic system in the United States, academic advisement and registration, the Atlanta community, and the mandatory health and accident insurance.

International Student Associations- Georgia State University has approximately twenty international student organizations that focus on celebrating the many countries and cultures represented on campus. They provide assistance for new and continuing international students, present cultural activities and events, and seek ways to share their culture with the campus. Information about the various associations and their umbrella group, the International Student Association Council, is available in the International Services office, and online at **http://www.gsu.edu/es/international_student.html**.

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, 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 International Services for review and exemption approval the semester before enrollment.

1400 Student Life and Services

Georgia State University is committed to the ideal that total education involves more than academic pursuit. While students are maturing intellectually, they also are developing physically, psychologically, socially, aesthetically, sexually, and spiritually. The philosophy of student development is embodied in the areas of responsibility of the Office of the Vice President for Student Services and the Division of Student Services.

The Division of Students 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, insurance, community service, and volunteering.

1402 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 advisement, campus involvement, 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 academic services and programs related to the recruitment and retention of African Americans at Georgia State University. The mission of OAASS&P is to assist African American students in getting good grades, staying in school, and graduating. The office also collaborates with several departments, offices, student groups, and community organizations. Through quality in-house, university-wide, and community-supported programming, the office fosters academic skill development, cultural, ethnic, and racial awareness, nurtures organizational development; encourages degree completion; and participates in community service. It sponsors several academic, cultural, social, and international activities to ensure that African American students are excellent ambassadors of Georgia State University upon graduation.

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, the Black Sophomore Society, the ***GRE Prep sessions*** and a Tutorial program. OAASS&P is instrumental in promoting an appreciation for multiculturalism and diversity throughout the university community and celebrating excellence through initiatives such as the annual ***Tribute to Achievement Assembly, the Fall Welcome Carnival***, and Black History Month activities. For more information contact the office at 404/463-9000 located in the Student Center, Suite 315. **Hours of operation are from 8:30 a.m. - 5:15 p.m. Monday through Friday, 8:30 a.m-7:30 p.m. on Wednesdays**.

1404 Auxiliary and Support Services

The departments in Auxiliary and Support Services supplement the academic campus experience by providing services and facilitating the sale of merchandise to faculty, staff, and students. These departments include the following: ATM Banking, PantherDining, Graduation Regalia and Photography Services, Mail Services, PantherCard, Parking and Transportation Services, Rialto Center for the Arts, Safety and Risk Management, Travel Services, University Bookstore, University Printing and Copy Services, and Vending Services.

The Auxiliary and Support Services Office is located on the second floor of the University Bookstore Building. Staff in the office can be contacted by telephone 404/651-2150 or visit the website at **http://www.gsu.edu/auxiliary**. Hours of operation are from 8:30 a.m. to 7:00 p.m. Monday through Thursday, 8:30 a.m. to 5:15 p.m. on Fridays. Semester breaks and holiday hours are from 8:30 a.m. to 5:15 p.m. Monday through Friday. Information about the specific operations managed by Auxiliary and Support Services follows.

1404.10 ATMs

ATM banking machines from several financial institutions are located on campus (University Bookstore Building, first floor; Student Center, first floor; Urban Life, third floor; Helen Aderhold Learning Center Concourse Level; University Commons, and the Village); Details are available at **http://www.gsu.edu/atms**.

1404.15 University Bookstore

404/651-2155

The University Bookstore, located on the third floor of the University Bookstore Building, offers a complete selection of new and used textbooks with a guaranteed lowest price (in comparison with competing downtown bookstore textbook prices). The lowest textbook price guarantee assures that the University Bookstore will match lower textbook pricing, for customers who present lower pricing among competing downtown bookstores to authorized University Bookstore personnel. The University Bookstore also buys used textbooks with a guaranteed 50% buyback on selected textbook titles. The University Bookstore offers a variety of name brand computer products including, Apple Computers, iPods, educational discounted computer software, Dell computers built to University specifications, supplies, and related class needs. Officially licensed Georgia State apparel and gifts are also sold in the University Bookstore. Purchases can also be made online at www.gsu.edu/bookstore. Cash, credit cards, checks, and PantherCash are accepted for purchases. Special discounts are available on Friday when purchases are made with PantherCash.

1404.20 Graduation Regalia and Photography

404/651-2150

This service provides Portrait and Ceremony Photographs **with** Regalia rental and purchase information available online at **http://www.gsu.edu/bookstore** or at the University Bookstore's commencement display.

1404.25 PantherDining

Many types of **PantherDining** Services including PantherDining Catering services are available by calling 404/651-0263 for more information. Available PantherDining Catering services include: take home party trays, student group catering, conference services, formal or informal dinners, and specialty gatherings. For more information on dining locations and services, PantherMeals, and hours of operation go to **http://www.gsu.edu/pantherdining**.

Campus Club: located on the third floor of the University Center. Serves a full selection of breakfast, lunch and dinner items featuring Chick-fil-A, Plaza Café, Pounce Garden, Stacks Deli, State Place Grill, Pounce Express, Freshens, grab-and-go items, proudly brewed Starbucks, and a quick stop for homemade pastries.

Courtyard: located in the Student Center. Burger King, Stacks Deli, proudly brewed Starbucks Coffee, Pasta Creations, Freshens and other grab-and-go items.

Panther Pizza: located on the first floor of the University Bookstore Building. Features are pizza, and a variety of pastas and salads, and grab-and-go items

Plaza Kiosk: located outside in the University Plaza by Sparks and Kell Hall. Hot dogs, chips, sub sandwiches and ice cream are served.

Panthers Corner: located on the ground floor of Kell Hall. Panthers Corner features proudly brewed Starbucks selections, pastries and desserts, a popular menu of fresh made sandwiches, and market fresh grab-and-go items.

1404.30 PantherCard

404/651-0243

The PantherCard is the official Georgia State University identification card. It is also used as a library card, an access card to some campus facilities, and a debit card (PantherCash and PantherMeals meal plans).A PantherCard is issued to all currently registered students and to faculty, staff, and affiliates of Georgia State University. Additional information about the PantherCard program is available at **http://www.gsu.edu/panthercard**.

The PantherMeals meal plans account, which can be used in all Georgia State University PantherDining venues, saves you money while you enjoy your campus meal. PantherMeals meal plan descriptions are available at the PantherCard website. Use your PantherCard to receive Vending discounts of 8% on the purchase of soft drinks or water at vending machines displaying the PantherCash sign.

PantherCash and PantherMeals meal plans accounts can be opened at the Auxiliary and Support Services office with cash, check, MasterCard, Visa, or American Express. Additional PantherCard deposits to the account can be made at the Auxiliary and Support Services office, at the PantherCash Online Card Office at the PantherCard website, or at the value transfer stations (VTS) located at Georgia State University Village, third floor Library North, first floor University Bookstore Building. More information regarding these debit accounts and their uses on campus is available at the PantherCard website.

1404.35 Travel Services

404/651-1947

Travel Services are available to Faculty, Staff, and Students. Travel arrangements may be made for business travel for University employees as well as leisure travel for employees and students. Refer to **http://www.gsu.edu/travelservices** for more detailed information.

1404.40 Parking and Transportation

404/651-2150

Georgia State University offers three options for traveling to and from campus: driving to campus and parking on-site, driving to an off-site parking area, and discounted monthly MARTA cards. Parking Budget Cards can also be purchased for on-campus parking at a reduced rate. PantherExpress Shuttle services transport students from off-campus parking to the campus at no charge. Go to the Auxiliary and Support Services Parking website at **http://www.gsu.edu/parking** for additional information.

Parking On-Campus

- A valid PantherCard is required for all parking transactions.
- The Auxiliary and Support Services office accepts cash, checks, Visa, MasterCard, American Express, and PantherCash.
- Parking enforcement is a year-round program. Consult the Motor Vehicle Parking information brochure for details as to specific violations and fines.
- Parking Registration includes information on the vehicle (model, make, color, license tag number).
- Daily Parking requires payment upon entry to parking areas with no in and out, or unlimited entries. A Budget Card is a recommended option for those individuals parking daily.
- The Parking Budget Card allows persons to park in the parking decks and lots on campus at a reduced price per entry.
- M Deck: A lottery is held each semester for M Deck parking which is a semester-flat-rate, guaranteed parking permit with unlimited entries. Information on M Deck is available at the Auxiliary and Support Services Parking website.
- Lofts Parking: Each Semester Tenant and non-tenant parking at the Lofts is available through Auxiliary and Support Services Parking.

Parking Off-Campus

- The Panther Express Shuttle Service allows students to park their vehicles with a valid parking permit at the Blue Lot, Turner Field. This parking space is limited as to availability, and is on a first-come-first-served-basis. For information regarding restricted parking dates such as on dates of Braves Baseball Games and regarding when the PantherExpress Shuttle and lot will not be available, reference **http://www.gsu.edu/shuttle**.
- Additional PantherExpress Shuttle Routes schedules are posted online at **http://www.gsu.edu/shuttle**. PantherExpress Shuttle services transport students to and from the University Village, Aderhold Learning Center, and off-campus University provided parking areas at no charge.

MARTA

Discounted and full priced Monthly Transcards; Weekly Transcards, and Tokens (rolls of ten or twenty) can be purchased at the Auxiliary and Support Services office during regular office hours. Discounted Monthly MARTA Transcards may also be purchased at the University Bookstore, Cashiers Office in Student Accounts and at the Rialto Box Office. Schedules for sales may be accessed at **http://www.gsu.edu/marta**. Rolls of tokens may also be purchased at the Alpharetta campus.

1404.45 University Printing and Copy Services

404/651-2171

Located on the parking level of the Urban Life Building, the University Printing and Copy Services offers a full range of printing and copy services, including fast black and white copying, color copying, offset printing; color printing of newsletters, brochures and posters; faxing; and folding, cutting, binding, etc. Work may be completed from printed originals or from electronic media such as diskettes and CDs. Accepted methods of payment include PantherCash, cash, check, major credit/debit cards, and interdepartmental charge cards.

As part of University Printing and Copy Services, numerous self-operated copy machines are available in the University Library and Law Library. In addition, a copier is available in the Aderhold Learning Center (Concourse Level). Most machines accept PantherCash, providing a discounted cost per copy. For more information, visit **http://www.gsu.edu/printcopyservices**.

1404.50 Mail Services

404/651-2169

The Mail Services offers a variety of services including the selling of money orders and stamps, the mailing of parcels and other mail as well as interoffice mail pickup and delivery. The Mail Services operates a service window in Kell Hall. Hours of operation are 8:30 a.m. – 4:30 p.m. with general office business hours of 8:30 a.m. – 5:15 p.m. Monday through Friday. For more information, visit the website at **http://www.gsu.edu/mailservices**.

1404.55 Rialto Center for the Arts

404/651-4727

Georgia State University's Rialto Center for the Arts hosts a range of performances from theater to dance to music, primarily jazz, world music, and modern dance. Tickets are available to University employees and students at discounted prices. Check the latest Season's offerings at **http://www.rialtocenter.org/information/faq.html** or contact the Box Office which is open Monday-Friday from 10:00 a.m. - 4:30 p.m. Faculty, Staff and Students receive a 15% discount on tickets. Students may receive 50% off "rush" tickets the day of some performances, depending upon ticket availability. For more information, visit the Box Office, located in the lobby of the Rialto, call, or call 404/651-4727.

1404.60 Safety and Risk Management

Safety and Risk Management offers administrative assistance and support training programs for Risk and Insurance management, Occupational Health, Fire Safety, Crisis Management, Right to Know, Workers Compensation, Training Programs, and Georgia's Clean Air Campaign. Information can be found online at **http://www.gsu.edu/~wwwsaf** or by calling their office. Risk Management questions can be directed to 404-651-4320 (Risk Manager). All safety & environmental concerns can be directed to 404/651-2167 (Director's line).

1404.65 Vending

404/651-2150

Vending machines are available in several locations throughout the campus, including canned/bottled beverage machines, featuring a large selection of popular brands, beverage machines with coffees and hot chocolates, and a variety of snack items. Cash and PantherCash are accepted at most vending machines with PantherCash discounts available on select vending beverage machines. More information is available at **http://www.gsu.edu/vending**.

1406 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.

1408 Community Service

The Office of Community Service provides assistance for students, student groups, faculty, and staff concerning volunteer and community service opportunities. The office 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 collaborate with many different individuals and institutions. Many opportunities are available such as leadership roles in the student organizations or involvement with Circle K, Campus Civitan, Habitat for Humanity, Gamma Sigma Sigma, Rachel's Daughters, and Big Brothers/Big Sisters. For a listing of one day and on-going projects, please access *Volunteer Solutions* at **http://www.gsu.edu/service,** which allows you to log and track volunteer hours. Students and student groups who log their service hours are eligible for a prize drawing through the Rewards program. For more information on volunteer and service opportunities, please call 404/463-9043, or visit the office in Suite 320 of the Student Center.

1410 Counseling Center

The comprehensive services of the Counseling Center reflect the university's concern for the many needs of currently enrolled students. Counseling is available to students having educational, personal, or relationship concerns. The center offers

individual and group counseling. Groups include several interpersonal process groups including one for men only and one for women only, African-American Women's Support Group, African-American Co-ed Support Group, African-American Men's Support Group, GLB Support Group, and Substance Abuse Group. Individual stress management sessions are also available to students. For those who are in counseling with the Center, psychiatric services for evaluations and medication determination are available. Referral services for students having special needs also are available.

In addition, the Counseling Center faculty teaches courses, including GSU 1010, New Student Orientation, and GSU 1050, Academic Survival Skills, and Freshmen Learning Communities, such as diversity and stress management.

Counseling is available 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 learning lab that has information and tapes on a variety of study skills (test taking, memory, and test preparation).

The center offers services associated with academic and personal assessment, including testing for individual 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 stress management, time management, and study skills. The center also offers consultation and classroom support to faculty.

All counselors in the center have advanced degrees in social work, 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 St., or visit the center's website at **http://www.gsu.edu/counseling**.

1411 Cultural Opportunities

Georgia State University's Rialto Center is an 833-seat performing-arts venue located in the heart of the Fairlie-Poplar district in downtown Atlanta. The annual Rialto Series presents the best of national and international jazz, world music, dance and Broadway artists from fall to spring. For information and tickets, call 404-651-4727 or visit **http://www.rialtocenter.org**.

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 **http://www.gsu.edu/music**.

The Ernest G. Welch School of Art and Design annually presents an ambitious and diverse array of exhibitions, public events, workshops and speaker presentations. Through the gallery's extensive exhibition projects and associated programming, the faculty directed Artists and Scholars Speakers Series and the Art Student Union generated Visiting Artists Program the school brings to campus artists and scholars of international repute as well as sponsors workshops and speaker events alone or in collaboration with other institutions or programs. These public programs offer rich opportunities to experience the contemporary world of art, art making, and art scholarship, visit the website at **http://www.gsu.edu/art**.

The Ernest G. Welch School of Art and Design Gallery stages exhibitions of contemporary and traditional media by local, regional, national and international artists, as well as by Georgia State students, faculty and alumni. Gallery hours are Monday through Friday 10 a.m. to 6 p.m. and Saturday Noon to 4 p.m. For more information about programming and events, visit the gallery website at **http://www.gsu.edu/artgallery**, write to artgallery@gsu.edu or call 404/651-0489.

Intercultural Relations, 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 **http://www2.gsu.edu/~wwwsta/** 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.

1412 Dean of Students

1412.10 Student Assistance

The Dean of Students Office-Student Assistance is dedicated to student success and retention through the facilitation of students' knowledge, understanding, and utilization of University systems and resources. The office assists and empowers students in conducting their University affairs by listening and analyzing the student's issue/question/concern, talking with the student to help devise a problem-solving strategy, and referring the student to appropriate staff members and departments. Visit the office located in the Student Center, Suite 300, website: **http://www.gsu.edu/deanofstudents** or call 404/463-9023.

1412.20 Student Judicial Affairs

Georgia State University Dean of Students Office -Judicial Affairs maintains the tenuous balance of protecting the rights and safety of all students and providing students with a process that addresses their educational and developmental needs.

The Georgia State University Student Code of Conduct and Policies enunciates the types of actions that infringe upon the campus' climate of civility and the academic integrity of the University. A copy of the Student Code of Conduct and Policies may be obtained on the web at **http://www.gsu.edu/deanofstudents**. Students are obligated to be knowledgeable of and to comply with the University's rules, policies and procedures. An overarching philosophy of judicial affairs is to facilitate students to assume the highest level of responsibility for the outcomes of their life and to develop ethical approaches to their decision-making process.

1412.30 Commuter Student Services

The Dean of Students-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 hunting resources. The address for this site is **http://ochousing.gsu.edu**.

We do not approve, inspect, or assume responsibility for those facilities listed on the 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.

The Dean of Students Office is located in the Student Center, Suite 300. Visit the office or call 404/463-9023 for additional assistance.

1412.40 Emergency Locator

In the event of an emergency such as a life-threatening situation or serious illness, the Dean of Students Office 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 the Student Center, Suite 300. Please call 404/463-9023 for information.

1412.50 Religious Activities

The Council of Interfaith Concerns is a coordinating body for the 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 402 University Center or call 404/651-2455.

1412.60 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, 34 Broad Street, at 404/651-4317 or visit the website at **http://www2.gsu.edu/~wwwsaf/**.

1412.70 Student Health Insurance

The University System of Georgia has selected Pearce & Pearce, Inc. as the student health insurance provider for all system schools for the 2006-2007year. Beginning Fall Semester 2006, the following groups of Georgia State University students will be required to have health insurance.

- Undergraduate and Graduate International Students holding "F" or "J" visa status
- Graduate Students receiving Full-time tuition waivers
- Graduate Students receiving fellowships that fully fund their tuition

Additionally, for those students (domestic and international) not covered under the mandatory plan, a voluntary plan is also available. Eligible students include all Undergraduate Students enrolled in at least 6 credit hours and Graduate Students enrolled in the graduate or professional degree program, taking at least one graduate level course.

The following link: **http://www.studentinsurance.com** outlines the coverage, benefits, and premium for an insurance program specifically designed for Georgia State University students and their dependents.

1414 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 prior to their first semester of enrollment 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, 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 website at **http://www.gsu.edu/disability**.

1415 Educational Opportunity and TRIO Programs

The Office of Educational Opportunity and TRIO Programs is one of the University's primary vehicles for outreach to the greater Atlanta community. The Office serves as the coordinating body for a variety of programs designed to provide access to educational opportunities, increase retention and graduation rates as well as prepare students for doctoral study. Among its current programs are the Child Care Access Means Parents in School, Educational Opportunity Center, Educational Talent Search, Ronald E. McNair Post-Baccalaureate Achievement Program, Student Support Services, Upward Bound, and the Upward Bound Math/Science Program. For additional information, visit the website **http://www.gsu.edu/oeo** or call 404/651-2466.

Student Support Services (SSS), a federally funded program within the Office of Educational Opportunity and TRIO Programs, is designed to increase the retention and graduation rate of college students who are first generation, demonstrate low income or have a documented disability. The college experience is enhanced for all SSS participants by providing individualized academic assessments, academic, personal and career counseling, tutoring, study skills and related workshops, special services for students with disabilities, and advocacy. SSS participants are also eligible for financial assistance in the form of grant aid and scholarships. All services are aimed at increasing the student's academic success. Students interested in becoming a Student Support Services participant may contact the office at 152 Sparks Hall, 404/651-3357. Please visit the SSS website at **http://www.gsu.edu/~wwwsss**.

Child Care Access Means Parents in School (CCAMPIS), a federally funded program within the Office of Educational Opportunity and TRIO Programs, is designed to increase access to postsecondary education for low-income parents by providing quality, affordable and accessible child care services while they further their education. In partnership with the Georgia State Child Development Program, Student Support Services (SSS) participants are eligible to receive child care assistance as they pursue their academic goals. CCAMPIS will pay 50% of child care costs. Students interested in becoming a CCAMPIS participant may contact the office of SSS at 152 Sparks Hall, 404/651-3357. Please visit the SSS website at **http://www.gsu.edu/~wwwsss.**

The Ronald E. McNair Post Baccalaureate Achievement Program (McNair), a federally funded program within the Office of Educational Opportunity and TRIO Programs, is designed to prepare low-income/first generation and underrepresented students for doctoral study. Program activities/services include:

- Guidance in establishing educational and career goals
- Research opportunities for participants who have completed their sophomore year of college
- Faculty mentoring
- Seminars/symposiums and other scholarly activities designed to prepare students for doctoral studies
- Academic Counseling
- Assistance in securing admission and financial aid for enrollment in graduate programs
- GRE preparation
- Assistance with technical writing skills
- Assistance with oral presentation skills

Students interested in participating in the Ronald E. McNair Post Baccalaureate Achievement Program, may contact the office at One Park Place, Suite 400, 404/ 651-2467 or visit the McNair website at **http://www.gsu.edu/mcnair**.

1416 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 clinic is located in 147 Sparks Hall, and office hours are 9:00 a.m. - 5:00 p.m. Monday, Wednesday and Thursday, with the last patient at 4:30pm; 9:00 a.m. – 6:00 p.m. on Tuesday, with the last patient at 6pm; 8:00 a.m. - 4:00 p.m. on Friday, with the last patient at 3:30 pm.

Appointments are required for visits, but urgent visits may be seen on a priority basis.

You must be a currently registered student to receive services. Always bring your PantherCard or other picture identification. 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, or visit the website at **http://www.gsu.edu/health**.

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 free, 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, Rubella, Meningitis, Hepatitis A and B, Tetanus/Diphtheria, Varicella (chickenpox), and PPD (tuberculosis) skin tests. Allergy shots are provided 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).

1418 Intercollegiate Athletics

Georgia State University has an intercollegiate athletic program that consists of 15 sports for men and women. The men's teams are the Panthers and the women's teams are the Lady Panthers.

Georgia State joined the Colonial Athletic Association (CAA) on July 1, 2005. Other members of the CAA include: Delaware, Drexel, George Mason, Hofstra, James Madison, North Carolina-Wilmington, Northeastern, Old Dominion, Towson, Virginia Commonwealth, and William and Mary. Georgia State abides by all rules and regulations of the NCAA and CAA for all athletic competition. Students meeting admission and eligibility requirements of the university, the NCAA, and the CAA may participate in the following sports: men's baseball, basketball, cross-country, golf, soccer, tennis, and track; and women's basketball, cross-country, golf, soccer, softball, tennis, track, and volleyball

The men and women's schedules include competition not only against conference teams, but also other top-ranking teams around the nation. Georgia State teams and individual athletes have gained regional and national recognition. For further information contact Intercollegiate Athletics at 404/651-2772 or visit the website at **http://www.georgiastate.com**.

1422 New Student Programs

The Georgia State University Office of New Student Programs is committed to recruiting, retaining, and developing students. We will do so by: introducing new students to Georgia State University, offering orientation programs that facilitate their integration into curricular and co-curricular life, providing programs that enhance student development through involvement and leadership opportunities, and offering programs that integrate parents and families into University life.

The Office of New Student Programs reaches our mission by implementing the following programs: Incept: New Student Orientation, Panther Welcome Week, Freshman Convocation, Alpha Lambda Delta Freshman Honor Society, Tau Sigma Transfer Honor Society, Freshman Connections, T.O.A.S.T (Targeting Outstanding Achievements of Student Transfers), Family Weekend, Parent Programs, Parents Association The Office of New Students Programs is located in 265 Student Center. For more information call 404/463-9065 or visit the website at **www2.gsu.edu/~wwwnew**.

1422.10 Parents Association

The Georgia State University Parents Association is an organization that provides parents of Georgia State students with a special connection to the University. The Association provides parents with an opportunity to remain actively involved with their student as they journey through the college experience together. Parents who join the Association have special access to Georgia State and all the many wonderful events and programs that happen each day on campus. For more information on the Parents Association call 404/463-9065 or visit the **website http://www.gsu.edu/parents.**

1424 Ombudsperson

The Office of the Ombudsperson confidentially assists all members of the campus community with informally resolving conflict or other concerns and issues. The Ombudsperson listens, answers questions, makes referrals, explains University policies and procedures, and mediates between individuals or groups in a dispute to resolve conflict. Mediation and facilitation services offered by the office give all persons involved in conflict the opportunity to discuss problems and cooperate in generating options for resolving disputes. The office also provides training and education in several areas including conflict resolution, respectful communication, cultural awareness, and civility. The Ombudsperson does not have power to adjudicate, arbitrate, or investigate complaints. Individuals who have questions or concerns about classroom environment, interpersonal conflicts, appeals processes, university policies, fair treatment, communication difficulties, or need help with resolving other university concerns are encouraged to call or visit the office to attempt informal resolution prior to filing formal complaints. The Office of the Ombudsperson is located at 215 One Park Place and can be reached by telephone at 404/651-2220, or our website at **http://www.gsu.edu/ombuds**.

1426 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, instructional clinics, 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 room, 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, and general information. The service counter provides activity registration, memberships, and general information. A waiver must be signed upon entry at the facility for first time users. A current validated PantherCard is required for participation in any recreation activity and for all recreation rentals.

The Instructional 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 Fitness Center program employs graduate students who are in the Exercise Science degree program. These professionals-in-training provide services such as fitness assessments, personal training, body composition analysis, blood pressure checks and much more. Nutrition assessments are provided by a Registered Dietician (may not be available every semester). The Fitness Center is located inside the Exercise Room.

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 are 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, and softball and in individual sports such as golf, tennis, table tennis, racquetball, running, 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 badminton, break dancing, crew, cricket, cycling, equestrian, fencing, football, grappling, in-line hockey, lacrosse, paintball, squash, team handball, and wake boarding. 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, online at **http://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.

1428 Student Health Promotion and Education

The Student Health Promotion & Education Office envisions Georgia State University as a campus environment that empowers students to make healthier choices; and, to ultimately improve the health of individuals and communities. The mission is to support activities that empower Georgia State students to make informed healthier choices and achieve academic success. We provide wellness education through interactive formats, aid in connecting students with resources to gain knowledge, and provide opportunities for peer to peer education. We encourage self-responsibility, conscious decisions, and informed choices in relation to health. The peer health educators, and the health educator, provide wellness education through interactive formats (e.g., workshops, campus campaigns, awareness events). A wellness library with books, videos, brochures, posters, and other materials are available to students to gain additional knowledge about health related topics. Peer Health Educators provide a key leadership role in creating a healthy campus. The Health Educator is available to advise students and coordinate programming with various groups. Topics include: alcohol and other drug awareness, smoking, safer sex, sexual assault, and more. Groups and individual students are encouraged to stop by the office to learn more about promoting a healthier Georgia State! Please visit at 350 Student Center, or call 404/651-3122.

1430 Student Life and Leadership

The Office of Student Life & Leadership engages Georgia State University students in co-curricular experiences by providing programs, services, and leadership opportunities that complement the academic experience through out of class learning. The office is committed to involving students in activities that promote personal and academic excellence, community building, and

social and civic responsibility. For more information on the opportunities listed below, visit the office at 330 Student Center or call 404/463-9031.

1430.10 Intercultural Relations

Intercultural Relations provides opportunities for students, faculty, and staff to engage in meaningful dialogues, actively participate in cultural programs and participate in training opportunities to enhance their understanding of and appreciation for the numerous cultures present at Georgia State. The Martin Luther King, Jr. Commemorative Week, including the Annual Convocation, Evolving Experiences dialogue series, as well as cultural, speakers, performances, art exhibits and lectures are examples of the programs offered by Intercultural Relations. Program information is available by contacting the Office of Student Life and Leadership in 330 Student Center, by calling 404/463-9031 or visiting the website at **http://www2.gsu.edu/~wwwicr**.

1430.20 Leadership Georgia State

Leadership Georgia State University provides opportunities for students to develop skills to become the leaders of tomorrow. The various components of the program, Leadership Conclave, Emerging Leaders, the LeaderShape Institute, and the Leadership Resource Center offer opportunities for students to build strong leadership skills. A variety of monthly programs are available to all interested students and others are focused on specific target groups. More information is available online at **http://www2.gsu.edu/leadership** or by calling 404/463-9031.

1430.30 Student Programs

Spotlight Programs Board is the student run programming board on campus. Spotlight is responsible for planning entertainment, both social and educational, for the diverse Georgia State student body. Spotlight currently has six committees: Cinefest, Concerts, Homecoming, Public Relations, Panther Prowl, and Special Events. Information about activities or how to get involved can be found at **http://www.gsu.edu/spotlight**.

Additional programs include the Miss Georgia State University Scholarship Pageant, Significant Others Supporters (SOS) Ceremony, and the VIP Leadership dinner. The pageant is part of the Miss America Organization and it is held in the spring semester. The SOS ceremony is held during the university graduation activities for graduates to thank their family and friends who supported them through their matriculation at Georgia State. The VIP Leadership dinner is an opportunity for student leaders to meet various university administrators in a formal dinner setting. For more information on these student programs, visit the Office of Student Life and Leadership in Student Center 330 or call 404/463-9031.

1430.40 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. Services provided by SGA include free blue books and scantron forms (limit 2 per day), local facsimile use (1 per day), free black/white copies (10 per day), and computer and local phone use. The office is located in 370 Student Center, 404/463-9092.

1430.50 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 University Lofts. The office is located in 205 University Center, 404/651-2244 or visit online at **http://www2.gsu.edu/gstv**.

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. Also known as Album 88, WRAS is operated solely by Georgia State students. The office is located in 280 University Center, 404/641-2240 or visit online at **http://www2.gsu.edu/~www885**.

Signal/Urbanite, the university's student newspapers, serve as a learning workshop and source of journalistic, marketing, and photographic skills. *Signal* is published every Tuesday/Urbanite on Thursdays during the academic term and can be found in over 50 locations on campus. The office is located in 200 University Center, 404/651-2242 or visit online at **http://www.gsusignal.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. The office is located in 946 General Classroom Building, 404/651-4804 or visit online at **http://www.gsu.edu/gsureview**.

Rampway Online is an online magazine that allows Georgia State 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 Internet-based environment. Rampway Online features exclusive content and content from other media groups. The online magazine, founded in 2000, takes its name from Georgia State's now defunct yearbook. The office is located in 405 University Center, 404/651-2231 or visit online at **http://www.rampway.org**.

1430.60 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 240 chartered student organizations on campus. A listing of all chartered groups and qualifications can be found online at **http://www2.gsu.edu/~wwwsta/org.htm** or from the Office of Student Life and Leadership, 330 Student Center, 404/463-9031.

1430.70 Greek Organizations

While there are many opportunities to get involved at Georgia State, the 24 fraternities and sororities stand out as a unique and life-long involvement opportunity. A tradition as rich as Greek Life offers students an opportunity to experience leadership development, to serve hands on in the local Metro-Atlanta and campus community, network with local alumni to form career connections during college and after graduation, and make lifelong friendships, among many others. In addition, at Georgia State as well as nationally, involvement in fraternities and sororities increases students' chances of graduating from college, as well as enhances their overall academic achievement.

There are four governing bodies of fraternities and sororities: the Interfraternity Council (IFC), the Panhellenic Council (PC), the National Panhellenic Council (NPHC), and the Multicultural Greek Council (MGC). Additionally, there is an overall Greek Council, which brings representatives from every chapter together to strengthen the Greek community on campus. With 24 organizations to choose from, students are almost guaranteed to find an organization that provides the experience they are looking for. For further information on how to POUNCE on Greek Life, please visit **http://www.gsu.edu/greeklife** or contact the Greek Life Advisor at 404/463-9031.

1430.80 Honor Societies

The university encourages student excellence in both academic and co-curricular activities through a large number of honor societies. Examples of these are: Alpha Lambda Delta (freshman), Alpha Psi Omega (performing arts), Alpha Upsilon Alpha (literacy), Chi Sigma Iota (counseling), Gamma Theta Upsilon (geography), Golden Key National Honor Society (general), National Residence Hall Honorary (housing), National Society of Collegiate Scholars (first and second year students), Omicron Delta Kappa, Order of Omega (Greeks), Phi Chi Theta (business), Phi Sigma Tau (philosophy), Psi Chi (psychology), and Tau Alpha Chi (tax). A list of honor societies is available from the Office of Student Life and Leadership in room 330 Student Center, 404/463-9031.

1430.90 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 Student Union, Applied Linguistics and ESL Graduate Student Association, Delta Sigma Pi (business), Doctoral Fellows of the Robinson College of Business, Environmental Law Society, James Oglethorpe Legal Society, Journalism History Society, Latino Computer Professionals Association, Minority Pre-Med/Pre-Dental Association, National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, Nursing Students at Georgia State University, Pre-Law Club, Philosophy Forum, Nutrition Student Network, National Society of Minorities in Hospitality, Religious Studies Forum, Rho Tau Organization, and Sociology Club. More information about these campus organizations can be found online at **http://www2.gsu.edu/~wwwsta/org.htm** or by calling 404/463-9031.

1434 Student/University Center

http://www.gsu.edu/studentcenter
Student Center information (404) 463-9103
University Center information (404) 651-4738

When the doors to the Student • University Center opened in March 1998, a new generation of student activity and living room space was introduced to the Georgia State University community. This state of the art facility has grown exponentially in technology and demand from student groups and those seeking a comfortable place to study and gather. The ultra urban environ-

ment offers a large ballroom, a 425-seat auditorium, several meeting spaces, the Courtyard food options, ATMs, Information Center, E-mail stations, discount tickets to area attractions, and three unique student lounges.

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. To accomplish this mission, the Student • University Center hosts over 5,000 programs each year and 20,000 guests daily remaining the main hub of student activity on campus.

The Student • University 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, Student Health Education and Promotion, Digital Aquarium Computer Lab, Student • University Center Administration, and Student • University Center Reservations.

In addition to meeting spaces and offices, the Student • University Center offers a television lounge, student organization offices, chapter rooms for many of the university's fraternities and sororities, WRAS-FM, Rampway, *Signal*, GSTV, Cinefest Theater, Panther Place Lounge, Campus Club food court, Honors Program, and University Career Services.

1436 University Career Services

404/651-2223
Location: Second floor, University Center
Hours: Monday-Friday, 8:30 a.m. to 5:15 p.m.
Website: **http://www2.gsu.edu/career**

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 **Career Resource Center** contains workstations with access to career guidance and employer research software. UCS utilizes two web-based systems **(Panther Career Net and MonsterTrak)** 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 **Etiquette Dinner** provides an opportunity for students to brush up on dining and other business and social skills. Resume critiques and practice interviews are also available.

1438 University Committees

1438.10 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.

1438.20 Student Activity Fee Committee

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

1438.30 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.

1438.40 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 website: **http://www.gsu.edu/techfee** and **http://www2.gsu.edu/~wwwsen/committees/facp/**.

1440 University Housing

Housing accommodations for single undergraduate students are available in the Georgia State University Commons and in the University Lofts. The Commons houses 2,000 Georgia State undergraduate students. The Commons is a great place to live and learn. It offers affordable, apartment-style housing in a quadrangle of four residence halls. The four and two bedroom apartments include a full-sized kitchen, a fully furnished living/dining room, and a bathroom for every two residents, and private bedrooms. The private bedrooms have basic cable television and Internet connection. The kitchen features a refrigerator, dishwasher, oven, microwave, and local phone service in the apartment. These facilities must meet all requirements of the Americans with Disabilities Act. The University Commons community spaces include, floor lounges, multipurpose programming space, meeting rooms, laundry rooms, a mailroom distribution center, and retail food service. Limited parking is also available for an additional cost and is not guaranteed. Safe and convenient access is provided through a 24-hour card-key access system with checkpoints for perimeter and building entry. Georgia State police officers are on-site 24 hours a day. Lofts Tenant parking, as well as Lofts Tenant Marta passes are available through Auxiliary and Support Services (**http://www.gsu.edu/parking**).

The Lofts residence hall facility houses approximately 450 residents and is conveniently located adjacent to campus. The University Lofts, which opened in August 2002, is a primarily undergraduate apartment-style residence hall that is home to the Undergraduate Scholars Program, athletes, undergraduate students 21 and older, graduate students, international students, students with families, faculty, and staff. The Lofts are fully furnished loft style apartments that blend urban style with modern-day conveniences. There are studios, one, two and four-bedroom apartments. The apartments include living areas, private bedrooms, a full-bath for every two residents, and a full kitchen with a refrigerator, dishwasher, stove, oven, and garbage disposal. Safe and convenient access is provided through a 24-hour card-key access system for building access. These facilities must meet all requirements of the Americans with Disabilities Act. The Lofts community spaces include a meeting room, computer lab, and laundry room. Lofts Tenant parking, managed by Auxiliary and Support Services, is also available at an additional monthly cost. This desirable in-town location is within minutes of academic buildings, the Student Recreation Center, the Student Center, and most major attractions in Atlanta. Enjoy the advantage of on-campus living with other students pursuing their education at Georgia State.

The housing costs for the Commons and the Lofts include rent, furniture, all utilities, and local telephone service in the apartment, basic cable television and Internet connection. For more information, contact University Housing in person at 250 Student Center, by phone at 404/463-9052, by e-mail at housing@gsu.edu, or by visiting the Housing website at **http://www.gsu.edu/housing**.

2000 Andrew Young School of Policy Studies

2010 Office of the Dean

14 Marietta St. N. W., Suite 635
404/651-3990
http://aysps.gsu.edu/
Roy W. Bahl, Dean
Robert E. Moore, Associate Dean

2010.10 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 that 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, 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' website: **http://aysps.gsu.edu/**.

2010.20 Office of Academic Assistance

Office of Academic Assistance
14 Marietta St. N. W., Suite G-52
404/651-3504
http://aysps.gsu.edu/acassist/index.htm
Sue Fagan, Director
Wanda Cooley, Associate Director
Mathieu Arp, Administrative Specialist - Curriculum

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.

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. Through the advisement process, students will be able to know the requirements and policies of the university, college, and department as they relate to their educational experiences and goals. Students will be able to identify and utilize university resources effectively to: satisfy degree requirements; plan programs of study, including selection of appropriate courses and registration; discover how interests, skills and goals connect to fields of study and careers; and be able to formulate appropriate questions, seek information, and evaluate and apply academic advise. 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 6:00 p.m. Tuesdays and Wednesdays (when school is in session).

2010.30 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 five 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.

4. The School of Arts and Sciences, University of Northumbria, Newcastle, England.
5. The Department of Economics, University of Lausanne, Les Hautes Etudes en Commerce.

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.

2010.40 Facilities/Services

AYSPS Research Support Center

14 Marietta St. N.W., Suite G-49
404/651-3913
http://www.gsu.edu/%7Ewwwfnd/index.htm

The school research support center, formerly known as the Information Center, collects 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 faculty requests for research papers. See the website for beginning a search of the literature of regional, national, and international policy issues.

Center staff work with the staff of the university libraries to help find and interpret the ever changing electronic databases on policy issues.

Licenses to EBSCO & ABI/INFORM databases offer peer reviewed e-journals in many areas of policy studies. Also offered is specific indexing, abstracting and well as the exporting, & emailing of citations to local databases through such software as EndNote or other bibliographic managers.

Lexis-Nexis offers tabular data by specific field, including geographic, demographic, income, and time series data in downloadable files from licensed on-campus computers. Policy file, a University Library research database covers major research centers, their working papers, and full text source EIU ViewsWire from the *Economist*.

EuroMonitor's World Marketing Data gives each country's macroeconomic indicators. Lexis-Nexis statistical search yields selected tabular data by specific field, including geographic, demographic, income, and time series data in downloadable files from licensed on-campus computers.

The center and liaison libraries work to link pertinent sites 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, *TaxAnalysts*, 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 selected publications by the OECD, International Monetary Fund, The World Bank, and the United Nations.

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

2010.50 Research Centers and Programs

Domestic Programs

http://domestic.gsu.edu/

Domestic Programs is home to several separate programs and activities. Some of these programs link the School with the community. 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 area, 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 Atlanta Census 2000 — a portal that allows easy mapping of census data.

Domestic Programs has extensive experience in measuring performance of programs in areas as diverse as education, transportation, and information systems. The evaluation and policy analysis projects have included many studies of educational programs. The office's work in analyzing the effects of Georgia's innovative HOPE Scholarship and in evaluating the nation's first

universal pre-kindergarten program has brought national attention. Evaluations conducted by the office's staff range from large-scale statewide and national programs to school based innovations. Funding for the Domestic Programs comes from a variety of governmental, foundation, and business sources.

The Experimental Economics Center

http://excen.gsu.edu/

The Experimental Economics Center (ExCen) supports research, teaching, and policy applications involving controlled experiments with human decision makers. Its central objective is to promote the development and application of economics and related academic disciplines as empirical social science. Ongoing research in the Center involves development of economic theory supported by data. Research and teaching support facilities developed and maintained by the Center include the AYSPS experimental economics laboratory and EconPort (**http://econport.org**), an economics component of the National Science Digital Library. External funding is provided by the National Science Foundation and core support comes from the Georgia Research Alliance and the state government. Projects currently receiving grant support include the following: "Collaborative Research: IT-Enhanced Market Design and Experiments"; "Disseminating Experiments in Economics with the EconPort Digital Library"; "Choosing Among Risky Alternatives: An Experimental Investigation of the Impact of Insurance on Biases in Decision-Making"; "Game Theory and Social Interactions: A Virtual Collaboratory for Teaching and Research"; "Ethnic and Social Barriers to Cooperation: Experiments Studying the Extent and Nature of Discrimination in Urban Peru"; "Prejudice and the Perpetuation of Differences: Experiments Exploring the Impact of Performance and Appearance on Sorting"; "Trusting Appearances and Reciprocating Looks: Experiments on Gender and Race Preferences."

Fiscal Research Center

http://frc.gsu.edu/

The Fiscal Research Center was established in 1995 to provide a stronger research foundation for setting fiscal policy for state and local governments and for better-informed decision-making. The FRC helps stimulate debate on fiscal policy and 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. The FRC mission is to promote the development of sound public policy and public understanding of issues concerning state and local governments.

The research agenda of the Fiscal Research Center is composed of three broad categories: Intergovernmental Issues, Tax Policy, and the Georgia Economy. Intergovernmental Issues conducts research related to education financing and the delivery of education in Georgia as well as understanding inherent in relationships between state and local governments. Tax Policy includes: the taxation of banking, insurance, and corporations; the structure and impact of income taxation; the structure, administration, and effects of property taxation and sales/excise taxation; alternatives in the taxation of public utilities; and policy issues associated with government budgeting. The Georgia Economy research includes issues relevant to the state's economic development efforts, studies of various sectors and aspects of the Georgia economy, and development/maintenance of a database built on the Unemployment Insurance records from the Department of Labor, welfare records for the Department of Human Resources, and other agency databases.

The Georgia Health Policy Center

http://www.gsu.edu/~wwwghp/

The Georgia Health Policy Center, established in 1995, provides evidence-based research, program development and policy guidance on local, state and national levels to improve health status at the community level. The Center distills qualitative and quantitative research findings to connect decision makers with the evidence-based research and guidance needed to make informed decisions about health policy and programming. The Center is at work nationwide focusing on some of the most complex policy issues facing healthcare today including public and private health insurance coverage, the uninsured, long-term care, public health, children's health and community health system development.

International Studies Program (ISP)

http://isp-aysps.gsu.edu/index.html

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 economies. 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.

The United States Agency sponsors ISP projects 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 found online at **http://isp-aysps.gsu.edu/**.

Public Performance and Management Group

10 Park Place, Ste 415B
404/651-3532
http://aysps.gsu.edu/ppm

The Public Performance and Management Group (PPM) is affiliated with the Department of Public Administration and Urban Studies and offers an array of resources and solutions to assist public administrators strengthen strategic and operational performance. Core activities include executive level training and development; applied research, policy analysis, and evaluation; short or long-term assistance with planning and performance improvement; and dissemination of effective practices.

PPM supports improved public performance by providing real-world solutions to today's public policy and management problems. In addition, PPM provides the ongoing opportunity for faculty and student involvement in field-based projects. All activities are practitioner-oriented and customized for a wide range of state and local government settings. Funding for PPM projects comes from federal grants as well as state and local contracts.

Research Atlanta Civic League
http://www.racl.info/

The Regional Atlanta Civic League (RACL) was founded by the merger of Research Atlanta, the Regional Leadership Forum, and the Metro Group. The League combines the respective resources and core competencies of its three legacy organizations to create a new vehicle for engaging the public in the development of broad-based solutions to regional challenges. The League is a metro Atlanta citizen organization dedicated to studying public policy issues confronting the Atlanta region and creating discussions by citizens and leaders about these issues. Although independent, RACL is housed at the Andrew Young School, which partners with the RACL.

2010.60 Academic Units

Department of Economics

14 Marietta St. N. W., 5th floor
404/651-2626
http://www.gsu.edu/~wwwsps/econ/index.htm
James Alm, Chair
Caroline Griffin, Administrative Specialist – Managerial
Bess Blyler, Administrative Specialist-Academic
Mary Kenyatta, Administrative Assistant
Faculty: Alm, Bahl, Banzhaf, Boex, Cox, Farnham, Ferraro, Frost, Gurmu, Kagundu (visiting), Kaufman, Kitsul, Krupka, Laury, Mansfield, Martinez-Vazquez, Moore, Peter, Petrie, Rashad, Rider, Rioja, Rork, Ross, Sadiraj, Seaman, Sjoquist, Stephan, Swarthout, Taylor, Tekin,, Turnbull, Valev, Walker, Wallace, Xu, Young

Degrees offered:

Doctor of Philosophy in Economics
Master of Arts in Economics
Master of Arts in Economics – Policy Track

Department of Public Administration and Urban Studies

14 Marietta St., N. W., Suite 324

404/651-3350
http://www.gsu.edu/~wwwpau/
Greg Streib, Chair
Elsa Gebremedhin, Administrative Specialist – Managerial
Lisa Shepard, Administrative Coordinator
Faculty: Bourdeaux, Cascone, Eger, Hansen, Helling, Henry, Johnson, Kahnweiler, Kerlin, Lewis, Locklin, Minyard, Newman, Nigro, Pitts, Poister, Roch, Streib, Thomas, Trombly, Waugh, Willoughby, Young

Degrees offered:

Doctor of Philosophy in Public Policy
Master of Public Administration
Master of Public Administration/Juris Doctor
Master of Science in Urban Policy Studies

Graduate Certificates Offered:

Disaster Management
Nonprofit Management
Planning and Economic Development

2020 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 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, the Graduate Admissions Committee of the school has given formal approval. 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).

2020.10 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.

2020.20 Retention of Records

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

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

2020.30 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: April 1 (February 15 is the priority deadline for consideration for financial assistance)
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

2020.40 Application Procedures

Self-Managed Applications

The Andrew Young School of Policy Studies uses self-managed applications to its graduate programs. The application process begins with the completion of the online application: **http://www.gsu.edu/~wwwsps/academics/admissions.htm**. It is the applicant's responsibility to collect all required materials other than test scores and submit them at one time to the Office of Academic Assistance (OAA) at the mailing address below:

Office of Academic Assistance
Andrew Young School of Policy Studies
P. O. Box 3992
Atlanta, GA 30302-3992

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 all application materials for each of the academic terms are listed under the "Application Deadlines" heading earlier in this chapter.

All inquiries should be made to:
Office of Academic Assistance
Andrew Young School of Policy Studies
Phone: 404/651-3504
Fax: 404/651-3536
E-mail: ayspsacademicassist@gsu.edu

To apply online, visit our website **http://aysps.gsu.edu/academics/admissions.htm**. The following supplemental 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.)

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 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 above under the heading "Self-Managed Applications."

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 a 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; two copies are required from all institutions attended after having last attended Georgia State.

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 late registration 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 graduate certificate programs, Master of Arts in Economics, Master of Public Administration, the Master of Science in Urban Policy Studies, the Doctor of Philosophy in Economics 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 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.

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 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, **http://www.gre.org** (have scores reported to code 5251)

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

Letters of Recommendation

Letters of recommendation are required of applicants to all (MA, MPA, MPA/JD, MS and Ph.D.) programs with the exception of the graduate certificate programs. The online application web address **http://aysps.gsu.edu/academics/admissions.htm** 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 statement of personal and professional goals as they relate to the degree program sought. Most applicants write the equivalent of 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 online 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 MMR, Tetanus/Diphtheria, Varicella and Hepatitis B before being allowed to register for classes. A form for providing this certification to the Georgia State University Department of Health Services may be obtained online at **http://www.gsu.edu/~wwwuhs/**.

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 may be obtained online at **http://www.gsu.edu/6127.html**. Questions about the requirement may be directed to the Office of International Student and Scholar Services (252 Sparks Hall, 404/463-9073).

Program-Specific Application Checklists

Graduate Certificate Programs

1. Online application.
2. Application fee of $50.
3. Two official copies of transcripts from each post secondary institution attended.
4. Official scores on the GRE.
5. Professional goals statement.

Master of Arts in Economics

1. Online application.
2. Application fee of $50.
3. Two official copies of transcripts from each post secondary institution attended.
4. Official scores on the GRE.
5. Three letters of recommendation.
6. Professional goals statement.

Master of Public Administration

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

All other required materials, including transcripts and test scores, will be obtained from the applicant's College of Law application file.

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. Online application.
2. Application fee of $50.
3. Three letters of recommendation.
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. To apply to the Georgia State University College of Law, go to **http://law.gsu.edu/home.php?version=html**.

Master of Science in Urban Policy Studies

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

Doctor of Philosophy in Economics

1. Online application form.
2. Application fee of $50.

3. Two official copies of transcripts from each institution attended.
4. Official scores on the GRE.
5. Three letters of recommendation.
6. Biographical/Statement of interest.

Doctor of Philosophy in Public Policy

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

Transient Status

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

1. Online application
2. Application fee of $50.
3. 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.

2020.50 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, 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 from MMR, Tetanus/Diphtheria, Varicella and Hepatitis B (see preceding "Immunization Certification" heading). 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 MA or MS programs. 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 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.

2020.60 Master's-Level Nondegree and Postgraduate Status Transient Students

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 that are taken at the graduate level will become part of the student's GPA. This means that the nondegree and postgraduate status 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 program.

2020.70 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 three below must be collected by the applicant and submitted as a package to the Office of Academic Assistance.

1. Online application
2. Application fee of $50.
3. 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 order a transcript 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 Undergraduate Admissions (200 Sparks Hall 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.

Both the OAA and the Office of Undergraduate Admissions must approve reentry. 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	April 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 Graduate Admissions Committee will then review the student's credentials and an admission decision will be made.

2020.80 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 that 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 that 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. A proper government official or proper representative of the American Embassy in the country should do the notarization.

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. or ECE (Educational Credential Evaluators, Inc.), whose services the university frequently uses. There is an additional fee charged by these companies for 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 2006-2007 academic year, a student who is single, or one coming to the United States alone, was required to show resources totaling at least $35,376 per 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, 252 Sparks Hall, 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 are 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.

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 is twelve semester hours for undergraduate students and nine semester hours for graduate students. International students will not be admitted as nondegree students.

2020.90 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.

2020.95 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).

Masters Students

Students interested in graduate assistantships can find the application form online at **http://aysps.gsu.edu/new/gra.htm**. Assistantships are decided by the academic department and they will directly notify applicants of their decision.

Doctoral Students

Doctoral students in the Andrew Young School of Policy Studies are automatically eligible for Graduate Research Assistantships (GRAs) and Graduate Teaching Assistantships (GTAs) and are automatically considered during the admissions process. All students who receive an assistantship stipend also receive a tuition waiver. For first-year students, the average award for the past two years has been approximately a $17,000 stipend plus 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 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.

2030 Graduate Enrollment

2030.10 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 that follow.

2030.15 Time Limit for Completion of Degree/Graduate Certificates

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; three years from the first semester of admission for the certificate programs and 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.

2030.20 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.

2030.25 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.

2030.30 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.")

2030.35 Noncontinuous 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 Registrar's Office (**http://www.gsu.edu/returning.html**).

Students who do not attend the semester for which reentry was originally required 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 Graduate Record Examination 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. However, cumulative graduate GPA calculations will include all attempts in all graduate courses at Georgia State. 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.)

2030.40 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 unless employed as a GRA with the university.

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.

2030.45 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.

2030.50 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 email 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 online 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.

2030.55 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.

2030.60 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.

2030.65 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 of 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 the student concerned must submit admission 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.

2030.70 Out-of-Residence Credit And Graduation

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 ensure 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. Please refer to the graduation office website for complete instructions and information concerning applying for graduation and the graduation fee: **http://www.gsu.edu/es/graduation.html**. 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.

2030.75 Grade Requirements for Graduation

A cumulative GPA of 3.00 or higher is required for graduation in all attempts in all courses taken while a student at Georgia State University. 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.

2030.80 Multiple Master's Degrees

A student may take a particular master's degree only once. 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.

2030.85 Standards of Performance

The dean or associate dean 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.

2030.90 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 AYSPS 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 taken at the Georgia State 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. To graduate, a student must have a cumulative GPA in all graduate courses completed at Georgia State of 3.0 or higher

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.

2030.95 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.

Doctoral students should refer to the "Scholastic Warning and Termination" heading in the "Doctoral Programs" section of this chapter.

2040 Student Appeals Procedures (See Addendum)

~~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:~~

~~2040.10 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.~~

~~2040.20 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 that 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.~~

~~2040.30 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).~~

~~**Petitions.** A master's student requesting course substitution may complete a petition form. This form is available online at **http://www.aysps.gsu.edu/acassist/resources/index.htm**.~~

~~Other than course substitutions, all other requests for program variance at the master's level should be treated as 'other appeals' below.~~

~~A doctoral student who believes that unusual circumstances invalidate any of the regulations or requirements relating to the degree may write a petition letter to the doctoral coordinator for exemption or change in the policy. If the doctoral coordinator supports the request, a letter of support will be submitted to the director of the Office of Academic Assistance for a decision after consultation with the associate dean.~~

~~2040.40 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.~~

2050 Master's Programs

2050.10 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. A student 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. Econ 8730 Econometrics I: Statistical Foundations, *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 Georgia State University-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:

MGS 8110 Applied Regression Analysis, *or*
MGS 9930 Probability and Statistical Theory II, *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. Three hours of Econ 8990, Thesis Research.
6. 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. At the time the electronic version of the student's thesis (ETD) is posted on the Georgia State University Library server, students must choose the availability option, "Release the entire work immediately for access worldwide," unless they have received approval to restrict distribution from the AYSPS Associate Dean. A letter showing this approval, which will be granted only for a maximum of one year, must be on file in the Office of Academic Assistance prior to graduation.

Nonthesis Option

Thirty hours of graduate coursework, which must include the following:

1. Econ 8100 Applied Microeconomic Analysis
   Econ 8110 Macroeconomic Analysis
2. Econ 8730 Econometrics I: Statistical Foundation, *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 University-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:

   MGS 8110 Applied Regression Analysis, *or*

MGS 9930 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 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.

2050.15 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 3900 Macroeconomics
   Econ 3910 Microeconomics
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.
   Econ 8100 Applied Microeconomics Analysis
   Econ 8110 Macroeconomic Analysis
   Econ 8740 Applied Statistics and Econometrics, *or*
   Econ 8730 Econometrics I: Statistical Foundation, *or*
   Math 6751 Mathematical Statistics I, *or* a course approved by the MA adviser
   **These courses were under review for possible curriculum change when this catalog was due. Please see the department or OAA Office for updates.
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. The student's faculty adviser must approve designated electives in advance.
   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 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

4. Portfolio of coursework materials. Students will assemble a Portfolio composed of materials from their course work. The Portfolio will be submitted during their proposed graduating semester. These materials may include items such as term papers, annotated bibliographies, and the like.

2050.20 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 criminal justice, public health, 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 an adviser. These agreed upon courses will also count in the Graduate Certificate program in Disaster Management. 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 8111	Public Service and Democracy
PAUS 8121	Applied Research Methods and Statistics I
PAUS 8131	Applied Research Methods and Statistics II
PAUS 8141	Microeconomics for Public Policy
PAUS 8161	Public Budgeting and Finance*
PAUS 8171	Public Management Systems and Strategies
PAUS 8431	Leadership and Organizational Behavior

PAUS 8000 level course chosen from the PAUS course offerings

* 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 six 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: criminal justice, management and finance, nonprofit management, planning and economic development, policy analysis and evaluation, and public health. Students also have the option of developing an individualized career track that must be approved by completing a petition and returning it to the Office of Academic Assistance for decision with the department. An individualized career track in disaster management may also lead to the graduate certificate in disaster management. Career tracks are described below.

Criminal Justice: This track is designed for M.P.A. students interested in careers within the criminal justice system.
Required courses:

CRJU 7010	Crime & the Criminal Justice System
CRJU 8710	Legal Aspects of Criminal Justice

Choose two courses (six hours) from the following:

CRJU 6040	Comparative Criminal Justice
CRJU 6070	Family Violence and Criminal Justice
CRJU 6920	Community Policing
CRJU 6960	Domestic Terrorism
CRJU 7730	Workplace Law for Criminal Justice Managers
CRJU 8210	Juvenile Justice Issues
CRJU 8310	Correctional Issues
CRJU 8410	Criminological Issues
CRJU 8720	Legal Issues in Criminal Justice

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 8431	Leadership and Organizational Behavior
PAUS 8501	Managing Public Money

Choose two courses (six hours) 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	Managing Through 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)

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 8210	Introduction to the Nonprofit Sector
PAUS 8231	Nonprofit Leadership, Governance, and Ethics

Choose two courses (six hours) from the following:

PAUS 8010	Social Policy
PAUS 8201	International NGOs
PAUS 8221	Nonprofit Fundraising
PAUS 8241	Nonprofit Marketing and Communications
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 Policy Planning
PAUS 8311	Planning Theory and Analysis
PAUS 8321	Economic Development, Policy and Planning

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

Public Health: This track is designed for M.P.A. students with career goals in the public health field that are primarily in the management and policy fields as opposed to health promotion or prevention science fields.

Required Courses:

Select two from the following courses (six hours):

One of the following courses

PH 7010	Foundations of Public Health Administration and Policy
PH 7170	Research in Health Policy

And one of the following courses

PH 7250	Health Care Finance
PH 7530	Prevention Effectiveness and Economic Evaluation

Adviser Approved Electives:

Select two from the following (six hours):

PH 7010	Foundations of Public Health Administration and Policy
PH 7012	Health Planning and Program Development
PH 7130	Law and Public Health Practice
PH 7140	Social and Behavioral Aspects of Public Health
PH 7150	Environmental Health
PH 7170	Research in Health Policy
PH 7250	Health Care Finance
PH 7530	Prevention Effectiveness and Economic Evaluation

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 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, or the DPAUS internship homepage on the web at **http://www.gsu.edu/~padgds/Update.html**.

   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.

2050.25 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 that 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 apply to the College of Law, go to **http://law.gsu.edu/home.php?version=html**.

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 Service and Democracy
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 hour)

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.

2050.30 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 Policy Planning
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, Governance, and Ethics

Choose two courses (six hours) from the following:

PAUS 8010 Social Policy
PAUS 8201 International NGOs
PAUS 8221 Nonprofit Fundraising
PAUS 8241 Nonprofit Marketing and Communications
PAUS 8661 Managing Through 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 and Planning
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 Managing Through 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.

2060 Certificate Programs

2060.10 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. 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 that C will count for credit towards the certificate, nor will more than one grade of C be allowed for credit towards the certificate. 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 Policy Planning
   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.

2060.20 Graduate Certificate in Nonprofit Management

Dennis Young, Faculty Adviser

The certificate program in Nonprofit Management has two focuses. First, it covers 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 prepares 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 section "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 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.

The mission of the certificate program in nonprofit management is to educate program professionals with general leadership education and experience to the particular nuances and requirements of leading a not-for-profit organization. Advisement is required for the selection of the two-course elective sequence.

Regulations for the Certificate Program

1. 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 that C will count for credit towards the certificate, nor will more than one grade of C be allowed for credit towards the certificate. The time limit for completing the certificate program is three years from the term of entry.
2. Required courses:
   PAUS 8210 Introduction to the Nonprofit Sector
   PAUS 8231 Nonprofit Leadership, Governance, and Ethics
3. Elective courses and sequencing (**choose two courses** —6 semester hours):
   The following sequences of courses are suggested:
   A. Nonprofit Finance ***or***
      PAUS 8213 Nonprofit Financial Resources
      PAUS 8261 Nonprofit Financial Management
   B. Nonprofit Administration ***or***
      PAUS 8223 Nonprofit Human Resources
      PAUS 8203 Nonprofit Advocacy, Law, and Policy
   C. Nonprofit Emergency Management ***or***
      PAUS 8271 Disaster Management
      PAUS 8281 Disaster Relief and Recovery
   D. Create Your Own Two-Course Elective Sequence (from the following course list and requires consent of the advisor) ***or***
      PAUS 8241 Nonprofit Marketing and Communications
      PAUS 8201 International Nongovernmental Organizations
      PAUS 8221 Nonprofit Fundraising
      PAUS 8233 Power, Faith and Civic Leadership
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.

2060.30 Graduate Certificate in Planning and Economic Development

John Mathews, Program 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. 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 that C will count for credit towards the certificate, nor will more than one grade of C be allowed for credit towards the certificate. 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.

2070 Doctoral Programs

2070.10 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.

Requirements and Regulations Specific to the Degree:

1. **Program of Study**.

   The student's doctoral coordinator must approve a program of study indicating how the student will fulfill each of the degree requirements 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 15 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)
- matrix algebra: Econ 6030 (3 hrs) or Math 3435(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: ECON 8730 (3)
3. Econometrics: Econ 8750 (3)

Students may not enroll for courses that 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 8230	Experimental Economics
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

- 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*
MGS 9300 Seminar in Human Resource Management, *or*
A course broadly related to labor economics, subject to the approval of the labor 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 octoral 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 all courses taken at Georgia State after bachelors degree and 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 exceeds 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 Office of Academic Assistance, based on the recommendation of the doctoral coordinator, appoints the committee, and any subsequent change in its membership. 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 Office of Academic Assistance has reviewed the dissertation 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 or online at **http://www.gsu.edu/~wwwsps/acassist/resources/dissertationguide/index.htm**. At the time the electronic version of the student's dissertation (ETD) is posted on the Georgia State University Library server, students must choose the availability option, "Release the entire work immediately for access worldwide," unless they have received approval to restrict distribution from the AYSPS Associate Dean. A letter showing this approval, which will be granted only for a maximum of one year, must be on file in the Office of Academic Assistance prior to graduation.

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.

2070.20 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, 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. At least one course must be taken at the doctoral level. The major field must be chosen from the following specializations:

- Environmental Policy
- Health Policy
- Policy Design and Evaluation
- Public Finance and Budgeting
- Public and Nonprofit Management
- Science and Technology Policy
- Urban and Regional Economic Development

All doctoral students must also complete a minimum of three courses (9 hours) in their minor field of study. At least one course must be taken at the doctoral level. They are strongly encouraged to construct their minor field in one of three ways:

- Select a minor field from the specialty fields described above. One might, for instance, use Policy Design and Evaluation as a methods field.
- Select a minor field in a different substantive policy area, such as education policy or emergency management.
- Select a minor field in a discipline that supports their main course of study, such as economics, political science, or psychology.

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 9520	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
PH 7530	Prevention Effectiveness and Economic Evaluation
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.

Policy Design, Analysis and Evaluation. This specialization prepares students to conduct research on the design, analysis, and evaluation of public policies. The design of public policies encompasses the choice of tools for pursuing policy goals, the assessment of the influence of the larger economic, political, and governmental context on public policies, as well as an understanding of the larger economic, political and governmental context on public policies, as well as an understanding of the effect of policies on target groups, institutions, and society more generally. Policy analysis, which includes program evaluation, involves the use of theoretical frameworks and empirical methods to answer questions applied to substantive policy issues about the potential and actual effects of public policies as well as the valuation of policy alternatives.

Doctoral courses (choose at least one):

PAUS 9341	Policy Design and Implementation
PAUS 9501	Special Topics in Policy Design and Evaluation

Master's courses:

PAUS 8010	Social Policy
PAUS 8521	Evaluation Research: Design and Practice
PAUS 8531	Policy Analysis
PAUS 8551	Survey Research Methods
Econ 8230	Experimental Economics
Econ 8300	Urban Economic
Econ 8310	Economics of Educational Policy
Econ 8320	Environmental and Natural Resource Economics and Theory
Econ 8730	Econometrics I: Statistical Foundations
Econ 8750	Econometrics
Econ 8760	Advanced Econometrics
Econ 8770	Topics in Econometrics

Public Finance and Budgeting. This specialization provides students with the theoretical and empirical tools necessary to analyze the adequacy 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
PAUS 9501	Special Topics in Public Budgeting and Finance

Master's courses:

Econ 8450	Issues in Public Programs and Tax Policy
Econ 8460	Economics of the State and Local Public Sector
Econ 8470	International Public Economics
PAUS 8161	Public Budgeting and Finance
PAUS 8261	Nonprofit Financial Management
PAUS 8351	Local Government Management
PAUS 8501	Managing Public Money

Public and Nonprofit Management. This specialization encompasses the legal and political context of public and nonprofit management, the governance and management of public and nonprofit organizations, the management of volunteer and charitable resources, the economics and financing of public and nonprofit organizations, and the process of advocacy and public

policy development. Emphasis is given to the roles and relationships of government and nonprofit organizations in civil society, democracy, the delivery of public services and the functioning of a market economy.

Doctoral courses (choose at least one):

PAUS 9331	Foundations of Public Administration
PAUS 9341	Policy Design and Implementation
PAUS 9501	Special Topics in Public and Nonprofit Management

Master's courses:

PAUS 8151	Public Personnel Administration
PAUS 8161	Public Budgeting and Finance
PAUS 8761	Public Management Systems and Strategies
PAUS 8181	Executive Leadership in the Public and Nonprofit Sectors
PAUS 8201	International NGOs
PAUS 8210	Introduction to the Nonprofit Sector
PAUS 8211	Nonprofit Management
PAUS 8221	Fundraising for Voluntary Nonprofit Organizations
PAUS 8231	Nonprofit Leadership and Management
PAUS 8241	Marketing in the Nonprofit Sector
PAUS 8251	Practice of Community Organizing
PAUS 8261	Nonprofit Financial Management
PAUS 8351	Local Government Management
PAUS 8431	Management and Organizational Behavior

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
PUBP 6418	Comparative Science and Technology Policy
PUBP 6421	Development of Large-Scale Socio-Technical Systems

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
PUBP 8550	Advanced Topics in Urban and Regional Economic Development Policy

Master's courses:

Econ 8300	Urban Economics
PAUS 8021	Urban Policy Planning
PAUS 8031	Urban Political Economy
PAUS 8311	Planning Theory and Analysis
PAUS 8331	Urban Infrastructure Planning and Policy
PUBP 6600	Foundations of Local Economic Development Planning and Policy
PUBP 6602	Economic Development Analysis and Practice
PUBP 6604	Methods of Urban Policy Analysis and Planning
PUBP 6606	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. Dissertation guidelines are available at **http://www.gsu.edu/~wwwsps/acassist/resources/dissertationguide/index.htm**.

At the time the electronic version of the student's dissertation (ETD) is posted on the Georgia State University Library server, students must choose the availability option, "Release the entire work immediately for access worldwide," unless they have received approval to restrict distribution from the AYSPS Associate Dean. A letter showing this approval, which will be granted only for a maximum of one year, must be on file in the Office of Academic Assistance prior to graduation.

A. The Dissertation Committee.
The Dissertation Committee. After successfully completing the two qualifying examinations, the student forms a Dissertation Committee. The Dissertation Committee consists of a chair plus at least four additional members. At least three members must be core faculty of the joint doctoral program, meaning faculty of the School of Public Policy or the Andrew Young School of Policy Studies. The committee must include at least one member from each School. 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 that 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 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 Final 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. The faculties of the Andrew Young School of Policy Studies and the School of Public Policy, in accordance with their procedures and bylaws, select members of the A & C Committee.

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 all courses taken at Georgia State 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.

3000 College of Arts and Sciences

3010 General Information

The College of Arts and Sciences consists of 25 departments/schools/institutes within the areas of the fine arts, the humanities, the natural and computational sciences, and the social and behavioral sciences. The college has approximately 10,000 undergraduate students and 2,000 graduate students.

Graduate programs offered by the College of Arts and Sciences prepare students for professional careers and provide them with the foundation for meeting the challenges of career development. Through its Office of Graduate Studies, the College of Arts and Sciences offers the Master of Arts, the Master of Science, the Master of Music, the Master of Fine Arts, the Master of Heritage Preservation, and the Doctor of Philosophy degrees. Within the framework of the various degree offerings, specific programs have been designed for students who wish to pursue a career in teaching.

3020 Office of the Dean

741 General Classroom Building
404/651-2294
http://www.cas.gsu.edu/
Lauren B. Adamson, Dean
Charles D. Derby, Associate Dean for the Natural and Computational Sciences
Ralph Gilbert, Associate Dean for the Fine Arts
William H. Nelson, Associate Dean for Research and Graduate Studies
MaryAnn Romski, Associate Dean for the Social and Behavioral Sciences
Carol Winkler, Associate Dean for the Humanities

3020.10 Office of Graduate Studies

Suite 800 Haas-Howell Building
404/651-2297
Fax: 404/651-0275
http://www.cas.gsu.edu/graduate_students.html
Shelly-Ann Williams, Manager
Johnnie White-Harris, Records

3030 Academic 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, gerontology, history, philosophy, political science, psychology, religious studies, 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, digital filmmaking and art, drawing, graphic design, interior design, painting, printmaking, photography, sculpture, and textiles
- Master of Heritage Preservation
- Master of Music with concentrations in performance (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, history, physics, political science, psychology, and sociology

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.

Joint Degrees

The College of Arts and Sciences participates in joint degree programs with other colleges within the university, enabling students from one degree program to fulfill requirements of another. Currently, the joint degree programs include the Joint Master of Arts in Political Science and Master of International Business, and the Master of Arts in Philosophy and the Juris Doctor in Law. For more details on Joint Degrees, please see the programs' information.

Certificate Programs

The College of Arts and Sciences offers a number of professional certificates in addition to traditional graduate degrees. Each certificate is outlined in the department section of this catalog and on the individual department websites. Certificates offered include the Advanced Certificate in Hydrology (Geosciences); Professional Certificate in Geographic Information Sciences (Geosciences); Graduate Certificate in Gerontology; Certificate in Historic Preservation (Heritage Preservation); Certificate in Public History (Heritage Preservation); Certificate in Translation (Modern and Classical Languages); Certificate in Interpretation (Modern and Classical Languages); Certificate in Latin American Studies (History); and Graduate Certificate in Women's Studies.

Applicants not currently in a degree program in the College of Arts and Sciences must apply according to the general application instructions. Currently active degree-seeking students who wish to add to their academic curriculum one of the certificate programs must apply for the certificate but are exempt from the standard admissions fee. Such qualified students should submit an application to the Graduate Office.

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 programs and on their respective websites.

There are four categories of admission to the Division of Graduate Studies: Full Graduate Status, Special Graduate Status, Non-Degree Status, and Transient 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. Non-Degree Status is provided for non-degree seeking students who wish to take a limited number of graduate courses. Transient Status is available for graduate students in good standing attending another institution.

The Office of Graduate Studies reserves the right to require prerequisites as conditions of admission. Visit the admissions section of the Graduate Office website for detailed information and application at **http://www.cas.gsu.edu/grad_admission.html**.

Application Completion Deadlines

The Office of Graduate Studies lists on its website the dates by which an application to degree programs must be completed. These are the dates that ALL materials required for admission must be collected in the Graduate Office. Departments have different application completion deadlines, especially for applicants wishing to receive financial assistance. Applicants should check the Office of Graduate Studies website at **http://www.cas.gsu.edu/grad_app_deadlines.html** and with the department to which they plan to apply for specific application instructions and deadlines.

International applicants must have all application materials in the Office of Graduate Studies, College of Arts and Sciences, as early as possible 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 strongly encourages all prospective students to submit applications electronically. The College is able to initiate and review online applications more quickly than those submitted by mail. Applicants may access the online application at **http://www.cas.gsu.edu/grad_application_online.html**.

It is essential that all application materials and other correspondence concerning admission be sent directly to the Office of Graduate Studies in the College of Arts and Sciences. The mailing address is:

Georgia State University
College of Arts & Sciences
Office of Graduate Studies
75 Poplar Street, Suite 800
P.O. Box 3993
Atlanta, Georgia 30303-3993

Application and Admission

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 is the quality of the applicant's undergraduate record, achievement on required admissions tests, the degree of preparation for the specific academic program to be pursued, and available space remaining in the program. 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 must be a graduate of an accredited college with a four-year baccalaureate degree or the equivalent that reflects superior quality work at the undergraduate level. Each applicant must complete and submit, together with the $50.00 application fee, the application for admission to graduate study, preferably online at **http://www.cas.gsu.edu/grad_admission.html**.

In a separate packet sent directly to the Office of Graduate Studies the applicant should include:

1. Two transcripts from each college or university, domestic or overseas, from which they received a degree, or where they were enrolled in a degree program for more than a single semester. In addition, they should send transcripts from all institutions where they were enrolled in coursework relevant to the degree program for which they are applying. This may include courses taken in non-degree status, in transient status, or in post-baccalaureate status and is regardless of whether or not the courses led to a degree. Separate transcripts are not required for AP credit given for high school courses. As well, separate transcripts are not required for enrichment activities (*e.g.*, summer abroad, summer internship, *etc.*) that did not involve enrollment in a degree program unless the work is relevant to the program for which they are applying.
2. Copies of scores on the General Test of the Graduate Record Examination or similar national examination (see specific departmental requirements). In addition to these copies, the applicant must have records of the scores directed specifically to Georgia State University from their testing agencies. Some departments also require an acceptable score on the Subject Test of the Graduate Record Examination. Several programs accept the Miller Analogies test. Review the detailed admission process at **http://www.cas.gsu.edu/grad_admission.html** for complete instructions.

   Please note that applicants to the MFA program in Art and Design and to the Master of Music with concentrations in piano performance, organ performance, orchestral instrument performance, voice performance, choral conducting, instrumental conducting, piano pedagogy, and jazz studies are not required to submit national test scores.
3. For some departments, 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 other departments; if they are not sent via secure packet over the Internet, they must be included in the mailed materials inside sealed envelopes.
4. Any supplemental application materials required by the major department.

Some programs may have additional requirements.

Visit the individual websites of the department/program of interest to discover the full list of materials required at **http://www.cas.gsu.edu/grad_materials_required.html**.

Admission to the College of Arts and Sciences can only be granted by an Associate Dean of the College. Correspondence from individual departments, professors, or outside agents does not constitute official admission or implication that such admission has been granted.

Special Status Admission

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. 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.

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 to qualify for graduation.

Non-Degree Admission

Non-Degree Status is provided for students who wish to take a limited number of graduate courses (typically not more than two) that relate to their academic or professional backgrounds but do not lead to an advanced degree. A student seeking admission to Non-Degree Status 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.

A student is admitted to this status at the option of the department concerned and when adequate resources are available. Applicants for the Non-Degree Status should consult the departmental director of graduate studies to learn about any additional requirements or policies that pertain to non-degree admission.

Admission to Non-Degree Status does not warrant or secure admission to any degree program. Some departments do not accept non-degree students. Please contact the departmental director of graduate studies for further information.

Transient Admission

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 who is not in good standing or 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.

The College of Arts and Sciences does not allow transient students to reenter. A complete application form, fee, list of courses, and letter of good standing must be sent to the Office of Graduate Studies for every semester the transient student wishes to attend Georgia State University.

Changing Semester of Application

Applicants who do not complete their application files by the appropriate application completion deadline may request that their applications be considered for the following admission cycle. Such requests must be made in writing to the Office of Graduate Studies. Students can only request to change the date of entry once without having to reapply.

Changing Semester of Entry

Admission to a graduate program is valid only for the semester, degree, and 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. If an accepted applicant wishes to defer entry within one year, the admitting department/school reserves the right to review the application materials again and decide if postponement is appropriate. Applicants wanting to change their date of matriculation must notify the department with this request.

Reentry Students

Students of Georgia State University who have not registered for coursework at Georgia State during any of the previous three semesters must file a reentry application in the Office of Undergraduate Admissions by the appropriate deadline published in the online *Registration Guide* at **http://www.gsu.edu/es/registration_guide.html** for the semester they wish to reenter. Students who have attended other colleges and/or universities since last registering at Georgia State must have official transcripts of all coursework sent to the Graduate Office, College of Arts and Sciences, prior to the reentry deadline for the appropriate semester. Degree programs must approve all reentry applications and may deny reentry for a variety of reasons such as a student's previous academic performance, a student's progress in the program, the length of time not enrolled, and availability of space in the program.

Reentering students are subject to the regulations of the Graduate Bulletin and the degree program current at the time of reentry.

3050 International Students

Georgia State University encourages the enrollment of students from other countries. 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. Applicants requesting a student visa may not be considered for Non-Degree Status.

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). Applicants with a score under 550 on the paper-based, 213 on the computer-based, and 80 on the internet-based TOEFL cannot be considered for Full Graduate Status, they may, however, be considered for Special Status admission.

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 Student and Scholar Services, 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 but will not count toward the total hours of coursework a student must take in order to obtain a degree.

GSTEP scores for each student will be sent by the Department of Applied Linguistics and English as a Second Language to the Graduate Office along with a recommendation regarding the additional language course(s) that the student should take. The Graduate Office 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 Graduate Office 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 then 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.

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 director of graduate studies of their departments.

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. Twenty-five semester hours is the maximum student load per semester; eighteen semester hours is considered to be the normal load for graduate students with graduate assistantships in the College of Arts and Sciences, while nine semester hours is the load for defining a full-residence semester for most financial aid and loans. Students who wish to register for more than twenty-five hours of course work must obtain the approval of the department director of graduate studies.

3060 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.

Graduate Assistantship Deadlines

Most 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 or departmental websites to obtain the deadline for the program to which you plan to apply. Visit the department pages at **http://www.cas.gsu.edu/grad_financing.html**.

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 non-degree status that are approved for, and used to fulfill requirements to the master's degree will be calculated into the cumulative master's GPA. Non-degree credits not applied to master's degree requirements will not be calculated into the GPA. In order to qualify for graduation with a degree from the College of Arts and Sciences, a student must have a minimum GPA of 3.0.

Scholastic Warning

Graduate students are personally responsible for knowing and maintaining department and College academic standards. 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 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 and progress. In these instances, the departmental graduate director will attempt to warn the student. However, the receipt or non-receipt of academic warning does not exempt the student from stated requirements.

Scholastic Termination

A graduate student is subject to scholastic termination from the degree program 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 or next three consecutive terms in letter-graded courses after the GPA has fallen below a 3.0;
2. Failure to maintain the level of academic performance and progress 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.

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. The English for Foreign Language Requirement Exam (EFLRE) requires students to perform satisfactorily on the GSTEP as well as on an oral 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 Graduate Office. 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.

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.

Completion of Requirements

Program requirements are established based on the Graduate Catalog active at the time of the student's initial acceptance and matriculation (first registration). 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.

Continuous Enrollment

Graduate students active in a degree or certificate program must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, summer) until completion of degree. In order to graduate, students must be registered in the program of study during the semester they finish degree requirements for graduation.

Students who do not meet the continuous enrollment requirement and are not on official leave or covered by other exceptions will be made inactive in the program. If they wish to continue, they must apply for reentry. Re-acceptance into

the program is not guaranteed. Reentering students are subject to the regulations of the Graduate Catalog and the degree program current at the time of reentry. Time limits for all academic requirements will remain unchanged.

Exceptions or adjustments to these requirements necessitate appeal to the Graduate Petitions Board or official approval for a leave of absence.

Mandatory student fees will now be regulated accordingly to allow pro-rated charges for students registering for research or other semester hours less than six per semester.

Students who wish to graduate but have been moved to "inactive" status must follow college reentry procedures. If for some reason, re-entry is not possible, students should contact the Graduate Office. Consult the Staff Directory at **http://www.cas.gsu.edu/grad_services.html** for the appropriate specialist assigned to your program major.

Limits to Financial Aid

For purposes of financial aid and compliance with Federal regulations, the program length of the master's degree will be considered as three academic years (nine academic semesters) and the doctoral degree as six academic years (18 academic semesters).

Students' Responsibility

Graduate students must assume full responsibility for knowledge of the rules and regulations of the college, the university, and those departmental requirements concerning their individual curricula. Enrollment in a graduate program in the College of Arts and Sciences constitutes students' acknowledgement that they are obligated to comply with all academic and administrative regulations and degree requirements.

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.

Please note that the acceptance of transfer credit is not automatic; it must be approved and documented by the departmental director of graduate studies.

Curriculum Adjustment

Course 6999 in any department that offers graduate work is designed only 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 Graduate Office 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.

Research Requirements

Most departments that offer graduate degrees also offer Course 8999, Research, for which credit from one to a maximum of 15 hours per semester may be earned. In some departments, 8999 may be taken to a maximum of 25 hours per semester. These courses generally are acceptable to reach minimal continuous enrollment standards.

3070 Degree Requirements

Candidates for graduation in a degree program offered by the College of Arts and Sciences must be officially registered for classes the semester of completing all academic requirements, including thesis/ dissertation defense, performance, or gallery show. Departments may determine the extent and type of hours that must be taken by the candidate during the concluding semester. Every candidate for completion must register at least two semesters in advance of expected graduation with the Graduation Office of Enrollment Services/Registrar's Office. These regulations are explained in the general university-wide section of this catalog. The semester of completion is defined as extending until the last day of the semester on the academic calendar as published by Enrollment Services.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Arts and Sciences 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 advise students of any such changes. It is especially important that each student note that it is the individual student's responsibility to keep apprised of current degree requirements for his or her particular program.

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 post baccalaureate 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. 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. Graduate students who have completed these requirements except for their dissertation and related defenses or oral exams may be admitted into ABD (all but dissertation) status. This title will be based on the positive recommendation of the graduate program director and following successful review and certification of other doctoral program requirements by the Graduate Office. This designation does not change any time limits or registration requirements for completion of the degree program.
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 for it to be acceptable as a fulfillment of degree requirements.

   Currently, 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. The deadlines for submitting dissertations are available at **http://www.cas,gsu.edu/graduation_requirement.html**. The College is currently considering an online and digital dissertation submission process, and student should check with the Graduate Office at the time of their submission to obtain current requirements in this regard.
6. Research Hours: Each student must register for a minimum of 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.

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 for it to be acceptable to the Office of Graduate Studies. The deadlines for submission of a thesis are available on the web at **http://www.cas.gsu.edu//graduation_requirements.html**

. b. Non-thesis: A non-thesis 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.

Master of Fine Arts/Master of Art Education

The Ernest G. Welch 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 "Ernest G. Welch 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 and on the department website.

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 and on the department website.

Master of Music

The School of Music offers graduate degrees in several areas of music. Applicants to 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 or the departmental website for details.

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 catalog, the program Website, or consult Professor Richard Laub, Director of the program, at 404/651-2250.

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.

3080 Student Exceptions Procedure

The grievance and 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 and on the college website at **http://www.cas.gsu.edu/files/policies/files/sg-wof.html**

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 Board. Students considering such a petition should consult the Graduate Office to determine procedures and to obtain appropriate forms or download them from **http://www.cas.gsu.edu/docs/grad/petitionl.pdf**. This petition procedure does not apply to department-based regulations.

3090 Anthropology

Programs Offered:

Master of Arts in Anthropology

Department of Anthropology
33 Gilmer Street
Georgia State University
P.O. Box 3998
Atlanta, Georgia 30303
404/651-3232
http://monarch.gsu.edu
Kathryn A. Kozaitis, Chair
Susan McCombie, Director of Graduate Studies

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 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 socio-cultural, 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 non-thesis 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 socio-cultural 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 resources in 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.

Applicants may obtain additional information about the Department of Anthropology by contacting the Director of Graduate Studies at the addresses above.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Anthropology has the following requirements:

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.

Degree Requirements

General Program

Thesis Option (33 hours)

Non-Thesis Option (36 hours)

The following courses are required:

1. Anth 6620 Quantitative Methods in Anthropology (4)
   Anth 6630 Qualitative Methods in Anthropology (3)
   Anth 8000 Anthropological Theory and Praxis (3)
   Anth 8040 Seminar in Anthropology (3)
2. Up to six hours of graduate courses may be taken 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 non-thesis 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) (non-thesis option only).

Applied Program

Thesis Option (33 hours)

Non-Thesis Option (36 hours)

The following courses are required:

1. Anth 6620 Quantitative Methods in Anthropology (4)
   Anth 6630 Qualitative Methods in Anthropology (3)
   Anth 8000 Anthropological Theory and Praxis (3)
   Anth 8050 Seminar in Applied Anthropology (3)
2. Up to six hours of graduate courses may be taken 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 non-thesis 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).

3100 Applied Linguistics and English as a Second Language

Programs Offered:

Master of Arts in Applied Linguistics

Doctor of Philosophy in Applied Linguistics

Specialist in Education in Teaching and Learning with Concentration in English as a Second Language (in cooperation with the College of Education)

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: dbelcher1@gsu.edu
http://www.gsu.edu/alesl
Gayle Nelson, Chair
Diane Belcher, Director of Graduate Studies

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.

The department participates in the Master's International Program with the Peace Corps. This program enables students to obtain an M.A. degree and serve in the Peace Corps. Students take one year of coursework, serve two years in the Peace Corps (receiving 6 hours of course credit), and return to Georgia State University to finish their coursework.

Students may obtain additional information about the Department of Applied Linguistics and English as a Second Language by contacting the Director of Graduate Studies at the addresses above.

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 non-native speakers of English, official scores on the Test of English as a Foreign Language, including the Test of Written English (TWE).

Degree Requirements

Master of Arts (36-hour program)

1. The following core courses:
   AL 8240 General Linguistics (3)
   AL 8250 Second Language Acquisition (3)
   AL 8320 The Sound System of English (3)
   AL 8330 Intercultural Communication (3)
   AL 8450 Approaches to Teaching Second/Foreign Languages (3)
   AL 8460 English Grammar for ESL/EFL Teachers (3)
   AL 8900 Practicum in Teaching English to Speakers of Other Languages (3)
2. Fifteen hours (5 courses) of elective courses from within the department.
3. Portfolio that includes (a) Table of Contents, (b) Résumé, (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, or if the Internet-based TOEFL is taken, a composite score of 97 and writing score of 22 and speaking score of 24 are required. At the master's level, successful Ph.D. applicants would have had at least a GPA of 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)? What are your research interests? With what faculty member are you interested in studying?
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 M.A. is not in Applied Linguistics, check the website for prerequisite courses.

The courses in the program over three content areas include the following:

Area I: Research Methods and Applications
Area II: Language, Cognition, and Communication
Area III: Language Teaching and Teacher Development

The five required core courses (15 hours) from Areas I to III are the following:

AL 8960 Quantitative Research Methods (Area I)
AL 8961 Qualitative Research Methods (Area I)
AL 8970 Linguistic Theory in Applied Linguistics (Area II)
AL 8980 Current Issues in Adult Second Language Acquisition (Area II)
AL 8990 Current Issues in Preparation of Second Language Teachers (Area III)

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 higher) 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 demonstrating strong writing abilities must be submitted following completion of six courses in the program. It may be either a research study or a literature review and is usually based on a paper completed in a course within the program.

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. The questions will require the student to address issues in theory, research methodology, research topics of importance in the field, and/or topics related to the student's intended dissertation research. At least one of the topics will require consideration of issues that overlap the boundaries between language, cognition & communication and language teaching & language teacher development.

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.

3110 Art & Design

Programs Offered:

Master of Arts with Concentration in Art History
Master of Art Education
Master of Fine Arts
Doctor of Philosophy in Teaching and Learning with Concentration in Art Education (in cooperation with

the College of Education)

Specialist in Education in Teaching and Learning with Concentration in Art Education (in cooperation with the College of Education)

Ernest G. Welch School of Art and Design
Georgia State University
P.O. Box 4107
Atlanta, GA 30302-4107
404/651-0488
http://www.gsu.edu/~wwwart
E-mail: artgrad@gsu.edu
Cheryl Goldsleger, Director
Nancy Floyd, Director of Graduate Studies

The Master of Fine Arts (M.F.A.) degree program emphasizes the development of competence in seven areas of concentration: ceramics; drawing, painting and printmaking; graphic design; interior design; 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 without teacher certification will have to meet prerequisites for initial teacher certification before continuing with required master's coursework. Nondegree graduate status prepares students to enter a graduate degree program or for teacher certification renewal. Students may take up to six credit hours (two courses) at the 6000 level in a discipline of their choosing. 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 Welch School of Art and Design are accredited by the National Association of Schools of Art and Design.

The Welch School of Art and Design cooperates with the College of Education in offering Ph.D. and Specialist in Education (Ed.S.) degrees in Teaching and Learning, with concentrations in art education. Admission and degree requirements are outlined in the "College of Education" chapter of this catalog in the program description for Teaching and Learning.

Applicants may obtain additional information about the Welch School of Art and Design by contacting the Director of Graduate Studies at the addresses above.

Application Procedures

The Welch 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. Applicants interested in an assistantship should fill out an assistantship form and submit it with their application. All accepted applicants are considered for scholarships—no form is necessary.

Applications for the Art History and Studio programs are reviewed once a year, in the spring, for fall admissions. Applications for the Art Education program are reviewed in the fall (for spring admissions) and in the spring (for fall admissions). Each applicant must satisfy the general requirements of the Graduate Division of the College of Arts and Sciences. Incomplete or improperly prepared applications and portfolios will not be reviewed.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Welch School of Art and Design has the following requirements:

M.A. Degree

Applicants for the M.A. degree must submit the following items:

1. Three letters of recommendation. No form is required.

2. A one-to-two-page statement of purpose describing current academic interests, proposed area of specialization, and long-range career goals. The statement should also explain how the art history graduate program at Georgia State will serve those interests and goals.

3. A writing sample such as a term paper from an upper-level art history course.

The statement and writing sample should be included with the other application materials sent to the Graduate Office, College of Arts and Sciences.

4. GRE scores.

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.

Applicants to the art history graduate program are also encouraged to meet personally with a member of the art history faculty.

Please note: Deadlines are not postmark deadlines but deadlines for completion of applications.

All materials must be in the College of Arts and Sciences Graduate Office by the deadline. Due to the volume of applications submitted each year, a return receipt is highly recommended. It is also recommended that you submit all your materials a month in advance.

M.A.Ed. Degree

Applicants for the M.A.Ed. degree must submit the following items:

1. Three letters of recommendation. No form is required.

2. Statement of Intent: A one-to-two-page statement of purpose describing current academic interests, proposed area of specialization, and long-range career goals. The statement should also explain how the graduate program at Georgia State will serve those interests and goals.

   The letters of recommendation and the statement of intent should be included with the other application materials sent to the College of Arts and Sciences Graduate Office.

3. Portfolio: A successful portfolio demonstrates creativity and commitment in a cohesive body of work. The portfolio should contain both two- and three-dimensional work. It should reflect basic skills in drawing and design and sufficient advanced skill in one area. A total of twenty images should be submitted if the applicant is not a practicing art educator. If the applicant is a practicing art teacher, a minimum of ten images of personal studio work and up to ten images of student work are acceptable. Under no circumstances should more than twenty images be submitted. Examples of work by the applicant's students should represent a variety of media and reflect quality in design, craftsmanship, originality, complexity, and historical or cultural content.

   Submission guidelines for the statement and portfolio preparation are the same as the M.F.A. degree (listed below).

4. GRE or MAT scores.

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.

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 Welch 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 Graduate Office 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.

Please note: Deadlines are not postmark deadlines but deadlines for completion of applications.

All materials must be in the College of Arts and Sciences Graduate Office by the deadline. Due to the volume of applications submitted each year, a return receipt is highly recommended. It is also recommended that you submit all your materials a month in advance.

M.F.A. Degree:

Applicants for the M.F.A. degree must submit the following items:

1. Three letters of recommendation. No form is required.
2. A one-to-two-page statement of purpose describing current academic interests, proposed area of specialization, and long-range career goals. The statement should also explain how the graduate program at Georgia State will serve those interests and goals.
3. Portfolio: A successful portfolio demonstrates creativity and commitment in a cohesive body of work. Admissions portfolios may include slides/CD-ROMs/DVD-ROMs; film/video projects; videos of acting/dance/performance. Include no more than 6 minutes of audio-visual presentation and it must be accompanied by a menu/table of contents listing the major components of the portfolio and the student's role (e.g., director, actor, etc.) in each work.

The portfolio may include one of the following:

- 20 examples of work in slide form or on a CD-ROM
- Film/video projects - 1/2" video or DVD-ROM only. Six minutes maximum. Cue tape to desired location.
- Musical performances/sound work/compositions. Six minutes maximum. Cue tape to desired location.
- Videos of acting/dance/performance. Six minutes maximum. Cue tape to desired location.

Still image submissions:

Label all materials with name and area of study. Include no more than 20 images. A list with the title of the work, date, medium and dimensions should accompany slides or CD-ROM. Label all slides with name, slide number, title of work, date, medium and orientation of slide. Slides must be submitted in an 8 1/2" x 11" clear slide sheet. Label CD-ROM with name and area of study. Web-based portfolios should be copied to CD or DVD and sent with application.

Moving image/sound submissions:

Label all materials with name and area of study. Include no more than 6 minutes of audio-visual material. work must be accompanied by a list with the title of the work, date, full running time, and the student's role (e.g., director, actor, etc.) in each work; Cue tape to desired location; List starting point for DVD-ROM viewing; Label DVD-ROM with name and area of study. Web-based portfolios should be copied to DVD or CD and sent with application.

If an applicant wishes to include a mixture of stills, sound, or moving images, then the materials will be divided evenly. For example, if slides and video tape are submitted, 10 slides and 3 minutes of video are allowed.

More than one format for still images will not be accepted (choose slides or CD).

More than one format for moving images will not be accepted (choose 1/2" video or DVD).

No URLs will be accepted.

Do not send additional work. If more materials are included than requested, the committee will only view the first 20 images or first 6 minutes. Submitting additional work is looked upon unfavorably by the committee.

Do not submit work in folders or notebooks.

Include a 10.5" x 15" (inner size) or smaller SASE for return of portfolio materials. If a SASE is not included, work will be discarded.

We will take care to protect your work, but we can not be held responsible for loss or damage. **DO NOT SEND ORIGINAL WORK.**

Please note: Deadlines are not postmark deadlines but deadlines for completion of applications.

All materials must be in the College of Arts and Sciences Graduate Office by the deadline. Due to the volume of applications submitted each year, a return receipt is highly recommended. It is also recommended that you submit all your materials a month in advance.

Degree Requirements

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 requirements.

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 of Art.
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 are: 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 once, 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.

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. Students should consult closely with an adviser on the sequencing of these courses, portfolio reviews, and tests required for initial certification. Students achieving certification through alternative routes may also need to complete additional coursework. Art education courses leading to initial certification may not be counted toward the M.A.Ed. Degree:

1. The initial certification sequence includes:

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)

Student must successfully pass the GACE Basic Skills exam prior to student teaching placement or enrollment in internship courses. AE 4750, AE 4760, AE 4700, AE 4780 (12) (one semester of student teaching) or AE 4785, 4786 and 4795, 4796 (two semesters of internships and seminars for students already teaching with a provisional certification). These courses are only offered at the undergraduate level and do not count toward the M.A.Ed.

2. Nine hours of core courses in education are required for teaching certification. Two of these graduate-level education courses will be accepted for certification and in the graduate program:

EXC 4020	Characteristics and Instructional Strategies for Students with Disabilities (3)
EPY 7080	The Psychology of Learning and the Learner (3)
EPSF 7120	Social and Cultural Foundations of Education (3)

3. Any art studio or art history course required as part of the undergraduate art education program and not previously taken. Coursework will be taken at the graduate level and counted toward certification and/or the M.A.Ed degree as required and

appropriate.

Students accepted into the graduate program with a degree in art but without teacher certification should discuss their career goals and plan of study with an art education adviser prior to registration in any coursework. Graduate applicants certified to teach art through an alternative route may be required to take additional coursework. Successful completion of GACE II tests in art education is required for certification in Georgia.

Course of Study for M.A.Ed. Program in Art Education (36 hours after initial certification)

1. Three hours of art history coursework
2. Nine hours of coursework in a studio concentration
3. Nine hours of 8000 level art education coursework
4. 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)
5. 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)
6. Three hours of research methodology, to be selected from:
   EPRS 7900 Methods of Research in Education (3)
   EPRS 7910 Action Research (3) (preferred)
   EPRS 7920 Classroom Testing, Grading, and Assessment (3)
7. Six hours of AE 8999, Thesis Research.

The thesis in art education may concentrate solely on an art education issue, or explore a studio or art history oriented problem that is tied to an art education issue. Research in art education may focus on action research in the candidate's own classroom as well as other research methodologies. Thesis research that includes a thesis exhibition is also acceptable.

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, presentation or screening.

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 Welch School of Art and Design or the Director of Graduate Studies.

3120 Astronomy

Programs Offered:

Master of Science

See: Physics Master of Science with a Concentration in Astronomy

Doctor of Philosophy

Concentration in Astronomy

Department of Physics and Astronomy
Georgia State University
P.O. Box 4106
Atlanta, Georgia 30302-4106
404/651-3221 (for Physics)
404/651-1368 (for Astronomy)
http://www.phy-astr.gsu.edu
E-mail (admissions secretary): yhilaire@gsu.edu

E-mail (astronomy): gies@chara.gsu.edu
Richard Miller, Chair
Douglas R. Gies, Director of Graduate Studies, Astronomy

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.

Applicants may obtain additional information about the Department of Physics and Astronomy by contacting the Director of Graduate Studies at the addresses above.

Degree Requirements

Doctor of Philosophy in Astronomy (71 hours beyond the baccalaureate degree)

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.
3. Students seeking a Ph.D. degree in astronomy must complete at least fifteen hours of core courses including:
   Astr 6000 Fundamentals of Astrophysics (3)
   Astr 6100 Astronomical Techniques and Instrumentation (3)
   And at least three of the following:
   Phys 8010 Advanced Classical Mechanics (4)
   Phys 8100 Electromagnetic Theory I (3)
   Phys 8110 Electromagnetic Theory II (3)
   Phys 8210 Quantum Mechanics I (3)
   Phys 8310 Statistical Mechanics (3)
4. 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 Astr 6300 (Teaching Astronomy) and two hours of Astr 6310 (Teaching Astronomy Lab Practicum).
6. A minimum of 20 hours of Astr 9999 (Doctoral Dissertation Research) must be completed; only 21 counts towards the 71 hours for the Ph.D.
7. Satisfaction of the foreign language/research skill requirement. (Contact the department for details.)

8a. 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.

8b. 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 Physics M.S. with a Concentration in Astronomy (non-thesis option) as soon as possible after entering the program. See the 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 director of graduate studies.

3130 Biology

Programs Offered:

Master of Science in Biological Sciences

General degree

Concentration in Applied and Environmental Microbiology (AEM)

Concentration in Cellular and Molecular Biology and Physiology (CMBP)

Concentration in Molecular Genetics and Biochemistry (MGB)
Concentration in Neurobiology and Behavior (NB&B)
Concentration in Biotechnology
Interdisciplinary Emphasis in Bioinformatics

Doctor of Philosophy in Biology
Concentration in Applied and Environmental Microbiology (AEM)
Concentration in Cellular and Molecular Biology and Physiology (CMBP)
Concentration in Molecular Genetics and Biochemistry (MGB)
Concentration in Neurobiology and Behavior (NB&B)
Concentration in Molecular Genetics and Biochemistry with Interdisciplinary Specialization in Bioinformatics

Department of Biology
Georgia State University
P.O. Box 4010
Atlanta, Georgia 30302-4010
Phone: 404/651-2759
E-mail: lwarren@gsu.edu
http://www.biology.gsu.edu
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
Chung-Dar Lu, Program Director, MGB
Vincent Rehder, Program Director, N&B

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 (NB&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 posted deadline. Foreign applicants should allow at least two months for processing of their application materials.

Applicants may obtain additional information about the Department of Biology or specific disciplines by contacting the Graduate Coordinator, LaTesha Morrison Warren, at the addresses above.

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 to the Biology Department.

Degree Requirements

Master of Science

Students may choose between two degree options. The non-thesis option emphasizes coursework and the thesis option emphasizes research. However, students enter under the non-thesis track. Transfer to the thesis option requires the approval of a thesis proposal by a three-member faculty committee that includes the thesis adviser.

In addition to the general degree plan, there are six discipline specific concentrations: applied and environmental microbiology (AEM), cellular and molecular biology and physiology (CMBP), molecular genetics and biochemistry (MGB), neurobiology and behavior (NB&B), bioinformatics, and biotechnology. Students wishing to concentrate in AEM or Biotechnology must apply directly to those programs.

All entering M. S. students are encouraged to obtain a copy of the departmental M. S. policy document

Non-Thesis Option (40 hours):

1. Forty hours of classroom coursework, to be selected from 6000 and 8000-level courses, 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, Non-Thesis 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, selected from 6000 and 8000-level courses, 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.

M.S. in Biology with a concentration in Biotechnology

Application/Acceptance:

Students must apply in writing for admission. Students not currently enrolled in the M.S. programs must concomitantly apply for admission to the M.S. program; admission will be into both the M.S. program and the biotechnology concentration. In addition to the M.S. program admission requirements, applicants to the Biotechnology concentration must have completed Chem 6600 (Biochemistry) or its equivalent with a grade of "B" or higher. Admission to the concentration will be made by the Biotechnology Area Committee on the basis of credentials and is dependent on space availability.

Non-Thesis Option (40 hours):

1. Prerequisite (5):
   Chem 6600 Biochemistry I (5)
2. Core Courses (5):
   Biol 6696 Laboratory in Molecular Biological Techniques (4)
   Biol 8970 Topics in Molecular Biological Sciences (1)
3. Laboratory Practica (15):
   Biol 8800 Rresearch (15)
   (Minimester; 5 credit hours each time taken)
4. Non-Thesis Research Paper Preparation (4):
   Biol 8888 Non-Thesis Master's Research (4)
5. Seminar (2 sections):
   Biol 8700 Biology Seminar (1)
6. Electives (9)
   (Approved by Biotechnology Committee)
7. Laboratory Practica: Both technique-based and project-based rotations will be offered. Students will meet with an adviser upon entering the concentration to determine rotations that best suit the student's goals and needs.
8. Research Paper: Upon completing of each rotation, the student will submit a progress report covering activities engaged in during the rotation. An adviser will mentor the student in the writing process. The three progress reports will constitute the non-thesis research paper and will comprise the basis of a portfolio, which the student can use as evidence of training and accomplishments.

Thesis Option (40 hours):

For admission into the Thesis option, the student must have a Thesis proposal accepted.

1. Prerequisite (5):
   Chem 6600 Biochemistry I (5)
2. Core Courses (5):
   Biol 6696 Laboratory in Molecular Biological Techniques (4)
   Biol 8970 Topics in Molecular Biological Sciences (1)
3. Laboratory Practica (15):

Biol 8800 Rresearch (15)
(Minimester; 5 credit hours each time taken)

4. Thesis Research (4):
   Biol 8999 Thesis Research (4)
   Up to 10 credit hours of Biol 8800 (Practica) can be applied towards the Thesis Research requirement. 4 credits must come from 8999.
5. Seminar (2 sections):
   Biol 8700 Biology Seminar (1)
6. Electives (9)
   (Approved by Biotechnology Committee)
7. Laboratory Practica: Both technique-based and project-based rotations will be offered. Students will meet with an adviser upon entrance into the concentration to determine rotations that best suit the student's goals and needs.
8. Research Paper: The student will submit a Thesis proposal to be accepted by a Thesis Committee. The student will complete a Thesis to be defended before the Thesis Committee. The thesis may be based upon research done during the rotations.
9. Examination: The MS examination will consist of an oral 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 non-thesis and thesis options for this interdisciplinary degree. The non-thesis option requires a minimum of 40 semester credit hours of coursework and a non-thesis 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)
   c. Biol 6640 Fundamentals of Bioinformatics (4)
   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) and *CSc 7351 (C++) (these two programming courses provide credits toward the Bioinformatics degree.
CSc 6350	Software Engineering (4) Prerequisites: CSc 6999 (Data Structures), CSc 7350 and 7351 are prerequisites for CSc 6999
CSc 6710	Database Systems (4) Prerequisites: CSc 6999 (Data Structures), CSc 7350 and 7351 are prerequisites for CSc 6999
CSc 6730	Scientific Visualization (4) Prerequisites: CSc 7350 (Java) and CSc 7351 (C++)
CSc 8710	Deductive Databases and Logic Programming (4) Prerequisite: CSc 6710
Math 6544	Biostatistics (3)
Math 6548	Methods of Regression and Analysis of Variance (3) Prerequisite: Math 6544 or Biol 6744 (Biostatistics)
Stat 8050	Statistics for Bioinformatics (3) Prerequisite: Math 6544 or Biol 6744
Stat 8540	Advanced Methodologies in Biostatistics (3) Prerequisite: Math 6544 or Biol 6744

* Course counts towards degree requirements.

For the Non-Thesis Option:

1. Thirteen hours of electives which may include:
   a. Biology courses including four hours of research (Biol 8800)
   b. Chem 6110, Physical Chemistry I (3) and Chem 6450, Molecular Modeling Methods (3)
   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 that includes a relevant bioinformatics component*. The guidelines for the research paper are similar to those for the Biology, M.S. non-thesis 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 on a topic that includes a relevant bioinformatics component 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.
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, cellular and molecular biology and physiology, molecular genetics and biochemistry, and neurobiology and behavior, molecular genetics & biochemistry with interdisciplinary specialization in bioinformatics**.

General Requirements: At least 90 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. 30 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/concepts and seminar (14 hours, which must include at least 4 hours of topics or concepts and one hour of Biol 8550 and three hours of Biol 6801)
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 Area Program Director.
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 8410 and 8610.
Cellular and Molecular Biology and Physiology: Biol 8220, 8248, and 8620 (any two)
Molecular Genetics and Biochemistry: Biol 8610 and 8620.
Molecular Genetics & Biochemistry with Interdisciplinary Specialization in Bioinformatics: Biol 8610 and Biol 8620
Neurobiology and Behavior: Biol 8010 and 8020.

Requirements for Biology (MGB) Ph.D. Program with Interdisciplinary Specialization in Bioinformatics

Departmental Requirements (4 hours; may be used to meet Elective requirement)

Biol 6640 Fundamentals of Bioinformatics (4)

Interdisciplinary Requirements (12 hours)

Courses in Bioinformatics offered by the Mathematics and Statistics and/or Computer Science Departments (specified prerequisites may be used to satisfy the 12 hour requirement). In consultation with the Major adviser, the student will submit a course plan to meet these requirements for approval by the MGB Graduate Director. Interdisciplinary courses include:

Math 6544	Biostatistics (3)
Math 6548	Methods of Regression and Analysis of Variance (3) Prerequisite: Math 6544 or Biol 6744 (Biostatistics)
Stat 8050	Statistics for Bioinformatics (3) Prerequisite: Math 6544 or Biol 6744 (Biostatistics)
Stat 8540	Advanced Methodologies in Biostatistics (3) Prerequisite: Math 6544 or Biol 6744 (Biostatistics)
CSc 6310	Parallel and Distributed Computing (4) Prerequisites: CSc 7350 (Java) and CSc 7351 (C++)
CSc 6350	Software Engineering (4) Prerequisite: CSc 6999 (Data Structure), CSc 7350 and CSc 7351 are prerequisites for CSc 6999
CSc 6710	Database Systems (4) Prerequisite: CSc 6999 (Data Structure), CSc 7350 and CSc 7351 are prerequisites for CSc 6999

CSc 6730 Scientific Visualization (4) Prerequisites: CSc 7350 (Java) and CSc 7351 (C++)
CSc 8630 Advanced Bioinformatics (4)
CSc 8710 Deductive Databases and Logic Programming (4)

3140 Chemistry

Programs Offered:

Master of Science in Chemistry*
Doctor of Philosophy*
Concentration in Biochemistry
Concentration in Organic Chemistry
Concentration in Biophysical Chemistry
Concentration in Analytical Chemistry
Interdisciplinary Emphasis in Bioinformatics is available.

Department of Chemistry
Georgia State University
P.O. Box 4098
Atlanta, Georgia 30302-4098
Phone: 404/651-1664
Fax: 404/651-1416
E-mail: chegsc@langate.gsu.edu
http://chemistry.gsu.edu/about.php
Alfons L. Baumstark, Chair
Markus W. Germann, Director of Graduate Studies
Giovanni Gadda, Associate Director of Graduate Studies

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 five million dollars in external research funds annually.

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). In addition, approximately 14 graduate assistantships at $22,000 per year are offered in Molecular Basis of Disease (MBD) and Brains and Behavior (BB) areas. Four to six GAANN fellowships are available to qualified Ph.D. students at $22,500. Support is contingent on remaining in good standing and maintaining satisfactory progress toward the degree. 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.

Applicants may obtain additional information about the Department of Chemistry by contacting Graduate Coordinator at chemgradstudent@gsu.edu.

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 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.

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, non-thesis option (36 hours)

Satisfactory completion of:

1. A minimum of 36 hours of approved coursework to be selected from 6000 and 8000-level courses:
   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.

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 non-thesis 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 1 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)] *or*
Biol 6564 Advanced Genetics (4) [Prerequisite: Biol 3900 (Genetics)]
CSc 6310 Parallel and Distributed Computing (4) [Prerequisites: CSc 7350 (Java) and CSc 7351 (C++)]
CSc 6730 Scientific Visualization (4) [Prerequisites: CSc 7350 (Java) and CSc 7351 (C++)]
Math 6548 Methods of Regression and Analysis of Variance (3) [Prerequisite: Math 6544 or Biol 6744 (Biostatistics)]
Stat 8050 Statistics for Bioinformatics (3) [Prerequisite: Math 6544 or Biol 6744 (Biostatistics)]
Stat 8540 Advanced Methodology in Biostatistics (3) [Prerequisite: Math 6544 or Biol 6744 (Biostatistics)]
Biol 6744/Math 6544 (Biostatistics) (3) is required to fulfill the research skill requirement.

For the non-thesis 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:

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.

*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.

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. tudents 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, or 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, or 9999 (at least 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, or 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, or 9999 (at least 20 hours must be 9999).

Bioinformatics

A. Core courses (9 hours) - Biochemistry/Organic/Biophysical Analysis
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 (at least 20 hours must be 9999).

3150 Communication

Programs Offered:

Master of Arts in Communication
- **Concentration in Film, Video, and Digital Imaging**
- **Concentration in Human Communication**
- **Concentration in Mass Communication**

Doctor of Philosophy in Communication Studies
- **Concentration in Public Communication**
- **Concentration in Moving Image Studies**

Department of Communication
Georgia State University
P.O. Box 4000
Atlanta, GA 30302-4000
404/651-3200
E-mail: mbruner@gsu.edu or arestivo@gsu.edu
http://communication.gsu.edu
David Cheshier, Chair
Kathryn Fuller-Seeley, Associate Chair
Michael Bruner, Area Director of Graduate Studies (M.A. in Human Communication and Mass Communication; Ph.D. in Public Communication)
Angelo Restivo, Area Director of Graduate Studies (M.A. in Film, Video, and Digital Imaging; Ph.D. in Moving Image 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 mainly designed to prepare students for positions in academia, but also equips those seeking professional advancement in research-based communication industry careers. Students may select one of two potential areas of emphasis: Public Communication and Moving Image Studies.

Drawing theoretical perspectives from film, television, and new media and performance studies, the Moving Image Studies program prepares students to investigate how moving images are constructed and perceived, how they impact the culture, and how the visual and performing arts are being transformed in the digital age.

Based on theoretical perspectives from rhetoric, public argument, audience research, mass communication, international communication, and new media, the Public Communication program is engaged in the exploration of public discourse and mass-mediated environments, with the purpose of preparing students to investigate how persuasive practices are transforming culture at home and abroad.

Applicants may obtain additional information about the Department of Communication by contacting the Director of Graduate Studies at the addresses above.

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 most M.A. programs. Applicants for the digital production emphasis of the Film/Video/Digital Imaging concentration and 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 15. Deadline for application for domestic students is April 15 for fall semester and October 15 for spring semester. Deadline for applications for international students is March 15 for fall semester and September 15 for spring semester. The department will not consider requests for Special Graduate Status admission.

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 twenty-four 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 twenty-seven 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. 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.

3160 Computer Science

Programs Offered:

Master of Science in Computer Science
- **Interdisciplinary Emphasis in Bioinformatics**

Doctor of Philosophy in Computer Science
- **Concentration in Bioinformatics**

Department of Computer Science
Georgia State University
P.O. Box 3994
Atlanta, GA 30302-3994
404/651-2253
http://ww.cs.gsu.edu
Yi Pan, Chair
Rajshekhar Sunderraman, Director of Graduate Studies

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 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. A bioinformatics option is available. Graduate laboratory, research, and teaching assistantships are available to graduate students.

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 15 for fall semester and by August 15 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 website at **http://www.cs.gsu.edu**.

Applicants may obtain additional information about the Department of Computer Science by contacting the Director of Graduate Studies at the addresses above.

Admission Requirements

Master of Science

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.

Doctor of Philosophy

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 3.0/4.0.

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.

CSc 3410	Data Structures (3)
CSc 4210/6210	Computer Architecture (4)
CSc 4320/6320	Operating Systems (4)
CSc 4330/6330	Programming Language Concepts (4)
CSc 4350/6350	Software Engineering (4)
CSc 4510/6510	Automata (4)
CSc 4520/6520	Design and Analysis of Algorithms (4)

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. CSc 8900 Seminar in Computer Science (1). 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 adviser, 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)
   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 8930 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.

Master 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. **Mathematics/Statistics (3 hours):** Math 6544, Biostatistics.
3. **Thesis/Project (6-8 hours):** 6 hours of CSc 8999 (thesis) or 4 hours of CSc 8930 (project) and an additional classroom taught 6000-level or higher computer science course.

Ph.D. Degree Requirements

Note: Must maintain 3.5 GPA in coursework at Georgia State University.

I. 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 (3)
CSc 4210/6210	Computer Architecture (4)
CSc 4320/6320	Operating Systems (4)
CSc 4330/6330	Programming Language Concepts (4)
CSc 4350/6350	Software Engineering (4)
CSc 4510/6510	Automata (4)
CSc 4520/6520	Design and Analysis of Algorithms (4)

   b. Foundation coursework 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.

II. 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 9900 Seminar in Computer Science (1). A research training course which must be taken in the first semester.
- Required Coursework (24 hours)

Choose six of the following seven topics (take one classroom-taught CSc course from each topic):

1. Algorithms (8520, 8530, 8540, 8550)
2. Computer Architecture (6230, 6250, 8210, 8215)
3. Operating Systems (6220, 8220, 8221, 8320, 8370)
4. Parallel and Distributed Computing (6310, 8320, 8530)
5. Programming Languages (6340, 8330, 8710)
6. Software Engineering (6360, 8350)
7. Theory of Computation (8510)

- Electives (23 hours)
  1. To be chosen in concert with dissertation committee and approved by dissertation committee and 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.

III. Qualifying Examination

- Student will choose 2 of 3 areas: Automata, Architecture, and Algorithms and will request a third exam from an area of interest (e.g. Databases, Software Engineering, Operating Systems, AI, etc.)
- The exams will be conducted 3 times a year (January, May, and September). Students who are admitted with an MS in Computer Science from GSU will be required to take the first attempt in January. Other students will take their first attempt by in May. The second attempt will be the next offering of the exam.
- The student must PASS all three exams by their second attempt.

IV. 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.

V. 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).

VI. Dissertation (24 hours of CSc 9999).

VII. Written dissertation and oral defense.

Ph.D. Degree Requirements Bioinformatics Concentration

I. 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 (3)
CSc 4210/6210	Computer Architecture (4)
CSc 4320/6320	Operating Systems (4)
CSc 4330/6330	Programming Language Concepts (4)
CSc 4350/6350	Software Engineering (4)

CSc 4510/6510 Automata (4)
CSc 4520/6520 Design and Analysis of Algorithms (4)
b. Foundation coursework 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.

II. Ph.D. Coursework (48 hours)
Of these 48 hours, no more than 8 hours can be taken at the 6000 level. These 8 hours exclude any of the foundation courses previously listed. No more than 5 hours can be directed study or research.
- CSc 9900 Seminar in Computer Science (1). A research training course which must be taken in the first semester.
- Required Coursework (24 hours)

Choose six of the following seven topics (take one classroom-taught CSc course from each topic):
1. Algorithms (8520, 8530, 8540, 8550)
2. Computer Architecture (6230, 6250, 8210, 8215)
3. Operating Systems (6220, 8220, 8221, 8320, 8370)
4. Parallel and Distributed Computing (6310, 8320, 8530)
5. Programming Languages (6340, 8330, 8710)
6. Software Engineering (6360, 8350)
7. Theory of Computation (8510)

- Electives (23 hours)

Must include **CSc 8630 (4 hours)**; **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, Chem 6120, Chem 6660, or Chem 8900; **Math/Stat (3 hours)**: Math 6544 Biostatistics.

III. Qualifying Examination: same as in regular Ph.D. requirements.
IV. Dissertation Committee: same as in regular Ph.D. requirements except one member must be a biologist or chemist.
V. Candidacy Examination: same as in regular Ph.D. requirements.
VI. Dissertation (24 hours of CSc 9999): Research should involve a current topic in bioinformatics.
VII. Written Dissertation and Oral Defense.

3170 English

Programs Offered:

Master of Arts in English
- **Concentration in Literary Studies**
- **Concentration in Creative Writing**
- **Concentration in Rhetoric, Composition, and Technical and Professional Writing**

Master of Fine Arts in Creative Writing
- **Concentration in Fiction**
- **Concentration in Poetry**

Doctor of Philosophy in English
- **Concentration in Literary Studies**
- **Concentration in Creative Writing**
- **Concentration in Rhetoric, Composition, and Technical and Professional Writing**

Department of English
P.O. Box 3970
Atlanta, GA 30302-3970
404/651-2900
E-mail: cthomas@gsu.edu
http://www.gsu.edu/~wwweng
Matthew Roudané, Chair
Calvin Thomas, Director of Graduate Studies
Tanya Caldwell, Associate Director of Graduate Studies

The Department of English 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 literary studies, 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 usually requires two to three years of study, including coursework, and a thesis, and prepares students for further graduate study or for careers in writing, editing, technical communications, research, or business. The M.F.A. and Ph.D. degree programs prepare students to write, to teach at the college level, and to conduct scholarly research. The M.F.A. degree usually requires three to four years of study, including coursework, examinations, and a substantial creative thesis. The Ph.D. degree usually requires four to six years of study, including coursework, examinations, and a dissertation. In addition to its course offerings in British, American and Transnational Literatures, as well as literary theory, folklore, rhetoric, composition, technical/professional writing, and creative writing, the department provides opportunities for training in scholarly and textual editing through several long-term publishing and editing projects.

Applicants may obtain additional information about the Department of English by contacting the Director of Graduate Studies at the addresses above.

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 University 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.

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 M.A., M.F.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 Assistantships, providing tuition waivers and stipends for up to six 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. Further information about these assistantships and application forms are available from the Department of English.

Grades

Throughout their coursework students must maintain a B average or higher. Only those courses in which students earn an A or a B will be credited toward a degree.

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.

Non-Degree and Transient Student Admission

Students may be admitted on a non-degree 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 non-degree status may later be applied to degree programs. Transient students must reapply each semester.

Further Information

Application forms and information about the Graduate Record Examination (GRE) and other materials are available at **http://english.gsu.edu/graduate/applicationinfo.html** or from the Director of Graduate Studies. If you have any questions about graduate studies in English, please call 404/654-6166 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 30302-3970.

Master of Arts

The Department of English offers four master's degree programs:

1. Master of Arts, Concentration in Literary Studies;
2. Master of Arts, Concentration in Rhetoric, Composition, and Technical and Professional Writing;
3. Master of Arts, Concentration 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 at least a B average (3.0) in the undergraduate major. The Department of English admits students to its graduate programs only in the fall semester of the 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. All application materials, unless otherwise noted, should be sent to the Graduate Office:

Georgia State University
College of Arts & Sciences
Office of Graduate Studies
75 Poplar Street, Suite 800
P.O. Box 3993
Atlanta, Georgia 30302-3970

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. Three letters of recommendation 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 eight to twelve pages. The critical sample is not required for the creative M.A. or M.F.A.
6. Applications for the M.A., Concentration in Creative Writing, and the M.F.A. program must also contain the following: a portfolio consisting of a minimum of 10 poems; or 3 short stories totaling no fewer than 30 and no more than 50 pages; 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. The Master of Arts in English, Concentration in Creative Writing is appropriate for those prospective students who wish to complete a non-terminal degree, and can also serve as an initial graduate degree for those who plan to continue their work at the doctoral level.

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 adviser to all entering M.A. 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 booklet and in the *Graduate Bulletin, College of Arts and Sciences*. Students are encouraged to select a faculty adviser early in the program.

Foreign Language

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 this requirement by achieving a Level 2 pass in the chosen language of the CLEP Examination (College Level 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 the undergraduate or post baccalaureate enrollment may not be used for the second option, though they should enable the student to pass one of the proficiency examinations. Foreign lan-

guage 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.

Time Limit

All requirements for a master's degree must be completed within seven years.

Master of Arts, Concentration in Literary Studies

This program requires completion of 27 credit hours (9 courses), plus 6 hours of thesis credit, and a critical thesis (40-60 pages) excluding notes and reference material) approved by a thesis committee consisting of a director and two other faculty members.

Coursework

In the interests of facilitating broad historical and disciplinary coverage across the areas of language, literature, and culture, the following courses are required:

1. Engl 8000 Bibliography and Research Methods;
2. Six hours composed of courses in language study (8090 History of the English Language; 8210 Old English; 8250 Middle English; 8230 American English); literary theory (8060 Literary Criticism; 8065 Foundations of Modern Critical Theory; 8070Contemporary Literary Theory); or folklore (6020, 6100, 6110, or 8200), in any combination (note: M.A. students consider- ing pursuing the Ph.D. in English at Georgia State University should consult area 3 in the doctoral program course requirements before deciding how to fulfill this requirement);
3. Six hours literature before circa 1800;
4. Six hours literature after circa 1800;
5. A minimum of three hours in British literature and a minimum of three hours in American literature (of the twelve stipulated in 3 and 4 above);
6. Six hours of electives (may be taken in a related field or fields of study if desired);
7. Six hours of 8999 (Thesis Research).

Thesis

It is the student's responsibility to select a topic and to find a faculty member who will direct the thesis and two others 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. 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*. 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. The thesis must be between 40 and 60 pages in length, excluding notes and reference material. By the time the thesis is completed, a student must have registered for at least six hours of English 8999 (Thesis Research).

Master of Arts, Concentration 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 27 hours of graduate coursework, including 21 hours of rhetoric and composition courses, plus 6 hours of thesis research. Engl 8125 (Writing and Research Methodology) is required. Students should take this course **as early as possible** in their programs.

Thesis

Thesis research may involve digital and workplace projects as well as textual studies, and the thesis can be a substantial (40–60 page) academic paper or a multimedia/digital project with approval of the advisor. The proposal for thesis research must be submitted and approved by the student's committee the semester prior to writing the thesis. See www.rhetcomp.gsu.edu for thesis guidelines and other information.

Master of Arts, Concentration 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., Concentration in Creative Writing must satisfactorily complete 27 hours of graduate coursework, including 12 hours of creative writing, and 6 hours of thesis credit. A student must complete either Engl 8160 (Form and Theory of Literary Craft), Engl 8201 (Contemporary Poetry), or Engl 8202 (Contemporary Fiction Craft). Rather than narrowly specializing in a particular area, 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. 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 requirements for completion of the M.F.A. in Creative Writing are more demanding than for the M.A. in English, Concentration in Creative Writing. The Master of Fine Arts in Creative Writing is a terminal degree that prepares students to write and to teach. It is also the degree that provides students an excellent foundation if they choose to continue their graduate work at the doctoral level. Upon attaining the M.F.A. degree, students will have acquired a productive specific knowledge of their chosen genre/area of specialization (either poetry or fiction).

Coursework

The M.F.A. student must complete satisfactorily at least 48 hours of graduate coursework. Any student who receives more than one C during his or her program will be dropped from the M.F.A. program. The coursework must include the following:

1. 15 to 21 hours of English 8020 (Poetry Writing) or 8030 (Fiction Writing);
2. 15 to 21 hours of English and American literature and/or folklore;
3. 3 hours of English 8160 (Form and Theory of Literary Craft) in the student's chosen genre;
4. 3 hours of English 8201 (Contemporary Poetry) or English 8202 (Contemporary Fiction Craft); and
5. 6 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. 15 to 18 hours of English 8020 (Poetry Writing) or 8030 (Fiction Writing);
2. 6 to 9 hours of English and American literature and/or folklore;
3. 3 hours of English 8160 (Form and Theory of Literary Craft) in the student's chosen genre;
4. 3 hours of English 8201 (Contemporary Poetry) or English 8202 (Contemporary Fiction Craft); and
5. 6 hours of English 8999 (Thesis Research).

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. 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).

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. coursework, students will have acquired a productive general knowledge of the various fields of literary study in English and will have developed a concentrated preparation in their areas 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 a closely related discipline from an accredited college or university. The Department of English admits students to its doctoral programs only in the fall semester of the 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:

Georgia State University
College of Arts & Sciences
Office of Graduate Studies
75 Poplar Street, Suite 800
P.O. Box 3993
Atlanta, Georgia 30302

All applicants must submit the following materials:

1. Two official transcripts of **all** previous college or university work;
2. Three letters of recommendation sent directly from persons who testify to the applicant's ability to do graduate work. Applicants from the M.A. program in English at Georgia State must submit new letters of recommendation, preferably from English department faculty (copies of the required forms are available in the Graduate Office, College of Arts and Sciences, or in the Department of English);
3. Competitive scores (no more than five years old) on General portion of the GRE;
4. An essay composed by the applicant stating goals and career objectives; and
5. A 10-15 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 10 poems; or 3 short stories totaling no fewer than 30 and no more than 50 pages; 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 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 adviser, whom the student should consult regularly. However, very early in the program, the student should begin to design a course of study leading towards the areas of primary and secondary specialization upon which the student will be tested in the doctoral examinations (the examinations and the coursework required for taking them are described below). Optimally in the first semester of the doctoral program, but certainly before the end of the second semester, the student should form **a three-member faculty advisory committee** composed of two faculty members representing the primary area of specialization and one representing the secondary area of specialization. Working with this committee, the student will define and develop the areas of specialization and determine the courses that can be used to satisfy the specialization requirements.

Doctoral Degree Plans

Students may choose to follow one of three plans. Plan 1 focuses on literary studies. Plan 2 emphasizes rhetoric and advanced writing courses. Plan 3 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 59 beyond the M.A. (30-39 hours of coursework plus 20 hours of dissertation research). 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 Language

A reading proficiency in one foreign language appropriate to the area of specialization is required. Although an alternative research skill (such as digital rhetoric) may be used to satisfy the language requirement at the M.A. level, at the doctoral level the language requirement must be fulfilled by demonstrating reading proficiency in a foreign language: e.g., French, Spanish, German,

Italian, or another foreign language appropriate to the area of specialization (appropriateness is to be determined by the Director of Graduate Studies). If the student fulfilled the M.A. language requirement with a foreign language as described above, that language fulfills the Ph.D. foreign language requirement. If the student fulfilled the M.A. language requirement with a course in digital rhetoric or another alternative research skill, that course does not fulfill the Ph.D. foreign language requirement: proficiency in a foreign language as described above must be demonstrated.

Students who choose French, German, or Spanish may meet this requirement by achieving a Level 2 pass in the chosen language of the CLEP Examination (College Level 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. or Ph.D. programs. Foreign language courses taken during the undergraduate of post baccalaureate 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.

Doctoral Examinations

Students must pass two on-site examinations, one in an area of primary specialization and another in an area of secondary specialization.

The primary specialization examination will be the area in which the student plans to write the dissertation and will last four hours. As described in the list of required courses below, in order to take an examination in an area of primary specialization, the student must have completed 12 hours of courses in or strongly related to that area. The exam itself will be based on a reading list composed of no fewer than forty texts, devised by the student in consultation with the faculty adviser who will be the primary reader of the exam. The examination reading list must be composed, and approved by the faculty adviser, at least one semester prior to the semester in which the student will take the exam. The examination itself must be approved by the Director and Associate Director of Graduate Studies.

The secondary specialization examination may be in an area that compliments, augments, or contrasts with the primary area and will last three hours. As described in list of required courses below, in order to take an examination in an area of secondary specialization, the student must have completed 9 hours of courses in or strongly related to that area. The exam itself will be based on a reading list composed of no fewer than thirty texts, devised by the student in consultation with the faculty adviser who will be the primary reader of the exam. The examination reading list must be composed, and approved by the faculty adviser, at least one semester before the semester in which the student will take the exam. The examination itself must be approved by the Director and Associate Director of Graduate Studies.

The two examinations may be (but 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 primary or secondary examination by the departmental deadline. Suggested areas for examination, which in practice may be subdivided, include but are not limited to the following:

- English Language
- Medieval Literature
- Renaissance Literature
- Restoration and Eighteenth-Century Literature
- Nineteenth-Century Literature
- Modern British Literature
- Twentieth Century World English Literature (British Isles, Commonwealth, Post-Colonial)
- American Literature to 1830
- American Literature from 1830 to 1914
- American Literature from 1914 to the present
- Rhetoric, Composition, and Technical and Professional Writing
- Literary Theory
- Fiction (restricted to creative writing students)
- Poetry (restricted to creative writing students)

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 primary and secondary specialization, and this is generally possible for other area examinations.

Each doctoral 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 and the Director of Graduate Studies. 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 Studies

In the interests of facilitating professional specialization within the broad fields of linguistic, literary, and cultural study, the following are required:

1. Thirty hours of course work beyond the M.A. level (including, if desired, a maximum of nine hours of coursework in related fields offered by other departments);
2. Fulfillment of the M.A. course requirements;
3. An additional 3-6 hours in language study OR theory (note: if the student satisfied the six hour requirement stipulated in section 2 of the M.A. course requirements by taking three hours in language study and three in theory, then this requirement can be satisfied with a course of the student's choice, either language study or theory; if, however, the student satisfied section 2 with six hours in language study only, or theory only, then this requirement must be satisfied with 3 hours in the field not covered in the M.A.; finally, if the student satisfied section 2 with six hours in folklore or has not taken a language study or theory class at the M.A. level, a language study class AND a theory class—6 hours—are required);
4. Twelve hours of courses in or strongly related to the area of primary examination specialty (may include courses taken at the M.A. level and a maximum of one course in a strongly related field offered by another department);
5. Nine hours of courses in or strongly related to the area of secondary examination specialty (may include courses taken at the M.A. level and a maximum of one course in a strongly related field offered by another department);
6. Electives as needed to complete the 30-hour requirement;
7. Twenty hours 8999 (Thesis Research).

Plan 2: 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, theory, literature, or some contiguous field outside of English upon approval from the student's adviser and the Director of Graduate Studies;
2. English 8125 and 9012;
3. Twenty-one hours of rhetoric, composition, and technical and professional writing courses.

Plan 3: 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 30-39 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:

1 Twelve hours of workshop in major genre;
2. Nine to twelve hours of courses in or strongly related to area of primary examination specialty, including 3 hours of Form and Theory in major genre and 3 hours of Contemporary Poetry or Fiction Craft in major genre;
3. Nine hours of courses in or strongly related to area of secondary examination specialty, including 3 hours of Form and Theory in secondary genre;
4. Three hours of language study, unless satisfied at M.A. level;
5. Three hours of theory, unless satisfied at the M.A. level.

3180 French

Program Offered:

Master of Arts in French

Specialist in Education in Teaching and Learning with Concentration in Foreign Language Education (in cooperation with the College of Education)

Department of Modern and Classical Languages
Georgia State University
University Plaza
Atlanta, Georgia 30303
404/651-226
E-mail:bbraunrot@gsu.edu or mclgraduate@gsu.edu
http://www.gsu.edu/languages

Kathleen Hardesty Doig, Chair
Bruno Braunrot, Director of Graduate Studies

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.

Applicants may obtain additional information about the Department of Modern and Classical Languages by contacting the Director of Graduate Studies at the addresses above.

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); and (c) a writing sample of an analytical nature in the target language. (At the discretion of the Graduate Committee, an entrance exam may be required.)

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 exit examination
c. An oral exit 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

2b. Non-Thesis Option:
a. Six hours of additional graduate coursework in the student's major field
b. A research paper.

B. Language, Pedagogy, and Applied Linguistics Option (30 hours):

Basic Requirements:

1. Eighteen hours of coursework in Literature, Language, and Culture in the student's major field
2. Twelve hours of coursework in Applied Linguistics and Pedagogy
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 courses counting towards the Master of Arts degree. Only courses passed with a grade of B or higher will count toward the degree.

3190 Geosciences

Programs Offered:

Master of Arts in Geography
Master of Science in Geology
Doctor of Philosophy in Chemistry with Concentration in Geology
Professional Certificate in Geographic Information Science
Advanced Certificate in Hydrogeology

Department of Geosciences
24 Peachtree Center Ave.
340 Kell Hall
P.O. Box 4105
Atlanta, Georgia 30303
404/651-2272
Fax: 404/651-1376
http:monarch.gsu.edu/geosciences/
Timothy E. La Tour, Chair
Jeremy Crampton, Director of Graduate Studies for Geography
W. Crawford Elliott, Director of Graduate Studies for Geology

The Department of Geosciences was formed January 1, 2006 from the Department of Geology and the Geography Program within the former Department of Anthropology and Geography. The graduate degree programs in the former departments of Geology and Anthropology-Geography are planned to be combined into the M.S. degree in Geosciences for 07-08 Academic Year. This new degree will have concentrations in Geography and in Geology. In the meantime, the M.S. degree in Geology, M.A. degree in Geography, the Certificate in Geographic Information Science and the Advanced Certificate in Hydrogeology continue as is for the 06-07 academic year.

Applicants may obtain additional information about the Department of Geosciences by contacting the Directors of Graduate Studies at the addresses above.

Master of Arts in Geography

The department offers the Master of Arts (M.A.) degree in geography with thesis and non-thesis options. Students seeking the M.A. degree in geography may develop a specialization in urban studies, geospatial technologies, or physical geography/

environmental studies. Further information concerning specific courses applicable to each of these specializations is available in the departmental publication, *Guide to Graduate Studies in Geography*, which may be obtained from the department.

Students with professional goals are encouraged to enroll in the departmental internship course. 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 non-thesis options are available. Further information is provided at **http://monarch.gsu.edu/geosciences**.

Master of Science in Geology

The Master of Science (M.S.) degree program in the Department of Geosciences offers a broad range of courses that prepare students for research and careers as professionals. Both thesis and non-thesis option programs are offered. The non-thesis option is normally selected within the first year of study. Research efforts are in the following broad areas: geochemistry (analytical, aqueous, igneous, metamorphic, and sedimentary), mineralogy, 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. The M.S. degree in Geology with Earth Science Concentrations follows all admission requirements of the current M.S. degree in Geology. 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 non-thesis options are available. Further information is provided at **http://monarch.gsu.edu/geosciences**.

The Doctor of Philosophy degree in Chemistry with a concentration in Geology is offered in collaboration with the Department of Chemistry. 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 non-thesis option must participate in an internship or equivalent limited research project, directed study 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 April 15 to be considered for admission fall semester and by November 15 for spring semester.

Additional Admission Requirements Geography

In addition to the general requirements of the College of Arts and Sciences, the Department of Geosciences has the following admission requirements:

1. Applicants to the M.A. degree program in geography must submit three letters of recommendation from professional sources.
2. A statement of educational/career goals.

Additional Admission Requirements Geology

In addition to the general requirements of the College of Arts and Sciences, the Department of Geosciences has the following admission requirements:

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 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 requirement may be satisfied by presenting evidence of supervised field work in Geology performed at the upper-division undergraduate level.
   a. Geology (0-26 hours)
   Geol 1121K Introductory Geosciences I (4)

Geol 1222K	Introductory Geosciences II (4)
Geol 3002	Introduction to Earth Materials (4)
Geol 4006	Sedimentary Environments and Stratigraphy (4)
Geol 4013	Structural Geology (4)
Geol 4120 and Geol 4121	Field Geology (6)

b. Allied Disciplines (0-20 hours)
Calculus: Math 2211 (4) and Math 2212 (4)
Physics: Phys 1111K (4) or Phys 2211K (4)
Chemistry: Chem 1211K (4) and Chem 1212K (4)

Degree Requirements Geography

Master of Arts in Geography

Thesis option (36 hours)

Early in their coursework, students must select advisers to direct their programs of study and to appoint their general examination and thesis committees. A timeline is provided in the *Guide to Graduate Studies*.

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, (non-thesis 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).

Non-Thesis Option (36 hours)

Students taking the non-thesis option must take three additional semester hours of graduate level coursework in lieu of Geog 8999 and complete a non-thesis 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. A strong demand exists for proficient users of geospatial technology. The graduate-level Professional Certificate Program in GIS 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 Geosciences for more information.

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 (4)
Geog 6532	Introduction to Geographic Information Systems (4)

* Geog 2206 is the prerequisite for GEOG 6518. This prerequisite may be waived if the student has taken a similar course before or can demonstrate equivalent experience.

Select one:

Geog 6530	Introduction to Remote Sensing (4)
Geog 6534	Advanced Geographic Information Systems (4)

3. Elective Courses (4)

The student must take one of the following courses:

Geog 6533	Introduction to GIS Applications (4)
Geog 6536	Internet GIS and Visualization (4)
Geog 6648	Biogeography (4)
Geog 6762	Economic Geography (4)
Geog 6764	Urban Geography (4)
Geog 6766	Urban Transportation (4)
Anth 6200	Urban Anthropology (4)
Anth 6440	Epidemiology and Anthropology (4)
Anth 6550	Field School in Anthropology (4)
Anth 6590	Archaeological Methods (4)

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:

Biol 6053K	Field Ecology (4)
Geog 6530	Introduction to Remote Sensing (4) (if not taken in section 2)
Geog 6640	Geomorphology (4)
Geog 6650	Applied Hydrology
Geol 6007	Hydrogeology (4)
Hist 8600	Introduction to Historic Preservation (3)
MK 8200	Marketing Research (3)
PAUS 8021	Urban Policy Planning (3)
PolS 8115	Urban Political Behavior (3)
Psyc 6520	Environmental Psychology (3)
RE 8060	Applied Real Estate Market Analysis (3)
Soci 8226	Urban Sociology (3)

4. Practical Training (1-3)

Geog 6832	Geography 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.

Degree Requirements Geology

Master of Science, thesis option (36 hours)

1. Geology courses (19-23 hours)

Geol 6002	Oceanography (3)
Geol 6003	Aqueous Geochemistry (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 6011	Principles of Paleontology (4)
Geol 6012	Advanced Quantitative Hydrogeology (3)
Geol 6013	Structural Geology (4)
Geol 6042	Analytical Methods (2)
Geol 6097	Topics in Geological Sciences (1-3)
Geol 6120	Basic Field Geology (3)
Geol 6121	Advanced Field Geology (3)
Geol 6640	Geomorphology (4)
Geol 6650	Applied Hydrology (4)
Geol 8000	Advanced Physical and Historical Geology (4)

Geol 8001	Soils, Clays, and Weathering (4)
Geol 8003	Radiogenic Isotope Geology (3)
Geol 8007	Life of Cenozoic Era (4)
Geol 8010	Chemical Petrology (3)
Geol 8014	Deformation and Tectonics (4)
Geol 8050	Seminar in Environmental Issues (4)
Geol 8097	Directed Study in Geology (1-15)
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 Research (Geol 8999) (9 hours).
6. Pass oral examination of M.S. Thesis.

Master of Science, Non-Thesis Option (36 hours)

1. Geology Courses (22-26)

Geol 6002	Oceanography (3)
Geol 6003	Aqueous Geochemistry (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 6011	Principles of Paleontology (4)
Geol 6012	Advanced Quantitative Hydrogeology (3)
Geol 6013	Structural Geology (4)
Geol 6042	Analytical Methods (2)
Geol 6097	Topics in Geological Sciences (1-3)
Geol 6120	Basic Field Geology (3)
Geol 6121	Advanced Field Geology (3)
Geol 6640	Geomorphology (4)
Geol 6650	Applied Hydrology (4)
Geol 8000	Advanced Physical and Historical Geology (4)
Geol 8001	Soils, Clays, and Weathering (4)
Geol 8003	Radiogenic Isotope Geology (3)
Geol 8007	Life of Cenozoic Era (4)
Geol 8010	Chemical Petrology (3)
Geol 8014	Deformation and Tectonics (4)
Geol 8050	Seminar in Environmental Issues (4)
Geol 8097	Directed Study in Geology (1-15)
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 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 Chemistry with a concentration in Geology is offered in collaboration with the Department of Chemistry. 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 Geosciences.

A. Core courses: Geology (11 hours). To be selected from Geol 6003, 8001, 8003, 8010, or other approved substitutes;
B. Minor Area electives: (13 hours). To be selected from Geology: Geol 6004, 6006, 6009; Analytical Chemistry: Chem 6850, 6860, 6800, 8900; Biophysical Chemistry: Chem 6000, 6010, 6190, 6110, 6580; Organic Chemistry: Chem 6400, 6410, 6450, 8900; or other approved substitutes;
C. Interdisciplinary elective: (6 hours). To be selected from Chemistry or Biology or approved substitutes;
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
E. Research: (40 hours). To be selected from Geol 8097 or Geol 9999 (a minimum of 20 hours are selected from Geol 9999).

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 satisfy 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 Geosciences 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. Non-geologists 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 1111K (4) or Phys 2211K (4); and Chemistry: Chem 1211K (4) and Chem 1212K (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.

3200 German

Programs Offered:

Master of Arts in German

Specialist in Education in Teaching and Learning with Concentration in Foreign Language Education (in cooperation with the College of Education)

Department of Modern and Classical Languages
Georgia State University
University Plaza
Atlanta, Georgia 30303
404/651-226
E-mail:bbraunrot@gsu.edu or mclgraduate@gsu.edu
http://www.gsu.edu/languages
Kathleen Hardesty Doig, Chair
Bruno Braunrot, Director of Graduate Studies

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.

Applicants may obtain additional information about the Department of Modern and Classical Languages by contacting the Director of Graduate Studies at the addresses above.

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); and (c) a writing sample of an analytical nature in the target language. (At the discretion of the Graduate Committee, an entrance exam may be required.)

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 exit examination
   c. An oral exit 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

2b. Non-Thesis Option:
   a. Six hours of additional graduate coursework in the student's major field
   b. A research paper.

B. Language, Pedagogy, and Applied Linguistics Option (30 hours):

Basic Requirements:

1. Eighteen hours of coursework in Literature, Language, and Culture in the student's major field
2. Twelve hours of coursework in Applied Linguistics and Pedagogy
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 courses counting towards the Master of Arts degree. Only courses passed with a grade of B or higher will count toward the degree.

3210 Gerontology

Programs Offered:

Master of Arts in Gerontology
Graduate Certificate in Gerontology

Gerontology Institute
Georgia State University
P.O. Box 3984
Atlanta, GA 30302-3984
404/651-2692
E-mail: gerontology@gsu.edu
http://www.gsu.edu/gerontology
Frank Whittington, Director of Gerontology Institute
Elisabeth Burgess, Director of Graduate Studies

Gerontology is more than an academic subject; it provides a way of understanding ourselves and our families as we move across the life course, and it seeks to explain how our society and the world are being revolutionized by an aging population. We know that the aging process is universal and that every one of us will develop, become old, and die. Gerontology shows us how this process is bounded by our genes, our mind, our culture, and our social network, and it acknowledges the harsh realities that often beset old age. But the aging process also can be malleable and meaningful. Gerontology provides us with powerful tools for understanding the forces that are fundamentally altering our society as well as how they will shape our own future selves.

The Gerontology Institute offers a Master of Arts (M.A.) and a Certificate in Gerontology for students who wish to prepare for careers in the field of aging and focus their graduate studies in the area of gerontology. Students pursuing the M.A. degree may choose either the program administration track or the research track. The program administration track prepares students to work in aging services and administration and emphasizes program design and management. The research track prepares students to enter doctoral programs in gerontology, sociology, psychology, policy studies, family studies, or related fields and for beginning careers with organizations engaged in aging research.

The Graduate Certificate in Gerontology is designed to integrate knowledge of gerontology into students' own disciplinary fields. It is offered for students preparing for a variety of careers in the aging field and for professionals already working in such areas as health care, social services, recreation, government, and business.

Applicants may obtain additional information about the Gerontology Institute by contacting the Director of Graduate Studies at the addresses above.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Gerontology Institute has the following requirements:

1. Graduate Record Exam (GRE) scores.
2. Three letters of recommendation.
3. A statement of educational and career goals.
4. A current résumé.

Degree Requirements

Master of Arts (36 hours)

Prerequisite required of students without previous coursework in statistics.

Soci 3010 Social Statistics (3) or another approved statistics course

1. Core courses (18 hours)

Gero 7110 Aging Policy and Services (3)
Gero 7200 Health and the Older Adult (3)
Gero 8000 Seminar in Gerontology (3)
Gero 8100 Research Methods in Gerontology (3)
Gero 8116 Sociology of Aging (3)

Select one of the following courses:
Gero 7610 Psychology of Aging (3)
Gero 8260 Psychology of Adulthood and Aging (3)

2. Elective courses (6 hours)
   Select two of the following courses:

Gero 6475	Communication and Aging (3)
Gero 7260	Social Work with the Aging (3) (if not required in track)
Gero 8102	Life Course Sociology (3)
Gero 8119	Global Aging and Social Policies (3)
Gero 8122	Death, Dying, and Loss (3)
Gero 8124	Ethnicity and Aging (3) (if not required in track)
Gero 8200	Aging Program Administration (3) (if not required in track)
Gero 8700	Special Topics in Gerontology (3)
Gero 8800	Directed Reading in Gerontology (3)

3. Track requirements (12 hours). Select one of the following tracks.
   a. Aging Program Administration Track

Gero 7260	Social Work with the Aging (3)
Gero 8200	Aging Program Administration (3)
Gero 8910	Gerontology Internship (1-6)
Gero 8999	Thesis Research (1-9)

   b. Research Track

Gero 8110	Evaluation Research in Gerontology (3)or another approved graduate statistics or research methods course
Gero 8124	Ethnicity and Aging (3)
Gero 8990	Research Practicum (3-9)
Gero 8999	Thesis Research (1-9)

4. A thesis approved by the student's thesis committee and the director of the Gerontology Institute

Graduate Certificate in Gerontology

The certificate program is open to students enrolled in graduate degree programs and in good standing at Georgia State University. In addition, non-enrolled students may apply for the certificate program using the same procedure as the M.A. degree.

Certificate Requirements (21 hours)

1. Core courses (12 hours)

Gero 7200	Health and the Older Adult (3)
Gero 8116	Sociology of Aging (3)

   Select one of the following courses:

Gero 7610	Psychology of Aging (3)
Gero 8260	Psychology of Adulthood and Aging (3)

   Select one of the following courses:

Gero 7110	Aging Policy and Services (3)
Gero 7260	Social Work with the Aging (3)

2. Elective courses (6 hours)

Gero 6475	Communication and Aging (3)
Gero 7110	Aging Policy and Services (3) (if not taken in core)
Gero 7260	Social Work with the Aging (3) (if not taken in core)
Gero 8102	Life Course Sociology (3)
Gero 8119	Global Aging and Social Policies (3)
Gero 8122	Death, Dying, and Loss (3)
Gero 8124	Ethnicity and Aging (3)
Gero 8200	Aging Program Administration (3)
Gero 8700	Special Topics in Gerontology (3)
Gero 8800	Directed Reading in Gerontology (3)

3. Internship (3 hours)

Gero 8910	Gerontology Internship (1-6) or an approved alternate internship course

3220 Heritage Preservation

Program Offered:

Master of Heritage Preservation

Concentration in Historic Preservation

Concentration in Public History

Certificate in Historic Preservation

Certificate in Public History

Heritage Preservation Program
Georgia State University
P.O. Box 4117
Atlanta, GA 30302-4117
404/463-9206
E-mail: rlaub@gsu.edu
http://www.gsu.edu/heritagepr
Richard Laub, Director

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 practica, 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 preservation planning 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.

Applicants may obtain additional information about the Program in Heritage Preservation by contacting the Director at the addresses above.

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.

Degree Requirements

Master of Heritage Preservation

Historic Preservation Track (45 hours)

Area 1: Cultural Resources (12 hours).

To gain an overview of the field of heritage preservation, students must take four of the following five 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.

Folk 8200	Folklore (3)
Hist 8600	Introduction to Historic Preservation (3)
Hist 8690	American Architectural History (3)
Hist 8635	The U.S. City (3)
Hist 8620	Conservation of Historic Building Materials (3)

Area 2: Buildings and Environment (15 hours).

In order to understand the preservation building interiors, legal, cultural, and landscaped environments, students will take courses in the history of preservation law, interior design, and landscape architecture as well as courses in preservation planning and public archaeology. Students should select five out of the six courses below.

Anth 8240 Public Archaeology (3)
Hist 8610 Preservation Law (3)
Hist 8640 Preservation Planning (3)
Hist 8645 Historic Resource Evaluation (3)
Hist 8650 Historic American Landscapes and Gardens (3)
ID 8650 History of Interior Design I: Antiquities to the Nineteenth Century (3)

Area 3: 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. Below is a list of possible options:

Anth 6200 Urban Anthropology (4)
Anth 6590 Archeological Methods (4)
Folk 6020 American Folk Crafts (3)
Folk 8200 Folklore (3)
Geog 6532 Introduction to Geographic Information Systems (4)
Geog 6774 Contemporary Urban Theory and Issues (3)
Hadm 8500 Economic and Cultural Impact of Travel and Tourism (3)
Hist 6320 Metropolitan Atlanta (3)
Hist 6940 Administration and Use of Historical Archives (3)
Hist 8640 Preservation Planning (3)
Hist 8645 Historic Resources Evaluation (3)
Hist 8660 Case Studies in International Preservation (3)
Hist 8710 History and the Public (3)
Hist 8720 Museum Studies (3)
Hist 8840 Seminar in Urban History (4)
Paus 8021 Urban Policy Planning (3)
Paus 8211 Nonprofit Management (3)
Paus 8231 Nonprofit Leadership and Management (3)

Area 4: 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 (3)
Hist 8680 Internship (3-6 hours)

Area 5: Oral Examination

Students must pass a general oral examination in order to graduate.

Master of Heritage Preservation
Public History Track (45 hours)

Area 1: Historical Foundations (15 hours).

To gain an overview of the field of public history, students must take five out of the six courses listed.

Hist 8710 History and the Public (3) (required)
Hist 6920 Oral History (4)
Hist 7010 Issues and Interpretations in American History (4)
Hist 8000 Introduction to Historical Methods and Theory
Hist 8060 Seminar in the History of the South (4)
Hist 8635 U.S. Cities (3)

Area 2: Professional Concentrations (15 hours).
In order to understand the diverse options in the field of public history, students will take courses in folk studies, archives, preservation, and museum operations. Students should select five out of the seven courses below.

Folk 6020	American Folk Crafts (3)
Hist 6940	Administration and Use of Historical Archives (3)
Hist 8600	Introduction to Historic Preservation (3)
Hist 8640	Preservation Planning (3)
Hist 8700	Case Studies in Historic Preservation (3)
Hist 8720	Museum Studies (3)
Paus 8211	Nonprofit Management (3)

Area 3: Electives (9 hours).
In order to tailor their programs to such career interests, students will select appropriate courses from preservation and public history disciplines represented in the program. Other graduate courses in history may be substituted at the discretion of the program director. Other courses in documentary film, etc., can be substituted at the discretion of program director and with permission of other program directors. Below is a list of possible options:

Anth 6480	Ethnographic Analysis (4)
Anth 8240	Public Archaeology (3)
Folk 6020	American Folk Crafts (3)
Folk 8200	Folklore (3)
Geog 6644	Environmental Conservation (4)
Geog 6760	Cultural Geography (3)
Geog 8025	Seminar in Cultural Geography of the United States (3)
Hist 6320	Metropolitan Atlanta (3)
Hist 8050	Southern Cities (3)
Hist 8060	Seminar in the History of the South (4)
Hist 8600	Introduction to Historic Preservation (3)
Hist 8610	Preservation Law (3)
Hist 8620	Conservation of Historic Building Materials (3)
Hist 8640	Preservation Planning (3)
Hist 8645	Historic Resource Evaluation (3)
Hist 8650	Historic American Landscapes and Gardens (3)
Hist 8660	Case Studies in International Preservation (3)
Hist 8670	Seminar in Archives Administration and Use (3)
Hist 8690	American Architectural History (3)
Hist 8840	Seminar in Urban History (4)
Paus 8211	Nonprofit Management (3)
Paus 8221	Fundraising for Voluntary Nonprofit Organizations (3)
Paus 8231	Nonprofit Leadership and Management (3)
Paus 8241	Marketing in the Nonprofit Sector (3)

Area 4: Capstone Courses (6 hours).
In order to gain experience in the practical work of public history, students will take courses that require research projects and that offer the opportunity to see the operations of public history 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 8680	Internship (1-15)
Hist 8890	Special Topics in History (3-4)

Area 5 Oral Examination
Students must pass a general oral examination in order to graduate.

Certificate Programs in Heritage Preservation

Historic Preservation or Public History

The College of Arts and Sciences offers two certificates in heritage preservation, one in Historic Preservation and the other in Public History. The certificate program is open to students who are enrolled in graduate degree programs and in good academic standing at Georgia State University or other graduate institutions in such programs as history, anthropology, geography, 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 student standing, with all the attendant responsibilities and privileges.

The certificate in heritage preservation requires completion of 18 hours of course work 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.

Certificate in Historic Preservation

Students must complete 18 hours of graduate study divided among the three following areas;

Area 1: Preservation Overview (6 hours).
Hist 8600 Introduction to Historic Preservation (3)
Hist 8700 Case Studies in Historic Preservation (3)
Area 2: Cultural Resources (6 hours).
Anth 8240 Public Archaeology (3)
Folk 8200 Folklore (3)
Geog 8025 Seminar in Cultural Geography of the United States (3)
Hist 8635 U.S. Cities (3)
Hist 8645 Historic Resource Evaluation (3)
Hist 8690 American Architectural History (3)
Area 3: Preservation Specialties (6 hours).
Hist 6320 Metropolitan Atlanta (3)
Hist 8050 Southern Cities (3)
Hist 8610 Preservation Law (3)
Hist 8620 Conservation of Historic Building Materials (3)
Hist 8640 Preservation Planning (3)
Hist 8650 Historic American Landscapes and Gardens (3)
Hist 8660 Case Studies in International Preservation (3)
Other courses may be approved by the director of the program.

Students must pass a general written examination.

Certificate in Public History

Students must complete 18 hours of graduate study divided among the three following areas;

Area 1: Public History Overview (6 hours).
Hist 8710 History and the Public (3)
Hist 8800 Directed Study in Public History (3)
Area 2: Historical Foundations (6 hours).
Hist 6920 Oral History (4)
Hist 6940 Administration and Use of Historical Archives (3)
Hist 7010 Issues and Interpretations in American History (4)
Hist 8000 Introduction to Historical methods and Theory (4)
Hist 8060 Seminar in the History of the South (4)
Hist 8635 U.S. Cities (3)
Area 3: Public History Specialties (6 hours).
Folk 6020 American Folk Crafts (3)
Hist 6940 Administration and Use of Historical Archives (3)
Hist 8640 Preservation Planning (3)
Hist 8650 Historic American Landscapes and Gardens (3)
Hist 8690 American Architectural History (3)
Hist 8700 Case Studies in Historic Preservation (3)
Hist 8720 Museum Studies (3)
Hist 8730 Exhibit Planning and Production (3)
Paus 8211 Nonprofit Management (3)
Other courses may be approved by the director of the program.

Students must pass a general written examination.

3230 History

Programs Offered:

Master of Arts in History

Concentration in World History

Doctor of Philosophy in History

Department of History
Georgia State University
P.O. Box 4117
Atlanta, GA 30302-4117
404/651-2250
E-mail: mbrattain@gsu.edu
http://www.gsu.edu/~wwwhis
Hugh Hudson, Chair
Michelle Brattain, Director of Graduate Studies

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.

Applicants may obtain additional information about the Department of History by contacting the Director of Graduate Studies at the addresses above.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of History has the following requirements:

Master of Arts–Requirements for Full Graduate Status Admission

1. An undergraduate major in history or its equivalent, which includes 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, especially in the major.
4. A statement of the applicant's educational and professional goals.
5. A writing sample.
6. Three letters of recommendation from faculty members (preferably in history) with whom the applicant has studied.
7. Official transcripts of all previous college and graduate level work.

Doctor of Philosophy–Requirements for Full Graduate Status Admission

1. A high standard of undergraduate achievement, in undergraduate and graduate work, especially in the major field.
2. Ordinarily, the M.A. degree in history. Additional course work may be required if the department deems previous graduate work inadequate for Ph.D. study in history.
3. Acceptable scores on the General (Aptitude) Test of the Graduate Record Examination.
4. Language skills deemed adequate by the department. This will normally include evidence of proficiency in at least one alternate language.
5. Positive evidence of research aptitude and skill, such as the M.A. thesis, and a sample of the applicant's research and written work.
6. A statement of the applicant's educational and professional goals.
7. Recommendations from three faculty members (preferably in history), who have had the student in graduate courses.
8. Official transcripts of all previous college and graduate level work.

Procedural Rules

1. The Department of History may require a personal interview with the Ph.D. applicant.
2. Admission to the Ph.D. program is not automatic on the completion of the M.A. in history at Georgia State University.
3. Normally, a student may not take three degrees—the bachelor's, master's, and doctorate—in the Department of History at Georgia State University.

Degree Requirements

Master of Arts

M.A. students are required to take a total of nine courses. These courses include:

1. Six courses in history. Four of these must be courses offered exclusively for graduate students. For students entering after Fall 2005, one of these six courses must be a research seminar. These six courses should 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. Hist 8000 Introduction to Historical Methods and Theory (4)
   e. One course from among History 7010, 7020, or 7030. (This course may also be used to satisfy a., b., or c. above.)
   f. One (or two) courses of electives in history, in order to reach a total of six. Two courses in a related field of study, which may be in the Department of History or another academic department

3. History 8005 Introduction to Graduate Studies in History
4. Proficiency in one alternate 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 non-thesis option are nominated by the student and appointed by the chair of the department.

6a. Thesis option:
   1. One course in Hist 8999 Thesis Research
   2. A thesis prospectus, approved by a director and a second reader, and a thesis.

6b. Non-Thesis Option
   1. Three additional graduate history classes. When possible, these classes should be chosen to form a concentration. Concentrations can be defined geographically (as in Areas A, B. or C, see below) or thematically (as in Area D, see below), in consultation with the student's advisor.
   2. A written examination, to be administered by an examination committee, which will consist of the advisor and one additional faculty member.

World History Concentration

The History Department 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 Interpretations in World History (4)
   Hist 8000 Introduction to Historical Methods and Theory (4)
   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 non-thesis 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.

Master of Heritage Preservation

The Department also offers a Masters Degree in Heritage Preservation. This program is divided into two tracks of study: one in Historic Preservation and one in Public History. The program is designed to train professionals in the fields of cultural resource management and the interpretation of history to a broad audience. For more information about the Heritage Preservation Program contact the Director of visit the program website at **http://www.gsu.edu/heritagepr.**

Doctor of Philosophy

1. Twelve courses, of which ten must be graduate history courses. Two may be taken in an allied field outside the department. Each student must take two classes at the 7000 level. One of these classes must be Hist 7030; Students, in consultation with their adviser may choose between Hist 7010 and 7020. 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, 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. An appropriate field approved in consultation with the student's adviser and the graduate director.

2. History 8000 Introduction of Historical Methods and Theory (unless completed at the M.A. level).
3. History 8005 Introduction to Graduate Studies in History (unless completed at the M.A. level).
4. The student must successfully complete a reading-knowledge examination in two alternate languages (see Section VII). In certain circumstances an alternate research skill may be substituted for one foreign language.
5. 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.
6. Upon completion of the language requirements and the course work 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 from the areas listed above. 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 the student intends to write the 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 will be permitted to re-take the examination or portions thereof in accordance with the regulations of the Graduate Division of the College 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.

7. On the successful completion of the written and oral parts of the general examination, the student will be required to submit a prospectus of the dissertation to a scheduled meeting of members of the 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 the dissertation adviser. The acceptance or rejection of the student's prospectus and dissertation will be the responsibility of the dissertation committee.
8. After completing the language, course work, general examination and dissertation prospectus requirements, the student will be admitted to candidacy for the degree.
9. The student must complete satisfactorily a dissertation and earn not less than twenty hours of credit in History 9999 (Dissertation Research), supervised by the dissertation director.
10. 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.

3240 Latin American Studies

Program Offered:

Graduate Certificate in Latin American Studies

Center for Latin American and Latino/a Studies
Department of Modern & Classical Languages
P.O. Box 3970
Georgia State University
Atlanta, GA 30302-3970
E-mail: hisdjm@langate.gsu.edu
http://www2.gsu.edu/~wwwcla/
Dr. David McCreery, coordinator

The Graduate Certificate in Latin American Studies offered by the Center for Latin American and Latino/a Studies (CLALS) of Georgia State University attests to the recipient's knowledge and understanding of Latin American culture, economy, history, and politics, as well as to his or her competence in one or more of the principal languages of the region. Its purpose is to give students a broad knowledge of Latin America that will help prepare them to work or study in Latin America or to work with individuals and groups of Latino or Latin American origin in the United States.

The Certificate is particularly well suited to students pursuing graduate degrees in Anthropology, Art History, Business, History, Modern Languages, Political Science, or Sociology, who have a concentration or a definite interest in Latin American issues or who want to expand their understanding of the region by taking related course work. It is also well suited to individuals who desire to enhance their marketability and skills in relation to a region whose economy and culture have become increasingly important to the United States in recent years. The Certificate may be earned alone or in conjunction with a graduate program in one of the academic departments of Georgia State University; courses included in an academic program may be used for credit toward a Certificate. The GRE (Graduate Record Examination) is not required for acceptance into the Certificate program.

Applicants may obtain additional information about the Graduate Certificate by contacting the coordinator of the program at the addresses above.

Additional Admission Requirements

Admission to the Certificate program is on the basis of:

1. A BA/BS or graduate degree;
2. Prior course work indicated in valid transcripts;
3. A statement of purpose;
4. Two letters of recommendation;
5. Competence in Spanish or Portuguese.

Competence is attested by completion of a four-semester sequence of the language at the undergraduate level, by completion of at least one graduate course in Spanish, or by an entrance language exam administered by the Department of Modern & Classical Languages. Candidates who have completed the four semester sequence more than three years before applying for admission to the Certificate program will be required to take the entrance language exam. Students should consult with their advisor on how best to fulfill this requirement.

Applicants who are already enrolled in a graduate program at Georgia State University should submit all of the above to:
Director of the Center for Latin American and Latino/a Studies
Department of Modern & Classical Languages
Georgia State University
Atlanta, GA 30303-3088

Applicants who are NOT already enrolled in a graduate program at Georgia State University should send a College of Arts and Sciences application, fee, transcripts, statement of purpose and the two letters of recommendation directly to:

Office of Graduate Studies
College of Arts and Sciences
Georgia State University
Atlanta, GA 30303-3088

An ad-hoc committee chaired by the Director of CLALS will review the material, decide on admission, and assign an appropriate adviser.

Degree Requirements

The minimum requirements for the Certificate are 15 graduate-level hours (five courses) in courses with a significant Latin American content and a grade of B or better on each course. These courses must be selected from at least three different academic departments and may include, but are not necessarily limited to this list.

The following graduate courses from affiliated departments are eligible for credit toward the Graduate Certificate in Latin American Studies.

AH 6630	Pre-Colombian Art (3)
AH 6660	Nineteenth and Twentieth-Century Art in Latin America (3)
AH 6665	Latin American Avant-Gardes of the 1920s: Argentina, Brazil, Mexico (3)
AH 6669	Art in Latin America I: 1900-1950s (3)
AH 6670	Art in Latin America II: 1950-2000 (3)
AH 6900	Special Studies Seminar (3) (when the course deals with Latin America)
AH 6980	Special Problems (3) (when the course deals with Latin America)
Comm 6180	International Cinemas (3) (when the course deals with Latin America)
Econ 8600	Economics of Development (3)
Geog 6406	Advanced Regional Geography (4) (when the course deals with Latin America)
Geog 8015	World Problem Areas (3) (when the course deals with Latin America)
Hist 8080	Seminar in the International/Transnational History of the United States (4) (when the course deals with Latin America)
Hist 8420	Seminar in Latin American History (4) (may be repeated if topics vary)
Hist 8660	Case Studies in International Preservation (3) (when the course deals with Latin America)
IB 8190	Doing Business in World Regions (3) (when the course deals with Latin America)
PolS 8250	Latin American Politics (3)
PolS 8280	Comparative Political Systems (3) (when the course deals with Latin America)

Span 6603	Cultural Studies (Latin America)
Span 8845	Latin American Literature from the Conquest to the 1900s (3)
Span 8850	The Traditional Latin American Novel (3)
Span 8855	The Latin American "Boom" Novel (3)
Span 8860	The Contemporary Latin American Novel (3)
Span 8865	Latin American Short Story (3)
Span 8870	Latin American Poetry (3)
Span 8875	Women Writers (3)
Span 8885	Special Topics in Latin American Literature and/or Culture (3) (may be repeated)
Span 8890	Contemporary Mexican Fiction (3)

3250 Mathematics and Statistics

Programs Offered:

Master of Science in Mathematics

- **Concentration in Bioinformatics**
- **Concentration in Biostatistics**
- **Concentration in Discrete Mathematics**
- **Concentration in Scientific Computing**
- **Concentration in Statistics**
- **Concentration in Statistics and Allied Field**

Master of Arts for Teachers in Mathematics

Specialist in Education in Teaching and Learning with Concentration in Mathematics Education (in cooperation with the College of Education)

Department of Mathematics and Statistics
Georgia State University
P.O. Box 4110
Atlanta, Georgia 30302-4110
404/651-2253
http://www.mathstat.gsu.edu
Johannes H. Hattingh, Chair
Mihaly Bakonyi, Director of Graduate Studies for Mathematics
Yu-Sheng Hsu, Director of Graduate Studies for Statistics

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 advisers 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 Graduate Office 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.

Applicants may obtain additional information about the Department of Mathematics and Statistics by contacting the Directors of Graduate Studies at the addresses above.

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 the following:
   Math 4435/6435 Linear Algebra (3)
   Math 4441/6441 Modern Algebra I (3)
   Math 4661/6661 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 8110 Real Analysis I (3)
      Math 8120 Real Analysis II (3)
      Math 8200 Advanced Matrix Analysis (3)
      Math 8220 Abstract Algebra (3)
   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 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. 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

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 (3)
   Math 4751/6751 Mathematical Statistics I (3)
   Math 4752/6752 Mathematical Statistics II (3)

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 Advanced Bioinformatics (4)
   Either:
   Biol 6564 Advanced Genetics (4) ***or***
   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

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 (3)
Math 4751/6751	Mathematical Statistics I (3)
Math 4752/6752	Mathematical Statistics II (3)

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 (3)
Stat 8540	Advanced Methodologies in Biostatistics (3)
Stat 8561	Linear Statistical Analysis (3)

   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 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

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 (3)
Math 4435/6435	Linear Algebra (3)
Math 4441/6441	Modern Algebra I (3)

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 (3)
Math 8220	Abstract Algebra (3)
Math 8420	Advanced Graph Theory (3)
Math 8440	Combinatorics (3)

   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

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 the following:
   Math 3260 Differential Equations (3)
   Math 4435/6435 Linear Algebra (3)
   Math 4610/6610 Numerical Analysis I (3)

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 (3)
      Math 8610 Advanced Numerical Analysis (3)
      Math 8620 Numerical Linear Algebra (3)
      If an equivalent course has not already been taken as part of another program:
      Math 6265 Partial Differential Equations (3)
      Math 6620 Numerical Analysis II (3)
   b. Six additional hours of 8000-level coursework selected in consultation with an adviser and approved by the Director of Graduate Studies.
   c. Additional graduate-level courses in mathematics, computer science, or a related field to total 24 hours selected in consultation with an adviser and approved by the Director of Graduate Studies. There are many options for coursework in this area, including:
      Math 6211 Optimization (3)
      Math 6253 Introduction to Operations Research (3)
      Math 8510 Applied Mathematics (3)
      Math 8530 Topics in Applied Mathematics (3)
      CSC 6330 Programming Language Concepts (4)
      CSC 6730 Scientific Visualization (4)
      CSC 6820 Computer Graphics Algorithms (4)
      CSC 8520 Applied Combinatorics and Graph Theory (3)
2. Six hours of Thesis Research (Math 8999)
3. Additional Requirements
   a. A thesis
   b. A thesis defense

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 (3)
   Math 4751/6751 Mathematical Statistics I (3)
   Math 4752/6752 Mathematical Statistics II (3)

Degree Requirements

1. Twenty-four hours of graduate level courses (exclusive of 8999 courses).
   a. The following courses are required:
      Math 8200 Advanced Matrix Analysis (3)
      Stat 8561 Linear Statistical Analysis I (3)
   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

Concentration in Statistics (non-thesis 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 (3)
   Math 4751/6751 Mathematics Statistics I (3)
   Math 4751/6752 Mathematics Statistics II (3)

Degree Requirements

1. Thirty-six hours of graduate level courses (execulive of 8999 courses).
   a. The following courses are required
      Math 8200 Advanced Matrix Analysis (3)
      Stat 8561 Linear Statistical Analysis I (3)
   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 Research.

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 (3)
   Math 4751/6751 Mathematical Statistics I (3)
   Math 4752/6752 Mathematical Statistics II (3)

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 (3)
      Stat 8090 Applied Multivariate Statistics (3)
      Stat 8561 Linear Statistical Analysis I (3)
      Stat 8630 Experimental Designs (3)

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 Research.

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; for more information about this requirement visit: **http://www.gapsc.com/**.
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 (3)
   Math 4661/6661 Analysis I (3)
   Math 4751/6751 Mathematical Statistics I (3)

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 (3)
      Math 8220 Abstract Algebra (3)
      Stat 8561 Linear Statistical Analysis I (3)

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 (3)
      EPSF 7110 Multicultural Education (3)
      EPSF 7120 Social and Cultural Foundations of Education (3)

   iii. EPY 7080 The Psychology of Learning and Learners (3)

2. Additional Requirement. A general examination.

3260 Music

Programs Offered:

Master of Music

- **Concentration in Performance**
- **Concentration in Composition**
- **Concentration in Choral Conducting**
- **Concentration in Instrumental Conducting**
- **Concentration in Piano Pedagogy**
- **Concentration in Jazz Studies**
- **Concentration in Music Education**

Doctor of Philosophy in Teaching and Learning with Concentration in Music Education (in cooperation with the College of Education)

Specialist in Education in Teaching and Learning with Concentration in Music Education (in cooperation with the College of Education)

Office of Admissions and Enrollment
School of Music
Georgia State University
P.O. Box 4097
Atlanta, GA 30302-4097
404/651-3513; 651-3676
E-mail: somadmissions@gsu.edu
http://www.music.gsu.edu/
John B. Haberlen, Director
David E. Myers, Associate Director and Director of Graduate Studies

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 Admissions and Enrollment 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. General admission and program requirements are outlined in the College of Education chapter of this catalog.

Applicants may obtain additional information about the School of Music by contacting the Director of Graduate Studies at the addresses above.

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, or the equivalent.

2. Applicants in music education and composition must submit GRE scores. Miller Analogies Test (MAT) may be substituted in music education.
3. Applicants in some programs must audition and/or submit a portfolio (see below).
4. 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.

Degree Requirements

Complete course requirements for all programs are available at **http://www.music.gsu.edu** or through the School of Music Admissions and Enrollment Office. In addition to performance, musical studies, and concentration courses required across all programs, individual program requirements for admission and graduation are indicated below.

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 Admissions and Enrollment 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. 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.
2. A lecture recital.
3. Two recitals: Mus 8490 Chamber or Ensemble Recital, and Mus 8590 Solo Recital.
4. Comprehensive examination.

Organ Performance: (35 hours)

1. Mus 8490 Chamber or Ensemble Recital, and Mus 8590 Solo Recital.
2. Comprehensive examination.

Orchestral Instrument Performance: (36 hours)

1. Mus 8490 Chamber or Ensemble Recital, and Mus 8590 Solo Recital
2. Comprehensive examination.

Voice Performance: (36 hours)

Applicants must submit undergraduate recital programs and a list of repertoire studied at the undergraduate level.

1. Mus 8590 Solo Recital.
2. Comprehensive examination.

Other Concentrations:

Composition (36 hours)

Applicants must submit GRE scores, a portfolio of original music scores, and recordings of composed works.

1. A piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study.
2. Mus 8890 Composition Recital
3. Mus 8910 Final project in composition
4. Comprehensive examination.

Choral Conducting (36 hours)

Applicants must submit the following materials: an audio or video recording of a recent choral concert; at least three printed programs of concerts or church services that have been performed within the last four years; a repertory 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. Mus 8690 Choral Conducting Project/Recital.
2. Comprehensive examination.

Instrumental Conducting (36 hours) (Orchestral or Wind Band Track)

Applicants must submit the following: a video of a rehearsal and an audiotape or videotape of one or more recent performances by an ensemble that they have conducted; a list of works that they have conducted in the past three years; a list of works performed on their major instrument at the undergraduate level; 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. Mus 8970 Instrumental Conducting Project/Recital.
2. Comprehensive examination.

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.

1. 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.
2. Teaching in the Piano Pedagogy Laboratory Program.
3. Piano pedagogy project: Mus 7970 Piano Pedagogy III.
4. Recital: Mus 8420 Piano Pedagogy Degree Recital.
5. 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.

An 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.

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. Mus 7300 Directed Study in Music Education or an elective course.
2. Comprehensive examination.

Applied Music Levels

Applied music at the 6000 (1 credit), 7000 (2 credits), and 8000 (3 credits) levels is available for students who have been admitted to a 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. The 6000-level is generally for secondary study or for students in programs that do not require applied music lessons. The 7000 level is a one-hour lesson per week for students in jazz studies or in programs not requiring applied lessons. The 8000 level is for a one-hour lesson in performance programs. There is an applied music fee of $150 per semester for a one-hour lesson and $75 per semester for a half-hour lesson.

3270 Philosophy

Programs Offered:

Master of Arts in Philosophy

Concentration in Brains and Behavior

Joint Degrees in Master of Arts in Philosophy and Juris Doctor in Law (in cooperation with the College of Law)

Department of Philosophy
Georgia State University

P.O. Box 4089
Atlanta, Georgia 30302-4089
404/ 651-2277
E-mail: philgrad@gsu.edu
http://www.gsu.edu/philosophy
George Rainbolt, Chair
Timothy O'Keefe, Director of Graduate Studies

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. In addition to a traditional M.A. in Philosophy, the Department offers two special programs: an M.A. in Philosophy with a specialization in empirically based philosophy of mind (the Brains & Behavior Track) and, in conjunction with the College of Law, a J.D. /M.A. program. The J.D. /M.A. track allows students to receive the M.A. in philosophy and the J.D. in four years instead of five that would normally be required.

Applicants interested in the religious studies track should be aware that it has been phased out. The Department of Philosophy highly recommends that students interested in religion consider applying to the M.A. program in Religious Studies. See Section 3360 of this Catalog.

Applicants may obtain additional information about the Department of Philosophy by contacting the Director of Graduate Studies at the addresses above.

Degree Requirements

1. Twenty-seven hours of graduate coursework in philosophy.
2. Distribution requirements
   a. Logic requirement
      Phil 6520 Symbolic Logic
      Students may obtain credit by examination for this course by passing the departmental examination in symbolic logic.
   b. History Requirement
      At least one history course.
      See below for the list of courses in this area.
   c. Ethics and Social/Political Requirement
      At least one course in ethics or social/political philosophy.
      See below for the list of courses in this area.
   d. Metaphysics and Epistemology Requirement
      At least one course in metaphysics or epistemology.
      See below for the list of courses in this area.
   e. Seminar requirement
      At least three courses with the word "Seminar" in the title.
3. Six hours of thesis research.
4. A thesis.
5. An oral thesis defense.

History Courses

Phil 6010	Plato (3)
Phil 6020	Aristotle (3)
Phil 6030	Special Topics in Ancient Philosophy (3)
Phil 6040	Augustine and Aquinas (3) (Formerly Phil 6120)
Phil 6050	Topics in Modern Philosophy (3) (Formerly Phil 6150)
Phil 6055	Hume (3)
Phil 6060	Kant (3) (Formerly Phil 6160)
Phil 6070	Marxism (3) (Formerly Phil 6790)
Phil 6075	Topics in 19th Century Philosophy (3)
Phil 6080	Wittgenstein (3) (Formerly Phil 6170)
Phil 6090	Special Topics in Continental Philosophy (3) (Formerly Phil 6190)
Phil 6095	Topics in Analytic Philosophy (3)
Phil 8030	Seminar in Ancient Philosophy (3)
Phil 8050	Seminar in Analytic Philosophy (3)

Phil 8060	Seminar in Modern Philosophy (3)
Phil 8090	Seminar in Continental Philosophy (3)

Ethics and Social/Political Courses

Phil 6650	Religion and Ethics (3)
Phil 6680	War, Peace, and Religion (3)
Phil 6700	Ethics (3)
Phil 6720	Environmental Ethics (3)
Phil 6740	Advanced Biomedical Ethics (3)
Phil 6750	Topics in Ethics (3)
Phil 6800	Social and Political Philosophy (3) (Formerly 6760)
Phil 6820	Philosophy of Law (3) (Formerly Phil 6720)
Phil 6822	Topics in Philosophy of Law (3)
Phil 6830	Philosophy of Art (3)
Phil 6850	African American Ethical and Legal Issues (3) (Formerly Phil 6750)
Phil 6860	Philosophical Perspectives on Women (3) (Formerly Phil 6870)
Phil 6890	Topics in Social and Political Philosophy (3)
Phil 8700	Seminar in Ethics (3)
Phil 8740	Seminar in Biomedical Ethics (3)
Phil 8810	Seminar in Social and Political Philosophy (3)
Phil 8820	Seminar in Philosophy of Law (3)
Phil 8870	Seminar in Feminist Philosophy (3)

Metaphysics and Epistemology Courses

Phil 6100	Epistemology (3) (Formerly Phil 6420)
Phil 6130	Philosophy of Science (3) (Formerly Phil 6430)
Phil 6150	Topics in Epistemology (3)
Phil 6300	Metaphysics (3) (Formerly Phil 6600)
Phil 6330	Philosophy of Mind (3) (Formerly Phil 6440)
Phil 6350	Topics in Metaphysics (3)
Phil 6530	Philosophy of Language (3) (Formerly Phil 6400)
Phil 8100	Seminar in Epistemology (3)
Phil 8300	Seminar in Metaphysics (3)
Phil 8330	Seminar in Philosophy of Mind (3)
Phil 8520	Seminar in Logic (3)
Phil 8530	Seminar in Philosophy of Language (3)

Brains and Behaviors Track

In addition to meeting the requirements noted above, students on the Brains and Behavior track have the following additional requirements

1. Phil 6330, Philosophy of Mind, or Phil 8330, Seminar in Philosophy of Mind.

2. Six hours at the graduate level in another Brains and Behavior department. (These courses count towards the 27-hour requirement and must be approved, in advance, by the Philosophy Brains and Behavior Faculty and the Philosophy Director of Graduate Studies.)

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 seminar course.
   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 (3)

Phil 6740	Advanced Biomedical Ethics (3)
Phil 6820	Philosophy of Law (3) (Formerly Phil 6720) (If the student has already taken Law 7295 Jurisprudence, credit for Phil 6820 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.)
Phil 6800	Social and Political Philosophy (3) (Formerly Phil 6760)
Phil 6822	Topics in Philosophy of Law (3)
Phil 6850	African American Ethical and Legal Issues (3) (Formerly Phil 6750)
Phil 6860	Philosophical Perspectives on Women (3) (Formerly Phil 6770)
Phil 8700	Seminar in Ethics (3) (Formerly Phil 8400)
Phil 8740	Seminar in Biomedical Ethics (3)
Phil 8802	Seminar in Classical and Early Modern Political Thought (3)
Phil 8804	Seminar in Modern Political Thought (3)
Phil 8810	Seminar in Social and Political Philosophy (3)
Phil 8820	Seminar in Philosophy of Law (3)
Phil 8870	Seminar in Feminist Philosophy (3) (Formerly Phil 8500)

d. Epistemology Requirement—at least one of the following courses:

Phil 6100	Epistemology (3)
Phil 6130	Philosophy of Science (3)
Phil 8100	Seminar in Epistemology (3)

e. Metaphysics Requirement–at least one of the following courses:

Phil 6300	Metaphysics (3) (Formerly Phil 6600)
Phil 6330	Philosophy of Mind (3) (Formerly Phil 6440)
Phil 6530	Philosophy of Language (3) (Formerly Phil 6400)
Phil 8300	Seminar in Metaphysics (3) (Formerly Phil 8150)
Phil 8330	Seminar in Philosophy of Mind (3)
Phil 8530	Seminar in Philosophy of Language (3)

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 seminar course. Students interested in pursuing the Ph.D. are encouraged to take and pass the general examination. An additional seminar 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 seminar course towards both the seminar requirement and one other requirement. For example, Phil 8300 might fulfill both the seminar 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 first year 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.

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. Other than the exceptions specifically indicated above, only six hours of credit earned outside the Department of Philosophy at Georgia State University may be applied towards the Georgia State M.A. in philosophy.

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. A thesis that, upon vote of the committee grading the thesis, is judged to merit distinction.
3. 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 website, **http://www.gsu.edu/philosophy**.

3280 Physics

Programs Offered:

Master of Science

- **Concentration in Astronomy**

Doctor of Philosophy

- **Concentration in Atomic Physics**
- **Concentration in Biophysics**
- **Concentration in Molecular Physics**
- **Concentration in Nuclear Physics**
- **Concentration in Condensed Matter Physics**
- **Concentration in Astrophysics**
- **Concentration in Applied Physics**

Department of Physics and Astronomy
Georgia State University
P.O. Box 4106
Atlanta, Georgia 30302-4106
404/651-3221 (for Physics)
404/651-1368 (for Astronomy)
http://www.phy-astr.gsu.edu
E-mail (admissions secretary): yhilaire@gsu.edu
E-mail (physics): uperera@gsu.edu
Richard Miller, Chair
Unil A.G. Perera, Director of Graduate Studies, Physics

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.

Applicants may obtain additional information about the Department of Physics and Astronomy by contacting the Director of Graduate Studies at the addresses above.

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 (4)
   Phys 8100 Electromagnetic Theory I (3)
   Phys 8110 Electromagnetic Theory II (3)
   Phys 8210 Quantum Mechanics I (3)
   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, Non-Thesis Option (36 hours)

1. Students pursuing a non-thesis M.S. with a concentration in Physics must complete all four of the following core courses. Students pursuing a non-thesis 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 (4)
   Phys 8100 Electromagnetic Theory I (3)
   Phys 8110 Electromagnetic Theory II (3)
   Phys 8210 Quantum Mechanics I (3)
   All students must also complete at least two of the following courses:
   Phys 8120 Plasma Physics (3)
   Phys 8220 Quantum Mechanics II (3)
   Phys 8310 Statistical Mechanics (3)
   Phys 8410 Atomic Physics (3)
   Phys 8510 Solid State Physics (3)
   Phys 8610 Nuclear Physics (3)
   Phys 8650 Fundamentals of Particles and Interactions (3)
   Astr 8000 Stellar Atmospheres (3)
   Astr 8100 Stellar Structure and Evolution (4)
   Astr 8200 Galactic Structure (3)
   Astr 8300 The Interstellar Medium (3)
   Astr 8400 Extragalactic Astronomy (3)
   Astr 8600 Stellar Spectroscopy (3)
   Astr 8700 Relativistic Astrophysics and Cosmology (4)
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 in Physics (71 hours beyond the baccalaureate degree)

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.
3. 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 (4)
   Phys 8100 Electromagnetic Theory I (3)
   Phys 8110 Electromagnetic Theory II (3)
   Phys 8210 Quantum Mechanics I (3)
   Phys 8310 Statistical Mechanics (3)

And two of the following courses with a minimum of six credits. Course choices should be selected after discussion with your research adviser, and approval of the graduate director. Other options may be possible. (Applied Physics options may replace some of the above core courses with other relevant courses). See graduate director for details.

Astr 6000 Fundamentals of Astrophysics (3)
Astr 8000 Stellar Atmospheres (3)

Astr 8100	Stellar Structure and Evolution (3)
Astr 8200	Galactic Structure (3)
Astr 8300	The Interstellar Medium (3)
Astr 8400	Extragalactic Astronomy (3)
Astr 8700	Relativistic Astrophysics and Cosmology (4)
Phys 8120	Plasma Physics (3)
Biol 6094	Developmental Neurobiology (4)
Biol 6114	Neural Mechanisms of Regulatory Behavior (4)
Biol 6180	Neurobiology Laboratory (4)
Biol 6680	Biological Imaging (4)
Biol 6696	Laboratory in Molecular Biological Techniques (4)
Biol 8060	Behavioral Neuroscience (3)
Biol 8010	Neurobiology I: Cellular Neurobiology (4)
Chem 6190	Instrumental Methods III: Spectroscopy (3)
Chem 6450	Molecular Modeling Methods (3)
Chem 6600	Biochemistry I (5)
Chem8510	Biophysical Chemistry (4)
Chem 8520	Computational Chemistry (3)

4a. Students seeking a Ph.D. degree in physics must complete:

Phys 8220	Quantum Mechanics II (3)

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. Students seeking a Ph.D. degree in Physics with concentration in Biophysics must complete 15 additional hours of 8000 level courses, of which 9 hours must be in the area of concentration. The remaining hours may be in the area of concentration or in physics. No more than three hours of directed study (Phys 8910) can count towards the degree. Students pursuing the Applied Physics option may have to satisfy specific course requirements. Contact the relevant graduate director for details.

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. Only fifteen hours of Phys 9999 counts towards the 71 hours for the students in Biophysics concentration. 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.)
8. 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, Chem 6190 or Biol 6114. The qualifying exam for the graduate program in Physics with a concentration in Astrophysics or Biophysics will include three out of four exams standard for the Physics program, and will replace the fourth area examination with one in Astrophysics or Biophysics as appropriate. This replacement needs to be approved in advance by the student's adviser and the Graduate Director of the program.
9. Students pursuing the Ph.D. degree are strongly urged to satisfy the requirements for the M.S. (non-thesis 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.

3290 Political Science

Programs Offered:

Master of Arts in Political Science

General Political Science

Concentration in American Politics

Concentration in International and Comparative Politics

Concentration in Professional Political and Governmental Practices

Joint Master of Arts in Political Science and Master of International Business (in cooperation with Robinson College of Business)

Doctor of Philosophy in Political Science

Department of Political Science
Georgia State University
P.O. Box 4069
Atlanta, Georgia 30302-4069
Tel: 404/ 651-3155
Fax: 404/651-1434
E-mail: polgraddirector@langate.gsu.edu
http://www.gsu.edu/~wwwpol
William M. Downs, Chair
Carrie Manning, Director of Graduate Studies

The purpose of the Master of Arts (M.A.) degree program is to guide students in the development of analytical and critical capabilities through inquiry into political and governmental processes. The objective of the program is to provide education for persons interested in pursuing careers in research, teaching, or the professional practice of public service and politics. Students can choose a degree program that will provide them with a general knowledge of the discipline, or one that will provide them with a specialization in American Politics, international and comparative politics, or the professional practices of government and politics.

A Doctor of Philosophy (Ph.D.) prepares students for careers in research and teaching. Students enhance their skills by furthering their knowledge of the literature of the discipline, increasing their methodological ability, and writing a publishable dissertation. The Ph.D. program produces scholars who are experts in their substantive field of study and who are able to combine theoretical sophistication with methodological rigor.

Applicants may obtain additional information about the Department of Political Science by contacting the Director of Graduate Studies at the addresses above.

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.
   f. Submit a writing sample demonstrating graduate level research capabilities
   g. Applicants who intend to pursue comparative politics as their major field should have at least one year of college level training in a foreign language.

Degree Requirements

Both masters and doctoral students must be registered for a minimum of three (3) semester hours the semester of completion of all degree requirements.

Master of Arts (33 hours)

General Political Science
American Politics

International and Comparative Politics
Professional Political and Governmental Practices
Joint Master of Arts in Political Science and Master of International Business

General Political Science

1. PolS 8800 Elements of Research Design (3) and PolS 8810 Uses of Intermediate Statistical Methods in Political Science Research (3).
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, written following successful defense of proposal before three-member faculty committee.
   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 American Politics

1. PolS 8800 Elements of Research Design (3) and PolS 8810 Uses of Intermediate Statistical Methods in Political Science Research (3).
2. PolS 8100 Seminar in American Politics (3)
3. Six courses chosen from general American offerings, Public Law, American Institutions, or American Political Behavior
4. Thesis Option:
   a. A minimum of six hours of PolS 8999 Thesis Research.
   b. A thesis, written following successful defense of proposal before three-member faculty committee.
   c. A thesis defense.
5. Non-Thesis Option (Students wishing to pursue a doctoral degree should not choose this option):
   a. Six additional hours of graduate courses in American politics
   b. A research paper completed according to departmental guidelines

Specialization in International and Comparative Politics

1. PolS 8800 Elements of Research Design (3) and PolS 8810 Uses of Intermediate Statistical Methods in Political Science Research (3).
2. PolS 8200 Comparative Political Analysis (3) and PolS 8400 International Politics (3).
3. Five courses chosen from the areas of comparative and international politics. Two of these courses may be taken in other departments with the advanced 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, written following successful defense of proposal before three-member faculty committee
   c. A thesis defense.
5. Non-Thesis 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 generally pursued as a terminal degree with a non-thesis option. Students wishing to pursue a doctorate, however, should write a thesis.

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 and Negotiation Practices
      * Public Opinion and Political Communication
      * Political Negotiation

* Media and Politics

B. Campaign and Election Practices
* Electoral Behavior
* Campaign Organization and Management
* Survey Research

C. Lobbying Practices and Group Behavior
* Studies in American Legislative Process
* Studies in Political Parties and Interest Groups
Presidential Politics
Southern Politics
African-American Politics
Women and Politics

D. Administrative Practices
* Bureaucratic Politics
* Public Budgeting and Finance
* Administrative Law
Program Planning and Evaluation
Comparative Administrative Systems
Organizational Behavior

E. Federal Practices
* American Constitutional Law
* Seminar in Civil Liberties
* State Government
* Urban Government
American Political Thought

F. Public Policy and Political Economy Practices
* Comparative Political Economy
Politics of the Environment
Politics of Social Welfare
Politics of Education
Studies in Public Policy

G. International and Comparative 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 and 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 non-thesis research paper completed according to departmental guidelines
4. Students may earn credentials in each of the following areas of professional political practice:

A. Political Communication and 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 and 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 and 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 and Comparative Practices

Requirements: Take five courses in Area G and earn a grade point average of 3.3 in those courses.

E. Applied Methodological and Social Science Statistical Skills

Requirements: Take five courses from Area H in Professional Practices curriculum and earn a grade point average of 3.3 in those courses.

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 in nation-states just as national politics and international agreements impact business operations. The joint curriculum that this program offers proposes to combine political economy and international processes in order to meet this emerging educational and professional 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 (3)
   PolS 8810 Uses of Intermediate Statistical Methods in Political Science Research (3)
2. PolS 8200 Comparative Political Analysis (3)
   PolS 8400 International Politics (3)
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 thesis completed according to departmental guidelines (students register for 6 hours of Thesis Research, PolS 8999), or a non-thesis research paper (requiring 2 additional courses in comparative or international politics) completed according to departmental guidelines.

Doctor of Philosophy

1. PolS 8800 Elements of Research Design (3)
   PolS 8810 Uses of Intermediate Statistical Methods in Political Science Research (3)
2. A minimum of thirty hours beyond the M.A., excluding PolS 8800 and PolS 8810. All students must take at least three of the five core field courses offered by the department, which include: PolS 8100 (American), PolS 8200 (Comparative), PolS 8400 (International), PolS 8700 or PAUS 9331 (Public Administration), and PolS 8560 or 8570 (Classical or Modern Political Thought)
3. Written examinations in three of the following fields: American government and politics, comparative politics, international politics, public policy and administration, and political theory. All students are expected to take their comprehensive exams after completing no more than 42 credit hours of coursework in political science at Georgia State beyond the MA. 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 who do not have the required 3.4 GPA for graduate Political Science courses taken at Georgia State after 30 hours will be issued a *scholastic warning*. Students who have failed to achieve the required 3.4 GPA to take the comprehensive exams after 42 hours will be subject to *scholastic termination*.
   Students must also have taken at least three courses in each of their examining fields in preparation for the comprehensive exams. 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. Oral examination in each of the written comprehensive examination fields.
5. 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 administrated by the Depart-

ment 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.

6. Twenty hours of PolS 8999 Thesis Research. Students must defend a dissertation proposal by the end of the second semester after having completed the oral comprehensive exam.
7. Dissertation written and approved by a three-member faculty committee according to departmental guidelines.

3300 Psychology

Programs Offered:

Master of Arts in Psychology

Doctor of Philosophy in Psychology

Concentration in Clinical Psychology

Concentration in Community Psychology

Concentration in Developmental Psychology

Concentration in Neuropsychology and Behavioral Neuroscience

Concentration in Social and Cognitive Psychology

Georgia State University
Department of Psychology
P.O. Box 5010
Atlanta, Georgia 30302-5010
404/651-1622
E-mail: psyadvise-g@langate.gsu.edu
http://www.gsu.edu/psychology
David Washburn, Chair
Marise Parent, Director of Graduate Studies

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 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 across program areas. Although students typically begin 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 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 programs are defined by the interests and expertise of the faculty and, thus, will change 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, including rodents and primates.

The graduate program in clinical psychology is accredited by the American Psychological Association.

Applicants may obtain additional information about the Department of Psychology by contacting the Director of Graduate Studies at the addresses above.

Policy on Non-Degree Admission

Students may take no more than six hours of coursework in non-degree status without petitioning the department for an exception to this policy. Students enrolled in non-degree 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 non-degree course was taken. Applications for non-degree admission may be obtained from the College of Arts and Sciences. Application deadlines for non-degree 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."

Admission Deadlines

Applications for all programs are considered for the fall semester only. The Application for Graduate Study, $50 application fee, and all supporting materials (transcripts, GRE scores, letters, and supplemental form) must be postmarked by the posted deadline for admission the following fall.

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.

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 post baccalaureate 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.)

3310 Religious Studies

Program Offered:

Master of Arts in Religious Studies

Department of Religious Studies
Georgia State University
P.O. Box 4089
Atlanta, Georgia 30302-4089
404/ 651-2277
http://www.gsu.edu/religion
Timothy M. Renick, Chair
Kathryn McClymond, Director of Graduate Studies

Founded in the past century, the modern field of Religious Studies endeavors to better understand religion by means of modern academic approaches. The Department of Religious Studies offers a Masters of Arts in Religious Studies that trains students in a range of world religious traditions and theoretical perspectives. All students gain a general understanding of comparative approaches to the study of religion while having the opportunity to specialize in one or more specific religion(s). Graduates of the program have gone on to study at Harvard, Yale, Oxford, Cambridge, Chicago, Berkeley, and other top graduate programs and have entered successful careers in such fields as academia, international journalism, immigration law, public service, and the ministry.

Students who plan to seek a Ph.D. in the field are strongly encouraged to discuss their intentions with the Religious Studies faculty as soon as possible so that a course of study can be determined to prepare them for doctoral work.

Applicants may obtain additional information about the Department of Religious Studies by contacting the Director of Graduate Studies at the addresses above.

Additional Admissions Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Religious Studies has the following requirements:

1. Three letters of recommendation addressing the ability of the student to undertake graduate study.
2. All applicants should submit a sample of their written work. See the electronic application for details.

Degree Requirements

In order to receive the Masters of Religious Studies, a student must complete 30 hours of coursework. These courses must include:

1. Twenty-four hours of non-thesis course work. As part of these twenty-four hours, a student successfully must complete:
   a. One course in approaches to the study of religion:
      RelS 6220 Theories of Religion (3)
      RelS 6260 Religion and Literature (3)
      RelS 6630 Comparative Study of Mysticism (3)
      RelS 6650 Religion and Ethics (3)
   b. One course in comparative themes in religion:
      RelS 6240 Death and the Afterlife (3)
      RelS 6270 Women and Religion (3)
      RelS 6290 Pilgrimage (3)
      RelS 6670 Church and State (3)
      RelS 6680 War, Peace and Religion (3)
   c. At least one course from each of the following areas (6):
      Western Religious Traditions: RelS 6040, RelS 6200, RelS 6210, RelS 6215, RelS 6250, RelS 6280, RelS 6450, RelS 6460, RelS 6480, RelS 6490, RelS 6570, RelS 6580
      Eastern Religious Traditions: RelS 6610, RelS 6612, RelS 6615, RelS 6620, RelS 6625, RelS 6628
   d. RelS 8210 Seminar in Religious Studies (3)
   e. Additional electives from either Religious Studies or affiliated courses (see below) to bring the total to twenty-four hours. Because the interests and goals of each student are distinct, students are highly encouraged to consult their academic adviser when selecting courses to complete the program of study.
2. Six hours of RelS 8999 Thesis Research
3. A thesis
4. An oral thesis defense

Affiliated Courses

Most students will concentrate their coursework within the Religious Studies Department. (See course listings under Religious Studies later in this catalog.) Other departments and programs within Georgia State University also offer courses directly bearing on the academic study of religion. When Religious Studies Masters students satisfy the prerequisites for the courses, they may take and have applied toward their degree requirements, no more than two of the following non-departmental courses:

Anth 6070	Beliefs, Symbols, and Systems of Thought (4)
Anth 6210	Native Cultures of North America (3)
AH 6000	African Art (3)
AH 6010	Art of Ancient Egypt and Nubia (3)
AH 6011	Art and Architecture of Ancient Egypt I: 4000-1600 B.C. (3)
AH 6012	Art and Architecture of Ancient Egypt II: 1600-31 B.C. (3)
AH 6020	Art and Architecture of the Ancient Near East (3)
AH 6200	Art and Architecture of the Middle Ages (3)
AH 6310	Art of Northern Europe in the Renaissance Era (3)
Engl 8290	Topics in Medieval Literature (3)
Engl 8390	Milton (3)
Folk 6110	Irish Folk Culture (3)
Folk 8200	Folklore (3)
Geog 6404	Geography of East Asia (4)
Geog 6408	Geography of the Middle East and North Africa (4)
Hist 6920	Oral History (4)
Hist 8210	Seminar in European Medieval History (4)
Hist 8430	Seminar in South Asian History (4)
Hist 8440	Seminar in East Asian History (4)
Hist 8450	Seminar in Middle Eastern History (4)
Mus 6300	Music, Liturgy, and Theology (3)
Phil 6300	Metaphysics (3)
Phil 8090	Seminar in Continental Philosophy (3)
PolS 8215	Politics of Peace (3)
PolS 8260	Politics of the Middle East and North Africa (3)
Soci 8122	Death, Dying and Loss (3)
Soci 8156	Sexuality and Society (3)
Soci 8212	Race and Ethnic Relations (3)
Soci 8220	Social Movements (3)
Soci 8360	Sociology of Religion (3)
WSt 6210	Women in Cross-Cultural Perspective (3)
WSt 6370	Women and Religion (3)
WSt 8002	Globalization and Gender (3)

Note: While the above courses have particular pertinence to the Masters in Religious Studies, not all listed courses will be appropriate for the program of study of every student. Students should select courses in consultation with their advisers. Additionally, courses not included on the above list may be appropriate to the program of study of certain students within the Religious Studies M.A program. Upon approval of the Director of Graduate Studies, such courses may be counted toward the degree on a case-by-case basis.

Restrictions

1. Only six hours of credit transferred from another institution may be applied towards the Georgia State M.A.
2. Of the hours taken at Georgia State and applied toward the M.A, no more than six hours may be from outside the Department of Religious Studies.

Foreign Language Competencies

Depending upon their area(s) of concentration, students who wish to go on to pursue a Ph.D. in Religious Studies may need to initiate or complete studies in a particular language or languages before beginning doctoral studies. Students are urged to consult with their advisers for advice and direction concerning language competencies.

The M.A. with Distinction

Students who meet all of the following requirements shall be awarded the M.A. with distinction:

1. A graduate Georgia State GPA of 3.50 or higher in courses applicable to the Religious Studies M.A.
2. A thesis that, upon vote of the committee grading the thesis, is judged to merit distinction.
3. A determination by the Director of Graduate Studies that the student's graduate record at Georgia State University is one of distinction.

Applicants are strongly encouraged to review the additional information about the Department of Religious Studies which is on its website at **http://www.gsu.edu/religion**.

3320 Department of Sociology

Programs Offered:

Master of Arts in Sociology
Joint Master of Arts in Sociology and Doctor of Philosophy in Sociology
Doctor of Philosophy in Sociology
- **Concentration in Family, Health and Life Course**
- **Concentration in Gender and Sexuality**
- **Concentration in Race and Urban 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
http://www.gsu.edu/sociology
Donald Reitzes, Chair
Dawn Baunach, Director of Graduate Studies

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 (Joint M.A./Ph.D. Track) or a master's degree (Ph.D.-Only Track). Qualified students are also accepted into the M.A. program after their completion of a baccalaureate degree (M.A.-Only Track). 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: (1) Family, Health and the Life Course, (2) Gender and Sexuality, (3) and Race and Urban Studies. 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 prepares students for careers in teaching, research, community service, or management. The Master of Arts (M.A.) degree prepares students for positions in research, middle-level management, community service, or continued education toward a doctoral degree.

Applicants may obtain additional information about the Department of Sociology by contacting the Director of Graduate Studies at the addresses above.

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 Master of Arts program (M.A.-Only Track):

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 should have completed undergraduate courses in research methods and social statistics. Applicants seeking the Master of Arts degree who have not completed these courses can complete them at another school or apply for and complete them in post baccalaureate status at Georgia State University.
c. Applicants must complete the supplementary application form provided by the Department of Sociology.
d. Two letters of recommendation, preferably from faculty personally acquainted with the applicant's academic achievements.
e. Applicants are encouraged to submit a sample of their written work.

2. Students applying for the Doctor of Philosophy program from a baccalaureate program (Joint M.A./Ph.D. Track):
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 should have completed undergraduate courses in research methods and social statistics. Applicants seeking the Doctor of Philosophy degree who have not completed these courses can complete them at another school or apply for and complete them in post baccalaureate 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).

3. Students applying for the Doctor of Philosophy program from a master's program (Ph.D.-Only Track):
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 should 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).

Degree Requirements

M.A.-Only Track

Thirty-six semester credit hours (24 semester hours of course work and 12 semester hours of non-course work including thesis proposal and thesis research hours) beyond the Baccalaureate degree, consisting of a Master's Core (A), Master's Electives (B), and Other Master's Requirements (C).

A. Master's Core Required Course Work (12 hours):

Soci 8000	Proseminar in Sociology (3)
Soci 8010	Intermediate Sociological Statistics (3)
Soci 8020	Research Methodology (3)
Soci 8030	Sociological Theory I (3)

NOTE: If a student needs to take Soci 3010 Social Statistics, Soci 3020 Research Methods, and/or Soci 3030 Sociological Theory (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for Soci 8010, Soci 8020, and Soci 8030.

B. Master's Elective Course Work (12 hours or 4 courses):
Students with post-Bachelor's degree course work from other accredited institutions may petition to transfer up to 6 hours (2 courses) of course work towards the M.A. degree following petition to, and approval by, the departmental Director of Graduate Studies. With the approval of the departmental Director of Graduate Studies, up to 6 hours (2 courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970 Directed Readings may be taken.

C. Other Master's Requirements (12 hours of non-course work):
Soci 8998 Thesis Proposal (3)
A thesis proposal and oral defense.
Soci 8999 Thesis Research (9)
A thesis and oral defense.

NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or better and must receive a grade of B or better in each of the required courses. If a student receives a grade below a B in a required course, the student must repeat the

course the very next time the course is offered to rectify the grade.

2. The total number of hours must include a minimum of 30 hours in sociology, 18 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
3. Students must register for Soci 8990 Research Practicum and Soci 8991 Teaching Practicum while they are appointed as a GRA, GTA, and/or GLA.
4. Students must take 2 hours of Soci 8000 in the Fall semester and 2 hours of Soci 8000 in the Spring semester of their first year in the M.A.-Only Program.

Joint M.A./Ph.D. Track

One hundred and eight semester credit hours (61 semester hours of course work and 47 semester hours of non-course work including thesis proposal, thesis research, qualifying examination readings, dissertation proposal, and dissertation research hours) beyond the Baccalaureate degree, consisting of a Master's Core (A), Master's Electives (B), Other Master's Requirements (C), Doctoral Core (D), Doctoral Specialty Core (E, F, **or** G), Doctoral Electives (H), and Other Doctoral Requirements (I).

A. Master's Core Required Course Work (12 hours):
   Soci 8000 Proseminar in Sociology (3)
   Soci 8010 Intermediate Sociological Statistics (3)
   Soci 8020 Research Methodology (3)
   Soci 8030 Sociological Theory I (3)
   NOTE: If a student needs to take Soci 3010: Social Statistics, Soci 3020: Research Methods, and/or Soci 3030: Sociological Theory (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for Soci 8010, Soci 8020, and Soci 8030.

B. Master's Elective Course Work (12 hours or 4 courses):
   Students with post-Bachelor's degree course work from other accredited institutions may petition to transfer up to 6 hours (2 courses) of course work towards the M.A. degree following petition to, and approval by, the departmental Director of Graduate Studies. With the approval of the departmental Director of Graduate Studies, up to 6 hours (2 courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970 Directed Readings may be taken.

C. Other Master's Requirements (12 hours of non-course work):
   Soci 8998 Thesis Proposal (3)
   A thesis proposal and oral defense.
   Soci 8999 Thesis Research (9)
   A thesis and oral defense.

D. Doctoral Core Required Course Work (16 hours):
   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)

E. Family, Health and Life Course (FHLC) Specialty Required Course Work (6 hours):
   Soci 8101 Family Sociology (3)
   Soci 8102 Life Course Sociology (3)

F. Gender and Sexuality (GS) Specialty Required Course Work (6 hours):
   Soci 8156 Sexuality and Society (3)
   Soci 8216 Gender and Society (3)

G Race and Urban Studies (RUS) Specialty Required Course Work (6 hours):
   Soci 8212 Race and Ethnic Relations (3)
   Soci 8226 Urban Sociology (3)

H. Doctoral Elective Course Work (15 hours or 5 courses):
   With the approval of the departmental Director of Graduate Studies, up to 6 hours (2 courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970: Directed Readings may be taken.

I. Other Doctoral Requirements (35 hours of non-course work):
   Soci 9970 Readings for Qualifying Examination (6)
   Written qualifying examinations in theory and methodology/statistics.
   Soci 9998 Dissertation Proposal (9)
   A dissertation proposal and oral defense.
   Soci 9999 Dissertation Research (20)
   A dissertation and oral defense.

NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or higher and must receive a grade of B or higher in each of the required courses. If a student receives a grade below a B in a required course, the student must repeat the course the very next time the course is offered to rectify the grade.
2. The total number of hours must include a minimum of 90 hours in sociology, 49 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
3. Students must register for Soci 9970 Readings for Qualifying Examinations in the semester in which they prepare for the Ph.D. qualifying examinations.
4. Students must register for Soci 8990 Research Practicum and Soci 8991 Teaching Practicum while they are appointed as a GRA, GTA, and/or GLA.
5. Students who are appointed as a GTA III must successfully complete Soci 9000 Teaching Sociology and Soci 9001 Teaching Internship prior to their appointment.
6. Doctoral students may take Soci 9000 Teaching Sociology and Soci 9002 Writing for Publication but only three credit hours can be applied to the Ph.D. degree. Soci 9001 Teaching Internship hours cannot be applied to the Ph.D. degree.
7. Students must take 2 hours of Soci 8000 in the Fall semester and 2 hours of Soci 8000 in the Spring semester of their first year in the Joint M.A./Ph.D. Program.

Ph.D.-Only Track

Seventy-two semester credit hours (40 semester hours of course work and 32 semester hours of non-course work including qualifying examination readings, dissertation proposal, and dissertation research hours) beyond the Master's degree, consisting of a Doctoral Core (A), Doctoral Specialty Core (B, C, **or** D), Doctoral Electives (E), and Other Doctoral Requirements (F).

A. Doctoral Core Required Course Work (19 hours):
   Soci 8000 Proseminar in Sociology (3)
   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: If a student needs to take Soci 8010 Intermediate Social Statistics, Soci 8020 Research Methods, and/or Soci 8030 Sociological Theory I (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for Soci 9010, Soci 9020, and Soci 9030.

B. Family, Health and Life Course (FHLC) Specialty Required Course Work (6 hours):
   Soci 8101 Family Sociology (3)
   Soci 8102 Life Course Sociology (3)

C. Gender and Sexuality (GS) Specialty Required Course Work (6 hours):
   Soci 8156 Sexuality and Society (3)
   Soci 8216 Gender and Society (3)

D. Race and Urban Studies (RUS) Specialty Required Course Work (6 hours):
   Soci 8212 Race and Ethnic Relations (3)
   Soci 8226 Urban Sociology (3)

E. Doctoral Elective Course Work (15 hours or 5 courses):
   With the approval of the departmental Director of Graduate Studies, up to 6 hours (2 courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970 Directed Readings may be taken.

F. Other Doctoral Requirements (32 hours of non-course work):
   Soci 9970 Readings for Qualifying Examination (3)
   Written qualifying examinations in theory and methodology/statistics.
   Soci 9998 Dissertation Proposal (9)
   A dissertation proposal and oral defense.
   Soci 9999 Dissertation Research (20)
   A dissertation and oral defense.

NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or better and must receive a grade of B or better in each of the required courses. If a student receives a grade below a B in a required course, the student must repeat the course the very next time the course is offered to rectify the grade.

2. The total number of hours must include a minimum of 60 hours in sociology, 34 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
3. Students must register for Soci 9970 Readings for Qualifying Examinations in the semester in which they prepare for the Ph.D. qualifying examinations.
4. Students must register for Soci 8990 Research Practicum and Soci 8991 Teaching Practicum while they are appointed as a GRA, GTA, and/or GLA.
5. Students who are appointed as a GTA III must successfully complete Soci 9000 Teaching Sociology and Soci 9001 Teaching Internship prior to their appointment.
6. Doctoral students may take Soci 9000 Teaching Sociology and Soci 9002 Writing for Publication but only three credit hours can be applied to the Ph.D. degree. Soci 9001Teaching Internship hours cannot be applied to the Ph.D. degree.
7. Students must take 2 hours of Soci 8000 in the Fall semester and 2 hours of Soci 8000 in the Spring semester of their first year in the Ph.D.-Only Program.

3330 Spanish

Programs Offered:

Master of Arts in Spanish

Specialist in Education in Teaching and Learning with Concentration in Foreign Language Education (in cooperation with the College of Education)

Department of Modern and Classical Languages
Georgia State University
University Plaza
Atlanta, Georgia 30303
404/651-226
E-mail:bbraunrot@gsu.edu or mclgraduate@gsu.edu
http://www.gsu.edu/languages
Kathleen Hardesty Doig, Chair
Bruno Braunrot, Director of Graduate Studies

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.

Applicants may obtain additional information about the Department of Modern and Classical Languages by contacting the Director of Graduate Studies at the addresses above.

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); and (c) a writing sample of an analytical nature in the target language. (At the discretion of the Graduate Committee, an entrance exam may be required.)

Degree Requirements

Master of Arts

A. Literature and Culture 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 exit examination
   c. An oral exit 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

2b. Non-Thesis Option:

a. Six hours of additional graduate coursework in the student's major field

b. A research paper.

B. Language, Pedagogy, and Applied Linguistics Option (30 hours):

Basic Requirements:

1. Eighteen hours of coursework in Literature, Language, and Culture in the student's major field
2. Twelve hours of coursework in Applied Linguistics and Pedagogy
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 courses counting towards the Master of Arts degree. Only courses passed with a grade of B or higher will count toward the degree.

3340 Translation and Interpretation

Programs Offered:

Graduate Certificate in Translation

Graduate Certificate in Interpretation (Spanish)

Department of Modern and Classical Languages
Georgia State University
P.O. Box 3970
Atlanta, Georgia 30302-3970
404/651-2265
E-mail: mclgraduate@gsu.edu
http://www.gsu.edu/languages
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.

Applicants may obtain additional information about the Program in Translation and Interpretation by contacting the Director at the addresses above.

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 a grade of B or higher and must receive a score of at least a grade of B on the exit examination in order to receive a certificate.

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 court) interpretation. The interpretation program involves a class in the introduction to the field of interpretation, a class in consecutive simultaneous and sight interpretation, a class in medical interpretation, and one class in legal interpretation (state 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 a grade of B or higher, 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; Grmn 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, 7154, and 7157.

3350 Women's Studies

Programs Offered:

Master of Arts in Women's Studies
Graduate Certificate in Women's Studies

Women's Studies Institute
Georgia State University
P.O. Box 3969
Atlanta, GA 30302-3969
Tel: 404/651-4633
Fax: 404/651-1398
E-mail: wsi@gsu.edu
http://www.gsu.edu/womensstudies
Susan Talburt, Director
Layli Phillips, Director of Graduate Studies

The Master of Arts (M.A.) degree program in Women's Studies proceeds from feminist perspectives that examine the intersections of gender with race, class, nationality, ethnicity, sexuality, and gender identity. This interdisciplinary, globally focused program interrogates social structures, institutions, and ideologies, as well as their influence on academic disciplines. Students are prepared to enter doctoral programs in women's studies or related disciplines, in the social sciences or humanities and professions such as law and social work. The M.A. degree in Women's Studies can also enhance a career in government, nonprofit organizations, or business, or can serve as a background for work for social change in other arenas. More information is available at **http://www.gsu.edu/womensstudies**.

Applicants may obtain additional information about the Women's Studies Institute by contacting the Director of Graduate Studies at the addresses above.

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. Three 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 must submit all application materials to the Graduate Office, 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.

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 with a WSt prefix crosslisted with other departments, or approved courses in other departments.
2. Proficiency in a foreign language or in an approved alternative research skill. A list of courses that can be used to meet the alternative research skill requirement is available from the WSI office. Courses taken to meet this requirement are in addition to the thirty hours of coursework required for the M.A. degree in Women's Studies.
3. A written comprehensive examination,
4. A minimum of six hours of Thesis Research (WSt 8999)
5. A thesis, approved by the student's thesis committee.

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 higher in each. Two of those must be WSt 8001, WSt 8002, WSt 8003, or WSt 8004. The other two 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 or institute 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;
- 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 General Information

The material contained in this section is designed to provide information regarding requirements specific to the College of Education and is to be considered supplemental to the information found in preceding sections of this catalog.

4010.10 Office of the Dean

1000 College of Education Building
404/651-2525
http://education.gsu.edu/coe/
Ronald P. Colarusso, Dean
Gwen Benson, Associate Dean for School and Community Partnerships
Mike Metzler, Associate Dean for Academic Programs
Jim Rutledge, College Administrative Officer

The information contained in this chapter applies to programs, course offerings, and requirements specific to the College of Educat ion. 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 National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, accredits the Professional Education Unit at Georgia State University. 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. The Professional Standards Commission of the State of Georgia approves teacher education programs.

The Council on Rehabilitation Education (CORE) accredits the Rehabilitation Counseling program in the College of Education. 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 American Psychological Association (APA) accredits the doctoral programs in Counseling Psychology and School Psychology. The University Council for Educational Administration recognizes master's, specialist, and doctoral programs in Educational Leadership. The Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits the Communication Disorders program.

4040 Research and Instructional Resources

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 community, other universities, school systems, social agencies, and community organizations. Current work includes: (1) **Benjamin E. Mays Lecture Series,** an annual program which brings nationally prominent educators to Atlanta to address critical issues facing education; (2) **Urban Teacher Leadership Master's Degree Program**, designed to facilitate the development of teachers in urban

settings who will remain in the classroom and become change agents; (3) **Coalition Urban Affiliate Liaisons**, meetings between College of Education and Atlanta Public Schools urban affiliates to develop research agendas and to discuss difficult issues related to providing excellent education for those children who traditionally have been least well-served by schools; (4) **Quarterly Forums**, events which address the topic, "Tapping Into the Genius of Our Children," which allows teachers and educators to participate in dialogue with outstanding people who have demonstrated success in fostering academic excellence for economically disenfranchised children in urban schools; (5) **The Peachtree Urban Writing Project**, a national writing project site and a collaborative of the Atlanta Public School System, Georgia State University, Morehouse College, and Spelman College; (6) **National Board Certification Resource Center**, provides awareness training to principals and teachers who are going through National Board Certification (NBC), places special emphasis on the recruitment of minority candidates and houses an information library for NBC literature; (7) **Martin Luther King, Jr. Curriculum Project**, lesson plans developed and designed to encourage hands-on, interactive exploration of materials available in The King Center, while providing historical and sociological knowledge to students as well as in social studies, civics, history, writing and language arts; (8) **Staff Development and Curriculum Enhancement**, facilitates and hosts ongoing workshops and training sessions that promote professional development for in-service teachers, and identifies supplemental learning resources that will compliment the curriculums that are currently used by teachers. The director of the center is Dr. Gwen Benson.

Applied Physiology Laboratory

G18 Sports Arena
404/651-2536
http://www.gsu.edu/kin/facilities/physiology_lab.htm

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. Jeffrey Rupp.

Biomechanics and Ergonomics Laboratory

137 Sports Arena
404/651-2536
http://education.gsu.edu/kin/facilities/biomech_lab.htm

The Georgia State University Biomechanics and Ergonomics Laboratory (BEL) were 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. Mark Geil.

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.

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

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.

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.

Educational Research Bureau

330 College of Education Building
404/651-3951
http://www.gsu.edu/%7Ewwwerb/

The Educational Research Bureau provides assistance to students and faculty with grant searches, proposal processing, and post-award management. The director of the bureau is Ms. Susan Ogletree.

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. The ITC serves as a resource center providing learning spaces, technology workshops, student computer access, and specialized educational technology resources. Our resources include computers, peripheral equipment, productivity and educational software titles, audio/video production and reproduction technology and over 100 years of combined educational technology expertise from our experienced staff.

The ITC will provide customized workshops for faculty and instructor-led classes on topics that support instruction. The ITC can create workshops for a variety of instructional technologies. It has a variety of purpose-built teaching facilities including, smart classrooms, computer classrooms, a conference room and a student computing commons.

Michael Metzler, Ph.D., Associate Dean for Academic Programs in the College of Education, serves as Director of the ITC. Call the Instructional Technology Center for information and appointments or visit their website at **http://itc.gsu.edu**.

Principals' Center

Fourth floor, College of Education Building
404/651-3274
http://www.principalscenter.org/

The Principals' Center provides continuing professional development for Georgia State University graduates and other educational professionals from Georgia's public and private K-12 schools with a focus on Instructional Leadership for Schools that Succeed for All Students. This professional development agenda is implemented under various formats which target principals, assistant principals, aspiring leaders and other practitioners interested in improving their leadership and school reform skills. The Center is administered within the Department of Educational Policy Studies. The executive director of the center is Dr. Randy Dobbs.

The Expert Leaders Series is a series of professional learning opportunities that builds awareness of innovative thinking on education issues or practical strategies for school improvement. Led by visionary thinkers through presentations and group discussions, the series is designed to inspire principals to leadership that will create school where all children achieve.

The Tool Box Series is a series of learning opportunities modeled after the eight leadership roles for school improvement, defined by the Georgia Leadership Institute for School Improvement (GLISI) and supported by the Georgia Board of Regents. Each all-day session includes content on the component competencies for each role, information about the supporting research, examples of exemplary leadership behavior, presentations and hands-on sessions with experts who are succeeding in the leadership role of the focused session.

The Institute of Aspiring Leaders is designed to prepare future principals, recommended by their school districts, to become leaders of high priority schools. Members of the institute participate in interactive learning sessions, large and small groups, and

self-assessments designed to strengthen leadership skills and in the monthly program meet to study issues of race and ethnicity, culture, equity, efficacy, change, community involvement and other topics that have an impact on increasing student achievement.

The Academy for New Principals is a one or two year professional development and support program for principals, in their first and second year as a school leader, under the guidance of experienced mentor principals. Members of the Academy: receive advice, guidance and support from distinguished, experienced principals; develop a broadened understanding of the instructional leadership process, enhance their decision-making skills; learn how to transform schools into Professional Learning Communities; and expand their network of professional colleagues.

International Program of Study: Under the design, guidance and coordination by Principals Center faculty, the Department of Educational Policy Studies offers an international program of study in England in the summer for educational practitioners (Professional Learning Unit for credits in Comparative Education – US and UK) and to GSU students (Master's and/or Add-on-Certification Educational Leadership or Instructional Endorsement) for course credit.

Saturday School

367 College of Education Building
404/651-2581
http://education.gsu.edu/saturdayschool/

Saturday School for Scholars and Leaders is offered by the Department of Early Childhood Education in the College of Education at Georgia State University. Saturday School provides a wide variety of enrichment classes for gifted students in grades K-8. Classes are held on the downtown campus during 5 sessions per year. Two 5-week sessions are held in the fall and spring semesters and one 4-week session is held each July. The director of the Saturday School is Dr. John Kesner.

Speech-Language-Hearing Clinic

8th floor, College of Education Building
404/651-3627
http;//education.gsu.edu/epse/projects/speech_clinic.htm

The Speech-Language-Hearing Clinic is operated by the Department of Educational Psychology and Special Education to provide practicum 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. Students can also receive evaluation and treatment at their own request. 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.

Alpha Upsilon Alpha - Lori Elliott, Department of Middle-Secondary Education and Instructional Technology

Association of Gay, Lesbian, Bisexual and Transgender Issues in Counseling – Julie Ancis, Department of Counseling and Psychological Services. To educate and support CPS students, faculty, and staff in strengthening their knowledge, awareness, and attitudes of LGBT issues in counseling. The organization, which is comprised of both LGBT-individuals and LGBT-allies, believes that counselors must strive for competence and excellence with this population to advocate for best practices in the areas of clinical work, research, training, and social justice.

Chi Sigma Iota – Catherina Chang and Jonathan Orr, Department of Counseling and Psychological Services

Collaborative Mathematics Education Research Group (CMERG) – Christine Thomas, Department of Middle-Secondary Education and Instructional Technology. The mission of CMERG is to support a community of mathematics educators engaged in scholarly endeavors. Through mentorship and collaboration, students enrolled in the master's, educational specialist, and doctoral programs in mathematics education are provided opportunities to participate in scholarly engagement pertinent to their areas of interests within mathematics education.

Delta Pi Epsilon - Department of Middle-Secondary Education and Instructional Technology

Doctoral Fellows - Michael Metzler, 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/doctoralfellows/ for additional information.

Kappa Delta Pi – Elisa Tate, Dean's Office (membership is by invitation)
National Student Speech-Language-Hearing Association—Sharon Hill, Department of Educational Psychology and Special Education
Recreation and Leisure Studies – Carol Mushett-Johnson, Department of Kinesiology and Health
Sojourners – Y. Barry Chung – Department of Counseling and Psychological Services. To provide social support, advocacy, and mentorship to International students within the CPS department. We seek to increase awareness among CPS students, faculty, and staff of the specific issues that International students face within the American education system in general and within the counseling profession in particular.
Student Georgia Association of Educators - Lee Daily, Department of Middle-Secondary Education and Instructional Technology

4060 Faculty/Departments

The faculty of the College of Education is organized into six departments. Graduate courses are offered by all of these departments.

The 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.

Counseling and Psychological Services

950 College of Education Building
404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair
Faculty: Ancis, Ashby, Brack, Cadenhead, Chang, Chung, Decker, Dew, Gormley, Hill, Kern, Levy, Matheny, McMahon, J. Meyers, Mullis, Orr, Ripley, Roach, S.Truscott, Varjas, Weed, White, Wynne

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 Psychology (Ph.D.), Counselor Education and Practice (Ph.D.)
Course prefix: CPS.

Early Childhood Education

550 College of Education Building
404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair
Faculty: Anastasi, Carter, Dangel, Dooley, Hart, Howrey, Jarrett, Jordan, Kesner, Lemons-Smith, L. Matthews, M. Matthews, B. Meyers, L. Meyers, Parrish, Robertson, Saxton, Schafer, L. Smith, S. Smith, Swars, Tanguay, Taylor, Thornton-Reid, D.Truscott, B. Williams, R. Williams, Zhao

Degree Programs: Early Childhood (B.S.E., M.A.T., M.Ed., Ed.S., Ph.D.)
Course prefix: ECE.

Educational Policy Studies

450 College of Education Building
404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair
Faculty: Boyles, Breault, Curlette, Davis, Dobbs, Esposito, Freeman, Furlow, Gagne, Gowen, A. Hilliard, Hutcheson, Kaufman, King, Lakes, McCray, Neel, Oshima, Richardson, Rogers, Tighe,

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.

Educational Psychology and Special Education

835 College of Education Building
404/651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair
Faculty: Alberto, Benson, Biscoe, Brooks, Calhoon, Cannon, Colarusso, Coleman-Martin, Dangel, Easterbrooks, Fowler, Fredrick, Gallagher, Gray, Greenberg, Heflin, Heller, Houchins, Howard, Irving, Jolivette, Kenner, Kruger, Laures-Gore, Lederberg, O'Rourke, Patton, Patton-Terry, Rambow, Rose, Schober-Peterson, Steventon, Thompson, Zabrucky

Degree Programs: Behavior/Learning Disabilities (M.A.T., M.Ed.), Communication Disorders (M.Ed.), Educational Psychology (M.S., Ph.D.), Multiple and Severe Disabilities (M.A.T., M.Ed.), Special Education (Ed.S.), Education of Students with Exceptionalities (Ph.D.)
Course prefixes: EPY, EXC.

Kinesiology and Health

137 Physical Education Building
404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair
Faculty: Appleberry, Brandon, Calloway, Doyle, Geil, Gurewicz, Ingalls, Lund, M. Metzler, T. Metzler, Nagel, S. Owen, Pitts, Rupp, Shapiro, W. Thompson, Tis,

Degree Programs: Health and Physical Education (B.S.E., M.Ed.), Exercise Science (B.S., M.S.), Sports Administration (M.S.), Sports Medicine (M.S.), Kinesiology (Ph.D.)
Course prefix: KH.

Middle-Secondary Education and Instructional Technology

639 College of Education Building
404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair, Learning Technologies Division
Joyce Many, Associate Chair, Language, Literacy, and Social Studies Education Division
Christine Thomas, Associate Chair, Mathematics and Science Education Division
Faculty: Albers, Ariail, Bohan, Brown, Burns, Calandra, Chung, Daily, Dias, Elliott, Feinberg, Flint, Fox, Harmon, Hatcher, Hayden, Howard, Junor-Clarke, Kinuthia, Lomax, Manley, Many, Martin-Hansen, L. Matthews, McGrail, McNeal, Nosegbe, Pecore, Shoffner, A. Smith, Stinson, C. Thomas, Tinker-Sachs, Verma, X. Wang, Y. Wang, Williams

Degree Programs: English Education (M.A.T., M.Ed.), Library Media Technology (M.L.M.), Mathematics Education (M.A.T., M.Ed.), Middle Childhood Education (M.A.T., M.Ed.), Reading, Language, and Literacy Education (M.A.T., M.Ed.), Science Education (M.A.T., M.Ed.), Social Studies Education (M.A.T., M.Ed.), Instructional Technology (M.S., Ph.D.), Teaching and Learning (Ed.S., Ph.D.)
Course prefixes: EDCI, EDLA, EDMT, EDRD, EDSC, EDSS, ELMT, IT, TSLE.

4070 Students' Responsibilities

Knowledge of Regulations

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 students 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 an adviser or other university authority did not inform the individual of a specific requirement. 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 students' major department, and any changes published in the online *Schedule of Classes* 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 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.

Continuous Enrollment

Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

The minimum registration for the semester of completion of all degree requirements is one semester hour. This could be for a course, a special topics seminar, or thesis research, etc. If only an incomplete "I" grade is pending the student will not have to register for the term of graduation.

In addition to this university policy, the College of Education has a specific requirement for all Ph.D. candidates. 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. Doctoral students must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) the term all degree requirements are completed. The students must be enrolled in at least three semester hours of coursework during the academic term in which they defend the dissertation.

Some M.Ed and Ed.S. curricula have their own continuous enrollment policies, which are discussed in each program area of this Catalog describing the particular requirements of a specific major. In every case, the requirements of the College of Education supersede the minimal requirements of Georgia State University.

4080 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 online 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 point average of "B" or higher in the certification courses. Some programs require a grade of "B" or higher in specific courses.

4090 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 Robert L. Blaney and Joe C. White Award in recognition of academic achievements of students in the Urban Alternative Preparation Program.

The Department of Educational Policy Studies gives an Educational Policy Studies Outstanding Doctoral Student Award and the Research, Measurement and Statistics Fellowship Fund 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 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 Middle Secondary Education and Instructional Technology gives the Graduate Award to M.Ed. or Ed.S. students 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).

4100 Office of Academic Assistance and Graduate Admissions

http://education.gsu.edu/aae
300 College of Education Building
404/651-2539
Dr. John Haydock, Director
Sharon Spurley, Senior Academic Adviser
Carla Woods, Academic Adviser
Shantina Knox, Admissions Coordinator

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;
- Audit and clear students for graduation;
- Administer appropriate policies for the college and the university; and
- Refer students to other sources of assistance in the university.

The Office of Academic Assistance and Graduate Admissions will counsel applicants who are denied admission into nondegree, master's, and specialist programs as needed by appointment only.

Applicants needing assistance with application procedures may send questions via email to EducAdmissions@gsu.edu or call 404/651-2540.

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 for academic and career development, the selection of electives, and any aspect of the students' major area of study. The initiative for contact with the faculty adviser lies with the students, who may also have ready access to other members of the faculty.

4110 Changing Major or Degree Status

Georgia State University graduate students who wish 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 students' new program adviser approves the application of previously earned credits toward the new program. If another college offers the new major, the students should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate students 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. No more than nine semester hours of

coursework taken in a nondegree -status may be applied to a master's or doctoral program in the College of Education. Nondegree credits may not apply to any specialist degree program.

4120 Required Change of Catalog Edition

College of Education students (a) who reenter the university after a period of one or more years during which time they did not earn academic credit at Georgia State University *or* (b) who reenroll 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. They must meet all requirements of the current catalog edition.

4130 Credit by Examination

Students 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 students receive 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)
EPRS 7900	Methods of Research in Education (3)
EPRS 8530	Quantitative Methods and Analysis in Education I (3)
EPRS 8540	Quantitative Methods and Analysis in Education I (3)

4140 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. College of Education students interested in a tuition waiver should contact their department for more information.

4150 Courses

Prerequisite 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 students have appropriate academic and professional experience, they may ask that the instructor or department allow them 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 the students to enroll without having completed the prerequisites. In some courses, the students may be administratively withdrawn from the course if the instructor or department discovers that they had not completed the course's prerequisites.

Separate Graduate and Undergraduate Programs

The graduate and undergraduate programs of the college 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 may be applied toward any of the graduate-level program degree requirements. Undergraduate courses may be used to satisfy program prerequisites, if approved by the advisor.

Level of Courses

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.

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 requires consultation with the instructor of choice to develop the topic of study, approval of the students' adviser, and approval of the department chair of the chosen instructor's

department. ***Directed reading courses may not substitute for courses that are part of the regular course offerings of the college.***

4160 Practica and Internships

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 students' department. 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.

Policies and Criteria

Specific information regarding policies related to practica and internship placement may be obtained from the students 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.

The practica supervisor or student teaching supervisor has the authority to withdraw students from a classroom experience if the students' performance constitutes a detriment to the students in the class, and if such removal is necessary, the students will be given a grade of "F" for the course.

4170 Academic Petitions and Appeals (See Addendum)

~~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.~~

~~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 students' program as it is published in the appropriate graduate catalog must have prior approval of the students' adviser, the department chair, and the dean of the college. Students 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.~~

~~Student Petition for Resolution~~

~~This petition is for use by students seeking resolution to academic treatment within the College of Education thought by the students to be injurious, unjust, or wrong. Students who believe they have 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 students' written requests, the department chair schedules a meeting with the students and their professor. Students 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.~~

~~Student Appeal Procedure~~

~~Students 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 Shea Allman , Liaison to the Appeals Panel, Office of the Dean, 404/651-1006, for an appointment.~~

4180 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 and will be withdrawn from consideration after the completion deadline.

Admission is for entry in a specific major and concentration, when appropriate. Students who have 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.

General Application Procedures and Information

Applications for graduate study are available online at **http://education.gsu.edu/aae**.

Applications and supporting materials must be filed with the Office of Academic Assistance and Graduate Admissions at the addresses listed at **http://education.gsu.edu/aae/** 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.

Application Completion Deadlines

Non-Degree Programs (endorsements and certificates)

To begin:	All materials must be received by:
Fall Semester	May 1
Spring Semester	October 1
Summer Term	February 1

Master's Degree Programs (M.A.T., M.Ed., M.L.M., M.S.)

To begin:	All materials must be received by:
Fall Semester	May 1
Spring Semester	October 1
Summer Term	February 1

Deadline Exceptions for Master's Degree Programs

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 March 1.
Rehabilitation Counseling: Applications accepted for fall only; all materials must be received by May 1.
School Counseling: Applications accepted for summer only; all materials must be received by January 15.
School Psychology: Applications accepted for fall only; all materials must be received by February 1.

Ed.S. Degree Programs

To begin:	All materials must be received by:
Fall Semester	May 1
Spring Semester	October 1
Summer Term	February 1

Deadline Exceptions for Ed.S. Degree Programs

Early Childhood Education: Admission occurs only for Summer term each year; all materials must be received by February 1.
School Psychology: Applications accepted for fall only; all materials must be received by February 1.

Ph.D. Degree Programs

Major	Spring	Summer and Fall
Counselor Education and Practice	n/a	Jan 15
Counseling Psychology	n/a	Dec 1
Early Childhood Education	n/a	Jan 15
Education of Students with Exceptionalities	n/a	Mar 1 (fall only)
Educational Policy Studies	Oct 1	Jan 15
Educational Psychology	n/a	Mar 1
Instructional Technology	Oct 1	Mar 1
Kinesiology	Oct 1	Mar 1
School Psychology	n/a	Jan 15
Teaching and Learning	Oct 1	Mar 1

Reentry

Graduate students who have 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 online at **http://www.gsu.edu/returning.html**. Reentry admission is not automatic. Students 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; students 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 the Office of the Undergraduate Admissions, Georgia State University, Atlanta, GA 30303. Deadlines for reentry applications are published each term on the Registrar's website.

Reentry approval is valid for one academic year from fall through summer semester. Students who fail to register during the academic year they apply must file a new reentry request for the next academic year.

Students who have not registered for one calendar year 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.

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 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 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 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. The home country embassy or an appropriate official should make translations, 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.

Visiting Student Admission

Students enrolled as regular students in a degree program in another accredited college or university may apply to register for a particular academic term at Georgia State University as visiting (transient) students. Such students are ones who expect 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. Visiting student admission is valid for one term only. Enrollment in subsequent terms requires a new application. Visiting student status is limited to nine semester hours of credit.

Applicants desiring to enroll as transient students 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) - Graduate Transient Student Application **http://education.gsu.edu** Click on Prospective Students and then Admissions), (2) a nonrefundable application fee of $50.00, 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 John Haydock at the above address.

Georgia State University students currently pursuing degree programs in the College of Education must secure permission from their academic adviser and approval of the Office of Academic Assistance and Graduate Admissions prior to enrolling as – visiting students at another institution. Transient authorization form must be obtained through the Office of Academic Assistance and Graduate Admissions.

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.

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.

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 or the next acceptance term immediately following the original admission provided that current admission criteria are met. A written request from the applicant is required to be addressed to Graduate Admissions, Office of Academic Assistance and Graduate Admissions. Admission for a subsequent term is not automatic or guaranteed.

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 will 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 Semester	May 1
Spring Semester	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.

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.

Students who earn credit in a master's or specialist level program and later becomes inactive may be required to reestablish his or her file. The Office of the Registrar will maintain a transcript of graduate credit earned at Georgia State University indefinitely.

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.

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 master's degree, an Ed.S. degree program, 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 that 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).

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.

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 letter 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

Scholastic Warning

Graduate students 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 their 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 students' 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 students will return to good standing.

Students who wish 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.

Graduate students 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 students will return to good standing. Students may not graduate while on scholastic warning.

Scholastic Suspension

Graduate students 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 students 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 Semester — June 15
- To reenter Spring Semester — October 15
- To reenter Summer Term — March 1

There is no guarantee that the students will be readmitted.

Scholastic Probation

Students who are reinstated after scholastic suspension will be on *scholastic probation.* If the students' graduate grade point average for any term following reinstatement falls below 3.00, the students will be scholastically excluded from the College of Education. If the students' cumulative GPA is less than 3.00, they will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

Scholastic Exclusion

Students may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The students completed an academic term in which they did not earn a term GPA of at least 3.00 while they were on academic probation.
2. The students 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 students failed to maintain the level of academic performance required by the department of their major.

Students 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/aae

The College of Education uses a self-managed application for admissions to its master's 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. Incomplete applications will not be processed and will be withdrawn from consideration after the completion deadline. Applicants must apply online at **http://education.gsu.edu/aae/** and send all supplemental materials to the addresses listed at **http://education.gsu.edu/aae/**.

.

4210.10 Master of Arts in Teaching, Master of Education, Master of Library Media, and Master of Science Applications

The following list is only a general guide, and applicants should check the web site for the most recent information at **http://education.gsu.edu/aae/**.

All applicants must submit the following items and meet stated criteria:

1. College of Education Application for Graduate Admission (online application).
2. Nonrefundable application fee of $50.00 (paid online with application). The application fee is nonrefundable, and it does not apply toward registration fees.
3. University Information Sheet (included with online application).
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. The highest score for each subtest will be considered for admission. Educational Psychology applicants must also submit

the Writing subtest score. 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. An applicant to the Library Media Technology program must submit three letters of recommendation, at least one of which is from an academic source.
   An applicant to the Social Foundations program must submit two letters of recommendation from an academic source.
8. Resumé. Each applicant must submit a brief resumé 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. Georgia Assessment for Certification of Educators (GACE). 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 GACE Basic Skills 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 GACE Basic Skills Assessment requirement.
   Visit **http://www.gace.nesinc.com** for more information about the GACE 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.
12. International applicants. Applicants should refer to section 4190.80 of this catalog for additional information.

The above list is only a general guide, and applicants should check the web site for the most recent information at **http://education.gsu.edu/aae/.**

4210.20 Application Completion Deadlines

To begin:	All materials must be received by:
Fall Semester	May 1
Spring Semester	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 March 1.
Rehabilitation Counseling: Applications accepted for fall only; all materials must be received by May 1.
School Counseling: Applications accepted for summer only; all materials must be received by January 15.
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 students 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 Concurrent Master's/Ph.D. Admission

At the time of admission to the doctoral program in Educational Psychology students entering without a master's degree in a related field are expected to enroll concurrently in the M.S. and Ph.D. programs. The applicant for concurrent Master's/Ph.D. admission must have an undergraduate grade point average of 3.30 and meet the relevant admission requirements listed for the doctoral program in Educational Psychology. Those applying to the doctoral program in School Psychology may apply for admissions after having successfully completed a bachelor's degree with a major in psychology, education or a related field; a master's degree in a related field; or a specialist degree in a related field. Those applying with a bachelor's degree must have an undergraduate GPA of 2.5. Those applying with a master's degree must have a GPA of 3.3. Students admitted to concurrent enrollment will not be eligible to advance to doctoral candidacy until they have successfully completed the master's degree.

4210.60 Multiple Master's Degrees

Students who hold a degree from the College of Education may qualify for a different master's degree of this college. To qualify, they 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 students 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.

4210.70 Minimum Requirements for All Master's Degrees

1. Students must earn an overall grade point average of 3.00 calculated on all graduate coursework attempted at Georgia State University. 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. Students 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 students 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 students complete and defend a master's project or master's thesis.

4220 Master's Degree Programs

http://education.gsu.edu

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 Arts in Education (M.A.T.) Programs

4230.05 Behavior/Learning Disabilities (M.A.T.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Program Theme: Leadership and Scholarship Focused on Learning and Development

Students who do not hold a professional and renewable certificate in special education may apply for the M.A.T. program but must complete the certification courses prerequisite to the master's degree coursework. The certification course sequence prepares students to teach students with mild disabilities who have access to the general education curriculum

Students must have a bachelor's degree prior to being admitted to the certification program as described below. The certification courses include:

EDRD 6600	Introduction to Materials and Methods of Reading Instruction (3)
EDRD 7650	Individualized Assessment & Instruction for At - Risk Readers (3)
EPY 2050	Human Growth and Development (3)
EXC 4010	Characteristics of Students with Disabilities (3)
EXC 6560	Educational Evaluation of Students with Disabilities (3)
EXC 6661	Practicum I: Special Education General Curriculum: Consultative (3)
EXC 6570	Individual and Classroom Management (3)
EXC 6580	Instructional Methods for Students with Behavior/Learning Disabilities (3)
EXC 6590	Functional and Social Methods for Students with Behavior/Learning Disabilities (3)
EXC 6671	Educational Partnerships and Practicum II: Special Education General Curriculum: Consultative (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)

Students may be given credit for EPY 2050 if prior appropriate course work can be documented. Approval must be obtained from their advisor. Students may not transfer any other course credits into the certification program. Students may become highly qualified in reading by passing EDRD 6600, EXC 7190, and EDRD 7650 and completing a reading portfolio. Students who are already highly qualified in reading may be exempt from taking EDRD 6600 and EDRD 7650. Students must provide documentation of passing a state examination in reading or a copy of their teaching certificate indicating their reading highly qualified status to receive credit for these two courses. Approval must be obtained from the student's advisor. Students who do not satisfactorily pass a course must retake the course and satisfactorily pass the course prior to taking additional courses in the program. Course may be repeated once.

Students, who must complete the certification sequence, may enroll in a graduate level course during the same term that the final practicum for initial certification is being taken. Evaluation of a student's performance is continuous and involves consideration of each student's performance in all academic settings. Inappropriate or unprofessional conduct by any student may result in the student being dropped from a course or 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. Georgia State University will only recommend an individual for certification who has completed a program approved by the College of Education's Professional Education Faculty and developed under the guidance of a faculty advisor.

Program Degree Requirements

Master of Arts in Teaching in Behavior/Learning Disabilities

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)

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 students earn a grade below "B" in a course, they must repeat that course. Students 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):

EDMT 7400	Mathematical Concepts for Special Learners (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 with Behavior and Learning Disabilities (3)
EXC 7170	Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)
EXC 7460	Mathematical Instruction in Special Education I (3)
EXC 7941	Practicum III: Special Education General Curriculum: Consultative (3)

C. Elective (6).
Students must select two of the following guided electives:

EXC 7010	Language Development and Disabilities (3)
EXC 7030	Applied Behavioral Analysis (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 Disabilities (3)
EXC 7470	Mathematical Instruction in Special Education II (3)

Or other courses with the approval of the program advisor.

Highly Qualified in Mathematics:
Students may become highly qualified in mathematics by passing the following courses (a) EXC 7460 Mathematics Instruction in Special Education (I), (b) EXC 7470 Mathematics Instruction in Special Education (II), (c) EDMT 7400 Math Concepts for Special Learners, and (d) two additional courses in mathematics as approved by the advisor.

Additional information:
Substitutions may be made with the approval of the student's advisor for courses previously taken or other appropriate experiences. Students must pass the appropriate state examinations and a comprehensive examination. The minimum number of credit hours is 36 for a master's degree.

Program total: minimum of 36 semester hours

4230.10 Early Childhood Education (M.A.T.) – Urban Accelerated Certification and Master's Program (UACM)

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

Program Theme: Urban Educator as Decision Maker

This 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.

Program Admission

In addition to the College of Education graduate degree admission requirements, applicants for this program must have earned a minimum of 2.75 undergraduate grade point average calculated on all work attempted. Applicants must also 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. Course work is offered in a fixed sequence beginning Summer (May) session of each academic year and runs for eight consecutive terms. Successful completion of Phase I of the program (52 prerequisite semester per hours) and a passing score on GACE Content Assessments in Early Childhood Education leads to a recommendation for initial certification (T-4).

Applicants who are recommended and successfully complete Phase II of the program (30 semester hours) will earn a Master of Arts in Teaching degree. During Phase II, each applicant is required to be employed as a full-time teacher in an urban classroom and participate in a mentoring experience. The applicant may not complete Phase II course work prior to recommendation to the program. No prerequisite course work may be counted toward fulfillment of the M.A.T. Admission to the program which occurs once each year. For application and supporting materials, please contact the Department of Early Childhood Education at 404/651-2584.

Phase I: Prerequisites

Summer Semester

ECE 6360	Culturally Responsive Pedagogy (6)
ECE 6370	Classroom Management and Instruction (3)
ECE 6380	Foundation of Literacy Instruction for Young Children (3)
ECE 6390	Foundation of Mathematics Instruction for Young Children (3)
EXC 4020	Characteristics and Instructional Strategies for Students with Disabilities (3)

Fall Semester

ECE 6365	Culture, Community, and Schools (3)
ECE 6375	Critical Issues in Urban Education I (3)
ECE 6385	Reading and Language Arts Curriculum I (3)
ECE 6391	Mathematics Curriculum I (3)
ECE 6395	Child Growth and Development in Urban Education (3)
ECE 6655	Student Teaching I (3)

Spring Semester

ECE 6376	Critical Issues in Urban Education II (2)
ECE 6386	Reading and Language Arts Curriculum II (2)
ECE 6392	Mathematics Curriculum II (2)
ECE 6405	Science and Social Studies in the Urban Classroom (3)
ECE 6656	Student Teaching II (6)

Total prerequisite hours: minimum of 51semester hours

Exit Requirements

- Completion of all required course work with a 3.00 cumulative grade point average
- Successful completion of the GACE Content Assessments in the Early Childhood Education licensure area.
- Demonstration of satisfactory proficiency on the PSC approved computer skill competency test or its equivalent (IT 3210, IT 7360)
- Successful completion of Student Teaching I and Student Teaching II with grades of “B” or higher

Phase II: Program Degree Requirements

Master of Arts in Teaching in Early Childhood Education UACM

A. Professional Studies (9)

EPY 7090	The Psychology of Learning and Learners: The Young Child (3)
EPSF 7120	Social and Cultural Foundations of Education (3)
EPRS 7910	Action Research (3)

B. Teaching Field/Internship (18)

ECE 6415	Curriculum Integration and Assessment: Social Studies and Literacy (3)
ECE 6416	Curriculum Integration and Assessment: Science and Mathematics (3)
ECE 6660	Mentorship in the Urban Classroom I (3)

ECE 6661 Mentorship in the Urban Classroom II (3)
ECE 6830 Critical Theories and Research in Urban Education I (3)
ECE 6831 Critical Theories and Research in Urban Education II (3)

C. Capstone Experience (3)
ECE 6800 Urban Education Capstone Seminar (3)

Program total: minimum of 30 semester hours

Exit Requirements
- Completion of all required course work with a 3.00 cumulative grade point average
- Successful completion of Mentorship in the Urban Classroom I and II (ECE 6660 and ECE 6661) with a grade of "B" or higher
- Successful completion of the capstone experience.

4230.15 English Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The M.A.T. major in English Education provides initial teacher preparation for individuals holding bachelor's degrees in English.

Program Admission

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 GACE Basic Skills Assessment.

The department may specify additional requirements.

Program Academic Regulations

The M.A.T. 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 GACE 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 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) or its equivalent, and Technology for Teachers (IT 3210, IT 7360) or its equivalent, taken within the last five years 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), 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); and
5. Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in English Education

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. Teaching Field/Major (27)

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)

Elective in the Teaching Field/Major (3)

Select One (3):

EDLA 7150	Children's and Adolescent's Literature (3)
EDLA 7480	Theory and Pedagogy in the Study of the English Language (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)
TSLE 7260	Cultural Issues for the Bilingual/English as a Second Language Teacher (3)

Select Advanced Studies in English or Folklore (12): In consultation with an advisement committee, students select coursework numbered 6000 to 8999. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of English in secondary education.

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

4230.20 Mathematics Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Christine Thomas, Associate Chair

Program Theme: Educator as Reflective Professional

The M.A.T. major in Mathematics Education provides initial teacher preparation for an individual holding a bachelor's degree in mathematics or its equivalent.

Program Admission

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 recentcy 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 GACE Basic Skills Assessment.

Program Academic Regulations

The department may specify additional requirements.

The M.A.T. 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 GACE Content Assessments for mathematics and successfully completing:

1. All content courses recommended for students by MSIT and Arts and Sciences faculty upon admission to the program;
2. Students must complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (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), 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).
5. Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Mathematics Education

A. Professional Studies (12)

Required (3):

IT 7360	Integrating Technology in School-Based Learning Environments (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)

Required (3):

EPY 7080	The Psychology of Learning and Learners (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 students select 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	PracticumIII (3)

Program total: minimum of 45 semester hours

4230.25 Middle Childhood Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair
Joyce Many, Associate Chair
Christine Thomas, Associate Chair

Program Theme: Teacher as Reflective Professional

The M.A.T. major in Middle Childhood Education provides initial teacher preparation for individuals holding bachelor's degrees and who have an interest in teaching students in grades 4-8 in two areas of a concentration. The course of study meets the requirements for professional certification in Middle Childhood Education (grades 4-8) with concentrations in either language arts and social studies education or mathematics and science education.

Program Admission

All applicants must meet the College of Education's requirements for admission to graduate study. Additional requirements specific to this program include:

1. An undergraduate or graduate degree or the equivalent from a regionally accredited college or university.
2. The academic preparation of applicants must include the coursework listed below. Students may be admitted to the program and allowed to complete their academic preparation concurrently. Academic preparation must be completed prior to recommendation for certification.

- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020 or its equivalent)
- Technology for Teachers (IT 3210, IT 7360, or its equivalent taken in the last five years)

Language Arts and Social Studies Concentration

- 12 hours of English courses with at least 6 hours of upper division coursework.
- 12 hours of social studies courses with at least 6 hours of upper division coursework.
- Students must demonstrate academic proficiency in the following areas: (a) literature and folklore, (b) composition, (c) languages and (d) children's and adolescent's literature
- Students must demonstrate academic proficiency in the following areas: (a) Georgia History, (b) geography, (c) World History/studies, (d) U.S. History/studies.

Mathematics and Science Education Concentration

- 12 hours of mathematics courses with at least 6 hours of upper division coursework.
- 12 hours of science courses with at least 6 hours of upper division coursework.
- Students must demonstrate academic proficiency in the following areas: (a) geometry, (b) algebra, (c) number theory, and (d) probability/statistics.
- Students must demonstrate academic proficiency in the following areas: (a) biology, (b) physical science, and (c) earth/space sciences.

3. Three letters of recommendation as follows: (a) one academic or professional letter, (b) one letter from someone who can evaluate the applicants' personal qualifications, experience, and background in light of the potential to work successfully with pre-adolescents and adolescents, 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 all three sections of the GACE Content Assessment or exemption based on qualifying SAT, ACT, or GRE scores.
7. The department may specify additional requirements.

Program Academic Regulations

The M.A.T. 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.

Students are advised by a committee of education and arts and sciences faculty including representatives from the students' two areas of concentration. The committee and the students complete a planned program of study in light of the needs of the individual students. 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.
- 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 GACE Content Assessments for middle grades and successfully completing:

1. All content courses recommended for all individuals by the advisement committee upon admission to the program.
2. EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (or its equivalent) and EPY 7080.
3. EDCI 7020, EDRD 7630, IT 7360, EDCI 7660, EDCI 7670, EDCI 7680, and either EDCI 6540 and EDCI 7540 (Math/Science option) or EDCI 6560 and EDCI 7560 (Language Arts/Social Studies option).

Program Degree Requirements

Master of Arts in Teaching in Middle Childhood Education

A. Professional Studies (9 semester hours)

Required (3):

EPY 7080	The Psychology of Learning and Learners (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)

B. Teaching Field/Major (27 semester hours)

Required (6):

EDCI 7020	Middle Schools in a Diverse Society (3)
EDRD 7360	Literacy in the Content Areas (3)

Elective (3):

Select an elective with the approval of the Middle Childhood Education APP Advisor.

Choose one concentration:

Mathematics and Science Concentration

Required (6):

EDCI 6540	Principles of Instruction in Middle Childhood Science and Mathematics (3)
EDCI 7540	Theory and Pedagogy of Middle Childhood Science and Mathematics Instruction (3)

Advanced Studies – Mathematics (6)
In consultation with their advisement committee, students select coursework numbered 6000 or higher. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of mathematics education at the middle childhood level. One course should be taken from the Department of Mathematics and Statistics and one course from mathematics education in the Department of Middle-Secondary Education and Instructional Technology.

Advanced Studies – Science (6)
In consultation with their advisement committee, students select coursework numbered 6000 or higher. The coursework should lead to the development of an understanding of the history, philosophy, and conceptual underpinnings of science as well as the applications of science education at the middle childhood level.

Language Arts and Social Studies Concentration
Required (6):

EDCI 6560	Principles of Instruction in Middle Childhood Language Arts and Social Studies (3)
EDCI 7560	Theory and Pedagogy of Middle Childhood Language Arts and Social Studies Instruction (3)

Advanced Studies – Language Arts (6)
In consultation with their advisement committee, students select coursework numbered 6000 or higher. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of language arts education at the middle childhood level. One course (Eng) should be taken from the Department of English and one course (EDLA) from Language and Literacy Education in the Department of Middle-Secondary Education and Instructional Technology.

Advanced Studies – Social Studies (6)
In consultation with their advisement committee, students select coursework numbered 6000 or higher. The coursework should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of social studies education at the middle childhood level. One course should be taken from the College of Arts and Sciences and one course (EDSS) from social studies education.

C. Internship (9 semester hours)
Required (9):

EDCI 7660	Practicum I (3)
EDCI 7670	Practicum II (3)
EDCI 7680	Practicum III (3)

Program total: minimum of 45 semester hours

4230.30 Multiple and Severe Disabilities (M.A.T.)

Department of Educational Psychology and Special Education Program
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Theme: Leadership and Scholarship Focused on Learning and Development

Certification areas: Special Education Adapted Curriculum (Mental Retardation), Special Education General and Adapted Curriculum (Autism), Special Education Deaf Education, Early Childhood Special Education General Curriculum, Special Education Preschool, Special Education Physical and Health Disabilities

The M.Ed. major in Multiple and Severe Disabilities prepares students to teach children with moderate, severe, and profound mental retardation; autism; physical and health disabilities; hearing loss; or young children with disabilities. The students are provided coursework and practicum experiences resulting in knowledge of characteristics, curriculum, instructional strategies, and classroom management procedures.

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 only recommends for certification an individual who has completed a planned program developed with his or her faculty adviser.

Program Academic Regulations

Students entering this program should have completed coursework at the undergraduate or graduate level in each of the areas listed below. 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 portion of the coursework as prerequisites to program courses. It is 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 (deaf education, physical and health disabilities, early childhood special education general curriculum, special education preschool)
- Human Growth and Development (all)
- Intermediate Level on Signed Communication Proficiency Interview (SCPI) (deaf education)
- Introduction to Exceptional Children (all)
- Linking Literacy Assessment and Classroom Instruction or Individual Assessment and Instruction for At-Risk Readers (deaf education, early childhood special education general curriculum, special education preschool)
- Methods of Teaching Mathematics (deaf education, physical and health disabilities, early childhood special education general curriculum, special education preschool)
- Methods of Teaching Reading (all) (SDU/PLU credits will not be accepted for the following majors: autism (if the reading endorsement is required), deaf education, early childhood special education general curriculum, physical and health disabilities)
- Student Teaching/Practicum (all; deaf education students, this experience must have been with deaf/hard of hearing children)

A Reading Portfolio is required for the following programs: Deaf Education, Physical and Health Disabilities, Early Childhood Special Education General Curriculum. This portfolio along with required coursework will lead to the Georgia Reading Endorsement, which meets the requirement for teachers to be highly qualified through the PSC.

The students must earn a grade of "B" or higher in each course in the teaching field/major area (B). If the students earn a grade below "B" in a course, they must repeat that course. Students 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.

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 being withdrawn from a course, a practicum, or the 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 Deaf Education Certification:
Students in the deaf education certification area must post a score of "Intermediate" on the SCPI before admission to student teaching. In addition, students in the deaf education 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.

Students in the deaf education certification area program who successfully complete 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 Degree Requirements

Master of Education in Multiple and Severe Disabilities

Substitutions may be made for courses previously taken or other appropriate experiences with the consent of the students' 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)

B. Teaching Field/Major (minimum 27-30 hours requirement varies by concentration area).

The students must earn a grade of "B" or higher in each course in the teaching field/major area. If the students earn a grade below "B" in a course, they must repeat that course. Students 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.

Select one of the following six concentration areas.

Early Childhood Special Education General Curriculum Concentration (27)

Required (27):

EXC 7000	Collaboration with Parents and Professionals (3)
EXC 7010	Language Development and Language Disabilities (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7300	Assistive Technology: Reading and Academics (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)

Special Education Adapted Curriculum (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 7281	Adapted/Functional Curriculum for Students with Severe Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
EXC 7330	Physical and Health Management of Students with Disabilities (3)
EXC 7935	Practicum II: Severe Mental Retardation (3)

Select one (3):

EXC 7310	Strategies for Challenging Behaviors (3)
EXC 7320	Methods for Teaching Students with Autism
EXC 7340	Post School Transition (3)

Other graduate level courses must be approved by major professor

Students who are not already highly qualified teachers per the federal mandate of No Child Left Behind will select two of three courses listed as "Professional Studies" in the options listed above in section A plus ECE/EDLA 7580 Language Foundations of Literacy Learning (3) or EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3).

Special Education Deaf Education Concentration (30)

Required (30):

EXC 6480	Hearing Science and Disorders (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
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 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 7930	Practicum II: Deaf/Hard of Hearing (3)
EXC 7940	Practicum III: Deaf/Hard of Hearing (3)

Special Education General/Adapted (Autism) Concentration (27)
Required (27):

EXC 7030	Applied Behavior Analysis (3)
EXC 7160	Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7250	Characteristics of Severe Mental Retardation and Autism (3)
EXC 7280	Methods for Teaching Students with Severe Disabilities (3)
EXC 7300	Assistive Technology: Reading and Academics (3) OR COMM 6910 Special Project: Augmentative Communication (3)
EXC 7310	Strategies for Challenging Behaviors (3)
EXC 7320	Methods of Teaching Students with Autism (3)
EXC 7936	Practicum II: Autism (3)

Students who are not already highly qualified teachers per the federal mandate of No Child Left Behind will select two of three courses listed as "Professional Studies" in the options listed above in section A plus EDRD 7650 Individual Assessment and Instruction of At-Risk Readers (3).

Special Education Preschool Concentration (27)
Required (24):

EXC 7000	Collaboration with Parents and Professionals (3)
EXC 7010	Language Development and Language Disabilities (3)
EXC 7300	Assistive Technology: Reading and Academics (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 Literacy Instruction for Students with Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)

Program total: minimum of 36 semester hours; minimum of 39 semester hours for deaf education concentration

4230.35 Reading, Language, and Literacy Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The M.A.T. major in Reading, Language, and Literacy Education provides initial teacher preparation in ESOL for individuals holding bachelor's degree and who have an interest in English to speakers of other languages in K-12 settings. The course of study meets the requirements for professional certification at the initial level in ESOL and the requirements for a Reading Endorsement.

Program Admission

All applicants must meet the College of Education's requirements for admission to graduate study. Additional requirements specific to this program include:

1. An undergraduate or graduate degree or the equivalent from a regionally accredited college or university.

2. The academic preparation of applicants should include the coursework listed below. Students may be admitted to the program and allowed to complete their academic preparation concurrently. Academic preparation must be completed prior to recommendation for certification.
   - Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020 or its equivalent)
   - Technology for Teachers (IT 3210, IT 7360, or its equivalent taken within the last 5 years)
3. Students must meet a language requirement that is intended to ensure that all graduates have had the experience of studying a second or foreign language. This 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. The acquisition of English as a second language for non-native English speakers.
4. Two letters of recommendation as follows: (a) an academic or professional letter, (b) a letter from someone who can evaluate the applicant's personal qualifications, experience, and background in light of the potential to work successfully with students at the K-12 levels, or (c) a letter from a current work supervisor (if applicable).
5. Documentation of previous work experience.
6. Interviews conducted by faculty and school-based personnel.
7. Passing scores on all three sections of the GACE Basic Skills Assessment or exemption based on qualifying SAT, ACT, or GRE scores.
8. The department may specify additional requirements.

Program Academic Regulations

The M.A.T. 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 of education faculty including representatives from the Department of Middle-Secondary Education and Instructional Technology and the Department of Applied Linguistics. The committee and the students complete a planned program of study in light of the needs of individual students. Exit requirements for this program are:

- Completion of all program coursework with a grade point average of no less than 3.0.
- Successful completion of the teaching internships with a grade of "B" or higher.
- 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 GACE Content Assessments for Teaching English as a Second Language and successfully completing:

1. EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (or its equivalent), IT 3210 (or its equivalent), and EPY 7080.
2. AL 8240, TSLE 7250, TSLE 7260 or AL 8330, TSLE 7440, AL 8460, AL 8470, EDRD 7600, EDRD 7630, EDRD 7650, EDCI 7660, EDCI 7670, and EDCI 7680.
3. Presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Reading, Language, and Literacy Education

A. Professional Studies (9 semester hours)

Required (3):

EPY 7080	The Psychology of Learning and Learners (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 in Education (3)

B. Teaching Field/Major (27 semester hours)

Required (24):

AL 8240	General Linguistics (3)

AL 8460	English Grammar for ESL/EFL Teachers (3)
AL 8470	Sociolinguistics (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)
TSLE 7250	Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)
TSLE 7440	Methods and Materials for Bilingual/English as a Second Language Teacher (3)

Select one (3):

TSLE 7260	Cultural Issues for Bilingual/English as a Second Language Teacher (3)
AL 8330	Intercultural Communication (3)

C. Internship (9 semester hours)

EDCI 7660	Practicum I (3)
EDCI 7670	Practicum II (3)
EDCI 7680	Practicum III (3)

Program total: minimum of 45 semester hours

4230.40 Science Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Christine Thomas, Associate Chair

Program Theme: Teacher as Reflective Professional

The M.A.T. major in Science Education provides initial teacher certification for those holding bachelor's degrees in engineering, science, or a related area.

Program Admission

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 upper-division 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 GACE Basic Skills Assessment

Program Academic Regulations

The department may specify additional requirements.

The M.A.T. 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 GACE Content Assessments for licensure in Science and successfully completing:

1. All content courses recommended for the students by MSIT and Arts and Sciences faculty upon the students' admission to the program;

2. Students must complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (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)
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)
5. Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Science Education

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)

Required (3):
EPY 7080 The Psychology of Learning and Learners (3)

Required (3):
IT 7360 Integrating Technology in School-Based Learning Environments (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 their advisory committee, the students select 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 students 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 students' planned program of study after a transcript analysis of previous work and consultation with the students.

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

4230.45 Social Studies Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The M.A.T. major in Social Studies Education provides initial teacher preparation for individuals holding bachelor's degrees in history or one or more of the social sciences.

Program Admission

All applicants must meet the College of Education's requirements for admission to graduate study. Admission to the program occurs once each year. 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 GACE Basic Skills Assessment

Program Academic Regulations

The department may specify additional requirements.

The M.A.T. 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 GACE Assessments in Economics, Geography, History, and/or Political Science for licensure in the Social Studies content area(s) on the GACE and successfully completing:

1. All content courses recommended for the students by MSIT and Arts and Sciences faculty upon the students' admission to the program;
2. Students must complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) or its equivalent, and Technology for Teachers (IT 3210, IT 7360) or its equivalent, taken within the last five years, 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) 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).
5. Successful presentation of a professional portfolio.

Program Degree Requirements

Master of Arts in Teaching in Social Studies Education

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. Teaching Field/Major (27)
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)

Elective in Teaching Field/Major (3)
Select One:

EDRD 7360	Literacy and Technology (3)
EDRD 7630	Literacy in the Content Areas (3)
EDSS 7570	Social Studies Concepts and Issues (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)
TSLE 7260	Cultural Issues for the Bilingual/English as a Second Language Teacher (3)

Other education electives may be selected with consent of the advisor.

Select Advanced Studies in Social Studies (15):
The students select at least 15 semester hours of 6000-level and above coursework related to history and the social sciences in consultation with their 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 single fields of social studies, additional undergraduate or graduate coursework may be required for the students to demonstrate competence in these four areas: economics, geography, history, and political science. The advisement committee will approve the students' planned program of study after a transcript analysis of previous work and consultation with the students.

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 Education (M.Ed.) Programs

4240.05 Behavior/Learning Disabilities (M.Ed.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Program Theme: Leadership and Scholarship Focused on Learning and Development

Students entering this program must already hold a certificate in special education based on an accredited college/university program or will complete the approved certification sequence prior to enrolling in master's level courses. The M.Ed. major in Behavior/Learning Disabilities provides students with the depth of knowledge and breadth of skill in educating students with mild disabilities required of a "master teacher." The M.Ed. program is an advanced program that emphasizes research-based strategies, effective pedagogy, and data-based decision making. Students are provided advanced instruction on how to select appropriate curricula, employ effective methods of instruction, make assessment based decisions, and utilize effective classroom and student management procedures. Additionally, students are prepared to work collaboratively and exhibit the highest standards of professionalism while maximizing pupil learning and development.

Program Degree Requirements
Master of Education in Behavior/Learning Disabilities

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)

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 students earn a grade below "B" in a course, they must repeat that course. Students 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):

EDMT 7400	Mathematical Concepts for Special Learners (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 with Behavior and Learning Disabilities (3)
EXC 7170	Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)
EXC 7460	Mathematical Instruction in Special Education I (3)
EXC 7941	Practicum III: Special Education General Curriculum: Consultative (3)

C. Elective (6).
Students must select two of the following guided electives:

EXC 7010	Language Development and Disabilities (3)
EXC 7030	Applied Behavioral Analysis (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 Disabilities (3)
EXC 7470	Mathematical Instruction in Special Education II (3)

Or other courses with the approval of the program advisor.

Program total: minimum of 36 semester hours

Initial Certification:

Highly Qualified in Mathematics:
Students may become highly qualified in mathematics by passing the following courses (a) EXC 7460 Mathematics Instruction in Special Education (I), (b) EXC 7470 Mathematics Instruction in Special Education (II), (c) EDMT 7400 Math Concepts for Special Learners, and (d) two additional courses in mathematics as approved by the advisor.

Additional information:
Substitutions may be made with the approval of the student's advisor for courses previously taken or other appropriate experiences. Students must pass the appropriate state examinations and a comprehensive examination. The minimum number of credit hours is 36 for a master's degree.

Students may be given credit for EPY 2050 if prior appropriate course work can be documented. Approval must be obtained from their advisor. Students may not transfer any other course credits into the certification program. Students may become highly qualified in reading by passing EDRD 6600, EXC 7190, and EDRD 7650 and completing a reading portfolio. Students who are already highly qualified in reading may be exempt from taking EDRD 6600 and EDRD 7650. Students must provide documentation

of passing a state examination in reading or a copy of their teaching certificate indicating their reading highly qualified status to receive credit for these two courses. Approval must be obtained from the student's advisor. Students who do not satisfactorily pass a course must retake the course and satisfactorily pass the course prior to taking additional courses in the program. Course may be repeated once.

Evaluation of a student's performance is continuous and involves consideration of each student's performance in all academic settings. Inappropriate or unprofessional conduct by any student may result in the student being dropped from a course or 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. Georgia State University will only recommend an individual for certification who has completed a program approved by the College of Education's Professional Education Faculty and developed under the guidance of a faculty advisor.

4240.10 Communication Disorders (M.Ed.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Program Theme: Leadership and Scholarship Focused on Learning and Development

The M.Ed. major in Communication Disorders prepares speech-language pathologists to work with individuals of all ages who have communication disorders. The Council on Academic Accreditation in Audiology and Speech-Language Pathology accredits the program. 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).

Program Admission

Students 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 Science
- Exceptional Children and Youth
- Hearing Science and Disorders
- Introduction to Communication Disorders
- Introduction to Language Development
- Introduction to Language Disorders
- Mathematics
- Phonetics
- Physical Science (Chemistry or Physics)
- Sign Language
- Student Teaching in Communication Disorders
- Teaching Reading/Literacy

Students who have not completed study in each of the areas listed above may still gain admission to the program; however, they 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.

Program Academic Regulations

Students must earn a grade of "B" or higher in all courses in the teaching field/major (B). If students earn a grade below "B" in a course, that course must be repeated. Students will be allowed to repeat a course 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. If students earn a grade below "B" in a practicum experience, the Communication Disorders faculty will review the students' progress in the program to determine if the students will be allowed to continue the program of study.

In addition to the successful completion of academic coursework and a comprehensive examination, the students 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.

Students who have 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. Students seeking licensure from the State of Georgia Professional Standards Commission must also achieve a passing score on the GACE Content Assessment for speech pathology before being recommended by Georgia State University.

Evaluation of the 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 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 Degree Requirements

Master of Education in Communication Disorders

A. Professional Studies (9). The following professional studies courses should be taken early in the students' 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)

B. Teaching Field/Major (48).

Students must earn a grade of "B" or higher in all courses in the teaching field/major. If students earn a grade below "B" in a course, that course must be repeated. Students will be allowed to repeat a course 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. If students earn a grade below "B" in a practicum experience, the Communication Disorders faculty will review the students' progress in the program to determine if the students 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). The elective is to be selected with the consent of the major adviser from the following courses or another appropriate course:

Select one (3):

EXC 7990	Master's Thesis (1-6)
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

4240.15 Early Childhood Education (M.Ed.)

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

Program Theme: Educator as Decision Maker

The M.Ed. major in Early Childhood Education 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 Academic Regulations

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 most courses each term. Upon completion of all programmatic requirements, traditional grades (A-F) will be assigned to each course with the exception of ECE 7740 and ECE 7750. These two courses are evaluated as satisfactory/unsatisfactory.

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 students 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.

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, nor will students be able to substitute course prerequisites.
4. Participants must be willing to attend a two-day retreat scheduled during the first academic term of enrollment as a coursework requirement. The participant will assume the cost of the retreat.
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, students must file a formal application for graduation with the Graduation Office, 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 Degree Requirements
Master of Education in Early Childhood Education

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).
Required (18):

ECE 7390	Curriculum in the Early Childhood Classroom I (3)
ECE 7400	Curriculum in the Early Childhood Classroom II (3)
ECE 7410	Critical Issues in Early Childhood Education I (3)
ECE 7420	Critical Issues in the Early Childhood Education II (3)
ECE 7740	Internship in Early Childhood Classroom I (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. However, students are expected to complete a capstone experience.

Required (9):
ECE 7800 Capstone Experience (9)

Program total: minimum of 36 semester hours

4240.20 Educational Leadership (M.Ed.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

Program Theme: Improving Student Learning Through Effective Quality Leadership

The M.Ed. 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 Degree Requirements
Master of Education in Educational Leadership

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)

B. Major (24). The students in a cohort group take 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 students select one additional EPEL course.

Comprehensive Examination Requirement: Each student must complete and successfully defend a master's project. Contact the department for more information regarding this project.

Program total: minimum of 36 semester hours

4240.25 English Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The M.Ed. major in English Education requires initial preparation in secondary English education. This program requires the completion of a professional portfolio in the area of English education.

Program Degree Requirements
Master of Education in English Education

A. Professional Studies (9).
The students 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)

Required (3):
EPY 7080 The Psychology of Learning and Learners (3)

B. Teaching Field/Major (27)
Required (12):
EDLA 7150 Children's and Adolescents' Literature (3)
EDLA 7440 Theory and Pedagogy in the Study of Literature (3)
EDLA 7460 Theory and Pedagogy in the Study of Writing (3)
EDLA 7480 Theory and Pedagogy in the Study of the English Literature (3)

Select English Content (12): With the written consent of their adviser, the students select coursework appropriate to their interests and plans from English courses offered at the 6000, 7000, or 8000 level.

Select one Literacy Elective (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	Integrating Technology in School-Based Learning Environments (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 students' major adviser.

Program total: minimum of 36 semester hours

4240.30 Health and Physical Education (M.Ed.)

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Program Theme: Continuing Development for Effective Practice

This M.Ed. major in Health and Physical Education 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. Students can choose to emphasize in health, physical education, or adapted physical education within the program.

Program Admission

Students who do not hold a current (T-4) initial certificate in Health and Physical Education may be admitted to the program if they meet all other admission requirements and successfully pass the GACE Basic Skills Assessment. Those students can qualify for certification (T-5) by completing the M.Ed. program requirements, the initial certification requirements, and the following courses:

Prerequisites or equivalents for those who do not hold the T-4 initial certification:

EXC 4020	Characteristics and Instructional Strategies for Students with Disabilities (3) (or equivalent)
KH 2130	Introduction to the Allied Fields of Health, Physical Education, and Fitness (3)
KH 2220	Musculoskeletal Function and Human Performance I (3)
KH 2230	Musculoskeletal Function and Human Performance II (3)
KH 3000	Personal Health and Wellness (3)
KH 3010	Performance and Analysis Area I: Movement and Rhythmics (3)
KH 3020	Performance and Analysis Area 2: Training and Fitness (2)
KH 3030	Performance and Analysis Area 3: Team Sports (2)
KH 3040	Performance and Analysis Area 4: Lifetime Sports (2)
KH 3050	Performance and Analysis Area 5: Outdoor Adventure Activities (2)
KH 3100	Instructional Technology in Health and Physical Education (3)
KH 3200	Instructional Skills for Health and Physical Education, P-12 (4)
KH 3410	Assessment in Health and Physical Education (3)
KH 3420	Curriculum in Health and Physical Education (3)
KH 3600	Biomechanics (3)
KH 3610	Motor Learning and Development (4)

KH 3650	Physiology of Exercise (3)
KH 3700	Sexuality Education Inclusive of Students with Special Needs/Disabilities (3)
KH 4540	Contemporary Instructional Models for Adaptive and Inclusive Physical Education (3)
KH 4650	Opening School Experience (0-1)

Choose one (6):

KH 4710	Student Teaching in Health and Physical Education, P-5 (6)
KH 4720	Student Teaching in Health and Physical Education, 6-12 (6)

Program Academic Regulations

Non-coursework requirements for T-5 certification includes Tort Liability Coverage; criminal background check; first aid proficiency (including infant, child, adult) or completion of KH 3390; and passing scores on GACE Content Assessment (visit **http://www.gace.nesinc.com** for more information).

Program Degree Requirements

Master of Education in Health and Physical Education

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):

EDUC 8360	Teacher Support Specialist (3)
KH 7240	Advanced Teaching Skills in Health, Physical Education, and Adapted Physical Education (3)
KH 7250	Teaching Models for Health and Physical Education (3)
KH 7780	Drug Use and Prevention(3)

Select three (9) with adviser's consent:

EDUC 8660	Teacher Support Specialist Internship (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)
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 7230	Developing Teaching Skills for HPE/APE (3)
KH 7450	Viral Paradoxes of HIV and AIDS (3)
KH 7460	Health Risk and Protective Factors (3)
KH 7480	Curriculum Development for Health, Physical Education, and Adapted Physical Education (3)
KH 7500	Physiology of Exercise (3)
KH 7510	Biomechanics (3)
KH 7650	Physical Education for Students with Developmental, Physical and Sensory Disabilities (3)
KH 7655	Inclusion through Disability Sport (3)
KH 7665	Physical and Motor Assessment for Students with Disabilities (3)
KH 7700	Needs Assessment and Action Planning for Comprehensive School Health Education (3)
KH 8550	Sport and Movement Studies for Athletes with Disabilities (3)

C. Inquiry for Practice (6)

Select (3):

Choose one of the following with permission of adviser:

KH 7370	Foundations for Effective Portfolio Design * (3) *must take if completing National Board Certification
KH 7820	Research Design* (3) *must take if completing a Collaborative Action Research Project or Thesis

Select one (3):

KH 7830	Collaborative Action Research Project: Health (1-3)
KH 7831	Collaborative Action Research Project: Physical Education (1-3)
KH 7832	Collaborative Action Research Project: Adapted Physical Activity (1-3)
KH 7840	Teaching Portfolio Preparation (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, a master's thesis, or apply for National Board Certification. The CAR project must be preceded by an approved proposal that the students develop and write in KH 7820. Students with an approved proposal must enroll in either KH 7830, KH 7831, or KH 7832 while the CAR project is being completed with a faculty adviser. Specific policies and procedures for the project are 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.

Teacher Support Specialist Certification:
Students who complete EDUC 8360 and EDUC 8660 qualify for Teacher Support Specialist (TSS) Certification in the state of Georgia.

Preparation for National Board of Professional Teaching Standards (NBPTS):
The program is designed to prepare and support qualifying students for the NBPTS examination in physical education. Students who prepare for NBPTS certification are required to take KH 7450 and KH 7840 and must apply for National Board Certification to complete the program.

Program total: minimum of 36 semester hours

4240.35 Mathematics Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Christine Thomas, Associate Chair

Program Theme: Educator as Reflective Professional

The M.Ed. major in Mathematics Education provides learning experiences for teachers who have been initially prepared in secondary mathematics education.

Program Degree Requirements

Master of Education in Mathematics Education

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. Teaching Field/Major (27)

Required (12):

EDMT 7360	Integration of Technology in Mathematics Instruction (3)
EDMT 7560	Theory and Pedagogy of Mathematics Instruction (3) *Take with EPRS 7900 or EPRS 7910*

EDMT 8430	Sociocultural and Sociohistorical Issues of Mathematics Education (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)

Required 15 hours with MATH prefix: With the consent of their adviser, the students select 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

4240.40 Middle Childhood Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair
Christine Thomas, Associate Chair

Program Theme: Scholarship and Leadership Focused on Learning and Development

The M.Ed. major in Middle Childhood Education is designed to provide learning experiences for teachers who have been initially prepared in middle childhood education. Program should be planned in consultation with each student's major adviser. This program requires the completion of a professional portfolio reflecting standards in the area of middle level education and in the area of concentration. Students who choose a concentration in reading must also complete a reading endorsement portfolio to be eligible for recommendation for a reading endorsement.

Program Degree Requirements

Master of Education in Middle Childhood Education

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)

Required (3):

EPY 7080	The Psychology of Learning and Learners (3)

B. Teaching Field/Area of Advanced Study (24).
Students should take EDCI 7020 among the first 12 semester hours of program coursework. Students should take EDCI 8550 after completing at least 27 semester hours of program coursework.
Required (15):

EDCI 7020	Middle Schools in a Diverse Society (3)
EDCI 7400	Curriculum Issues in Middle Childhood Education (3)
EDCI 7420	Assessment Issues in the Middle Grades (3)
EDRD 7630	Literacy in the Content Areas (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)

Select three (9):
Each student selects an area of advanced study of three courses (9 semester hours) from one of the options below (health, language arts, mathematics, reading, science, or social studies).

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 Drug Use Prevention and Intervention (3)

Language Arts Option
Select Two (6):
EDLA 7440 Theory and Pedagogy in the Study of Literature (3)
EDLA 7460 Theory and Pedagogy in the of Writing (3)
EDLA 7480 Theory and Pedagogy in the Study of the English Language (3)

Select one (3):
EDLA 7150 Children's and Adolescents' Literature (3)
EDRD 7360 Literacy and Technology (3)
Any 6000 level or higher ENGL course for which the students meet prerequisites or other literacy coursework with the consent of a Language and Literacy advisor.

Mathematics Option
Required (9):
EDMT 7530 Mathematics Concepts for Middle Childhood Education I (3)
EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3)
EDMT 8430 Sociohistorical and Sociocultural Issues of Mathematics Education (3)

Reading Option
Required (6):
EDRD 6600 Introduction to Methods and Materials in Reading Instruction (3)
EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)

Select one (3):
EDRD 7360 Literacy and Technology (3)
EDRD 7650 Individual Assessment of At-Risk Readers (3)
EDRD 8610 Supervision of School Literacy Programs (3)
Any 7000 level or higher EDRD course for which the students meet 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 students meet 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 students meet prerequisites

C. Elective (3)
Select one course (3) numbered 6000 or higher.

Program total: minimum of 36 semester hours

4240.45 Multiple and Severe Disabilities (M.Ed.)

Department of Educational Psychology and Special Education Program
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Theme: Leadership and Scholarship Focused on Learning and Development

Certification areas: Special Education Adapted Curriculum (Mental Retardation), Special Education General and Adapted Curriculum (Autism), Special Education Deaf Education, Early Childhood Special Education General Curriculum, Special Education Preschool, Special Education Physical and Health Disabilities

The M.Ed. major in Multiple and Severe Disabilities prepares students to teach children with moderate, severe, and profound mental retardation; autism; physical and health disabilities; hearing loss; or young children with disabilities. The students are provided coursework and practicum experiences resulting in knowledge of characteristics, curriculum, instructional strategies, and classroom management procedures.

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 only recommends for certification an individual who has completed a planned program developed with his or her faculty adviser.

Program Academic Regulations

Students entering this program should have completed coursework at the undergraduate or graduate level in each of the areas listed below. None of this coursework will be counted toward the master's degree requirements.

- Applied Behavior Analysis (deaf education, physical and health disabilities, early childhood special education general curriculum, special education preschool)
- Human Growth and Development (all)
- Intermediate Level on Signed Communication Proficiency Interview (SCPI) (deaf education)
- Introduction to Exceptional Children (all)
- Linking Literacy Assessment and Classroom Instruction or Individual Assessment and Instruction for At-Risk Readers (deaf education, early childhood special education general curriculum, special education preschool)
- Methods of Teaching Mathematics (deaf education, physical and health disabilities, early childhood special education general curriculum, special education preschool)
- Methods of Teaching Reading (all) (SDU/PLU credits will not be accepted for the following majors: autism (if the reading endorsement is required), deaf education, early childhood special education general curriculum, physical and health disabilities)
- Student Teaching/Practicum (all; deaf education students, this experience must have been with deaf/hard of hearing children)

A Reading Portfolio is required for the following programs: Deaf Education, Physical and Health Disabilities, Early Childhood Special Education General Curriculum. This portfolio along with required coursework will lead to the Georgia Reading Endorsement, which meets the requirement for teachers to be highly qualified through the PSC.

The students must earn a grade of "B" or higher in each course in the teaching field/major area (B). If the students earn a grade below "B" in a course, they must repeat that course. Students 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.

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 being withdrawn from a course, a practicum, or the 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 Deaf Education Certification:
Students in the deaf education certification area must post a score of "Intermediate" on the SCPI before admission to student teaching. In addition, students in the deaf education 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.

Students in the deaf education certification area program who successfully complete 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 Degree Requirements

Master of Education in Multiple and Severe Disabilities

Substitutions may be made for courses previously taken or other appropriate experiences with the consent of the students' 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)

B. Teaching Field/Major (minimum 27-30 hours requirement varies by concentration area).

The students must earn a grade of "B" or higher in each course in the teaching field/major area. If the students earn a grade below "B" in a course, they must repeat that course. Students 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.

Select one of the following six concentration areas.

Early Childhood Special Education General Curriculum Concentration (27)

Required (27):

EXC 7000	Collaboration with Parents and Professionals (3)
EXC 7010	Language Development and Language Disabilities (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7300	Assistive Technology: Reading and Academics (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)

Special Education Adapted Curriculum (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 7281	Adapted/Functional Curriculum for Students with Severe Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
EXC 7330	Physical and Health Management of Students with Disabilities (3)
EXC 7935	Practicum II: Severe Mental Retardation (3)

Select one (3):

EXC 7310	Strategies for Challenging Behaviors (3)
EXC 7320	Methods for Teaching Students with Autism
EXC 7340	Post School Transition (3)

Other graduate level courses must be approved by major professor

Students who are not already highly qualified teachers per the federal mandate of No Child Left Behind will select two of three courses listed as "Professional Studies" in the options listed above in section A plus ECE/EDLA 7580 Language Foundations of Literacy Learning (3) or EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3).

Special Education Deaf Education Concentration (30)

Required (30):

EXC 6480	Hearing Science and Disorders (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
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 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 7930	Practicum II: Deaf/Hard of Hearing (3)
EXC 7940	Practicum III: Deaf/Hard of Hearing (3)

Special Education General/Adapted (Autism) Concentration (27)

Required (27):

EXC 7030	Applied Behavior Analysis (3)
EXC 7160	Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7250	Characteristics of Severe Mental Retardation and Autism (3)
EXC 7280	Methods for Teaching Students with Severe Disabilities (3)
EXC 7300	Assistive Technology: Reading and Academics (3) OR COMM 6910 Special Project: Augmentative Communication (3)
EXC 7310	Strategies for Challenging Behaviors (3)
EXC 7320	Methods of Teaching Students with Autism (3)
EXC 7936	Practicum II: Autism (3)

Students who are not already highly qualified teachers per the federal mandate of No Child Left Behind will select two of three courses listed as "Professional Studies" in the options listed above in section A plus EDRD 7650 Individual Assessment and Instruction of At-Risk Readers (3).

Special Education Preschool Concentration (27)

Required (24):

EXC 7000	Collaboration with Parents and Professionals (3)
EXC 7010	Language Development and Language Disabilities (3)
EXC 7300	Assistive Technology: Reading and Academics (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 Literacy Instruction for Students with Disabilities (3)
EXC 7290	Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)

Program total: minimum of 36 semester hours; minimum of 39 semester hours for deaf education concentration

4240.50 Reading, Language, and Literacy Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The program for the major in reading, language, and literacy provides for master's level study of literacy processes and literacy instruction for culturally diverse learners with specialization in one of three options: reading instruction, early literacy, and teaching English as a second language. Option 1: Reading Instruction is designed to prepare the graduate to work as a teacher of reading in grades P-12. Option 2: Early Literacy focuses on language and literacy development and instruction for children from ages three to eight and leads to a reading endorsement. The Early Literacy option is a collaborative program between the departments of Middle and Secondary Education and Instructional Technology and Early Childhood Education. Option 3: Teaching English as a Second Language leads to an endorsement for teaching English to Speakers of other Languages (ESOL) and a reading endorsement. This program requires the completion of a professional portfolio in the area of specialization.

Program Admission

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 Degree Requirements

Master of Education in Reading, Language, and Literacy Education

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)
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)

Required (3):

EPY 7080	The Psychology of Learning and Learners (3)

B. Teaching Field/Major (27)
Required (12):

EDCI 7660	Practicum I (3) (*C) (*E)
EDRD 7600*	Theory and Pedagogy in the Study of Reading (3) (*C) (Teachers who have been selected for training in Reading Recovery may substitute ECE 7360 for EDRD 7600)
EDRD 7630	Literacy in the Content Areas (3) (*C)
EDRD 7650	Individualized Assessment and Instruction for At-Risk Readers (3) (*C) (Teachers who have been selected for training in Reading Recovery may substitute ECE 7370 for EDRD 7600 and ECE 7360 for EDRD 7650)

Select one of the following options:

1. *Reading Instruction (15)*
Required (9):

EDLA 7150	Children's and Adolescents' Literature (3) (*C)
EDRD 7550	Linking Literacy Assessment and Classroom Instruction (3) (*C)
EDRD 8610	Supervision of School Literacy Programs (3) (*C)

(Courses with a "*C" are those required for nondegree students with a Master's degree in Education who are seeking an "add-on" certificate in Reading)

Select one (3) (*C):
EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
EDRD 7260 Early Literacy Development and Instruction (3)
(Courses with a "*C" are those required for nondegree students with a Master's degree in Education who are seeking an "add-on" certificate in Reading)

Select one (3):
Courses may be selected from the list below or from other literacy-related courses with consent of a language and literacy education adviser.
ECE 7380 Reading Recovery Clinical Teacher III (3)
EDLA 7440 Theory and Pedagogy in the Study of Literature (3)
EDLA 7460 Theory and Pedagogy in the Study of Writing (3)
EDLA 7480 Theory and Pedagogy in the Study of the English Language (3)
EDRD 7360 Literacy and Technology (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 Literacy Instruction for Students with Disabilities (3)
IT 7360 Integrating Technology in School-Based Learning Environments (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. *Early Literacy (15)*
EDLA 7280 Early Writing Development
EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
EDLA 8020 Social, Cultural, and Political Contexts Shaping Early Literacy Instruction (3)
EDRD 7260 Early Literacy Development and Instruction (3)
EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)

3. *Teaching English as a Second Language (15)*
Required (3):
TSLE 7440 Methods and Materials for the Bilingual/English as a Second Language Teacher (3) (*E)

Select one (3): (*E)
AL 8250 Second Language Acquisition (3)
TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)

Select one (3): (*E)
AL 8330 Intercultural Communication (3)
TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
(Courses with an "*E" are those required for nondegree students with a Master's degree in Education who are seeking an ESOL endorsement.)

Select two (6):
AL 8240 General Linguistics (3)
AL 8460 English Grammar for ESL/EFL Teachers (3)
AL 8470 Socio Linguistics (3)

Program total: minimum of 36 semester hours

4240.55 School Counseling (M.Ed.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The M.Ed. major in School Counseling prepares students for State Certification. Degree requirements may exceed the minimum number of hours for professional certification. The Council accredits the Master of Education program in School Counseling for Accreditation of Counseling and Related Educational Programs and the National Council for Accreditation of Teacher Education.

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.
12. Be able to use current counseling research to develop, monitor, and evaluate effective counseling programs.

Program Academic Regulations

M.Ed. School Counseling curriculum is designed in a cohort format. This requires students take prescribed classes in certain semesters, sharing the educational experience with students who have the same educational needs. If a student must deviate from the cohort schedule there is the possibility the courses may not be available in semesters other than those in which they are scheduled. In addition, students entering the cohort must commit to doing their Practicum/Internship in a Professional Development School.

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. Students may not register for any other CPS course (except CPS 6410, 6150, 7260, 7300, and 7340) until they have completed CPS 6020 or CPS 6030 with a grade of “B” or higher.

All school counseling students must pass the GACE Content Assessment in school counseling to graduate from the Master of Education program in School Counseling.

For elementary-middle school counseling students 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 secondary school counseling students 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.

The School Counseling applied practice (CPS 7661) and internship (CPS 7681) sequence begins only in fall semester of the second year of the School Counseling program. Students cannot register for CPS 7661 and 7681 without being admitted into the School Counseling program. Upon admittance, students cannot register for CPS 7661 and CPS 7681 until the following academic year.

School counseling students must attend one applied practice/internship workshop before turning in the applied practice application. The applied practice internship workshops are held in the spring semester prior to beginning CPS 7661. If the students do not attend one workshop, they cannot participate in CPS 7661 in the fall and CPS 7681 in the spring.

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.

All school counseling applicants who do not hold an initial Georgia teaching certification are required to provide passing scores on the GACE Basic Skills Assessment or provide verification of an exemption with the application of the program.

School counseling students who do not already have initial certification in the State of Georgia must successfully complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities, a computer skill/technology course (IT 7360 Integrating Technology in School-Based Learning Environments) has been approved by the Georgia Professional Standards Commission and is provided by the College of Education at Georgia State University), and the appropriate GACE Content

Assessment (after September 1, 2006 or Praxis II Assessment before September 1, 2006) before Georgia State University will recommend them 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 graduate students have been prepared.

Program Degree Requirements

Master of Education in School Counseling

A. Professional Studies (9)
Required (9):

CPS 8260	Program Evaluation, Advocacy, and Leadership in School Counseling (3)
EPRS 7900	Methods of Research in Education (3)
EPSF 7110	Multicultural Education (3)

B. Teaching Field/Major (31)
Required (19):

CPS 6150	Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 6410	Basic Counseling Skills (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	Introduction to Play Therapy (3)

2. *Secondary School Counseling*
Required (9):

CPS 6030	Introduction to Secondary School Counseling (3)
CPS 7300	Career Theory, Assessment, and Intervention (3)
CPS 7450	Educational and Psychological Appraisal (3)

Select one (3):

CPS 8380	Family Systems and Interventions (3)
CPS 8460	Biopsychosocial Aspects of Addictions (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

4240.60 School Psychology (M.Ed.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

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 Objectives

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 knowledge of the school and of the learner in interaction in such a setting.

Program Academic Regulations

The M.Ed. major in School Psychology requires a minimum of 36 semester hours with a minimum cumulative grade-point average of 3.00.

This program is an integrated component of the combined Master's/Ed.S. program in School Psychology and is taken concurrently with the Ed.S. program. This program does not lead to certification in the state of Georgia. The Master of Education degree in School Psychology is prerequisite to the Specialist in Education (Ed.S.) degree with a major in School Psychology.

The master's degree 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 assessment as well as interviewing. Skills in both teacher and parent consultation are developed.

The M.Ed./Ed.S. School Psychology program is not designed for part-time students. Each semester students are expected to enroll in 12-14 semester credits. Students may distribute their coursework to a maximum of four years rather than the usual three. However, they must maintain continuous enrollment of at least 9 credits per semester during this period (i.e., full time enrollment). The usual period of study in the M.Ed./Ed.S program including internship, is three years. Some coursework can be completed during the summers. Under highly unusual circumstances (e.g., medical emergencies) the program faculty will consider requests to extend completion of the program beyond 4 years. Under unusual circumstances, students can apply for a one year leave of absence from the program. Should a student drop out of the program prior to completion, reapplication for admission is necessary. There is no guarantee the student will be readmitted to the program. If a student deviates from a normal schedule, then there is the possibility that the course may not be available in semesters other than those which they are scheduled.

All school psychology students must complete CPS 6040, CPS 7490, CPS 7510, CPS 7520, CPS 7570, CPS 8440, and CPS 8570 with grades of "B" or higher. A grade lower than "B" requires repetition of the course. Students cannot repeat a course more than once. 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 School Psychology students to be eligible to register for the CPS 7662 Applied Practice I, they must have completed the following courses: CPS 6040, CPS 6150, CPS 6410, CPS 7490, CPS 7510, CPS 7520, and CPS 8440.

All master's students must meet a comprehensive exam requirement to graduate from the School Psychology program. All school psychology students must pass the Praxis II Assessment in school psychology and their test scores must be reported to Georgia State University prior to graduation.

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 students have been prepared.

Program Degree Requirements

Master of Education in School Psychology

A. Professional Studies (9)

Required (6):

EPRS 7900	Methods of Research in Education (3)
EPY 8200	Advanced Developmental Psychology: Cognition and Intellect (3)

Select One (3):

EPSF 7100	Critical Psychology (3)
EPSF 7110	Multicultural Education (3)
EPSF 7120	Social and Cultural Foundations of Education (3)

B. Major (27)

Required (27):

CPS 6040	Introduction to School Psychological Services (3)
CPS 6410	Basic Counseling Skills (3)
CPS 7260	Counseling Systems and Interventions (3)
CPS 7490	Psychological Assessment I: Intelligence (3)
CPS 7510	Psychological Assessment II: Achievement (3)
CPS 7520	Data-Based Decision Making for Academic Interventions in School Psychology (3)
CPS 7570	Psychological Consultation in the Schools I (3)
CPS 7662	Applied Practice I: School Psychology (3)
CPS 8440	Social/Emotional Assessment of Children and Adolescents (3)

Program total: minimum of 36 semester hours

4240.65 Science Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Christine Thomas, Associate Chair

Program Theme: Educator as Reflective Professional

The M.Ed. major in Secondary Science Education seeks to advance early and mid-career science teachers' ability to effectively implement standards-based instructional practices. The program's chief goal—to strengthen secondary students' science understandings—is achieved, in part, by providing science teachers with opportunities to deepen their understandings of learners from diverse backgrounds and to explore issues of equity in science classrooms within urban environments. The program prepares teachers to continue to develop teaching strategies and self-analysis in the context of their own classrooms in order to inform instruction, and to share the knowledge gained in a professional community of teachers. Through engaging teachers in advanced science coursework, the program strengthens teachers' science content knowledge. In general, the Program of Study is framed by the principles and standards of the National Science Education Association and the National Science Education Standards.

Program Degree Requirements

Master of Education in Science Education

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. Teaching Field/Major (27)
Required (12):

EDSC 7550	Theory and Pedagogy in Science Instruction (3)
EDSC 8400	Strategies of Instruction in Science (3)
EDSC 8600	Science in the School Curriculum (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)

Required 15 hours with science prefixes such as ASTR, BIOL, GEOL, GEOG, PHIL, PHYS, NSCI, or EDSC 8430 Nature of Science: With the consent of their adviser, students select from among 6000 – 8000 level courses related to science in terms of its history, philosophy, conceptual underpinnings, applications and relationships to the secondary curriculum. Courses selected must have academic advisor permission/approval.

Students must complete a portfolio as an exit requirement.

Program total: minimum of 36 semester hours

4240.70 Social Studies Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

Program Theme: Teachers as Critical Inquirers in Multicultural Urban Settings

The M.Ed. major in Social Studies Education provides learning experiences for teachers who have been initially prepared in secondary social studies education.

Program Degree Requirements

Master of Education in Social Studies Education

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. 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 their adviser, the students select 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

4250 Master of Library Media (M.L.M.) Program

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair

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.

Program Academic Regulations

All students complete a 36-semeter-hour program. Students who have bachelor's degrees from an accredited institution but who are not currently certified to teach must complete EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities by the end of their program. Each student must pass an exit examination, the GACE Content Assessment for 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 students will be recommended for State of Georgia professional certification.

Certified teachers who already have a master's degree may apply as non-degree students for add-on certification and complete only those courses necessary to fulfill the certification requirements. Likewise, public librarians who hold MLS or MLIS degrees may also apply as non-degree students, and complete only the coursework required for certification. In both cases individual programs of study are prepared for each student. Individuals interested in these non-degree programs should contact the department at 404/651-2510.

Program Degree Requirements

Master of Library Media

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 (27)

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 7200	Computers in Library Media Management (3)
ELMT 7370	Principles of Instructional Collaboration (3)
ELMT 7410	Administration of Library Media Centers (3)
ELMT 7660	Internship in Library Media Technology (3)

Select one (3)

ELMT 7250	Survey of Literature for Children (3)
ELMT 7260	Survey of Literature for Young Adults (3)

Select one (3):

ELMT 7150	Production of Educational Materials (3)
ELMT 8390	Principles of Video Technology (3)
IT 7360	Integrating Technology in School-Based Learning Environments (3)

Program total: minimum of 36 semester hours

4260 Master of Science (M.S.) Programs

4260.05 Educational Psychology (M.S.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Program Theme: Leadership and Scholarship Focused on Learning and Development

Study in educational psychology involves the application of the principles of psychology to the systematic study of education. A major in educational psychology allows students to emphasize such content areas as learning, instruction, life-span development, applied behavior analysis, cognition, and socialization. The Educational Psychology program prepares students 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

A committee of three faculty members guides study for the M.S. major in Educational Psychology. After completing nine semester hours of work, the students must select two faculty members to be on their advisory committee. These two faculty members must approve the students' planned program of study. A third faculty member must be added before the students begin working 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.

Program Academic Regulations

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 students 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 students' 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 students' advisory committee will administer the examination, 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 Degree Requirements

Master of Science in Educational Psychology

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 students select 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 students select six semester hours of program-related coursework with consent of their adviser. The purpose of the elective hours is to enable students to create a program of study to fit their individual intellectual interests.

Program total: minimum of 36 semester hours

4260.10 Educational Research (M.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

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 students 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.

Program Academic Regulations

To complete the degree requirements, students must fulfill the 9-credit master's core requirement, 18 credit hours of credit for the Educational Research major, including a master's project or master's thesis, and three elective courses (9 credits). The M.S. major in Educational Research is not a certification program, but students who already hold a valid teaching certificate may use the three elective courses within the degree that have been approved for the Leadership Endorsement for Instructional Supervision in the State of Georgia. Students who complete the leadership endorsement may then take a four-course add-on to the degree that, 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.

A committee of three faculty members guides study for the M.S. major in Educational Research. The adviser (committee chair) and one committee member should be from the students' major area. All members of the committee should hold doctorates.

Program Degree Requirements

Master of Science in Educational Research

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)

B. Major (18)
Select courses (18): The students and their 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 students' program.

If the students desire to write a master's thesis and the advisory committee approves, the students must enroll in EPS 7990 for 6 semester hours as partial fulfillment of the 18 semester hour major requirement. If the students do not intend to write a master's thesis, then they 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 their advisory committee, the students select 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

4260.15 Educational Research/Professional Counseling (M.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

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 students a content area in which to apply the educational research methodology and provides the Professional Counseling students the capability to combine research and evaluation with counseling in their work setting. In general, this dual degree program provides the students with increased career opportunities both within academia and in the work setting.

Program 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.

4260.20 Exercise Science (M.S.)

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Concentrations: Fitness and Health Promotion; Exercise Physiology; Biomechanics

The M.S. 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 biomechanics and exercise physiology. The program includes classroom, laboratory, research, and field experience 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.

Program Academic Regulations

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.

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

Students in the Exercise Physiology concentration or Biomechanics concentration must successfully produce and defend a master's project. Students 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 Degree Requirements

Master of Science in Exercise Science

A. Core (6)
Required (6):

KH 7500	Physiology of Exercise (3)
KH 7510	Biomechanics (3)

B. Major/Electives (30)
The students select 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)
KH 7820	Research Design (3)

Required (18):

KH 6280*	Psychology of Physical Activity (3)
KH 7550*	Fitness Assessment and Exercise Prescription (3)
KH 7620	Clinical Exercise Physiology (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) and/or KH 4350 (Fitness Program Management) may substitute another graduate course with consent of adviser.

Select three (9):
Courses should be selected from the list of recommended electives after consultation with advisor.

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 (15):
   KH 7530 Applied Anatomy for Sports Medicine (3)
   KH 7550 Fitness Assessment and Exercise Prescription (3)
   KH 7620 Clinical Exercise Physiology (3)
   KH 7640 Exercise Bioenergetics (3)
   KH 8270 Advanced Topics in Exercise Physiology (3)

   Select one (3):
   A course should be selected from the list of recommended electives after consultation with advisor.

3. *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 (9):
   KH 7990 Master's Thesis (9)

   Required (12):
   KH 7530 Applied Anatomy for Sports Medicine (3)
   KH 8830 Motion Analysis (4)
   KH 8870 Biomechanics of Orthopedic Injuries (3)
   KH 8980 Seminar in Biomechanics (2)

   Select one (3):
   A course should be selected from the list of recommended electives after consultation with advisor.
   Minimum elective course levels recommended for use in completing requirements in the above concentrations:
   BIOL 7000
   CHEM 6000
   CPS 8000
   EPRS 8000
   EPY 8000
   HA 8000
   HHS 7000
   HRM 8000
   KH 6000
   NUTR 6000
   PT 7000
   RMI 8000
   RT 6000

Program total: minimum of 36 semester hours

4260.25 Instructional Design and Technology (M.S.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building
404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair

The M.S. major in Instructional Design and 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 students, 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.

Program Admission

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 Degree Requirements

Master of Science in Instructional Design and Technology

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	Integrating Technology in School-Based Learning Environments (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 students 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

4260.30 Professional Counseling (M.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The M.S. 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. The Council accredits this major for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Objectives

The counselor employs skills, principles, and techniques to assist people to identify and resolve personal, social, career, intrapersonal, and interpersonal concerns.

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.

Program Academic Regulations

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. The M.S. in Professional Counseling program is not designed for part-time students. Students will distribute their required semester hours over a five or six semester period. It is not feasible for students to work full time while adhering to this model program. Students who are working full or part time must plan to extend their programs over a period of time of more than six semesters.

Usually, six semester hours of the students' program consist of laboratory experiences. The remainder of the courses occurs in classroom settings. The program culminates in an extensive supervised practicum and internship, consisting of two semesters of work in an agency setting for a minimum of 700 hours over the two semesters. It is not recommended that students attempt to work full time or take more than 8 credit hours in either of the semester of practicum or 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 professional counseling students to be eligible to begin the applied practice (CPS 7660), the students must successfully complete the following courses: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, CPS 8100, CPS 8380, 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 students' beginning their 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 students have been prepared.

Program Degree Requirements

Master of Science in Professional Counseling

A. Professional Studies (8)
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)

B. Major (29)
Required (29):

CPS 6010	Professional Identity and Ethics in Professional Counseling (3)
CPS 6410	Basic Counseling Skills (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 (2)
CPS 8100	Psychobehavioral Diagnosis (3)
CPS 8380	Family Systems and Interventions (3)
CPS 8460	Biopsychosocial 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): A list of approved electives for Professional Counseling Master's Degree students is available in each student's handbook and in the department at the front desk (COE 950).

Program total: minimum of 48 semester hours

4260.35 Educational Research/Professional Counseling (M.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
Sheryl Gowen, Chair

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
JoAnna White, Chair

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 students a content area in which to apply the educational research methodology and provides the Professional Counseling students the capability to combine research and evaluation with counseling in their work setting. In general, this dual degree program provides the students with increased career opportunities both within academia and in the work setting.

Program 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.

4260.40 Rehabilitation Counseling (M.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The M.S. major in Rehabilitation Counseling prepares the students for employment in a variety of corporate and agency rehabilitation settings. The Council on Rehabilitation Education (CORE) accredits the Rehabilitation Counseling program. Students who complete the program are prepared to take the examination for certification as a certified rehabilitation counselor.

Program Objectives

The rehabilitation counselor employs skills, instrumentation, and techniques to assist people to identify and resolve personal, social, vocational, intrapersonal, and interpersonal concerns.

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.

Program Academic Regulations

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 students' program consist of laboratory experiences. The remainder of the courses occurs in classroom settings. The program culminates in an extensive supervised practicum and internship.

During their first term of enrollment, all rehabilitation counseling students must complete CPS 6050 with a grade of "B" or higher. If the students do not complete CPS 6050 with a grade of "B" or higher, they may not register for any other CPS course until they have completed CPS 6050 with a grade of "B" or higher. Students 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 students may take their 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 rehabilitation counseling students 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 students' beginning their 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 students have been prepared.

Program Degree Requirements

Master of Science in Rehabilitation Counseling

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
CPS 6410	Basic Counseling Skills (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 8460	Biopsychosocial 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 students 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

4260.45 Social Foundations of Education (M.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

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

A master's advising committee of three faculty members guides each student's study for the M.S. degree in Social Foundations of Education in the Department of Educational Policy Studies. One member of the Social Foundations faculty should be selected as the chair of the committee. The students and the chair will select two other members for the committee, at least one of who 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 candidate's committee will administer the examination, which is not to exceed two hours.

Program Degree Requirements

Master of Science in Social Foundations of Education

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)

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):
Select one course with the EPSF prefix.

B. Major (15)
Taking a minimum of 15 semester hours of coursework from the social foundations offerings fulfills the major in social foundations of education. 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 students' 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 Policy in 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

4260.50 Sports Administration (M.S.)

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Concentration Areas: Facilities Management; School, College, and Professional Sports Management; Sports Club and Fitness Management; Sports Information; Sports Marketing and Promotions

The M.S. major 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 Degree Requirements

Master of Science in Sports Administration

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)
KH 7820 Research Design (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. *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 6610 Desktop Editing and Publishing (3)
C0MM 6660 Corporate Communication (3)
EPEL 7510 Issues of School Governance (3)
KH 6960 Seminar (3)
KH 7690 Practicum in Sports Administration (3)
KH 7810 Directed Readings and Research (3)
MBA 8030 Law, Ethics, and Governance (3)
MBA 8140 Marketing Management (1.5) and MBA 8240 Strategic Marketing Techniques (1.5)
MBA 8150 System and Operations Management (1.5) and MBA 8250 Business Process Management (1.5)
MBA 8160 People in Organizations (1.5) and MBA 8260 Leadership and Organizational Change (1.5)
MGS 8300 Human Resource Management (3)
MGS 8410 Organizing to Compete (3)
MGS 8450 Organizational Development and Change (3)
MGS 8730 Project Management (3)
MGS 8890 International Management (3)
PAUS 8431 Leadership and Organizational Behavior (3)
POLS 8700 Introduction to Public Administration (3)
POLS 8743 Public Personnel Administration (3)
Other courses may be selected with consent of adviser.

2. *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 6610	Desktop Editing and Publishing (3)
COMM 6660	Corporate Communication (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 8030	Legal, Ethical and Regulatory Environment of Business (3)
MBA 8140	Marketing Management (1.5) and MBA 8240 Strategic Marketing Techniques (1.5)
MBA 8150	System and Operations Management (1.5) and MBA 8250 Business Process Management (1.5)
MBA 8160	People in Organizations (1.5) and MBA 8260 Leaderhip and Organizational Change (1.5)
MGS 8300	Human Resource Management (3)
MGS 8410	Organizing to Compete (3)
MGS 8450	Organizational Development and Change (3)
MGS 8730	Project Management (3)
MGS 8890	International Management (3)
PAUS 8431	Leadership and Organizational Behavior (3)
POLS 8700	Public Budgeting (3)
POLS 8743	Public Personnel Administration (3)
RMI 8000	Pespectives on Risk and Insurance (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 6610	Desktop Editing and Publishing (3)
COMM 6630	Public Relations Writing (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 Concentration*

Select two (6):

Mk 8100	Buyer Behavior (3)
Mk 8300	Marketing Communications and Promotions (3)
Mk 8340	Sales Management (3)
Mk 860 0	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 8140	Marketing Management (1.5) and MBA 8240 Strategic Marketing Techniques (1.5)
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

4260.55 Sports Medicine (M.S.)

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

The M.S. 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.

Program Admission

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 Degree Requirements

Master of Science in Sports Medicine

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 students 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	Clinical Exercise Physiology (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 students 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	Clinical Exercise Physiology (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

4260.60 Urban Teacher Leadership (M.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

The M.S. 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.

Students may obtain the Leadership Endorsement for Instructional Supervision as part of the major by taking EPEL 7000, EPEL 7410, and EPSF 7450. Recommendation for this endorsement will be made after successful completion of the requirements of the major.

Program Admission

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 representatives of 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.

Program Degree Requirements

Master of Science in Urban Teacher Leadership

A. Professional Studies (12)
Required (12):

EPRS 7910	Action Research (3)
EPSF 7120	Social and Cultural Foundation of Education (3)
EPSF 7450	Curriculum Foundations for the Educational Leader (3)
EPY 8250	Psychology of Inner-City Children (3)

B. Major (21)
Required (21):

EPEL 7000	Leadership in Educational Organizations (3)
EPEL 7200	Community Resources and School Development (3)
EPEL 7410	Supervision of Instruction (3)
EPEL 7680	Practicum (6)
EPEL 8620	Psychological Aspects of Leadership (3)
EPS 8970	Seminar in Educational Policy Studies (3)

C. Elective (3)
With the consent of their adviser, the students select elective coursework related to improving the cohort's teaching practices.

Comprehensive Examination

Completion of the EPEL 7680 (6 hours) Practicum requirements including the leadership project and research paper fulfills the comprehensive examination requirement for this program.

Program total: minimum of 36 semester hours

4270 Specialist Degree Admissions and Programs

http://education.gsu.edu

4270.10 Specialist Degree Admissions

http://education.gsu.edu/aae

The College of Education uses a self-managed application for admissions to its specialist level programs. It is therefore the responsibility of the applicant to prepare or collect all credentials other than test scores and an online componant. 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. Incomplete applications will not be processed and will be withdrawn from consideration after the completion deadline. Applicants must apply online at **http://education.gsu.edu/aae/** and send all supplemental materials to the addresses listed at **http://education.gsu.edu/aae/.**

The following list is only a general guide, and applicants should check http://education.gsu.edu/aae/ for the most recent information. All applicants must submit the following items and meet stated criteria:

1. College of Education Application for Graduate Admission (online application).
2. Nonrefundable application fee of $50.00 (paid online with application). The application fee is nonrefundable and does not apply toward registration fees.
3. University Information Sheet (included with online application).
4. Two official transcripts of all previous college-level work. 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 students do not have to provide transcripts from Georgia State.
   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 School Counseling must have completed a master's-level practicum/internship in school counseling as part of their graduate degree. 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. The highest score for each subtest will be considered for admissions. 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 score at the 50th percentile or higher 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. program 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. Georgia Assessment for Certification of Educators (GACE). 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 GACE Basic Skills 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 GACE Basic Skills Assessment requirement.
   Visit **http://www.gace.nesinc.com** for more information about the GACE Assessment.
10. Faculty Interview. Qualified applicants to the Early Childhood Education program must participate in interviews with program faculty.
11. 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.
12. 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.
13. International applicants should refer to section 4190.80 of this catalog for additional information.

The above list is only a general guide, and applicants should check **http://education.gsu.edu/aae/** for the most recent information.

Admission Completion Deadlines

To begin:	All materials must be received by:
Fall Semester	May 1
Spring Semester	October 1
Summer Term	February 1

Deadline Exceptions

Early Childhood Education: Admission occurs only for Summer term each year; all materials must be received by February 1.
School Psychology: Applications accepted for fall only; all materials must be received by February 1.

4270.20 Specialist Degree Academic Regulations

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.

The Ed.S. program in Professional 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 students should discuss with his or her Ed.S. adviser the specialist residency requirements specific to their program.

A residency plan must be formulated and reported via an Ed.S. Residency Form available from the student's department or online at **http://education.gsu.edu/aae**. The students and their adviser must plan activities to enable the students to fulfill the intent of the residency. The residency plan must be approved by the students' department chair prior to the commencement of any residency activities. The department is responsible for verifying the students' 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. Students 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. Students must complete a minimum of 27 semester hours of program coursework at Georgia State University.
4. Students 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 students implement a project of their own design in the field. The project is developed, refined, and approved while the students are 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 Applied Practice II: School Counseling satisfies the Comprehensive Examination requirement for this program.

School Psychology. Successful completion of CPS 8680 Internship in School Psychology satisfies the Comprehensive Examination requirement for this program.

Teaching and Learning. Ed.S. students must complete a scholarly study or project under the direction of their adviser or, with the consent of the adviser, another member of the department's faculty.

4280 Specialist in Education (Ed.S.) Programs

4280.10 Early Childhood Education (Ed.S.)

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

Program Theme: Research in Practice

The Ed.S. major in Early Childhood Education is a degree program planned to develop teacher-researchers through collaborative inquiry and action research. This applied program's primary purpose is to extend the academic and teaching skills of experienced classroom teachers to foster application of these skills in their classrooms and schools. 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. Successful graduates may also apply 18 credit hours toward the Ph.D. program in Early Childhood Education after admission to the doctoral 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 decision making 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 students learn.
- 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 explore classroom and school-based research as a way for teachers to observe and study the efforts of teaching and learning changes made in their classrooms. Their primary professional responsibilities are to become researchers and leaders who use data to inform their policies, practices, procedures, and epistemologies.

Program Academic Regulations

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 Degree Requirements

Specialist in Education in Early Childhood Education

A. Teacher Development Major (15)

ECE 8100	Accomplished Teaching (3)
ECE 8200	Standards for Elementary Teachers (3)
ECE 8400	Curriculum and Teacher Development (6)
ECE 8680	Internship in Early Childhood Education (3)

B. Research (15)

ECE 8800	Research Capstone (6)
ECE 8920	Constructivist Theories and Research in Early Childhood Education (6)
Select One:	ECE 8300 Reading Recovery Theory and Research I (3) OR ECE 9850 Research Seminar (3)

Program total: minimum of 30 semester hours

4280.20 Educational Leadership (Ed.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

Program Theme: Improving Student Learning Through Effective Quality Leadership

The Ed.S. 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.

Program Academic Regulations

To graduate with an Ed.S. major in Educational Leadership, students must earn a “B” or higher in all courses in the Ed.S. degree program. If students earn a grade below a grade of “B” in a required course, the students with the advice and consent of his or her adviser may substitute another course for that requirement.

Program Degree Requirements

Specialist in Education in Educational Leadership

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 Policy in 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 Interaction (3)
EPY 8180	Development During School Age (5 to 18 Years) (3)
EPY 8250	Psychology of Inner-City Children (3)

B. Major (24)

Required (15):

EPEL 8020	Issues in Educational Leadership (3)
EPEL 8260	Theory in Educational Leadership (3)
EPEL 8650	The Principal (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 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 30 semester hours

4280.30 Professional Counseling (Ed.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The Ed.S. major in Professional Counseling furthers counselor competence in employment settings and provides an opportunity for counselors and counselors-training to develop an area of interest and expertise.

Program Admission

Students admitted to the Department of Counseling and Psychological Services with a GRE of 900 or above are accepted into the Master of Science and Specialist in Education programs in Professional Counseling concurrently. Students with GRE scores below 900 are accepted into the Master of Science program only. Students who are only accepted into the Master of Science program may not enroll in Ed.S. courses, with the exception of one elective from the master's elective list.

Note: Courses taken before admittance into the Ed.S. program will not be credited toward the degree.
Courses completed at the master's level cannot be used as duplicate credit for the Ed.S. degree.

Program Academic Regulations

A minimum of 30 graduate semester hours beyond the master's degree must be completed with a cumulative grade point average of at least 3.00. In addition, students must fulfill a residency requirement.

Evaluation of a student's performance is continuous. It includes consideration of the student's academic performance as well as the student's performance in laboratory, and practicum-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 Degree Requirements

Specialist in Education in Professional Counseling

There is no prescribed model program for the Ed.S. degree. Although completion of required courses is not necessary for enrollment in electives, required courses are not offered every semester, and students are encouraged to complete the required coursework at the beginning of their program of study, to permit flexibility in the selection of electives at the end of the program of study.

A. Advanced Research (3)
Required (3):
EPRS 8530 Quantitative Methods and Analysis in Education 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)
The Department of Counseling and Psychological Services has developed a research track and clinical track from which students can select electives. Although it is *not required*, designating either the research or clinical track is recommended to assist students in developing advanced skills and expertise. In addition, designation of a track and elective selection can be helpful in satisfying the residency requirement. A list of the courses included in each track can be found in the bookcase in room 950 (CPS main office).

Note: Students can choose electives that are 7000-level or above in programs from the College of Education or the Sociology, Psychology, or Anthropology Departments in the College of Arts and Sciences.

D. Residency Requirement
The residency requirement serves as an integration of graduate education and professional experience. The residency requirement should be consistent with the student's area of interest or designated track i.e. research or clinical. Students must submit a written proposal outlining the activities to fulfill this requirement. The proposal is due to the program coordinator no later than the last day of classes of the first semester of enrollment in the Ed.S. program. Students who are concurrently enrolled in the M.S./Ed.S. programs are required to summit the residency proposal no later than the last day of classes of the first semester in which the student is enrolled in a course being credited to their Ed.S. degree. Students may change the activities outlined in the proposal with the consent of the program coordinator. Revisions to the original proposal should be signed and dated by both the program coordinator and the student. The student's signature on the final residency form indicates that all activities outlined in the last version of the proposal have been completed prior to graduation. It should be submitted to the program coordinator at the beginning of the student's last semester in the Ed.S. program. Forms submitted later in the semester will be processed in time for the following semester's graduation date.

Program total: minimum of 30 semester hours

4280.40 School Counseling (Ed.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The Ed.S. 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 Degree Requirements

Specialist in Education in School Counseling

A. Professional Studies (3)
Required (3):
EPRS 8530 Quantitative Methods and Analysis in Education 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

4280.50 School Psychology (Ed.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

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 Objectives

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 knowledge of the school and of the learner in interaction in such a setting.

Program Academic Regulations

The Ed.S. degree is the second major component (in addition to the master's degree) of the combined Master's/Ed.S. program in School Psychology. At times, students may enroll concurrently in some courses from the master's degree and some courses from the Ed.S. degree to meet the requirements of the combined program. In addition to the areas of knowledge covered under the master's level of training, the specialist program has some advanced focus on emotional and behavioral development of the

child's psychoeducational functions, study in the field of learning disorders, school-based intervention and consultation. Counseling and consultation skills will be employed, with opportunities for utilizing advanced consultation methods in the school setting. The combined Master's/Ed.S. 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 two term internship in a public school setting is required as part of the coursework for the Ed.S. degree and is required for successful completion of the combined Master's/Ed.S. program.

The M.Ed./Ed.S. School Psychology program is not designed for part-time students. Each semester students are expected to enroll in 12-14 semester credits. Students may distribute their coursework to a maximum of four years rather than the usual three. However, they must maintain continuous enrollment of at least 9 credits per semester during this period (i.e., full time enrollment). The usual period of study in the M.Ed./Ed.S program including internship, is three years. Some coursework can be completed during the summers. Under highly unusual circumstances (e.g., medical emergencies) the program faculty will consider requests to extend completion of the program beyond 4 years. Under unusual circumstances, students can apply for a one year leave of absence from the program. Should a student drop out of the program prior to completion, reapplication for admission is necessary. There is no guarantee the student will be readmitted to the program. If a student deviates from a normal schedule, then there is the possibility that the course may not be available in semesters other than those which they are scheduled.

All school psychology students must complete CPS 6040, CPS 7490, CPS 7510, CPS 7520, CPS 7570, CPS 8440, CPS 8570 with grades of "B" or higher. A grade lower than a "B" requires repetition of the course. A student cannot repeat a course more than once. 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.

Successful completion of CPS 8680 Internship in School Psychology satisfies the comprehensive examination requirement for this program.

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 Degree Requirements
Specialist in Education in School Psychology

A. Professional Studies (9)
Required (9):

EPRS 8530	Quantitative Methods and Analysis in Education I (3)
EPY 8220	Advanced Developmental Psychology: Personality and Socialization (3)
EXC 7110	Characteristics of Students with Behavior and Learning Disabilities (3)

B. Teaching Field/Major (33)
Required (33):

CPS 6150	Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7340	Social/Cultural Issues in Counseling and Psychological Services (2)
CPS 8380	Family Systems and Interventions (3)
CPS 8540	Child/Adolescent Psychopathology (3)
CPS 8570	Psychological Consultation in the Schools II (3)
CPS 8640	Administration and Supervision in Pupil Personnel Services for School Psychology (3-4)
CPS 8662	Applied Practice II: Consultation and Intervention Practice in School Psychology (4)
CPS 8680	Internship in School Psychology (12)

Program total: minimum of 42 semester hours

4280.60 Special Education (Ed.S.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/

Program Theme: Leadership and Scholarship Focused on Learning and Development

Note: No applications for admissions will be accepted beginning Fall 2004.

Concentration Areas: Applied Behavior Analysis; Assistive Technology; Research-based Instruction

The Ed.S. major in Special Education prepares students 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.

Students concentrating in Research-based Instruction work toward National Board for Professional Teaching Standards certification.

Program Admission

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 students will have completed at least three years of appropriate experience prior to graduation. The students 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 Academic Regulations

Each Ed.S. A two member faculty committee responsible for program planning, field experiences, and comprehensive examination, including the specialist project, advises student.

The students must earn a grade of "B" or higher in all courses. If students earn a grade below "B" in a course, that course must be repeated. Students will be allowed to repeat a course in this manner only once. Students who fail 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 students 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.

Program Degree Requirements

Specialist in Education in Special Education

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 students select 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)
or	
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: Reading and Academics (3)
EXC 7301	Assistive Technology for Students with Sensory Impairments (3)
EXC 8300	Advanced Topics in 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 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

4280.70 Teaching and Learning (Ed.S.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair
Joyce Many, Associate Chair
Christine Thomas, Associate Chair

Program Theme: Educator as Inquirer, Program Leader, and Instructional Specialist
A collaborative program between the College of Arts and Sciences and the College of Education

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. 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.

Program Admission

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 or a closely related area. All concentrations require the applicant to hold a master's level teaching certificate.

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. To be admitted to the English as a Second Language (ESOL) area of concentration students must also submit: A T-5 in English as a Second Language or a T-5 in any area of concentration with an ESOL endorsement. 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 o 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 students will meet with a faculty adviser to discuss and plan the details of their 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 and the completion of a professional portfolio in the area of concentration.

Students in the Library Media Technology concentration will be recommended for the Leadership Endorsement in Director of Media Centers upon successful completion of EDCI 8400, EDCI 8960, and ELMT 8150.

Program Degree Requirements

Specialist in Education in Teaching and Learning

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 Courses (15): (Select 5 courses)

AE 8100	Seminar in Art Education (3)
AE 8010	Philosophy and Curriculum (3)
AE 8020	Learning Theory (3)
AE 8030	Leadership and Supervision in Art Education (3)
AE 8200	History, Culture, and Communities in Art Education (3)
AE 8400	Aesthetics and Critical Theory (3)
AE 8500	Directed Study (3)
AE 8980	Special Problems (3)

Select two courses (6):

Select two additional graduate courses from art history, studio or art education, with consent of advisor.

2. *English Education Concentration*

Required (6):

EDRD 8310	Theoretical Models and Processes of Literacy Learning (6)

Select three courses (9):

EDLA 7440	Theory and Pedagogy in the Study of Literature (3)
EDLA 7460	Theory and Pedagogy in the Study of Writing (3)
EDLA 7480	Theory and Pedagogy in the Study of the English Language (3)
EDLA 8330	Language Variation and Learning (3)
EDRD 8280	Literacy for a Diverse Society (3)
EDRD 8550	Trends and Issues in Language and Literacy Education (3)

Other graduate literacy courses may be selected with consent of adviser.

Select two courses (6):

Select two ENGL courses numbered 6000 to 8999 with consent of adviser.

3. *English as a Second Language (ESOL) Concentration*

Required (9):

EDLA 8330	Language Variation and Learning (3)
EDRD 8280	Literacy for a Diverse Society (3)
EDRD 8310	Theoretical Models and Process of Literacy Learning (3)

Select two courses (6):

EDLA 7150	Literature for Children and Adolescents (3)
EDLA 7480	Theory and Pedagogy in the Study of the English Language (3)
EDRD 8310	Theoretical Models and Process of Literacy Learning (3)
EDRD 8550	Trends and Issues in Language and Literacy Education (3)

Other graduate level literacy courses may be selected with the consent of the adviser.

Select two courses (6):

AL 8490	Second Language Reading: Theory and Practice (3)
AL 8500	Pragmatics and Language Teaching (3)
AL 8520	Psycholinguistics (3)
AL 8530	Issues in Second Language Writing (3)
AL 8550	Second Language Evaluation (3)
AL 8570	Second Language Reading-Writing Relationships (3)

Other Applied Linguistic courses in the 6000-8000 range may be selected with consent of the adviser.

4. *Foreign Language Education (French, German, or Spanish) Concentration*

Required (3):

FORL 8850	Education Specialist Research and Portfolio Development (3)

Select three courses (9):

Select three courses in the major language numbered 6000 to 8999.

Select three courses (9):

AL 8330	Intercultural Communication (3)
AL 8480	Classroom Practices in Teaching English as a Second or Foreign Language (3)
AL 8550	Second Language Evaluation and Assessment (3)
AL 8710	Research Design and Statistics for Applied Linguistics (3)
FORL 8223	Modern Foreign Language Pedagogy: Theory and Practice (3)
FORL 8225	Applied Linguistics for Foreign Language Teachers (3)
FORL 8226	Teaching Literature in the Foreign Language Classroom (3)
FORL 8227	Teaching Culture in the Foreign Language Classroom (3)
FORL 8250	Topics in Pedagogy (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)

5. *Instructional Technology Concentration*

Required (12):

IT 7100	Design 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 Technology Projects (3)

Electives (9):

EPEL 7000	Leadership in Educational Organizations (3)

Additional 8000-level IT courses or other relevant courses may be selected with consent of adviser.

6. *Library Media Technology Concentration*

Required (21):

EDCI 8990	Educational Specialist Scholarly Inquiry (3)
ELMT 8150	Administration and Supervision of Media Services (3)

ELMT 8350 Special Libraries (3)
ELMT 8360 Technical Processes and Integrated Systems (3)
ELMT 8370 Advanced Reference: Online Searching Techniques (3)
ELMT 8550 Trends, Issues, and Perspectives in Information Technology (3)
ELMT 8870 Advanced Research Seminar in Information Technology (3)

7. *Mathematics Education Concentration*

Select three courses (9):
EDMT 8290 The Study of Learning and Instruction in Mathematics (3)
EDMT 8420 Topics in the School Mathematics Curriculum (3)
EDMT 8430 Sociocultural and Sociohistorical Issues in Mathematics (3)
EDMT 8550 Trends and Issues of Teaching Mathematics (3)

Select four courses (12):
Select EDMT, MATH, CSC or Stat courses numbered 8000 to 8999 and courses related to the major themes of the program. *

8. *Middle Childhood Education Concentration*
Required (3):
EDCI 8550 Trends and Issues in Middle Childhood Education (3)

Select six courses (18):
Select with consent of adviser courses numbered 7000 to 8999 that address program theme, including at least three in one content area of teaching (language arts, mathematics, reading, science, or social studies). *

9. *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 course (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 courses (6):
Graduate courses in music education, music history, music theory, performance, and conducting and other courses directly related to the students' teaching or research interests may be selected with consent of adviser.

10. *Reading Education Concentration*
Required (6):
EDLA 8020 Social, Cultural, and Political Contexts Shaping Early Literacy Instruction (3)
EDRD 8310 Theoretical Models and Processes of Literacy Learning (3)

Select five courses (15):
EDLA 7480 Theory and Pedagogy in the Study of the English Language (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.

11. *Science Education Concentration*
Required (12):

EDSC 8400	Strategies of Instruction in Science (3)
EDSC 8440	Advanced Science Concepts and Issues (3)
EDSC 8550	Trends and Issues in Teaching Science (3)
EDSC 8600	Science in School Curriculum (3)

Select one course (3):
One education course numbered 8000 or above may be selected with consent of the adviser.

Select two courses (6):
College of Arts and Sciences courses in astronomy, biology, chemistry, geology, and physics may be selected with consent of adviser.

12. *Social Studies Education Concentration*
Required (6):

EDSS 8290	Learning, Curriculum and Instruction in Social Studies (3)
EDSS 8420	Topics in the School Social Studies Curriculum (3)

Select five courses (15):
Select with consent of adviser courses numbered 7000 to 8999 that support the program theme and that are offered by one of the following departments: Anthropology, Geosciences, 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

4290 Nondegree Admissions and Programs

http://education.gsu.edu/coe/content/degrees.htm

4290.10 Nondegree Admissions

http://education.gsu.edu/aae/

Admission Requirements

This graduate level 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 students are 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 nondegree students must apply for admission according to the requirements of the degree desired. No coursework taken while the students have been admitted as nondegree students may be credited toward the completion of a Specialist in Education degree.

Admission Requirements

The College of Education uses a self-managed application for admissions to its nondegree 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. Incomplete applications will not be processed and will be withdrawn from consideration after the completion deadline. Applicants must apply online at **http://education.gsu.edu/aae/** and send all supplemental materials to the addresses listed at **http://education.gsu.edu/aae/**.

The following list is only a general guide, and applicants should check the web site for the most recent information at **http://education.gsu.edu/aae/**. All applicants must submit the following items and meet stated criteria:

1. Application for Admission to Graduate Admission (online application). Nondegree applicants must specify a major area of study on their applications. Nondegree applications are not accepted in the following areas: Early Childhood Education and School Psychology.
2. Nonrefundable application fee of $50.00 (paid on line with application). The application fee is nonrefundable and does not apply toward registration fees.
3. University Information Sheet (included in online application).
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.
5. A 300-500 word statement of professional career goals.
6. The following programs require a resume or vita: Educational Leadership Add-on (showing three years of school experience), Library Media, and School Counseling. This document should describe all professional employment and work-related experience, as well as past educational endeavors.
7. The Educational Leadership Add-on program requires one letter of recommendation from the applicant's school principal. The Library Media program requires three letters of recommendation, at least one of which must be from an academic source. Please use the enclosed recommendation form.
8. Applicants to the School of Counseling program must submit a writing sample (separate from the goals statement). The writing sample can be published or unpublished.
9. 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.
10. Professional Counseling, Rehabilitation Counseling, School Counseling. 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 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, and 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.
11. Georgia Assessment for Certification of Educators (GACE). 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 GACE Basic Skills 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 GACE Basic Skills Assessment requirement.

Visit **http://www.gace.nesinc.com** for more information about the GACE Assessment.

12. International applicants should refer to section 4190 of this catalog for additional information.

The above list is only a general guide, and applicants should check the web site for the most recent information at **http://education.gsu.edu/aae/**.

Admission Completion Deadlines

To begin:	All materials must be received by:
Fall Semester	May 1
Spring Semester	October 1
Summer Term	February 1

4300 Graduate Nondegree Programs

4300.10 Add-on Teacher Certification

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

Persons wishing to obtain the L-5 Educational Leadership certification in the State of Georgia must receive a passing score on the GACE Content Assessment in Educational Leadership: Administration and Supervision and must successfully complete the following courses:

Required (24):

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 (6)
EPSF 7450	Curriculum Foundations for the Educational Leader (3)

The students in a cohort group will take these seven courses in a sequence during three consecutive academic terms.

For L-6 certification, the students should complete the Ed.S. program with a major in Educational Leadership. For L-7 certification, the students should complete the Ph.D. program with a major in Educational Policy Studies and a concentration in Educational Leadership.

Total hours for certification: minimum of 24 semester hours

4300.20 Initial Certification Special Education

Special Education General Curriculum: Consultative

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

The Special Education program in the Department of Educational Psychology and Special Education offers a teaching certification sequence in special education for certification in Special Education General Education Curriculum: Consultative. This is a nondegree, initial certification program for students who already hold an undergraduate degree from an accredited college or university. Students seeking admission to this initial certification program must have a minimum cumulative GPA of 2.5 and have passing scores on the GACE Basic Skills Assessment or be exempt based on equivalent SAT, ACT or GRE scores.

The sequence of required certification courses are as follows:

EPY 2050	Human Growth and Development (3)

EXC 4010	Characteristics of Students with Disabilities (3)
EXC 6560	Educational Evaluation of Students with Disabilities (3)
EXC 6570	Individual and Classroom Management (3)
EXC 6580	Instructional Methods for Students with Behavior Learning Disabilities (3)
EXC 6590	Functional and Social Methods for Students with Behavior Learning Disabilities (3)
EXC 6661	Practicum I: Special Education General Curriculum: Consultative (3)
EXC 6671	Partnerships and Practicum II: Special Education General Curriculum: Consultative (3)
EXC 7190	Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EDRD 6600	Introduction to Material and Methods of Reading Instruction (3)
EDRD 7650	Individual Assessment and Instruction for At-Risk Readers (3)

Total hours for certification: 33 semester hours

4310 Endorsements for Teacher Certification

4310.10 English to Speakers of Other Languages (ESOL) Endorsement
Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

The Department of Middle Secondary Education and Instructional Technology of the College of Education and the Department of Applied Linguistics 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 the following coursework and completion of a portfolio demonstrating competencies established for ESOL teachers by TESOL qualifies a person for the bachelor's, master's, or specialist level endorsement, depending upon the students' current level of certification. The program presupposes certification at least at the bachelor's level. Students must be admitted as graduate students to the College of Education. (See the program description for the M.Ed. major in Reading, Language, and Literacy Education for application of TSLE courses to a degree program. Students who do not hold an initial certification in a teaching field may apply to the M.Ed. major in Reading, Language, and Literacy Education Alternative Preparation Program to receive initial certification in ESOL and a reading endorsement.)

Required (6):

EDCI 7660	Practicum I (3)
TSLE 7440	Methods and Materials for the Bilingual/English as a Second Language Teacher (3)

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)

Total hours for endorsement: minimum of 12 semester hours

4310.20 Leadership Endorsements

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

In addition to full field 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 graduate students. 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 students 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.

Total hours for endorsement: minimum of 9 semester hours.

4310. 30 Online Teaching and Learning Endorsement

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair

The Department of Middle-Secondary Education and Instructional Technology of the College of Education offers online graduate courses that give teachers additional training to teach online classes. Being an effective online teacher presents a different set of challenges and opportunities than traditional face-to-face instruction. This program will provide students with the knowledge, skills, attitudes and abilities they need to succeed in an online learning environment.

Candidates for the Online Teaching and Learning (OTL) Endorsement Program must hold a clear renewable teaching certificate (including the Technical Specialist certificate) at level 4 or higher. Successful completion of the program qualifies a person for teaching classes online in accordance with the State of Georgia's Online Teaching Endorsement Program (505-3-.85). Students seeking only the OTL endorsement must be admitted to the Graduate program in the College of Education as a non-degree student.

Required (12):

IT 7360	Integrating Technology into School-Based Environments (3)
IT 8050	Evaluation and Assessment for Online Learning (3)
IT 8090	The Internet for Educators (3)
IT 8440	E-Learning Environments (3)

Students are also required to complete an electronic portfolio for this program.

Total hours for endorsement: minimum of 12 semester hours.

4310.40 Preschool Special Education Endorsement

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

In addition to full field 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 graduate students. Program applicants must be fully certified teachers.

All coursework for the Preschool Special Education endorsement must be completed with a grade of "B" or higher.

Nine semester hours of coursework are required for endorsement in preschool special education for professionals holding teacher certification in early childhood education, special education, or speech language pathology. Completion of the coursework requirements below, as designated, qualifies the students 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)

Total hours for endorsement: minimum of 9 semester hours

4310.50 Reading Endorsement

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

The Department of Early Childhood Education offers graduate courses in literacy which apply to Georgia's Reading Endorsement for classroom teachers. These courses focus on three areas (a) understanding readers and the reading process, (b) linking assessment and instruction, and (c) using instructional strategies in specific content areas.

The Reading Endorsement Program presupposes certification at least at the bachelor's level. Successful completion of application sequences (Reading Recovery Teacher Strand, Reading Recovery Teacher Leader Strand or the Literacy Collaborative Coordinator Strand) qualifies a person for the bachelor's, master's, or specialist level endorsement, depending on the current level of certification. This endorsement qualifies an individual to be considered 'in field' in reading at the level of the base certificate. Teachers pursuing the reading endorsement are enrolled as nondegree students in specific programs for certification as Reading Recovery Teachers or Reading Recovery Teacher Leaders or Literacy Collaborative Coordinators.

Strand 1:
Understanding Readers and the Reading Process/Linking Assessment and Instruction
ECE 5001 Literacy Collaborative Coordinator Training (3)
ECE 7360 Reading Recovery Clinical for Teachers I (3)
ECE 8300 Reading Recovery Theory I (3)
ECE 8360 Reading Recovery Clinical for Leaders I (3)

Strand 2:
Understanding Readers and the Reading Process
ECE 5001 Literacy Collaborative Coordinator Training (3)
ECE 7370 Reading Recovery Clinical for Teachers II (3)
ECE 8310 Reading Recovery Theory II (3)
ECE 8320 Reading Recovery Theory III (3)
ECE 8370 Reading Recovery Clinical for Leaders II (3)

Strand 3:
Using Instructional Strategies in Specific Content Areas
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)

4310.51 Reading Endorsement

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Joyce Many, Associate Chair

The Department of Middle-Secondary Education and Instructional Technology and the Department of Educational Psychology and Special Education offer graduate courses in literacy which apply to Georgia's Reading Endorsement for classroom teachers. These courses focus on three areas (a) understanding readers and the reading process, (b) linking assessment and instruction, and (c) using instructional strategies in specific content areas. All students who wish to obtain reading endorsement must attend a MSIT orientation session and complete an exit requirement of a portfolio. The portfolio will be aligned with the PSC requirements and will require the demonstration of the ability to teach reading at the

applicable levels of the base certificate.

The Reading Endorsement Program presupposes certification at least at the bachelor's level. Successful completion of three of the following courses qualifies a person for the bachelor's, master's, or specialist level endorsement, depending on the current level of certification. This endorsement qualifies an individual to be considered 'in field' in reading at the level of the base certificate. Teachers pursuing the reading endorsement may be enrolled as nondegree students or may be enrolled in specific programs.

Strand 1:
Understanding Readers and the Reading Process
Select one (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):
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):
EDRD 7630 Literacy in the Content Areas (3)
EXC 7190 Alternative Approaches to Literacy for Students with Disabilities (3)

Total hours for endorsement: minimum of 9 semester hours

4310.50 Teacher Support Specialist (TSS) Endorsement

College of Education Dean's Office
1017 College of Education Building, 404-651-2525

The Teacher Support Specialist (TSS) Endorsement is a program focused on facilitating teachers' meeting the state TSS standards and developing teachers who are capable of working effectively with other teachers, especially novice teachers. The endorsement provides the education and training in the skills, knowledge, and attitudes needed to be a student teacher supervisor, and in-service teacher mentor, coach, and supervisor. The two course sequence is required:

Required (6):
EDUC 8360 Teacher Support Specialist (3)
EDUC 8660 Teacher Support Specialist Internship (3)

Total hours for endorsement: minimum of 6 semester hours

4320 Certificate Programs

4320.10 Applied Behavior Analysis

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

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 and offers a series of courses accepted by the Behavior Analysis Certification Board (BABC) for eligibility to become board certified behavior analysts (BCBA).

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. Students 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 their 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 employer supervisor 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 students are enrolled in the certificate only program, all requirements must be completed within five calendar years. If the students are 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. These 12 semester hours include EPY 8030, EPY 8850, EPY 8860, and EXC 7945.

To receive the Certificate in Applied Behavior Analysis, students must earn a grade point average of at least 3.00 in all coursework applied to certificate requirements. Additionally, the students must pass the certificate exit examination or the Board Certification Behavior Analyst Examination.

Awarding of the Certificate of Applied Behavior Analysis shall be concurrent with the students' graduation from Georgia State. 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 21 semester hours program of study leading to the Certificate in Applied Behavior Analysis.

Required (18):

EPY 8020	Principles of Behavior Analysis (3)
EPY 8030	Advanced Applied Behavior Analysis (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)

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 students may substitute an appropriate course with consent of his or her adviser.

Certificate Program total: minimum of 21 semester hours

4320.20 Assistive Technology

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

4320.30 Assistive Technology

No applications for admissions will be accepted beginning Fall 2006.

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.

Students 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. Students 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:

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 Assistive Technology (3)
EXC 8350	Advanced Topics in Curriculum and Instructional Technology (3)
EXC 8990	Educational Specialist Research Project (3)

Certificate Program total: minimum of 18 semester hours

4320.40 Qualitative Research in Education

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

A Graduate Certificate in Qualitative Research in Education is available from the College of Education to eligible students enrolled in a doctoral program at Georgia State University. To earn the certificate, students must complete a minimum of seven 3-credit-hour doctoral-level qualitative research methods courses with a collective GPA of 3.5 or higher in those courses, with no grade lower than a B in any course to be counted toward the certificate.

Four of the seven courses must be the following:

EPRS 8500	Qualitative/Interpretive Research in Education I (3),
EPRS 8510	Qualitative Research in Education II (3),
EPRS 8520	Qualitative Research in Education III (3), and
EPSF 9260	Epistemology and Learning.

The remaining three courses must be doctoral-level qualitative method courses, bearing a call number of 8000 or higher, from the approved list of certificate courses. The list is updated yearly and available in the Department of Educational Policy Studies. A current list of these courses is provided below:

EPRS 8640	Case Study Methods (3)
EPRS 8700	Visual Research Methods (3)
EPRS 9100	Phenomenology & Ethnomethodology: Research Principles in Practice (3)
EPRS 9120	Poststructural Inquiry (3)
EPRS 9400	Writing Qualitative Research Manuscripts (3)
EPSF 9280	Interpretive Inquiry in Education (3)

ANTH 8010	Qualitative Methods in Anthropology (3)
EPSF 9850	Historical Research in Twentieth Century American Education (3)
EPSF 9930	Philosophical Analysis and Method (3)
HIST 8000	Introduction to Historical Research (3)
SOCI 8342	Qualitative Methods in Sociology (3)
COMM 8160	Style and Narrative Analysis (3)
COMM 8410	Qualitative Methods (3)

In addition, students must successfully defend a qualitative or multi-methods research dissertation. Although a faculty member from the Research, Measurement and Statistics (RMS) program of the Department of Educational Policy Studies need not be on the student's dissertation committee, the prospectus for the dissertation must be endorsed by an appropriate member of the RMS faculty, as determined by the RMS Coordinator.

Eligibility

In order to be eligible to earn the certificate, students must:

- be enrolled in a doctoral program at Georgia State University
- have completed at least three courses from the College of Education Doctoral Research Core, with a collective GPA in those courses of 3.5 or higher
- submit the proper form to the Department of Educational Policy Studies officially indicating an intention to work toward earning the certificate (the form is available from the Department of Educational Policy Studies or from the Office of Academic Assistance)

Applicants may obtain more information about the RMS Program or the Graduate Certificate in Qualitative Research in Education by contacting:

RMS Coordinator
Department of Educational Policy Studies
Georgia State University
PO Box 3977
Atlanta, GA 30302-3977
Phone: 404-651-2582
Fax: 404-651-1009
E-mail: pgagne@gsu.edu

4320.50 Quantitative Research in Education

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

A Graduate Certificate in Quantitative Research in Education is available from the College of Education to eligible students enrolled in a doctoral program at Georgia State University. To earn the certificate, students must complete a minimum of seven 3-credit-hour doctoral-level quantitative research methods courses with a collective GPA of 3.5 or higher in those courses, with no grade lower than a B in any course to be counted toward the certificate.

Four of the seven courses must be the following:

EPRS 8530	Quantitative Methods and Analysis in Education I (3),
EPRS 8540	Quantitative Methods and Analysis in Education II (3),
EPRS 8550	Quantitative Methods and Analysis in Education III (3), and
EPSF 9260	Epistemology and Learning (3).

The remaining three courses must be doctoral-level quantitative method courses, bearing a call number of 8000 or higher, from the approved list of certificate courses. The list is updated yearly and available in the Department of Educational Policy Studies. A current list of these courses is provided below:

EPRS 8650	Categorical Data Analysis
EPRS 8830	Survey Research, Sampling Principles, and Questionnaire Design
EPRS 8840	Meta-Analysis
EPRS 8920	Educational Measurement
PSYC 8430	Psychological Research Statistics III
EPRS 9350	Introduction to Item Response Theory
EPRS 9360	Advanced Item Response Theory
EPRS 9600	Advanced Computer Methods in Educational Research
EPRS 9550	Multivariate Analysis
EPRS 9560	Structural Equation Modeling
EPRS 9570	Hierarchical Linear Modeling I
EPRS 9571	Hierarchical Linear Modeling II
EPRS 9900	Advanced Research

In addition, students must successfully defend a quantitative or multi-methods research dissertation. Although a faculty member from the Research, Measurement and Statistics (RMS) program of the Department of Educational Policy Studies need not be on the student's dissertation committee, the prospectus for the dissertation must be endorsed by an appropriate member of the RMS faculty, as determined by the RMS Coordinator.

Eligibility

In order to be eligible to earn the certificate, students must:

- be enrolled in a doctoral program at Georgia State University
- have completed at least three courses from the College of Education Doctoral Research Core, with a collective GPA in those courses of 3.5 or higher
- submit the proper form to the Department of Educational Policy Studies officially indicating an intention to work toward earning the certificate (the form is available from the Department of Educational Policy Studies or from the Office of Academic Assistance)

Applicants may obtain more information about the RMS Program or the Graduate Certificate in Quantitative Research in Education by contacting:

RMS Coordinator
Department of Educational Policy Studies
Georgia State University
PO Box 3977
Atlanta, GA 30302-3977
Phone: 404-651-2582
Fax: 404-651-1009
E-mail: pgagne@gsu.edu

4330 Developmental Literacy Programs

4330.10 Literacy Collaborative®

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

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) that support schools in developing leadership in literacy. Teams may also receive a school site visit in the spring term by a 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.

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)

Literacy 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.

4330.20 Reading Recovery®

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

The program for training in Reading Recovery prepares teachers 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 royalty free 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 a school district and/or consortia must submit a site application and supporting materials. (Call 404/651-1216 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 Georgia Teacher Certification 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 in-training 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 record keeping 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 techniques, 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).

4340 Teacher Certification Only Programs

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Deaf and Hard of Hearing, Special Education General Curriculum (P-12): Consultative, Early Childhood Special Education General Curriculum, Mental Retardation, Physical and Health Disabilities.

The Deaf and Hard of Hearing program is offered collaboratively between Georgia State University and Valdosta State University via a combination of synchronous and asynchronous distance technology. Students enter in the fall semester.

Individuals interested in these certification-only programs should contact the department at 404/651-2310 for a description of admission and coursework requirements.

4350 Doctoral Programs

http://education.gsu.edu

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.

4350.10 Doctoral Degree Admissions and Programs

http://education.gsu.edu/aae/

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. Incomplete applications will not be processed and will be withdrawn from consideration after the completion deadline. Applicants must apply online at **http://education.gsu.edu/aae/** and send all supplemental materials to the addresses listed at **http://education.gsu.edu/aae/**. .

Application Requirements and Admission Criteria

The following list is only a general guide, and applicants should check the web site for the most recent information at **http://education.gsu.edu/aae/**. Each applicant to a doctoral program must submit the following:

1. College of Education Application for Graduate Admissions (on line application).
2. A nonrefundable application fee of $50.00 (paid on line with application). The application fee is nonrefundable and does not apply toward registration fees.
3. University Information Sheet (included in on line application)
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). Those applying to the Ph.D. major in educational psychology may apply for admission after having successfully completed either a bachelor's degree or master's degree. Those applying to the Ph.D. major in school psychology may apply for admission after having successfully completed either a bachelor's degree, a master's degree, or a specialist degree.
   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 Verbal subtest scores at the 50th percentile or higher of the General Test and the Quantitative subtest scores of the General Test at the 50th percentile or higher. The highest score for each subtest will be considered for admission. Educational Psychology applicants must also submit the Writing subtest score.
   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.gre.org.
   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 at the 50th percentile or higher 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 Psychology, Counselor Education and Practice, and School Psychology programs must submit three letters of recommendation.
9. Each applicant must submit a writing sample.
10. Georgia Assessment for Certification of Educators (GACE). 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 GACE

Basic Skills 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 GACE Basic Skills Assessment requirement.
Visit **http://www.gace.nesinc.com** for more information about the GACE Assessment.

11. 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.

Counseling Psychology, Counselor Education and Practice, 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. Those applying to the doctoral program in School Psychology may apply for admissions after having successfully completed a bachelor's degree with a major in psychology, education or a related field; a master's degree in a related field; or a specialist degree in a related field. Those applying with a bachelor's degree must have an undergraduate GPA of 2.5. Those applying with a master's degree must have a GPA of 3.3. It is desirable for those applying to the Counselor Education and Practice doctoral program to be a Licensed Professional Counselor or eligible for licensure.

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.

Kinesiology. 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 Kinesiology. 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 physicals

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.

The above list is only a general guide, and applicants should check the web site for the most recent information at **http://education.gsu.edu/aae/**.

Admission Completion Deadlines

The Office of Academic Assistance must receive applications and supporting materials 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. Incomplete applications will not be processed and will be withdrawn from consideration after the completion deadline.

Major	Spring	Summer and Fall
Counselor Education and Practice	n/a	Jan 15
Counseling Psychology	n/a	Dec 1
Early Childhood Education	n/a	Jan 15
Education of Students with Exceptionalities	n/a	Mar 1 (fall only)
Educational Policy Studies	Oct 1	Jan 15
Educational Psychology	n/a	Mar 1
Instructional Technology	Oct 1	Mar 1
Kinesiology	Oct 1	Mar 1
School Psychology	n/a	Jan 15
Teaching and 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. International applicants should refer to section 4190.80 of this catalog for additional information.

Reentry Applications

Doctoral students in the College of Education who do not register at Georgia State University for regular courses during three consecutive academic terms are considered inactive for the purposes of registration. If inactive students wish to register, they must file an application for reentry with the Office of Undergraduate Admissions (200 Sparks Hall) by the deadline dates published in the online *Registration Guide* found at **http://www.gsu.edu/es/registration_guide.html**. This deadline is approximately four weeks prior to the beginning of the registration phase in which the students wish 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 students' 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 students desire 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 students' permanent record. Upon notification of withdrawal, the students will have a maximum of 30 days to petition for readmission. If the petition is approved, the students must satisfy the degree requirements of the graduate bulletin in effect at the time of readmission.

4350.15 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 students' department. The number of GTA and GRA positions available depends on current class loads and research needs.

4350.20 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 students must complete. All requirements must be completed within a nine-year time period as described below.

4350.25 Term of Admission and Term of First Matriculation

All doctoral students' *term of admission* is the term for which they were accepted into the program. The term of admission is identified on the students' letters of acceptance. Students are held responsible for the coursework requirements published in the catalog corresponding to their term of admission.

Term of first matriculation refers to the academic term in which the students took the first course they will include in their program of study. For many students, the term of admission and the term of first matriculation will be the same. However, students 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.

4350.30 Doctoral Advisory Committee

The Doctoral Advisory Committee assists the students 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 each 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 students until a Doctoral Advisory Committee is established. The students 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 students have 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 students'.

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 each student, the department chair, and the dean of the College of Education. After the Doctoral Advisory Committee has been established, the committee, each student, the department chair, and the dean of the College of Education must approve any subsequent change of membership.

4350.35 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. All coursework applied to the doctoral program of study must be post-master's work. 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 each 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. This catalog is the sole source for approved program requirements. Programs of study should be planned to conform to requirements stated in this catalog. 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 doctoral students 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 enroll in a minimum of nine semester hours of dissertation credit. The final grade will be assigned the term the student successfully defends the dissertation.

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 two 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 students 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 field experience 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 self development.

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 students' 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 includes a written examination and may also include an oral portion. The students have two opportunities to pass the comprehensive examination. Students who do not pass the examination on the second attempt are not permitted to continue in the doctoral program.

To be eligible to take the comprehensive examination, the students' 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 three term period following successful completion of the comprehensive examination until the students have 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.

4350.40 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 each 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.

4350.45 On Campus 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.

4350.50 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 each student's preparedness to conduct the investigation and write the dissertation. Before beginning work on the prospectus, students should review the college's *Guide for Preparing Dissertations* at **http://www.gsu.edu/aae/PhD/dissertation/guide**.

Following completion of the students' comprehensive examination but before approval of the prospectus, the students and their 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 each 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 students' oral defense of the dissertation.

Presentation of the Dissertation Prospectus

The students 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.

4350.55 Admission to Doctoral Candidacy

When the students have completed all coursework requirements for the degree except the dissertation and, in the case of counseling psychology and counselor education and practice majors only, the internship, the students' Dissertation Advisory Committee may recommend to the Dean of the College of Education that the students are admitted to candidacy for the Doctor of Philosophy degree. To be recommended for candidacy, the students must additionally have fulfilled their department's residency requirement, completed all required examinations during the comprehensive examination, and submitted and presented an approved dissertation prospectus. The students must be recommended for candidacy within seven years of their term of first matriculation, that is, when they took the first course to be counted toward completion of degree requirements.

4350.60 Dissertation and Final Dissertation Defense

The dissertation and defense are the culminating activities in the students' 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. Doctoral students must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) the term all degree requirements are completed. The students must be enrolled in at least three semester hours of coursework during the academic term in which they defend the dissertation.

All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education in its *Guide for Preparing Dissertations* **http://www.gsu.edu/aae/PhD/dissertation/guide**. The guide should be consulted soon after the students complete their 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 students' ability to defend their work.

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.

4350.65 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 students' term of first matriculation. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years of the students' 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 three term 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 students must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) 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 online *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.

Forms for changing the date of graduation may be obtained from the Graduation Office.

4350.70 General Core Area Requirements (18 hours)

Research Core

Required (6):

EPRS 8500	Qualitative/Interpretive Research in Education I (3)
EPRS 8530	Quantitative Methods and Analysis in Education I (3)

Select a minimum of two courses (6) from the list below:

Research Tracks. The students and doctoral advisory committee identify a research track based on methodology to be employed in the students' dissertation research. The doctoral advisory committee may require additional coursework in a research track.

Quantitative Methodology

EPRS 8540	Quantitative Methods and Analysis in Education II
EPRS 8550	Quantitative Methods and Analysis in Education III (3)
EPRS 8650	Categorical Data Analysis (3)
EPRS 8820	Institutional Research (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 Modeling (3)
EPRS 9570	Hierarchical Linear Modeling I (3)
EPRS 9571	Hierarchical Linear Modeling II(3)
EPRS 9900	Advanced Research (3)

Qualitative Methodology

ANTH 8010	Qualitative Methods in Anthropology (3)
EPRS 8510	Qualitative Research in Education II (3)
EPRS 8520	Qualitative Research in Education III (3)
EPRS 8640	Case Study Methods (3)
EPRS 8700	Visual Research Methods (3)
EPRS 9100	Phenomenology and Ethnomethodology: Research Principles in Practice (3)
EPRS 9120	Poststructural Inquiry (3)
EPRS 9400	Writing Qualitative Research Manuscripts (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)

Historical/ Philosophical Methodology

EPSF 9850	Historical Research in Twentieth Century American Education (3)
EPSF 9930	Philosophical Analysis and Method (3)
HIST 8000	Introduction to Historical Methods and Theory (4)

Measurement Methodology

EPRS 7920	Classroom Testing, Grading, and Assessment (3)
EPRS 8920	Educational Measurement (3)
EPRS 9350	Introduction to Item Response 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 Policy in 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):

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)

4360 Ph.D. Programs of Study

The programs of study for Ph.D. majors are listed alphabetically.

4360.05 Counseling Psychology (Ph.D.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The American Psychological Association accredits the Ph.D. major in Counseling Psychology at Georgia State University. 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 choice making 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, psycho-educational 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.

Program Admission

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 Academic Regulations

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 students 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.

Program Degree Requirements

Doctor of Philosophy in Counseling Psychology

A. Core Area (18)
Students must meet all general core area requirements.
Students must select EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3) or EPY 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 (61-63)
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	Advanced Social Psychology (3)

Select one (3):

CPS 8100	Psychobehavioral Diagnosis (3)
CPS 8540	Child/Adolescent Psychopathology Assessment (3)

Assessment
Required (3):

CPS 9660	Applied Practice III (3)

Select one (3-4):

CPS 9420	Adult Personality Assessment (3)
PSYC 8020	Assessment I (4)

Select one (3-4):

CPS 9440	Advanced Projective Techniques (3)
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 students an opportunity to enrich their preparation as counseling psychologists with further study in a related area of expertise. The students 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 105-108 semester hours

4360.10 Counselor Education and Practice (Ph.D.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, CPS

The Ph.D major in Counselor Education and Practice prepares professionals for positions in mental health counseling, school counseling, marriage and family therapy, rehabilitation, counselor education, and college counseling. The Council accredits this program for Accreditation of Counseling and Related Educational 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 students have been prepared.

Program Degree Requirements

Doctor of Philosophy in Counselor Education and Practice

A. Core Area (18)
The students must meet all general core area requirements.

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 students an opportunity to enrich their preparation as a counselor with further study in a related area of expertise. The students select 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 students' 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 94 semester hours

4360.15 Early Childhood Education (Ph.D.)

Department of Early Childhood Education
550 College of Education Building, 404/651-2584
http://education.gsu.edu/ece/
Barbara Meyers, Chair

Program Theme: Educator as Researcher

The Ph.D. 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 teacher training. To function effectively in these roles, students 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 recognizes that the strong research component in this program develops insightful, reflective, and effective teaching and research.

Program Academic Regulations

In addition to the college-wide 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 teacher development 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 students' 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 tri-focus 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, doctoral students are 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

Each 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 Degree Requirements

Doctor of Philosophy in Early Childhood Education

A. Core Area (21)
The students 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 9360	Trends, Issues, and Historical Perspectives in Early Childhood Education (3)
ECE 9370	Curriculum in Early Childhood Education (3)
ECE 9400	Teacher Development in Early Childhood Education (3)
ECE 9850	Research Seminar in Early Childhood Education (3)
ECE 9890	Research Apprenticeship (3)
ECE 9960	Seminar in Early Childhood Education: Advanced Development Theory (3)

C. Cognate Area (18)
For the 18 semester hours of coursework, at least nine semester hours of coursework applied to the cognate area should be from course offerings outside the Department of Early Childhood Education.

D. Dissertation (9)
Required (9):

ECE 9990	Dissertation (9)

Program total: minimum of 66 semester hours

4360.20 Education of Students with Exceptionalities (Ph.D.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Program Theme: Leadership and Scholarship Focused on Learning and Development

Concentration Areas: Behavior Disorders; Learning Disabilities; Mental Retardation; Orthopedic Impairments; Sensory Impairments; Special Education/Early Childhood Education

The Ph.D. major 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.

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 Degree Requirements

Doctor of Philosophy in Education of Students with Exceptionalities

A. Core Area (18)
The students must meet all general core area requirements.

B. Major Area (27-36)
Required (15):

EXC 8010	Advanced Study of Exceptional Students (3)
EXC 8961	Professional Development Seminar in Special Education (4)
EXC 9910	Research Seminar in Learning Disabilities (3)
EXC 9920	Research Seminar in Behavior Disorders (3)
EXC 9930	Research Seminar in Mental Retardation (3)

Select (12-21): Students complete additional semester hours of coursework depending on their background and career goals. These could be special education (EXC) courses or any university courses that support the major area of study and are approved by the student's Doctoral Advisory Committee.

C. Cognate (18)
Required (6):

EPY 9000	Facilitating College Teaching (3)
EXC 9660	Internship in Special Education I (3)

The remaining cognate coursework must be taken outside student's major field of study.

D. Dissertation (9)
Required (9):

EXC 9990	Dissertation (9)

Program total: minimum of 72 semester hours

4360.25 Educational Policy Studies (Ph.D.)

Department of Educational Policy Studies
450 College of Education Building, 404/651-2582
http://education.gsu.edu/eps/
Sheryl Gowen, Chair

Concentration Areas: Educational Leadership; Research, Measurement, and Statistics; Social Foundations of Education

The Ph.D. major 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

Students 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 emphasizes organizational leadership, policy development, supervision, and management. The leadership concentration will be designed to satisfy the career objectives of the students. Graduates may anticipate careers in school administration, governmental education agencies, and the professorate.

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 qualitative and quantitative research and evaluation methods.

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 Degree Requirements

Doctor of Philosophy in Educational Policy Studies

A. Core Area (18)

The students 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 students' program.

B. Major Area (24)

The students 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	Research in Educational Policy Studies (3)

The students select one of the following four concentration areas:

1. *Educational Leadership Concentration*

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. *Research, Measurement, and Statistics Concentration*

Select six courses (18)

3. *Social Foundations of Education Concentration*

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 Policy in 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 students approach candidacy.
Students who selected a policy focus in the Educational Leadership concentration within the major area must take EPRS 8620 Educational Evaluation (3) as part of their cognate area.

D. Dissertation
Required (9):
EPS 9990 Dissertation (9)

Program total: minimum of 69 semester hours

4360.30 Educational Psychology (Ph.D.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-651-2310
http://education.gsu.edu/epse/
Peggy Gallagher, Chair

Program Theme: Leadership and Scholarship Focused on Learning and Development

The Ph.D. major 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.

Program Academic Regulations

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.

Students 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/degrees/EPY/Phd.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 a 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 students 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 Degree Requirements

Doctor of Philosophy in Educational Psychology

A. Core Area (18)
The students must meet all general core area requirements.

B. Major Area (18-26)
Required (8):

EPY 8010 Professional Studies in Educational Psychology (3)
EPY 8961 Professional Development Seminar in Educational Psychology (2)
EPY 9000 Facilitating College Teaching (3)

Select (10-18): Students who have a Master's degree in Educational Psychology (or a related degree approved by their Doctoral Advisory Committee) select a minimum of 10 additional semester hours in educational psychology. Students who have a master's degree in other fields must select a minimum of 18 additional semester hours of coursework, a majority of which must be 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 students 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 63-71 semester hours

4360.35 Instructional Technology (Ph.D.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair

Program Theme: Educator as Researcher

The Ph.D. 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 Degree Requirements

Doctor of Philosophy in Instructional Technology

A. Core Area (18)
The students 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 (IT 9660) facilitates the application of theory to practice in the major field of study.
Required (6):
EDCI 9900 Critique of Education Research (3)
IT 8660 Internship in Instructional Technology (3)

Select (15):
The students 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 students and Doctoral Advisory Committee select additional coursework.

D. Dissertation (9)
Required (9):
EDCI 9990 Dissertation (9)

Program total: minimum of 66 semester hours

4360.40 Kinesiology (Ph.D.)

Department of Kinesiology and Health
137 Physical Education Building, 404/651-2536
http://www.gsu.edu/~wwwkin/
J. Andrew Doyle, Chair

Concentration Areas: Biomechanics, Exercise Physiology, Physical Rehabilitation Science

The Ph.D. major in Kinesiology 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 high speed video graphical analysis systems, computerized force measuring systems, electromyography, and other state-of-the-art 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 Degree Requirements

Doctor of Philosophy in Kinesiology

A. Core Area (18)
The students must meet all general core area requirements.

B. Major Area [Biomechanics, 22]; [Exercise Physiology, 22]; and [Physical Rehabilitative Science, 19]
The students select one of the following three concentration areas:

1. Biomechanics Concentration (22)
Required (22):
KH 8830 Motion Analysis (4)
KH 8870 Biomechanics of Orthopedic Injuries (3)
KH 9820 Research in Kinesiology (9)
KH 9960 Advanced Research Seminar in Biomechanics (6)

2. Exercise Physiology Concentration (22)
Required (22):
KH 8970 Seminar in Exercise Physiology (4)
KH 9520 Advanced Exercise Physiology: Energy Metabolism (3)
KH 9530 Advanced Exercise Physiology: Cardiorespiratory (3)
KH 9550 Advanced Exercise Physiology: Myocellular (3)
KH 9820 Research in Kinesiology (9)

3. Physical Rehabilitative Science Concentration (19)
Required (19):
KH 8760 Advanced Topics in Physical Rehabilitation Science (3)
KH 9820 Research in Kinesiology (3)

KH 9960	Advanced Research Seminar in Biomechanics (3)
PT 7481	Rehabilitation Biomechanics (3)
PT 7482	Rehabilitation Biomechanics Lab (2)
PT 8870	Neuromuscular Adaptations for Functional Activities (3)
PT 8871	Skeletal Muscle Functional Lab (2)

C. Cognate Area (18)
Coursework applied to meet the cognate area requirement must be taken outside the major field of study.

Biomechanics Concentration (18):
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 (18):
Students pursuing a concentration in exercise physiology may use courses from the Biomechanics major as cognate courses provided all prerequisites are met.
Required (7):

BIOL 6248	Cell Physiology (4)
CHEM 6610	Biochemistry II (3)

(If the students' Doctoral Advisory Committee determines that they have met the requirements of either or both of these courses, either or both may be replaced by appropriate electives.)

Physical Rehabilitation Science Concentration (18):
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 (12)
Required (12):
KH 9990 Dissertation (12)

Program total (Biomechanics): minimum of 70 semester hours
Program total (Exercise Physiology): minimum of 70 semester hours
Program total (Physical Rehabilitative Science): minimum of 67 semester hours

4360.45 School Psychology (Ph.D.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/651-2550
http://education.gsu.edu/cps/
JoAnna White, Chair

The Ph.D. major 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 American Psychological Association accredits the program. Completion of a bachelor's degree within a major in psychology, education, or a related field or a master's degree in an area related to school psychology is required for admission to the program.

Program Academic Regulations

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 students 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 Degree Requirements

Doctor of Philosophy in School Psychology

A. Core Area (21)
The students must meet all general core area requirements with the following additional requirements:
Required (3):
EPRS 9550 Multivariate Analysis (3)
Students are also required to take EPRS 8550 Quantitative Methods and Analysis in Education III, a prerequisite to EPRS 9550.

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.
Content for some of the required courses listed below may have been obtained in the master's or Ed.S. program prior to admission to the doctoral program. In such cases, appropriate substitutions and/or credit for prior coursework, may be made with approval of the student's doctoral advisory committee. Students who have prior coursework that is judged by the advisory committee to meet some of theses course requirements must earn a minimum of 36 semester hours at Georgia State University to complete the major area of the doctoral program.

Required: (40):
CPS 8350 Biopsychology and Mediation (3)
CPS 8530 Professional Issues and Decisions (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 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)

Note: CPS 8680 Internship in School Psychology is an Ed.S.-level internship that serves as the doctoral practicum requirement. The student's doctoral advisory committee will determine whether the student has completed a comparable course in a prior graduate work and has sufficient skills and field experience to meet the criteria for this doctoral practicum. Based on input from the doctoral advisory committee, some students may be required to enroll in an additional practicum experience.

C. Cognate Area (18)
Required (3):
PSYC 8500 History of Psychology (3)

Note: If PSYC 8500 has been taken previously as a graduate or undergraduate, a substitution may be made with the approval of the student's doctoral advisory committee.

Electives (15):
The cognate area requirement provides students with an opportunity to enrich their preparation as school psychologists with further study in a related area of expertise. The students and their doctoral advisory committee determine the cognate area and related coursework. Examples of cognates designed for previous graduates include: consultation in practice; advanced topics in ethnic, cultural, and linguistic diversity; advanced topics in learning disabilities; prevention/intervention of social and emotional problems; play therapy; neuropsychology; and school administration and supervision. At least one course must have the CPS prefix.

D. Dissertation (9)
Required (9):
CPS 9990 Dissertation (9)

Program total: minimum of 88 semester hours

4360.50 Teaching and Learning (Ph.D.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/651-2510
http://msit.gsu.edu
Steve Harmon, Associate Chair
Joyce Many, Associate Chair
Christine Thomas, Associate Chair

Program Theme: Educator as Researcher

Concentration Areas: Art Education, Language and Literacy Education; Mathematics Education; Music Education; Science Education; Social Studies Education

The Ph.D. major 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.

Program Degree Requirements

Doctor of Philosophy in Teaching and Learning

A. Core Area (18)
The students 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 students select a concentration area and complete 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 students and Doctoral Advisory Committee select additional coursework.

D. Dissertation (9)
Required (9):
EDCI 9990 Dissertation (9)

Program total: minimum of 66 semester hours

5000 College of Health and Human Sciences

5010 General Information

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.

5010.10 Office of the Dean

816 Urban Life Building
404/651-3032
http://chhs.gsu.edu
Susan J. Kelley, Dean
Christine A. Rosenbloom, Associate Dean for Academic Affairs
Jan Ligon, Associate Dean for Research

5010.20 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.

5010.30 Accreditation

The Master of Science degree program in nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). The Doctor of Physical Therapy (DPT) 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 Certificate program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.

5010.40 Degrees Offered

The College of Health and Human Sciences offers the following graduate programs:
Master of Public Health
Master of Science: major in health sciences (concentrations in nutrition and respiratory therapy)
Master of Science: major in criminal justice
Master of Science: major in nursing (concentrations in adult health CNS/NP, perinatal/women's health CNS/NP, child health CNS/NP, psychiatric/mental health 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)
Doctor of Physical Therapy
Dietetic Internship Certificate and Combined Dietetic Internship/Master's Degree Program
Post-Master's Certificates in all clinical areas in nursing
Certificate in Public Health

5010.50 Facilities and Services

College of Health and Human Sciences Student Computer Lab

The College of Health and Human Sciences manages a computer laboratory that serves undergraduate and graduate students with majors in the health and human sciences. This computer laboratory contains networked computer workstations, printers and wireless notebook computers preloaded with software related to the health and human science professions.

In addition to standard productivity software, College of Health and Human Sciences students have access to specialized software related to anatomy, physiology, nutrition assessment, drug-interactions, food science, criminal justice trends, social work case management, diet analysis, school nurse assistance, patient care assessment work sheets, charge nurse staffing, psychiatric nurse documentation, and electronic medical record documentation.

Graduate laboratory assistants supervise the computer laboratory, located in Room 933 Urban Life, during the operation hours of 9:00 a.m. to 7:30 p.m. on Monday through Thursday and from 9:00 a.m. to 5:00 p.m. on Friday. Hours of operation are subject to change.

5010.60 Academic Units

Department of Criminal Justice

1281 Urban Life Building
404/651-3515
http://www.cjgsu.net
Richard J. Terrill, Acting Chair
Faculty: Blackwell, Camp, Collins, Dabney, Finn, Friedmann, Pogorzelski, Reed, Terrill, Topalli, Warner

Institute of Public Health

848 Urban Life Building
404/651-4133
http://publichealth.gsu.edu
Michael P. Eriksen, Sc.D., Director
Faculty: Eriksen, Gieseker, Hepburn, Kreuter, Okosun, Shendell, Toal

School of Health Professions

1228 Urban Life Building
404-651-3091
http://chhsweb.gsu.edu/shp/
Lynda T. Goodfellow, School Director

Division of Nutrition

862 Urban Life Building
404/651-3085
http://chhs.gsu.edu/nutrition
Mildred M. Cody, Division Head
Faculty: Baxter, Benardot, Cody, Hopkins, Kicklighter, Penumetcha, Roman, Rosenbloom, Thompson

Division of Physical Therapy

1228 Urban Life Building
404/651-3091
http://chhs.gsu.edu/pt
Leslie F. Taylor, Division Head
Faculty: Donnelly, Flynn, Michael, Taylor, Thompson, Tieman, Tunney, Wang, Warren

Division of Respiratory Therapy

1228 Urban Life Building
404/651-3091
http://chhs.gsu.edu/rt
Lynda T. Goodfellow, Division Head
Faculty: Ari, Gardenhire, Goodfellow, Harwood, Powell, Sheard, Zimmerman

Byrdine F. Lewis School of Nursing

960 Urban Life Building
404/651-3040
http://chhs.gsu.edu/nursing
Barbara Woodring, Director
Faculty: Aycock, Bacon, Baldwin, Bates, Browning, Carmon,Chen, Clark, Cranwell-Bruce, DiFalco, Doerr, Eastman, Gaines, Gebhardt, Gordon, Grantham, Grindel, Hayes, Hewell, Horne, Howell, Kassens, Kelley, Kimble, Koci, Lee, Meinersmann, Minick, Moloney, Schippit, Tice, Williams, Wold, Woodring

School of Social Work

1242 Urban Life Building
404/651-3526
http://www.gsu.edu/socialwork
Nancy P Kropf, Director
Faculty: Beck, Breedlove, Brooks, Dear, East, Ivery, Klausner, Kropf, Ligon, Littrell, Lyons, Ohmer, Scott, Wertheimer, Whitley, Whitten, Wolk

5020 College Admissions

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 program's department, school or division. The requirements for admission stated in the following sections are established by the College of Health and Human Sciences and the departments, schools, or divisions 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.

There are two ways to apply to graduate programs in the College of Health and Human Sciences. These options can be accessed on the college's website at **http://chhs.gsu.edu/admissions.asp**. Each program's deadlines and requirements are also found on this site.

1. Applications can be completed and submitted electronically when "Apply Online" is selected.
2. Application materials and forms can be printed and/or downloaded from the website.

Applicants are also required to submit a:

1. Residency application
2. $50 Application Fee
3. Two copies of official transcripts from each college and/or university attended, except from Georgia State University. Transcripts are required regardless of length of stay or if the grades are listed on another school's transcript

Specific degree admissions requirements are found under the individual program information

5020.10 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/division 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 $50 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.

5020.20 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 Undergraduate Admissions, Room 200 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.

5020.30 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. (**http://www.jsilny.com**). The college will also accept evaluations of foreign credentials from Educational Credential Evaluators, Inc. (**http://www.ece.org**) and World Education Services (**http://www.wes.org**). If Josef Silny & Associates is used as the independent evaluation service, transcripts do not have to be provided by the applicant.

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 whose native language is not English must submit official scores on the Test of English as a Foreign Language (TOEFL) before admission can be considered. Scores cannot be more than two years old. The test is not required of international applicants who have received a bachelor's degree from a regionally accredited U.S. institution.

Financial Resources: Applicants who plan to attend Georgia State University on an F-1 or J-1 visa must submit a Financial Statement showing the financial support necessary for the costs associated with the first year of study.

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 cannot be admitted as nondegree students.

5020.40 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.

5020.50 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 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, school or division. Students who have attended Georgia State University in both undergraduate and graduate categories may apply to reenter in either category. Reentry application are submitted online to the Office of Admissions at **http://www.gsu.edu/es/admissions.html**. Transient students should refer to the "Transient Student Admission" section in this chapter.

5030 College Degree 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 students' 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.

5030.10 Transfer of Credit

Students who have completed graduate courses at other institutions prior to enrollment at Georgia State University may request that those courses be evaluated for transfer of credit to the College of Health and Human Sciences. The request for transfer credit must be made 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 that 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.

5030.20 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 3.00. A student whose cumulative grade point average falls below 3.00 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 3.00 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 3.00 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 no 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 Doctor in Physical Therapy (DPT) program differ from those above. Please refer to the section on the DPT program for policies that pertain to students in that program.

For policies on academic warning and suspension for doctoral students, please refer to 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.

5030.30 Changing Catalog Editions

Students will normally satisfy the 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. Degree requirements include 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.

5040 College Degree Requirements

Degree requirements in the College of Health and Human Sciences are program specific and are listed under the individual programs

5040.10 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.

5050 College Academic Advisement and Graduation Procedures

Academic Advisement for graduate students in the College of Health and Human Sciences is done by the faculty in the degree programs. 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.

Students are required to apply for graduation in accordance with the University Registrar's regulations. Graduation audits will be done by the Office of Academic Assistance and the University Graduation Office and the student will be contact regarding any discrepancies.

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 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 grade point average of 3.20 in order to receive the Ph.D. degree in nursing. A student must have a minimum grade point average of 3.00 in order to receive a doctor of physical therapy degree.

Please note that licensing boards or agencies for program-related occupations may deny, suspend or revoke a license if an applicant has a criminal history or licensee is convicted, pleads guilty or *nolo contendre* to a felony or other crime. Students should consult the licensing board corresponding to their intended occupations for more details. Successful completion of a program of study in the College of Health and Human Sciences does not guarantee licensure, certification, or employment in the relevant occupation.

5060 Appeals and Petitions Procedures (See Addendum)

~~The appeals procedures for students in the College of Health and Human Sciences are available in the Office of Academic Assistance, 811 Urban Life, or on the web at **http://chhs.gsu.edu/appeals.asp**. The "Student Appeals Policy and Procedure" provides for an impartial review of a grading decision that 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~~.

5070 Clinical, Field Experience or Internship

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.

Please note that some majors must complete a clinical program, field experience or internship during their program. Some students will be placed with a clinical affiliate that gives care to vulnerable populations or deals with sensitive information. As a result, the affiliate may request a criminal background check or drug screen as a prerequisite for placement. If a student uses illegal drugs, has a criminal record before they declare their major or acquire a criminal record after declaring their major, they might be prohibited from participating in the clinical program, field experience or internship. Since the program or internship is a

requirement, the student might be prevented from completing the degree program. Students are referred to the College's Statement on Criminal Background Checks and Drug Screens at **http://chhs.gsu.edu**.

The programs in the College of Health and Human Sciences reserve the right to require the withdrawal of any student who, in the opinion of the faculty, does not maintain the standards of clinical performance or conduct.

5080 Graduate Assistantships

A limited 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.

5090 Criminal Justice

Programs Offered:

M.S. in Criminal Justice

Department of Criminal Justice

1281 Urban Life Building
404/651-3515
http://www.cjgsu.net
Richard J. Terrill, Acting Chair
Mark D. Reed, Graduate Program Coordinator
Faculty: Blackwell, Camp, Collins, Dabney, Finn, Friedmann, Pogorzelski, Reed, Terrill, Topalli, Warner

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 that make up the criminal justice and juvenile justice systems, as well as students seeking further graduate education.

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, prosecutional, 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, and how the offender fits within it.

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 the impact of race, sex, and class in crime and criminal justice processing; criminal and mental health courts; community policing; domestic violence; comparative criminal justice; homicide co-victimization; legal issues in policing; evaluation research; private security; domestic terrorism; homeland security; healthcare fraud; organizational misconduct; juvenile delinquency; criminological theory; active offender decision-making; and urban violence, drug markets, and street crime. 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.

Mission

The mission of the Department of Criminal Justice is to generate and disseminate knowledge and information that is theoretically driven and policy relevant for the fields of criminal justice and criminology. This is accomplished by engaging in research and scholarly activities to address issues of crime and justice affecting diverse populations in urban settings; producing students who are critical and ethical thinkers, knowledgeable about the issues of crime and justice, and prepared for leadership

positions in the public and private sector that address crime and justice problems; and collaborating with public and private agencies through education, training, and research ventures that enhance our understanding of, and response to, issues associated with crime and the administration of justice. Through these activities, the Department promotes excellence in teaching, scholarship, and service that enhances the criminal justice profession and benefits the community at large.

Program Objectives

At the time of graduation, students who successfully complete the master's degree program will be able to:

1. Demonstrate a working understanding of the theoretical knowledge base in criminology and criminal justice.
2. Critically analyze crime and justice issues and/or information utilizing theoretical, methodological, and statistical skill bases
3. Apply learned terminology and theory to real-world situations that both relate to and expand outside the fields of criminology and criminal justice.
4. Communicate effectively, in oral and written form, their understanding and analyses of crime and justice issues as they apply their knowledge to real-world problems and questions.
5. Apply acquired research and statistical skill bases to evaluate the quality of scholarly products and their contribution to the fields of criminology and criminal justice.
6. Discuss an integrated view of crime and criminal justice systems and processes and how the components interact and intersect to provide coordinated justice administration.

Program Admission

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 $50 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), if English is not the applicant's native language, or if the bachelor's degree was not granted at a U.S. accredited institution. 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 September 15 for spring semester. Application information and materials are available at **http://chhs.gsu.edu/admissions.asp**.

Individuals are admitted into the program of study in one of two categories: Full Graduate Status or Special Graduate Status. The Department of Criminal Justice does not accept graduate students in a nondegree category.

Full Graduate Status: The minimum requirements for full graduate status are as follows: (1) a composite GRE score of 900 (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 minimum 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.

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.

Program Academic Regulations

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.

Program Degree Requirements

Master of Science in Criminal Justice

The graduate degree requires completion of 36 credit hours of which 18 credit hours are required courses, 12-15 credit hours are elective courses, and 3-6 credit hours comprise the capstone experience. 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 (12-15)
   - CrJu 6040 Comparative Criminal Justice Systems (3)
   - CrJu 6060 Ethics in Criminal Justice (3)
   - CrJu 6070 Family Violence and 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)
   - CrJu 8990 Master's Thesis (6)
3. Capstone Experience (3-6)
   - CrJu 8980 Capstone Seminar in Criminal Justice (3)
   - CrJu 8990 Master's Thesis (6)

Required Courses

The required courses provide strong backgrounds in criminological theory, organizational and management theories, statistics, and research methods. A student is required to take 18 credit hours.

Elective Courses

The elective courses provide concentrations and expertise in a variety of specialized areas. A student is required to complete 12 or 15 credit hours from the elective course offerings, depending upon whether he or she chooses to complete the thesis or non-thesis option of the capstone experience. 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. Students not in the PA Track can take no more than six credit hours or two courses outside the department, including non-CJ GSU courses and transfer credits. Students in the PA Track are required to take 12 credit hours or four courses in PAUS. Finally,

a student can take no more than three credit hours of independent study and readings. 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.

Capstone Experience

The capstone experience functions as an integrative experience and provides students with a choice of activities designed to enhance their knowledge and application of criminal justice and the research process and to prepare them for entry into a doctoral program or a career. All master's students will be required to complete a capstone experience during the later part of their degree program. All students will complete one of the following two options for their capstone experience:

a. Thesis Research (CrJu 8990). Thesis research includes individual study of a selected research problem in criminal justice or criminology under the direction of an approved thesis chair and thesis committee. A thesis track student must take 12 credit hours of elective courses and a minimum of six continuous hours of thesis credit. Students may not register for thesis credit unless all other required courses have been completed successfully.

b. Capstone Seminar in Criminal Justice (CrJu 8980). The capstone seminar requires non-thesis students to complete written and oral critical analyses of scholarly literature, applying their core knowledge to real-world problems and questions within the fields of criminal justice and criminology. A non-thesis track student must take 18 semester hours of elective coursework. Students choosing the non-thesis option will be required to enroll in the capstone seminar during the Spring semester (the course will not be offered during the Fall semester and Summer session). Students who have completed successfully at least 21 credit hours toward the degree, including all of the required courses, will be permitted to enroll in the capstone seminar.

Public Administration Area of Specialization (Track) in the M.S. Degree Program

The M.S. degree program in Criminal Justice offers an area of specialization track to provide CJ M.S. students with an in-depth exposure to concepts and practices within public administration. The courses in the Public Administration (PA) track are offered by the Department of Public Administration and Urban Studies. The track includes 2 required courses and 2 elective courses selected from a set of options. Completion of the PA track will be shown on the CJ M.S. students' transcripts. The 12 credit hours in the PA Track are subtracted from the 18 hours of elective courses in #2 above that describes the M.S. in CJ curriculum. Thus, CJ M.S. students in the PA Track enroll in 12 hours of PAUS courses, and six hours of CJ elective courses.

<u>Required Courses (6 credit hours):</u>

PAUS 8141	Microeconomics for Public Policy (3)
PAUS 8151	Public Personnel Administration (3)

<u>Elective Courses (6 credit hours):</u>
Select two of the following:

PAUS 8161	Public Budgeting and Finance (3)
PAUS 8171	Public Management Systems and Strategies (3)
PAUS 8210	Introduction to the Nonprofit Sector (3)
PAUS 8231	Nonprofit Leadership and Management (3)
PAUS 8271	Disaster Management
PAUS 8521	Evaluation Research: Design and Practice (3)
PAUS 8561	GIS Applications to Planning and Policy Analysis (3)

Students who choose to complete the PA track are automatically placed within the CJ M.S. non-thesis track, requiring the completion of the capstone seminar. The thesis option is not available for PA track students. It is the discretion of the graduate coordinator to substitute other courses to meet the requirements of the PA track. Students must adhere to the Department of Public Administration and Urban Studies' grade requirements for courses taken in the PA track.

5100 Nursing

Programs Offered:

M.S. in Nursing

Specializations in Adult Health CNS/NP, Child Health CNS/PNP, Family Nurse Practitioner, Perinatal/ Women's Health CNS/PNP, Psychiatric/Mental Health CNS

Ph.D in Nursing

Byrdine F Lewis School of Nursing

960 Urban Life Building
404/651-3040
http://chhs.gsu.edu/nursing
Barbara Woodring, Director
Cecelia G. Grindel, Associate Director for Graduate Programs
Faculty: Aycock, Bacon, Baldwin, Bates, Browning, Carmon,Chen, Clark, Cranwell-Bruce, DiFalco, Doerr, Eastman, Gaines, Gebhardt, Gordon, Grantham, Grindel, Hayes, Hewell, Horne, Howell, Kassens, Kelley, Kimble, Koci, Lee, Meinersmann, Minick, Moloney, Schippit, Tice, Williams, Wold, Woodring

The faculty members of the Byrdine F. Lewis 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.

The Byrdine F. Lewis 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.

The mission of the Byrdine F. Lewis 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 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.

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 Master of Science degree program in the School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, 202/887-6791.

Program Admission

Master of Science in 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 that have had outstanding practice experience and professional involvement. RNs who do not have a baccalaure-

ate 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 $50 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 visa 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.
8. Official scores on the Miller Analogies Test (MAT) which is the preferred exam or Graduate Record Examination (GRE)

Additional requirements include the following:

1. Graduation from an accredited nursing program.
2. A cumulative grade point average (GPA) of 2.75 on a 4.00 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.

Application information and materials are available at **http://chhs.gsu.edu/admissions.asp**.

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. Students admitted to provisional status are limited to nine semester hours of study. These nine hours of study must be determined and authorized by the student's faculty advisor. Courses that must be included in the program of study for provisional students include Nurs 7310 Advanced Pathophysiological Concepts in Nursing, Part 1 and NURS 7320 Advanced Pathophysiological Concepts in Nursing, Part 2 and one of the following: Nurs 7550 (Pharmacology), Nurs 7900 (Theoretical Foundations for Advanced Practice Nursing), or Nurs 7000 (Research Methods for Advanced Practice Nurses). The student must achieve a grade of B in each course planned during the provisional status period (9 credits); no course may be repeated. If a B is not achieved in each course, then the student will be withdrawn from the program. If a GPA of 3.0 is achieved (with at least a B in each course in the 9 credit course plan), and upon recommendation of the Graduate Program Committee, the student is admitted to full graduate status and will receive a letter notifying him or her of the change in status.

Doctor of Philosophy in Nursing

The School of Nursing accepts students into the doctoral program in the fall semester only. The application deadline is March 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. A $50 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 visa or resume including education, work experience and professional development, professional and/or community activities, research, and publications.
6. Statement of goals regarding research and 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. An interview with faculty in the School of Nursing.
4. Applicants must have completed a graduate-level intermediate statistics course within the past five years prior to admission, OR must complete a graduate-level intermediate statistics course by the end of the first enrolled semester in the doctoral program.

Application information and materials are available at **http://chhs.gsu.edu/admissions.asp**

Program Academic Regulations

Master of Science in Nursing

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 and in HHS 6000 (if taken in lieu of Nurs 7000). Students who do not earn at least a B in each nursing course and HHS 6000 must repeat the course. A failure in two different nursing courses, and/or HHS 6000, or a second failure in a nursing course or HHS 6000 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) will count toward graduation requirements.

Students currently enrolled in the graduate nursing program at Georgia State University or a master's graduate from the Georgia State University's School of Nursing or another graduate nursing program 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. 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.

Continuous Enrollment

Students must seek readmission to the MS in the Nursing Program if they have not enrolled and/or if they have enrolled but have officially withdrawn from all courses during two (2) consecutive semesters. In addition, students who deviate from their planned sequences of nursing courses are not guaranteed a place in those courses in subsequent semesters.

Doctor of Philosophy in Nursing

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 must seek readmission to the MS in the Nursing Program if they have not enrolled and/or if they have enrolled but have officially withdrawn from all courses during two (2) consecutive semesters. In addition, students who deviate from their planned sequences of nursing courses are not guaranteed a place in those courses in subsequent semesters.

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.

Program Degree Requirements

Master of Science in Nursing

Semester hours are shown in parentheses after each entry.

1. **Nursing Core Courses (22 hours)**

Nurs 7310	Advanced Pathophysiological Concepts of Nursing- Part 1 (3)
Nurs 7320	Advanced Pathophysiological Concepts of Nursing- Part 2 (3)
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	Theoretical Foundations for Advanced Nursing Practice (3)
Nurs 7940	Advanced Professional Nurse Practice Issues (2)

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 (26 hours)**

Adult Health CNS/NP in Tertiary Care Settings

Nurs 7030	Clinical Practicum in Adult Health Nursing I (7)
Nurs 7040	Clinical Practicum in Adult Health Nursing II (6)
Nurs 7050	Ambulatory Care of Adults for Advanced Practice Nurses (7)
Nurs 7070	Ambulatory Care of Women for Advanced Practice Nurses (6)

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)

Family Nurse Practitioner

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 7090	Advanced Practice with the Childbearing Family (9)
Nurs 7340	Common Health Problems of Adults (10)
Nurs 7350	Common Health Problems of Women (6)
Elective	One-hour Elective (1)

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 (6)
Nurs 7220	Practicum II in Psychiatric Mental Health Nursing (6)
Elective	Two hours of Electives (2)

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 the Byrdine F. Lewis 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 (6)

Students in the RN-MS track who have not completed an undergraduate health assessment course will be required to complete Nursing 6000, Health Assessment.

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 nursing licensure. Students may be required to have criminal background checks as required by clinical agencies/sites.

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 psychiatric/mental health program leads to clinical nurse specialist eligibility; the adult health, 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.

Doctor of Philosophy in Nursing

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 per week.

Semester hours are shown in parentheses after each entry.

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 (3)
Nurs 8100	Health in Vulnerable Populations (3)
Nurs 8205	Ethics for Research Scientists (3)
HHS 8200	Instrument Evaluation and Construction (3)
Nurs 8120	Univariate Statistics for Health Care Professionals (3)
Nurs 8140	Multivariate Statistics for Health Care Professionals (3)
PH 8100	Epidemiology for Health Professionals (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 Byrdine F. Lewis 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 no later than the one calendar year from the undertaking of course work. 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

5110 Nutrition

Programs Offered:

M.S Health Science in Nutrition
Dietetic Internship/Combined Master's Degree (M.S. Option)
Dietetic Internship Certificate Program (Nondegree Option)

Division of Nutrition
School of Health Professions

862 Urban Life Building
404/651-3085
http://chhs.gsu.edu/nutrition
Lynda Goodfellow, Director, School of Health Professions
Mildred M. Cody, Division Head and Graduate Program Director
Barbara Hopkins, Director, Dietetic Internship Certificate Program
Faculty: Baxter, Benardot, Cody, Hopkins, Kicklighter, Penumetcha, Roman, Rosenbloom, Thompson

The College of Health and Human Sciences offers a Master of Science major in health sciences with a specialization in the area of nutrition. The purposes of the program are to 1) foster critical thinking, inquiry, and professional leadership in the health professions; 2) prepare health professionals who can formulate research questions, organize and test research problems, and evaluate research study results; 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.

Program of study are offered in various tracks or specialties in the Division of Nutrition. The individual program of study is built on a common core of courses and allow for maximum flexibility to meet the needs of the students and their 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 includes core health sciences courses, specialty courses, elective courses, and either a thesis or nonthesis option.

The Division 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 eligible to take the Registration Examination for Dietitians to become a Registered Dietitian (R.D.).

The Dietetic Internship Certificate Program, housed in the Division 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, public health nutrition, managed care, and entrepreneurship. The internship program is for students who have met two specific requirements: 1) completed coursework required for a Didactic Program in Dietetics (DPD) accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association and 2) received a verification statement making them eligible to apply to Dietetic Internship programs. The internship is based on the Standards of Education and Competency Statements for entry-level dietitians established by CADE. Students completing the certificate program are eligible to take the Registration Examination for Dietitians to become a Registered Dietitian.

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 Certificate program is accredited by CADE of the American Dietetic Association, 120 South Riverside Plaza, Chicago, IL 60606, 312/899-5400.

Program Admission

Master of Science Health Science in Nutrition

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 and meet other requirements listed below.

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 $50 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.

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 must satisfy the requirements stated on their admission letter to continue in Full Graduate Status. Students are admitted to this status at the option of the division 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 division 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 Specialization

In addition to the materials required for program admission, the Division 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 recommended combined score of 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
3. A resume (curriculum vita) outlining professional, educational, and volunteer experience and special skills, such as proficiency in languages other than English.
4. Two letters of recommendation.
5. A statement of professional goals.
6. College-level courses with laboratory experiences in anatomy, physiology, inorganic chemistry, and organic chemistry. Biochemistry and normal nutrition (nutrition and metabolism) are prerequisites for many graduate courses. These courses must have been completed within 10 years prior to taking graduate courses for which they are prerequisites. They may be taken at the beginning of the graduate program but do not confer graduate credit.

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; the application deadline for summer semester is April 1. Students planning full time course loads are strongly urged to enter in fall semester to maximize availability of courses due to sequencing.

Application information and materials are available at **http://chhs.gsu.edu/admissions.asp**.

Dietetic Internship/Combined Master's Degree (M.S. Option)
Dietetic Internship Certificate Program (Nondegree Option)

Applicants to these two programs must meet the requirements established by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA).

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 $50 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 mid-February. Applications must be postmarked by the February deadline established by CADE, which is stated on the ADA website, **http://www.eatright.org**. Application information and materials are available online at the department's website, **http://www.gsu.edu/nutrition**, or **http://chhs.gsu.edu/admissions.asp**.

Program Academic Regulations

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 any capstone experience (thesis, project, or portfolio) 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.

Program Degree Requirements

Master of Science, Health Sciences in Nutrition

A minimum of 36 hours are required for a Master's degree. Semester hours are shown in parenthesis after each entry.

1. **Health Sciences Core (6)**

HHS 6000	Research Methods for the Health and Human Science Professions (3)
HHS 8000	Trends Affecting Health Policies, Practices and Laws (3)

2. **Specialization Curriculum (24)**

Nutrition

Nutr 6101	Nutrition Research Methods (3)
Nutr 6102	Nutrition Intervention (3)
Nutr 6104	Advanced Normal Nutrition I (3)
Nutr 6106	Advanced Normal Nutrition II (3)
Nutr 7101	Nutrition Issues (3) OR Nutr 7950 Advanced Topics in Medical Nutrition Therapy (3)
Electives	Chosen in Consultation with Graduate Program Committee (9)

3. **Thesis/Nonthesis Option (6)**

Thesis Option: Students will take Nutr 7999. A minimum of two semesters at three hours each must be completed. Students must be enrolled in thesis credit each semester they continue to work on completion of the requirements for thesis research.

Nonthesis Option: Students will take Nutr 7995, Master's Project, for a minimum of two semesters at three semester hours each, or Nutr 7990, Portfolio Seminar for a minimum of three semesters at one semester hour each and an additional three-hour elective

The Division of Nutrition offers an **Integrated Program** that is currently granted provisional accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 120 South Riverside Plaza, Chicago, IL 60606. This program meets all requirements for eligibility for the M.S. and for taking the registration examination for dietitians. It includes undergraduate, graduate and pre-professionals clinical experiences (internship). Application to this specialization option requires a completed application to the M.S. in Health Sciences and a supplemental application that is available in February each year and must be returned to the Office of Academic Assistance, College of Health and Human Sciences for review by May 1. Admission to this option does not require an undergraduate degree in nutrition; however, it does require completion of an undergraduate and the prerequisites for the M.S.

The Division of Nutrition offers a **Dietetic Internship/Combined Master's Degree**. This option is restricted to nutrition majors who hold verification statements from accredited Didactic Programs in Dietetics.

Dietetic Internship/Combined Master's Degree (M.S. Option)

The Division 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 eligible to take the Registration Examination for Dietitians to become a Registered Dietitian (R.D.).

Curriculum

HHS 6000	Research Methods for the Health and Human Science Professions (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 I (3)
Nutr 6106	Advanced Normal Nutrition II (3)
Nutr 7101	Nutrition Issues (3) or Nutr 7950 Advanced Topics in Medical Nutrition Therapy (3)
Nutr 7995	Master's Project (6) or
Nutr 7999	Thesis (6) or
Nutr 7990	Portfolio Seminar and Elective (6)

Total = 36 hours

Dietetic Internship Certificate Program (Nondegree Option)

The nine-month Dietetic Internship Certificate 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.

The Division of Nutrition also offers nutrition students professional practice options that combine the M.S. in Health Sciences with a certificate in Public Health, an emphasis in nutrition counseling/education or an emphasis in sports nutrition. Options that include certificate programs require acceptance into those programs as well in to the M.S. degree program and may require additional coursework beyond the M.S. requirements. Descriptions of the curricula for the professional practice options are provided at the Division of Nutrition's website at **http://chhs.gsu.edu/nutrition**.

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 has 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. Liability insurance must be purchased before the clinical course begins.

Criminal Background Check and Drug Screen

Your application for licensure may ask you to respond to questions regarding any violations of federal, state or local law. You may be required to provide documentation to the state licensing board explaining any such occurrence. The individual state licensing agencies have exclusive authority to issue a license and could decline to issue such a license based on an applicant's prior criminal record.

Additionally, many of the clinical sites with which we have a clinical agreement require criminal background checks, finger printing and drug screen prior to allowing the student to be placed in the facility. The clinical facility has the right to deny the student an internship in the facility based on the findings of the criminal background check or drug screen.

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 division and hold full or provisional Graduate Faculty Status in the College of Health and Human Sciences.
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 head of the division.
5. No committee may consist of fewer than three members; however, a student may elect to have more than three members.

Dietetic Internship/Combined Master's Degree (M.S. Option)

The Division 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 eligible to take the Registration Examination for Dietitians to become a Registered Dietitian (R.D.).

Curriculum

HHS 6000	Research Methods for the Health and Human Science Professions (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 I (3)
Nutr 6106	Advanced Normal Nutrition II (3)
Nutr 7101	Nutrition Issues (3) or Nutr 7950 Advanced Topics in Medical Nutrition Therapy (3)
Nutr 7995	Master's Project (6) or
Nutr 7999	Thesis (6) or
Nutr 7990	Portfolio Seminar and Elective (6)

Total = 36 hours

Dietetic Internship Certificate Program (Nondegree Option)

The nine-month Dietetic Internship Certificate 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.

5120 Physical Therapy

Programs Offered:

Doctor of Physical Therapy

Division of Physical Therapy
School of Health Professions

1228 Urban Life Building
404/651-3091
http://chhs.gsu.edu/pt
Lynda Goodfellow, Director, School of Health Professions
Leslie F. Taylor, Division Head and DPT Program Director
Faculty: Donnelly, Flynn, Michael, Taylor, Thompson, Tieman, Tunney, Wang, Warren

The Doctor 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 integrates academic and clinical instruction with the scientific bases for clinical practice.

In accordance with, and in support of the mission of Georgia State University, the purpose of the Division of Physical Therapy is to prepare doctors of physical therapy who are committed to clinical excellence, professional distinction, and the pursuit of scholarly activities that contribute to the body of scientific and clinical knowledge.

As a faculty, we believe in:

- Educating students to serve the physical therapy needs of society by alleviating and eliminating impairments, functional limitations, and disabilities in people of all ages, with acute and chronic conditions; in addition to promoting prevention and wellness in all people
- Creating an interactive learning environment that is learner-centered, interactive, and facilitated by faculty members
- Utilizing a variety of educational methods (e.g. didactic, case-based, reflective learning) to enhance critical thinking and clinical decision-making, while utilizing an evidence-based approach that promotes attitudes towards life-long learning.
- Demonstrating professional behaviors of cultural competence, client-centered care, and interdisciplinary team collaboration
- Engaging students in the scholarly pursuits (including clinical and basic science research)
- Providing services to the broader community

Objectives of the Program

1. Prepare a competent physical therapist who is ready to work autonomously in a variety of settings throughout the continuum of healthcare.

- Provide culturally competent physical therapy services for prevention, health promotion, fitness, and wellness, to individuals, groups and communities.
- Provide a variety of clinical educational opportunities to allow students to perform competently across the healthcare continuum.

2. Prepare a competent physical therapist who has obtained a sufficient level of knowledge in the foundational (basic, applied and social) and clinical sciences to understand the facts, concepts, and principles essential to competent evidence based practice.

- Deliver and manage a plan of care that is safe, effective and patient client centered and incorporates all elements of the physical therapy management model as described in the Guide to Physical Therapist Practice.
- Monitor and adjust the plan of care in response to patient/client status.
- Provide physical therapy interventions to achieve patient/client goals and outcomes.
- Consistently and critically evaluate sources of information related to physical therapy practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations.
- Consistently integrate the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for a patient/client.
- Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning in order to minimize errors and enhance patient/client outcomes.
- Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in patient/client management.

3. Prepare a competent physical therapist who recognizes the limits of current knowledge, clinical skill, and experience and demonstrate the commitment to acquire new knowledge and skill through lifelong learning.

- Acquire new knowledge and skill: writing and presenting evidence based practice paper/research project, attend conferences and consult with colleagues
- Facilitate reflective thinking using reflective journals, small group discussions
- Utilize technology to access information
- Formulate clinical patterns based on best available evidence for various patient populations.
- Read literature, attend conferences, and consult with colleagues to examine and evaluate current and future trends to challenge the status quo of the practice of physical therapy.

4. Prepare a competent physical therapist who embraces a multi-cultural learning environment that assists in the development of culturally competent physical therapy practitioners

- Identify respect and act with consideration for patients'/clients' differences, values preferences and expressed needs in all professional activities.
- Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.
- Provide culturally competent physical therapy services for prevention, health promotion, fitness and wellness to individuals, groups and communities

5. Prepare a competent physical therapist who promotes interdisciplinary collaboration in the pursuit of clinical and scholarly activities.

- Collaborate with patients/clients, family members, payers, other professionals, and other individuals to determine a plan of care that is acceptable, realistic, culturally competent, and patient/client-centered.
- Develop and participate in inter-departmental research collaboration and education opportunities

6. Prepare a competent physical therapist who supports professional, community, and clinical service opportunities and activities.

- Incorporate *pro bono* services into practice.
- Participate and show leadership in community organizations and volunteer service.
- Advocate for the health and wellness needs of society.
- Provide consultation within boundaries of expertise to businesses, schools, government agencies, other organizations, or individuals.
- Participate in professional organizations

7. Prepare a competent physical therapist who models professionalism consistent with the American Physical Therapy Association's core values.

- Adhere to legal practice standards, including all federal, state and institutional regulations related to patient/client care and fiscal management
- Practice in a manner consistent with the professional code of ethics
- Participate in organizations and efforts that support the role of the physical therapist in furthering the health and wellness of the public.
- Place patient's/client's needs above the physical therapist's needs.

- Exhibit caring, compassion, and empathy in providing services to patients/clients.
- Demonstrate integrity in all interactions with patients/ clients, family members, caregivers, other health care providers, students, other consumers, and payers.
- Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.
- Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policy makers.
- Influence legislative and political processes

Program Admissions

Candidates for admission to the entry-level doctor of physical therapy 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 D.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 D.P.T. program. The baccalaureate degree should be in a student's area of interest. The program is designed for the person with an undergraduate degree in a field other than physical therapy.

- Students are required to complete the following prerequisite courses:
  2 courses in anatomy and/or physiology
  2 courses in physics
  2 courses in chemistry
  1 course in statistics
  1 course in biology
  1 course in psychology

- A combined total score of 1000 is required on the verbal and quantitative sections on the Graduate Record Exam (GRE). A minimum of 400 is required on the Verbal section. The requires Analytical Writing section score is 3.5..

- A ,minimum overall grade point average of 3.0 is required as well as a minimum GPA of 3.0 in pre-requisite courses.

- Documentation of volunteer, work experience in two varied physical therapy practice settings. A minimum of 80 hours of service is required and must be documented.

The program is competitive, and the admissions application, cumulative GPA, prerequisite GPA, GRE scores, and Interview 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 $50 application fee.
3. Two copies of official transcripts from each college 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 80 hours of experience volunteering or working in two varied physical therapy practice settings. 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 an interview with the faculty, clinical instructors and students of the Division of Physical Therapy.

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. Application information and materials are available at **http://chhs.gsu.edu/admissions.asp** or **http://chhs.gsu.edu/pt**.

Criminal Background Check and Drug Screen

Please be aware that when you apply for licensure the jurisdiction in which you apply may ask you to respond to questions regarding any violations of federal, state or local law. You may be required to provide documentation to the state board of physical therapy explaining any such occurrence. The individual state licensing agencies have exclusive authority to issue a license for physical therapy and could decline to issue such a license based on an applicant's prior criminal record.

Additionally, many of the clinical sites with which we have a clinical agreement require criminal background checks, finger printing and drug screen prior to allowing the student to be placed in the facility. The clinical facility has the right to deny the student an internship in the facility based on the findings of the criminal background check or drug screen.

Program Academic Regulations

1. In order to graduate from the Division of Physical Therapy (DPT) program, the student must:
   a. Have a 3.0 Cumulative GPA.
   b. Must successfully complete (S) all courses graded by S/U.
   c. Have no grades lower than C (2.0)
   d. Successfully complete yearly comprehensive exams

2. Calculation of Cumulative GPA will be as follows:
   a. Only courses numbered 6000 and above taken at Georgia State University in the DPT curriculum are used to compute a student's Cumulative GPA. .
   b. Courses graded with Satisfactory/Unsatisfactory (S/U) will not be used in computing GPA.
   c. All original grades for courses attempted in the DPT program will be used in computing the Cumulative GPA for purposes of determining academic standing.

3. To continue the following semester, all prior courses in the DPT curriculum must be successfully completed (C or better or "S" for clinical courses).

4. A grade of "D" or "F" in any one course will result in the student being terminated from the program. A grade of "U" in any clinical internship course will result in the student being terminated from the program.

5. No course in which a grade of B (3.0) 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 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 Division Head. Upon completion of subsequent semesters of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:
      1) If Semester GPA is at least 3.0 and Cumulative GPA is at least 3.0, the student returns to "good academic standing".
      2) If Semester GPA is less than 3.0 and Cumulative GPA is less than 3.0, student is terminated from the program.
      3) If Semester GPA is less than 3.0 but Cumulative GPA is at least 3.0, student may continue to enroll, but will continue to be on "scholastic warning" until Semester GPA of at least 3.0 is achieved (at which time he/she will be returned to "good standing") or until subsequent Semester GPAs bring Cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).
      4) If Semester GPA is at least 3.0, but Cumulative GPA is less than 3.0, student is on "scholastic probation." The student may continue to enroll on probation, provided the Semester GPAs are at least 3.0, until 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 Cumulative GPA is brought back to at least 3.0, the student is terminated from the program.
   c. A student may only be on warning twice. A third "Scholastic Warning" will result in termination from the program.

   d. A student will be placed on "scholastic warning" for failure of the first or 2nd year comprehensive exam, regardless of GPA.

e. After termination from the program, the student may reapply for admission through the Division of Physical Therapy. The faculty may choose not to admit, or to admit with conditions.

f. If a student is terminated from the program for a second time, he or she may not apply for readmission to the DPT program.

Program Degree Requirements

Curriculum Design and Constructs

Several concepts interwoven throughout the curriculum provide a framework for application of clinical skills and professional development. These concepts include:

- Using published literature as course readings in order to integrate concepts of research, theory, and critical inquiry into class discussion. These concepts address controversies in practice and the need for evidence gathered by practitioners to contribute to the establishment of new treatments, validate the efficacy of current practice, and enhance clinical outcomes.

- Incorporating professional behaviors into each course which include safety, ethics, personal responsibility and accountability, cooperation with other health care providers, and recognition of one's own professional limitations. Faculty will model these behaviors as well as discussing and encouraging them.

- Instructing students with a comprehensive, patient-centered healthcare model that identifies, respects, and cares about patient differences with regard to values, preferences, and expressed needs.

- The coordination of continuous care which clearly informs and educates patients to share in the decision making and management of their care. The faculty advocates disease prevention, wellness, and healthy lifestyles with a focus on population health.

- Physical therapy education is the beginning step of professionalism and the lifelong commitment to the field and the pursuit of learning.

Curriculum Structure

The curriculum is divided into five categories of study and clinical internships spread across the three years of the program:

- **Biological/Clinical Science:** (e.g. Anatomy, Pathophysiology, Neuroanatomy, Movement Sciences, Functional Anatomy). Basic sciences are presented in two areas: biological sciences and clinical sciences. The biological sciences provide the background for the study of normal and impaired movement; the clinical science component concerns the etiology, medical, surgical, therapeutic, and pharmacological management of deviations from homeostasis.

- **Patient Management and Intervention:** (e.g. Acute, Medical, Surgical Pathology, Musculoskeletal, Geriatric, Pediatric, Neuromuscular, Cardiopulmonary, and Integumentary with corresponding Interventions courses). Patient management courses reinforce a model of examination, evaluation, diagnosis, prognosis, intervention, outcome, and discharge planning utilizing the Guide to Physical Therapist Practice of the APTA.

- **Professional Practice:** (e.g. Doctoring Profession, Psychosocial Aspects of Disability and Disease, Management). Professional practice courses discuss health care delivery in various practice settings and the role of the PT as a member of the health care team. Each professional practice course is designed to address different issues that impact 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 clinical decision making. In addition, time is incorporated into the curriculum to allow students to attend professional meetings, including the annual National PT Student Conclave, Combined Sections Meeting, Annual APTA meeting, and State PT (PTAG) Association meetings.

- **Evidence-Based Practice and Research:** Emphasis is on the role of critical inquiry and current evidence in clinical decision-making and research. Components include research design, data collection, and statistics. Each student participates in small group research projects with a limited focus that complements on-going faculty research. The projects must be completed in the final year before the student sets forth on his or her final internship. Projects involve

outcome studies, quality assurance studies, descriptive analysis, or other forms of secondary analysis. Students are prepared to disseminate their findings by platform and poster presentations, as well as through the literature.

- **Clinical Internships:** Clinical internships provide an opportunity to integrate academic content into clinical practice. The clinical internships incorporate full time internships provided in the first, third, sixth and ninth semesters. The first internship is one week in length, and the second through fifth internships are 8 weeks in length. The second internship is completed in an acute or sub-acute setting. The third internship is in an out-patient setting and the fourth internship is completed in a rehabilitation setting. The fifth internship can be in a variety of settings such as pediatrics, geriatrics, sports, outpatient orthopedics, or acute care. **Students must budget approximately $5000.00 for travel and living expenses associated with the clinical internships. A student should understand that he/she is likely to be assigned to clinical sites outside of Georgia for one or more of the clinical experiences.**

Curriculum

First Year

Gross Anatomy I (4)
Functional Anatomy I (4)
Research I: Methods (3)
Pharmacology (1)
Pathophysiology (3)
Professional Practice I: The Doctoring Profession (3)
Clinical Internship I (1)
Evidence-Based Practice (1)
Gross Anatomy II (3)
Functional Anatomy II (3)
PT Management of Cardiopulmonary Disorders (3)
PT Management of Medical and Surgical Conditions (3)
PT Interventions I (3)
PT Interventions II (2)
Movement Sciences I (3)
Exercise Physiology (2)
Clinical Internship II (5)

Second Year

Neuroanatomy and Neurobiology I (4)
Life Span I (2)
PT Management of Musculoskeletal Disorders I (3)
PT Management of Musculoskeletal Disorders II (3)
PT Interventions III (4)
Movement Sciences II (2)
Research II: Investigations (2)
Evidence-Based Practice II (1)
PT Management of Neuromuscular Disorders II (2)
PT Management of Neuromuscular Disorders II Lab (3)
Life Span II: Pediatrics (3)
Life Span II: Pediatrics Applications (1)
PT Management of Musculoskeletal Disorders III (3)
PT Management of Musculoskeletal Disorders IV (3)
Prosthetics and Orthotics (2)
Medical Screening (2)
Professional Practice II: Psychosocial Aspects of Disability and Disease (3)
Clinical Internship III (5)

Third Year

PT Management of Neuromuscular Disorders IV (3)
PT Management of Neuromuscular Disorders V (2)
Life Span IV: Geriatrics (3)

PT Management of Musculoskeletal Disorders V (4)
Research III: Synthesis (3)
Clinical Internship IV (5)
PT Management of Neuromuscular Disorders VI (1)
Professional Practice III: Business Management (3)
PT Interventions IV (3)
Special Topics in PT (3)
Health Promotion and Wellness (3)
Clinical Internship V (5)
Evidence-Based Practice III (1)
Research IV: Dissemination (1)
Comprehensive Review (2)

Total = 137 semester hours

5130 Public Health

Programs Offered:

Master of Public Health
Graduate Certificate in Public Health

Institute of Public Health

848 Urban Life Building
404/651-4133
http://publichealth.gsu.edu

Michael P. Eriksen, Sc.D., Director
Valerie A. Hepburn,Ph.D, Associate Director
Faculty: Eriksen, Gieseker, Hepburn, Kreuter, Okosun, Shendell, Toal

The Institute of Public Health is a multi-disciplinary, research-based institute, drawing upon the faculty of all six Georgia State University colleges, dedicated to advancing the health of the public through training, research and community service. The Institute of Public Health achieves this mission by applying existing scholarship within GSU to priority public health problems, particularly those that are aimed at reducing health disparities in urban settings. Training and research programs 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. Academic and training efforts emphasize the basic prevention sciences (e.g., emerging infectious diseases, immunology, virology, bioinformatics, genomics, and geographic sciences), as well as applied public health efforts (e.g., chronic disease prevention, health promotion, environmental health, program evaluation, health policy, public health ethics and law, health communications, community-based participatory research, and global health).

The objectives of the Master of Public Health (MPH) degree program are to:

1. Prepare students to use multi-disciplinary skills to address contemporary public health problems.
2. Prepare students for positions of senior responsibility in public health practice, research, and training, particularly at the federal, state and local levels.
3. Train students to understand an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health.
4. Train students to excel in reducing public health disparities, particularly in urban communities.
5. Advance public health sciences and our understanding of the causes and prevention of disease.

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.

Program Admission

Master of Public Health

The Institute of Public Health accepts students into the Master of Public Health (MPH) program for both fall and spring semesters. The application deadline for the fall semester is April 1. The application deadline for spring semester is September 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. Supplemental Application for Admission, Institute of Public Health.
3. A $50.00 application fee.
4. Two copies of official transcripts from all colleges and/or university attended.
5. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. do not have to take either examination.)
8. 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.
9. A Certificate of Immunization.

Application materials are available through the website of the Institute of Public Health: **http://publichealth.gsu.edu** or from the College of Health and Human Sciences website: **http://chhs.gsu.edu/admissions.asp**.

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: **http://publichealth.gsu.edu** or from the Office of Academic Assistance in the College of Health and Human Sciences, 845 Urban Life, 404/651-3064, chhs-oaa@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. Supplemental Application for Admission, Institute of Public Health
3. A $50 application fee.
4. Two copies of official transcripts from the institution where the baccalaureate or higher degree was earned.
5. Three References from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. do not have to take either examination).
8. 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.
9. A Certificate of Immunization.

Application deadlines are April 1 for fall semester and September 1 for spring semester. Application information and materials are available a**t http://chhs.gsu.edu/admissions.asp**.

Program Academic Regulations

An overall grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree and the Graduate Certificate in Public Health. All core courses in the MPH degree must be completed with a grade of B or better, and no more than six semester hours of grades less than B will be accepted for the degree. No grade below a C will be accepted toward the degree. The records of certificate students who fall below the 3.00 GPA requirement, will be reviewed for continuation in the program.

Program Degree Requirements

Master of Public Health

The MPH program includes a minimum of 42 semester credit hours of study at the master's level beyond the bachelor's degree.

The curriculum includes:

- 18 credit hours (six courses) in core public health courses required of all students;
- 9 additional credit hours (generally three courses) in the student's selected specialty track;
- 6 credit hours (generally two courses) of public health electives from a list of recommended electives designed to supplement the specialty track;

- 6 credit hours for a required practicum, internship or field placement; and
- 3 credit hours for a thesis or special capstone project.

Students must choose one of three tracks in public health (Prevention Sciences, Health Promotion and Behavior, and Health Management and Policy) from which the nine credit hours are selected. The topic of the thesis or special project should correspond to the track selected. Within these specialty tracks, further specialization can be selected (e.g., nutrition, health economics, substance abuse, mental health, etc.) The student, with advisor input and approval, determines the thesis or special project. Required or elective courses may have prerequisites, or require permission of the instructor

1. Required Courses

   Students must complete 18 credit hours of required coursework listed below (all accredited MPH programs require courses in these five areas). Semester hours are shown in parentheses after each entry.

PH 7011	Epidemiology for Public Health (3)
PH 7019	Public Health Research Methods (3)
PH 7140	Social and Behavioral Dimensions of Public Health (3)
PH 7150	Environmental Health (3)
PH 7160	Introduction to the Healthcare System (3)
Stat 7010	Biostatistics for Public Health (3)

   Students are also strongly encouraged to take:
   PH 7010 Foundations of Public Health Administration and Policy (3)
   This course may be used as a Specialty Track course or an elective course.

2. Specialty Tracks

   The course offerings and research opportunities in the three specialty tracks draw upon the existing strengths and expertise of the Georgia State University faculty, as well as the scientific and public health expertise that can be found throughout the region. Students are able to select from a range of courses offered through the Institute of Public Health as well as courses offered in other departments throughout Georgia State.

   a. Prevention Sciences (9 hours):
      Scientific discovery is essential for protecting and improving the public health. The Prevention Sciences track is designed to provide students with the skills necessary to advance the understanding of disease etiology, occurrence, prevention, and detection in a manner that will benefit population health. The Prevention Sciences track draws from a variety of disciplines including, emerging infectious diseases, immunology, virology, biostatistics, bioinformatics, epidemiology, research methods, genomics, and geographic sciences.

   b. Health Promotion and Behavior (9 hours):
      Health promotion and disease prevention are key concepts in public health and provide the foundation for community participation as well as health behavior change. The Health Promotion and Behavior track draws from a variety of disciplines, including psychology, sociology, anthropology, communications, and ethics.

   c. Health Management and Policy (9 hours): The Health Management and Policy track draws upon a variety of disciplines, including health administration, health policy, public administration, business, public health law, health ethics and economics. Health management and policy is concerned with the administration and management of public, not-for –profit, and community-based health care organizations, formulating and implementing health care policy, analyzing the distribution of and access to health care services, financing, and reimbursement of heath care services and evaluating quality and outcomes of health care services and programs.

3. Additional Electives

All MPH students must take six (6) credit hours of approved electives relevant to their specialty track and career goals. These elective may come from public health course offerings recommended for the track or in consultation with the student's advisor, the graduate coordinator or the director of the Institute.

4. Practicum or Internship

   Students will take six (6) credit hours of a required practicum, internship, field placement or equivalent in the students' specialty field of study. Placements will be developed by the Institute of Public Health working in partnership with individual students.

5. Thesis or Special Capstone Project

Following completion of all coursework, students must complete three (3) credit hours for a master's thesis or a special capstone project. 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.

Graduate Certificate in Public Health

1. Core Courses (9 hours)

PH 7010	Foundations of Public Health Administration and Policy (3)
PH 7011	Epidemiology for Public Health (3)
Stat 7010	Biostatistics for Public Health (3)

2. Elective Courses (6 hours)

   Two electives agreed upon by the student and the Faculty Advisor.

Total = 15 hours

5140 Respiratory Therapy

Programs Offered:

M.S. Health Science, Respiratory Therapy
Intergrated M.S. Health Science, Respiratory Therapy

Division of Respiratory Therapy
School of Health Professions

1228 Urban Life Building
404/651-3037
http://chhs.gsu.edu/rt
Lynda Goodfellow, Director, School of Health Professions
Lynda T. Goodfellow, Division Head
Faculty: Ari, Gardenhire, Goodfellow, Harwood, Powell, Sheard, Zimmerman

The College of Health and Human Sciences offers a Master of Science major in health sciences a specialization in the respiratory therapy. The purposes of the program are to 1) foster critical thinking, inquiry, and professional leadership in the health professions; 2) prepare health professionals who can formulate research questions, organize and test research problems, and evaluate research study results; 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.

The Program of study is offered in various tracks or specialties in the Division of Respiratory 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 includes core health sciences courses, specialty courses, elective courses, and either a thesis or nonthesis option.

Program Admission

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 and meet other requirements listed below for the specialization areas.

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 $50 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.

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 must satisfy the requirements stated on their admission letter to continue in Full Graduate Status. Students are admitted to this status at the option of the division 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 division 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.

Respiratory Therapy

In addition to the materials required for program admission, the Division of Respiratory Therapy requires the following for applicants to the specialization in respiratory care:

1. A minimum grade point average of 3.0 in all college-level course work.
2. A recommended combined score of 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
3. Bachelor of Science/Arts degree in respiratory therapy or related field.
4. Resumé (C.V.) outlining professional and educational experience, with two professional references listed.
5. If you already have your bachelor's degree in respiratory therapy, evidence of credentialing as a registered respiratory therapist (RRT). Copy of National Board of Respiratory Care (NBRC) credential..

Applications are accepted for the fall semester only. The application deadline is May 15. Application information and materials are available at **http://chhs.gsu.edu/admissions.asp**.

The Division of Respiratory Therapy offers an **Integrated Program** for students who already have a bachelor's degree and want to enter the profession without having to earn another bachelor's degree. This program meets all requirements for eligibility for the M.S. and for taking the registration examination for respiratory therapy. It includes undergraduate, graduate and pre-professional clinical experiences. Application to this specialization option requires a completed application to the M.S. in Health Sciences and a supplemental application. This application must be returned to the Office of Academic Assistance, College of Health and Human Sciences for review by May 1. Admission to this option does not require an undergraduate degree in respiratory therapy; however, it does require completion of an undergraduate degree and the prerequisites for the M.S.

Program Academic Regulations

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 any capstone experience (thesis, project, or portfolio) 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.

Program Degree Requirements

Master of Science Health Science, Respiratory Therapy

Health Sciences Core (6)

HHS 6000	Research Methods for the Health and Human Science Professions (3)
HHS 8000	Trends Affecting Health Policies, Practices and Laws (3)

Respiratory Care (24)

RT 6005	Clinical Cardiopulmonary Physiology (3)
HHS 6010	Graduate Medical Terminology (3)
RT 6030	Advanced Topics in Ventilatory Support (3) * required
RT 6040	Advanced Cardiopulmonary Monitoring (3) * required
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 in Consultation with Graduate Program Committee (3)

Thesis/Nonthesis Option (6)

Thesis Option: Students will take RT 7999, depending on specialty area. A minimum of two semesters at three hours each must be completed. Students must be enrolled in thesis credit each semester they continue to work on completion of the requirements for thesis research.

Nonthesis Option: Respiratory Therapy students will take six hours of RT 7995, Directed Studies in Respiratory Therapy.

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. Liability insurance must be purchased before the clinical course begins.

Criminal Background Check and Drug Screen

Your application for licensure may ask you to respond to questions regarding any violations of federal, state or local law. You may be required to provide documentation to the state licensing board explaining any such occurrence. The individual state licensing agencies have exclusive authority to issue a license and could decline to issue such a license based on an applicant's prior criminal record.

Additionally, many of the clinical sites with which we have a clinical agreement require criminal background checks, finger printing and drug screen prior to allowing the student to be placed in the facility. The clinical facility has the right to deny the student an internship in the facility based on the findings of the criminal background check or drug screen.

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 division and hold full or provisional Graduate Faculty Status in the College of Health and Human Sciences.
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 head of the division.
5. No committee may consist of fewer than three members; however, a student may elect to have more than three members.

5150 Social Work

Programs Offered:

Master of Social Work

Advanced Standing Master of Social Work

School of Social Work

1242 Urban Life Building
404/651-3526
http://www.gsu.edu/socialwork
Nancy Kropf, Director
Faculty: Beck, Breedlove, Brooks, Dear, East, Ivery, Klausner, Kropf, Ligon, Littrell, Lyons, Ohmer, Scott, Wertheimer, Whitley, Whitten, Wolk

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.

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:

Objective common to both 1st-yesr foundation and 2nd-year concentration:

1. Apply critical thinking skills within the context professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion and sexual orientation.
4. Use communication skills differentially with client populations, colleagues, and communities.
5. Use supervision and consultation appropriate to social work practice.

Foundation (1st) Year Objectives:

6. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Understand and interpret the history of the social work profession and its contemporary structures and issues.
8. Apply the knowledge and skills of a generalist social work perspective to practice with all system sizes.
9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
10. Analyze, formulate and influence the impact of social policies.
11. Evaluate research studies, apply research findings to practice, and evaluate one's practice interventions.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Concentration (2nd) Year Objectives:

13. Demonstrate community/facilitation skills in building community partnerships and partnership structures.
14. Conduct community assessments and engage in community resource development.
15. Demonstrate skills for influencing necessary organizational and community change to address populations of risk and advance social and economic justice.
16. Demonstrate skills for influencing policy formulation and change in communities.
17. Apply knowledge and leadership skills in managing projects, and working with community groups and/or organizations.
18. Apply advanced information technology skills to community-based practice.
19. Demonstrate skills in quantitative/qualitative research design, data analysis, and knowledge dissemination

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.

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.

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.

Program Admission

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 $50 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.

Application information and materials are available at **http://chhs.gsu.edu/admissions.asp**.

Advanced Standing Social Work 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.

Program Financial Information

Grant Child Welfare

The School of Social Work, in partnership with the Georgia Department of Human Resources, has scholarship available under the Title IV E, Child Welfare Training. The scholarship includes tuition and fees books, and mileage. Recipients must take specific child welfare electives and must complete a field placement in a public child welfare setting. Upon graduation, recipients must commit to work for the Division of Family and Children Services on a year-for-year basis.

Program Academic Regulations

Program Degree Requirements

Master of Social Work

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. The recommendation is that electives support the community partnerships concentration. The social work electives include:

SW 7250	Child Abuse and Neglect
SW 7260	Aging Practice, Policy, and Research Issues
SW 7270	Substance Abuse Practice, Policy, and Research Issues
SW 7290	Child Welfare Practice, Policy, and Research Issues

SW 7310	Group Facilitation
SW 7340	Social Work and the Law
SW 7350	Economics of Poverty and Public Policy
SW 7360	Forensic Social Work
SW 7370	Psychopathology
SW 7380	Disabilities Practice, Policy, and Research Issues
SW 7950	Selected Topics

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 enroll in their course work with the full-time students.

Total: 60 semester hours for full-time and part-time students; 39 semester hours for advanced standing students.

6000 College of Law

http://law.gsu.edu/

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 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

Steven J. Kaminshine, B.A., J.D., 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., LLB., 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:

Fall Semester 2007

August 13	Orientation and classes begin for firstyear students
August 20	Fall classes begin
September 3	Labor Day University closed
October 17	Midpoint (nonhardship withdrawal deadline)
November 21	Thanksgiving Break University Open No Classes
November 2224	Thanksgiving Break University Closed
November 27 (Tues)	Make Up Classes
November 30	Last day of regularly scheduled classes
December 319	Exams
December 18	University Commencement (Fall)
December 22 28	Winter Holidays University closed
December 31	University Open
January 1, 2008	New Year's Day University closed
January 22	Fall Grades Due
February 1	Official Fall Graduation Date for Law
February 4	Letters to GA Bar

Spring Semester 2008

January 2, 2008	University open
January 7	Spring classes begin
January 21	MLK Day University closed
January 22	Fall Grades Due
February 1	Official Fall Graduation Date for Law
February 4	Letters to GA Bar
March 39	Spring break No classes
March 12	Midpoint (nonhardship withdrawal deadline)
April 21	Last day of regularly scheduled classes
April 22	MakeUp Classes
April 23	Reading day
April 24 May 8	Exams
May 9	College of Law Hooding Ceremony
May 10	University Commencement
June 9	Spring Grades Due
June 20	Official Spring Graduation Date for Law
June 23	Letters to GA Bar

Summer Semester 2008

May 12	Summer classes begin
May 26	Memorial Day University Closed
June 9	Spring Grades due to Registrar's office
June 12	Midpoint (nonhardship withdrawal deadline)
June 20	Official Spring Graduation Date for Law
June 23	Letters to GA Bar
June 30	Last day of regularly scheduled classes
July 1	Make Up Classes
July 2	Reading Days
July 4	Independence Day University Closed
July 7 16	Exams
July 28	Summer Grades Due

Tentative Dates for Fall 2008

August 11	Orientation
August 18	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.

6060.80 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, email 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 that 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 (See Addendum)

~~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:

- Improvement of the law;
- 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 (404/651-2048), the assistant to the associate dean, or the associate dean (404/651-2044) 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 (404/651-2048) 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 MB.A./J.D. Degree Program (JMRCOB)

The College of Law collaborates with the J. Mack 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 (AYSPS)

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 email 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 that 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 use 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 General Information

7010.10 Office of the Dean

7th floor, Robinson College of Business Building
35 Broad Street
404/651-2601
http://robinson.gsu.edu
H. Fenwick Huss, Dean
Irene Duhaime, Associate Dean for Administration
Jane F. Mutchler, Associate Dean for Academic Planning and Programs
Kenneth L. Bernhardt, Assistant Dean for Corporate Relations
Charles R. Edwards, Assistant Dean for Development
David Forquer, Assistant Dean for Executive Programs
Ralph E. Kahlan, Assistant Dean for Administration and Finance

7010.20 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.

7010.30 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 Commission on Accreditation of Healthcare Management Education. The Cecil B. Day School of Hospitality Administration is accredited by the Commission on Programs in Hospitality Administration.

7010.40 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 academic planning and 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 (advisors or faculty members) selected by the associate dean.

7010.50 Units and Centers

The Robinson College of Business has 11 academic units: the schools of Accountancy and Cecil B. Day Hospitality Administration; the departments of Computer Information Systems, Finance, Managerial Sciences, Marketing, Real Estate, and Risk Management and Insurance; and the institutes of, 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 Enterprise Risk Management and Assurance Services
Center for Executive Education
Center for Global Business Leadership
Center for Health Services Research
Center for Mature Consumer Studies
Center for Process Innovation
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

7010.60 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
Finance	12	2628
Health Administration	6	2637
Hospitality Administration	2	3512
International Business	8	4057
Managerial Sciences	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)		

7010.70 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, Hungary/Czech Republic,,India/Nepal, Italy, Russia, South Africa, and Switzerland. 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 at iib@gsu.edu.

7010.80 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 Managerial Sciences, 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 404/651-2740or visit **http://www.gsuama.com/.**

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.

The CIS Society: This organization of GSU students defines and creates new ways for CIS students to excel academically and to succeed professionally while establishing valuable relationships with their peers, faculty, and business leaders within the information technology community. Additional information maybe found at **http://www.TheCISsociety.org** .

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.

The Entrepreneur Network: This organization of faculty, alumni, and students is dedicated to helping those seeking the personal and financial freedom offered by entrepreneurship. The Entrepreneur Network hosts an array of events; grants access to vast networks of advisors, investors, and entrepreneurs; and offers support in launching, growing, and exiting businesses. The organization welcomes all students and alumni with a passion for entrepreneurship. For more information, contact the Department of Managerial Sciences at 404/651-3185.

Eta Sigma Delta International Hospitality Management Society: Founded in 1978, this international honor society recognizes hospitality undergraduate and graduate students for outstanding academic achievement, meritorious service and demonstrated professionalism. An annual induction ceremony is held for graduate hospitality students with a minimum 3.50 GPA. Contact the School of Hospitality for additional information.

Finance Society, The: This organization welcomes all undergraduate and graduate business majors who are interested in the field of finance. The organization is dedicated to fostering the student's knowledge of finance-related issues and job awareness by exposing members to some of the industry's most prominent speakers, offering interactive workshops and assisting students make career contacts. For more information, contact the Department of Finance at 404/651-2628 or visit **http://www.gsufinancesociety.org**.

Financial Planning Association (FPA) Alliance: This organization is open to students and alumni of the GSU PFP programs, as well as interested visitors. The club serves as a focal point for discussion of leading-edge issues in personal financial planning as well as career trends and opportunities in the industry. The Alliance also provides students with a direct link to the premier professional association in personal financial planning. For additional information, contact the PFP Program at 404/651-1711 or visit **http://www.rmi.gsu.edu**.

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 Graduate Career Management at 404.651.1960.

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 **http://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 **http://iib.gsu.edu/iba/**; contact the IBA office at iibiba@langate.gsu.edu, or call 404/651-0988. The IBA office is located in 828 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.

National Black MBA: This national membership organization has as its primary focus the networking of the MBA students. This organization fosters the development and encouragement of African Americans as well as other minorities in MBA programs and other graduate programs. For more information, please contact Diane Fennig - Robinson College of Business 404.651.2611 for the current leadership.

NET Impact: We are the new generation of leasers who are committed to using the power of business to improve the world. Our Global Network of MBA's, graduate students and professionals are interested in like-minded individuals to join the cause. For more information, please contact Diane Fennig - Robinson College of Business 404.651.2611 for the current leadership.

Personal Financial Planning (PFP) Club: This organization is open to students and alumni of the GSU PFP programs, as well as interested visitors. The club serves as a focal point for discussion of leading-edge issues in personal financial planning as well as career trends and opportunities in the industry. For additional information, contact the PFP Program at 404/651-1711 or visit **http://www.rmi.gsu.edu**.

Phi Chi Theta: Phi Chi Theta: A National Business and Economics Fraternity- Become a member NOW or work for us later!! Founded in 1924, the Upsilon chapter at GSU was initiated in 1929, and this is the only GSU business and economics fraternity!!! Members share a passion for developing critical business skills, cultivating leadership talent, and enriching professional networks. Our organization prides itself on fostering new business leaders by creating value and professional growth for each member. Please contact Dr. Marta Szabo White in the Department of Managerial Sciences for additional information, 404/651-2895.

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.

7020 Office of Graduate Student and Alumni Services

601 RCB Building
404/651-3859

Diane Fennig, Director
Cindy Shinkle, Business Manager

7020.10 Mission

This office is a combination of the divisions Master's Admissions and Advisement and Graduate Career Management 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.

7020.20 Master's Admissions and Advisement

625 RCB Building
404/463-4568

Cele Blair, Assistant Director and Advisor
Karl Adams, Senior Advisor
Archie Marshall, Senior Advisor
Jessica Celestine, Senior Advisor

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.

7020.30 Robinson Career Management

The Robinson Career Management Center is dedicated to facilitating the professional development of our Undergraduates, Graduate Students, and Alumni in order to enhance their career progression. In addition, we provide employers with a central gateway for recruiting current students and alumni.

605 RCB Building
404/651-3780

Jason Aldrich, Director
Dirk Smith, Associate Director
Allison Jacobs, Assistant Director

Mission

The mission of Robinson Career Management 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, interview registration information, special workshops pertaining to all aspects of the job search process and internships, and full-time employment opportunities. Executive Coaching is a new service of Robinson Career Management Center.

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.

7020.40 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

7030 College 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

7030.05 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.

7030.10 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 (August) and the Global Partners M.B.A. Program which begins only in the fall (October). 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	October 15
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.

7030.15 Application Procedures

(Refer to the Executive M.B.A. Program, the Professional MBA, and the Global Partners M.B.A. Program later in this chapter for information on applying to those programs.)

International Applicants:

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.

7030.20 Application Options

There are two ways to apply. These options can be accessed by clicking on "How to Apply" at the college's website: **http://robinson.gsu.edu./apply/index.html**.

- Applications can be submitted electronically. This is the preferred method.
- The application packet can be downloaded as pdf files and printed.

Follow the online directions when applying electronically. The instructors given below (Sections 711) are for the paper application process.

7030.25 Self-Managed Applications

When submitting paper 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
Office of Master's Admissions & Advisement
P.O. Box 3988
Atlanta, GA 30302-3988
Phone: 404/463-4568
Fax: 404/651-2721
http://robinson.gsu.edu/academic/gass/index.html

7030.30 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 ques-

tions. 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.

7030.35 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.

7030.40 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.)

7030.45 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.)

7030.50 Application Fee

You will be assessed a $50 application fee with your online application. The application fee is nonrefundable and does not apply toward registration fees. For each subsequent online application that you submit, you will be assessed another application fee.

7030.55 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 or if the applicant is applying online, 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 of 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.

7030.60 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
Master of Professional Accountancy

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 Science, majors in
- Business Economics
- Finance
- Information Systems
- Managerial Sciences
- Marketing
- Personal Financial Planning
- Risk Management and Insurance

Master of Science in Health Administration
Master of Science in Information Systems
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
- 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, or another graduate certificate program 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 testing.

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 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. 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 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. 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.

In North America and most other parts of the world, the GMAT is administrated 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 **Pearson VUE**:
GMATcandidateservicesamericas@pearson.com

Starting January 1, 2006, the GMAT is administered worldwide by Pearson VUE instead of Educational Testing Service (ETS). Applicants who have taken the GMAT before January 1, 2006 should contact ETS to request score reports. The college's code number for master's-level programs is 5251.

The GMAT Information Bulletin and the GMAC Website (**http://www.gmac.com**) contain detailed information about the options for registering to take the test, the most up-to-date listing of test centers, and instructions for having scores sent to desired schools.

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: greinfo@ets/org
http://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. 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.

7030.65 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.

7030.70 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 a copy.

7030.75 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.

7040 General Admission Criteria

(Refer to the Executive M.B.A. Program, the Professional MBA, 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. 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, or to the certificate program, of 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, Master of Professional Accountancy, M.B.A./Master of Health Administration joint programs, M.B.A. major or concentration in accounting and managerial sciences, Master of Science in Health Administration and Master of Science with majors in finance, in managerial sciences, 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 email, nor can they be given to any person other than the applicant without a written release from the applicant to do so.

7050 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.

7050.10 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.

7050.20 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.

7050.30 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.

7050.30 Responsibilities/Continued Enrollment

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.

7060 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.

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.

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 (GSAS).

1. The Data Sheet, University Information Form, and the Residency Information form
2. A fifty dollar application fee. 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.

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

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 request via the university website by using your pass 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 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 Office of Undergraduate Admissions 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 GSAS 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.

A complete reentry application and any required document must be submitted by the following deadlines:

	Priority Deadline	Regular Deadline
Fall Semester	February 1	June 1
Spring Semester	October 1	November 1
Summer Semester	February 1	April 1

7070 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.

7070.10 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.** (Exception: The TOEFL is not required of international applicants who have received a degree from a regionally accredited U.S. institution.)

Georgia State University also requires that all accepted international applicants, including those exempt from the TOEFL, 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 Business Communication 7255. If BCom 7255 is assigned it become a formal part of the international student's degree requirements and must be given first priority in registering for courses.

7070.20 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. (**http://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.

7070.30 Financial Resources

Georgia State University requires international applicants requesting F-1 visa status to not only meet academic admission requirements, but also to 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 2007-2008 year had not been set. For the 2006-2007 year, a single student, or one coming to the United States alone, was required to show resources totaling approximately $37,488 a year for tuition and living expenses. Students bringing their spouse or child with them to Atlanta have additional funds required. Specific amounts are available from International Student and Scholar Services (**http://www.gsu.edu/isss**).

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 for the fall and spring semesters and six hours in the summer. Students who plan to take 12 or 15 hours a semester must budget for the costs of additional tuition and books. For planning purposes, assume an additional $2,560 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 (GRA), and if an assistantship is granted prior to the student commencing studies at Georgia State, the GRA stipend and tuition waiver 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.

7070.35 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 unless summer is the student's first term. 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 Student and Scholar Services" in the Student Life and Services chapter of this catalog.

7080 College Academic Regulations

7080.02 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 requirements. Students are encouraged to read carefully Section 1300, "Academic Regulations" 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.

7080.04 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 an advisor 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.

If a student in good standing needs longer than five years to complete the master's degree, they may petition for an extension of the time limit up to a maximum of seven years. Courses more than seven years old at the time of graduation expire and must be repeated or replaced with more current courses. Students who need more than five years to complete the degree requirements should schedule an appointment with an advisor in the Office of Graduate Student and Alumni Services.

7080.06 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.

7080.08 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)	September 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.

7080.10 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.

7080.12 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 (GSAS) 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.-MGS. 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.

7080.14 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.

7080.16 Reentry Procedures

Reentry applications must be submitted by the deadlines as shown for each term in Section 1100, "Reentry" earlier in this catalog. Reentry applications are available online at: **http://www.applyweb.com/apply/gsure/**.

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 (GSAS).

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 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 three semesters. If students approved for reentry do not register during the three semester period, a new reentry application is needed for future semesters.

7080.18 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.

7080.20 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 of Business 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 will verify completion of prerequisites at the time of registration for selected courses. 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 advisors in the Office of Graduate Student and Alumni Services.

7080.22 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.

7080.24 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.

7080.26 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.

7080.28 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 Georgia State University 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).

7080.30 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.

7080.32 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 8025 after MBA 8115). 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.

7080.34 Grade Requirements for Graduation

To graduate with a master's degree or graduate certificate from the Robinson College of Business, students must have a **cumulative** GPA of 3.00 or higher in all attempts at all courses numbered 6000 and above taken at Georgia State University (See Sections **1330 Cumulative Grade Point Average** and **1334.20 Graduation Requirements**). In addition, students must have a cumulative GPA of 3.00 or higher in all courses applicable toward the program from which graduation is planned. Also included in this GPA are grades earned in all graduate RCB courses taken at GSU, including those taken while in any master's program(s) or status which the student began but did not complete. Exception: grades in courses which are more than seven years old, while part of the cumulative GSU GPA, will not be factored into the College's GPA requirement for graduation. 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 Admissions and Student 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 GASS.

7080.36 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.

7080.38 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.

7080.40 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.

7080.42 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 **http://www.gsu.edu/~wwwist/policies.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 **http://www.gsu.edu/~wwwets/index.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.

7080.46 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 email 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.

7090 College Degree Requirements

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.

7090.10 Orientation

All entering Master's students are required to enroll in BA 5000, Master's Orientation, in their first semester of enrollment. This course is for zero hour 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. The specific dates for BA 5000 will be shown in the online course listing. The objectives of the orientation program follow**:**

- To develop a sense of community and identification for students
- To introduce Master's 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

7090.20 Regulations for the Degree

The Master of Business Administration degree is awarded upon completion of a prescribed program ranging from 39 to 57 semester hours of credit, 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. 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.

7090.30 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 Master of Business Administration degree is awarded upon completion of the program prescribed in this section below. 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. Note that Foundation courses and Cornerstone Core courses may be taken concurrently. All other courses must be taken after MBA 8000 Managing in the Global Economy.

Foundation Courses (0-6 hours): These courses provide foundation for the rest of the program and should be taken first. If desired, students with an undergraduate degree in business or economics from an AACSB or EQUIS accredited institution with a 3.0 or better GPA may exempt these courses. Students with or without the undergraduate degree in business or economics have

the option of either taking the 3 hour courses or fulfilling the foundation requirements through a guided self-study online course on a pass/fail basis. Students who fail the online course must take the 3 hour course. (See Section 7070.60 for more details.) Foundation courses and Cornerstone Core courses may be taken concurrently.

MBA 7025 Statistical Business Analysis (3)
MBA 7035 Economics for Managers (3)

Cornerstone Core Courses (6-12 hours): These courses provide a solid intellectual grounding within an integrative framework that sets the stage for the entire MBA curriculum. Managing in the Global Economy cannot be waived. Waiver of Strategic Communication will be granted only under exceptional circumstances which must include a high degree of previous education and proof of significant experience in the communications area. Financial Statement Analysis may be waived if the student has an undergraduate degree in accounting with a 3.0 or better GPA and current experience in the area. Legal, Ethical and Regulatory Environment can only be waived by those students already possessing a JD degree. Student may waive no more than 6 hours in this area. Once a course is waived, it may not be taken later for credit. Foundation courses and Cornerstone Core courses may be taken concurrently. MBA 7025, and 7035 are co-requisites for MBA 8000 Managing in the Global Economy.

MBA 8000 Managing in the Global Economy (3)
MBA 8015 Strategic Business Communication (3)
MBA 8025 Financial Statement Analysis (3)
MBA 8030 Legal Environment: Ethics and Corporate Governance (3)

Functional Core Courses (12-18 hours): The functional core offers curricular breadth. Up to 6 hours (two courses) in this category may be waived (see Section 7070.60 for details), based on an undergraduate business degree from an AACSB or EQUIS accredited institution with a 3.0 or great GPA in the major and current work experience in the area. Once a course is waived, it may not be taken later for credit. MBA 8000 is a prerequisite for every Functional Core course, and MBA 8015, MBA 8025, and MBA 8030 are co-requisites.

MBA 8115 Managerial Control and Costing Systems (3)
MBA 8125 Information Technology Management (3)
MBA 8135 Corporate Finance (3)
MBA 8145 Strategic Marketing Management (3)
MBA 8155 Operations Management (3)
MBA 8165 Leadership and Organizational Behavior (3)

Capstone Core Course (3 hours) This course integrates a broad span of knowledge gained from the required curriculum. This course cannot be waived. Students must apply to take the Capstone Core course. Permission will be granted once students have completed all six MBA 8100 level courses.

MBA 8820 Global Competitive Strategy (3)

8000-Level Elective Courses (18 hours). Electives include 12 hours in a concentration which permit the student to personalize core competency and customize intellectual development. Electives are to be from the set of RCB 8000-level courses or from the Department of Economics in the Andrew Young School. Students wishing to take electives outside that set must apply for special permission.

7090.40 Concentrations and Majors

Concentrations and/ or majors are available in the following areas:
Accounting
Actuarial Science
Business Analysis
Business Economics
Entrepreneurship
Finance
Health Administration
Health Informatics
Hospitality Administration
Human Resource Management
Information Systems

International Business
Managerial Sciences
Marketing
Operations Management
Organization Management
Personal Financial Planning
Real Estate
Risk Management and Insurance

Students should contact individual departments regarding requirements for obtaining concentrations and majors not detailed below.

Accounting

The mission of the accounting concentration in the MBA program is to prepare individuals to become leaders in financial reporting and assurance services in public accounting or industry. While the MBA program enhances general management abilities, the accounting concentration focuses specifically on (1) financial reporting skills in a global economy, (2) assurance service skills in a variety of organizational contexts, and (3) financial analysis skills.

The concentration in accounting requires students to have completed courses equivalent to the following with a C- or better grade:

ACCT 4110	Financial Accounting and Reporting
ACCT 4210	Cost/Managerial Accounting or MBA 8115*
ACCT 4310	Accounting Information Systems
ACCT 4510	Introduction to Federal Income Taxes
ACCT 4610	Introduction to Assurance Services

*ACCT 4210 is preferred

The concentration in accounting requires 12 semester hours as follows:

ACCT 8410	Seminar in Financial Accounting Theory and Policy
ACCT 8130	Advanced Accounting Topics
ACCT 8610	Advanced Topics in Assurance Services
ACCT 8700	Financial Statement & Business Analysis

NOTE: Generally students who concentrate in accounting want to sit for the CPA exam. To do so they must have 30 credit hours in accounting.

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 **http://www.gsu.edu/es/catalogs_courses.html**.

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 8340	Life Contingencies I
AS 8350	Life Contingencies II
AS 8420	Linear Regression and Time Series
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	Stochastic Interest Rate and Credit Models

Business Analysis

Dr. Alok Srivastava, Coordinator

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 statistical data analysis, management science, business intelligence, and decision support systems. This concentration also prepares students for Six-Sigma certification.

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, financial analysis, marketing analysis, operations analysis, strategic analysis and corporate planning. The student will be prepared for the utilization of information technology for corporate decision making.

The required courses for the concentration and major (nine semester hours) follow:

MGS 8020	Business Intelligence
MGS 8040	Data Mining
MGS 8150	Business Modeling

For electives, select an additional three semester hours (1 course) for a concentration and for a major select 12 additional semester hours (4 courses) from the following list.

MGS 8030	Knowledge Management
MGS 8110	Applied Regression Analysis
MGS 8130	Problem Solving
MGS 8140	Management Science Modeling
MGS 8170	Statistical Modeling
MGS 8710	Operations Planning
MGS 8760	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 (21 semester hours) in business economics are chosen from any of the courses listed below for which prerequisites have been satisfied (all courses are 3 hours unless otherwise noted).

The following courses are the most relevant:

MBA 7035	Economics for Managers
Econ 8220	Human Resources and Labor Markets
Econ 8430	Theory of the Firm and Business Strategy
Econ 8440	Industrial Organization and Antitrust Economics
Econ 8700	Economics and the Internet
Econ 8850	International Trade
Econ 8860	Economics of Global Finance

The following courses will also satisfy the elective requirement:

Econ 8080	Economics of the Public Sector
Econ 8230	Experimental Economics
Econ 8300	Urban 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 8740	Applied Statistics and Economics

Entrepreneurship

Dr. Ben Oviatt, Coordinator

Concentration in entrepreneurship for an MBA student requires completion of 12 semester hours of courses as described below. Some of these courses have prerequisites.

MGS 8500 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, MGS 8500 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 MGS 8500 is exempted:

MGS 8500 Entrepreneurship and Enterprise
MGS 8590 Field Study in Entrepreneurship

Take one of the following two courses:

MGS 8510 Business Plan Development
MGS 8520 Venture Creation in Electronic Commerce

Take one of the following courses, or take two if MGS 8500 is exempted:

IB 8100 International Entrepreneurship
IB 8680 Technology and Global Competition
MGS 8420 Enhancing Leadership Skills
MGS 8425 Coaching for Leadership
MGS 8430 Negotiation and Dispute Resolution
MGS 8460 Consulting Practice and Theory
MGS 8620 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 a total of 21 semester hours of 8000-level finance courses are required. This includes MBA 8135 (3 hrs) and Fi 8000 (3 hrs).

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

Study Abroad Elective: Students taking IB 8410 *Financial and Managerial Issues in France and the EU*, (3hrs) may count this course toward a concentration or major in finance.

An MBA Career Path in Enterprise Risk Management is an additional option. See the description of career paths later in this section.

Health Administration

A concentration in health administration consists of 12 hours chosen from this list:

HA 8160 Introduction to the Health Care System
HA 8190 Health Policy & Ethics
HA 8250 Health Economics & Financing
HA 8440 Executive Leadership in Healthcare
HA 8460 Human Resource Management in Health Care
HA 8550 Healthcare Financial Management and Planning
HA 8630 Managed Care & Integrated Health Systems
HA 8670 Health Information Systems

Health Informatics

Professor Andrew T. Sumner, Coordinator. **asumner@gsu.edu**

The goal of the MBA concentration in Health Informatics is to provide students with specialized skills to improve healthcare services enabled by information technology. Such improvements focus on the information-intensive nature of healthcare institutions and processes to increase the quality and reduce the cost of healthcare services.

Courses required for the concentration (12 semester hours) in Health Informatics are:

CIS 8070	Mobile and Wireless Information Systems
CIS 8080	Security and Privacy of Information and Information Systems
HA 8160	Health Care System
HA 8670	Health Information Systems

Suggested electives for Health Informatics are in recommended order:

CIS 8010	Process Innovation
CIS 8000	IT Project Management
HA 8550	Health Planning and Financial Management
CIS 8090	Enterprise Architecture

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
MGS 8300	Human Resources Management
Mk 8800	Services Marketing

Human Resource Management

Dr. Lucy McClurg, Coordinator

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.

A concentration in Human Resources Management consists of 12 hours. Required:

MGS 8300	Human Resources Management

Take at least one of the following:

MGS 8360	Human Resources Recruitment and Selection
MGS 8390	Strategic Compensation

Students planning to take the SHRM certification examination should take both MGS 8360 and MGS 8390.

The remainder of the 12 hours may be chosen from the following:

Econ 8220	Human Resources and Labor Markets
MGS 8430	Negotiation
MGS 8320	Legal and Ethical Environment of Human Resource Management
MGS 8395	Field Research in Human Resource Management
MGS 8380	Strategic Human Resource Management
MGS 8450	Organizational Development and Change

Courses not on the list may be chosen through consultation with a faculty advisor.

Information Systems

In today's highly competitive global environment, the effective deployment of information technology has become the key to organizational success. There is a continuing shortage of individuals with the combination of business and technology skills needed to develop and manage information systems that provide competitive advantage in the global marketplace. The mission of the M.B.A. concentration and major in information systems is to produce graduates able to fill this need. Students will learn

how to combine their general business knowledge with the latest software engineering tools and techniques to create information systems needed by today's organizations. The courses to constitute a concentration (12 semester hours) in information systems are chosen from the 8000-level offerings of the Department of Computer Information Systems, or ACC 8680, IB 8680, IB 8710, provided the relevant course prerequisites have been satisfied.

Students may achieve a managerial emphasis by choosing courses from the following:

CIS 8000 - Information Technology Project Management
CIS 8010 - Business Process Innovation
CIS 8060 (CPI 8060) - Supply Chain Management
CIS 8080 (ACC 8680) - Security and Privacy of Information and Information Systems
CIS 8100 - Management Of Information Services
CIS 8200 - Information Systems Strategy
CIS 8210 - Global Systems Sourcing
CIS 8220 (IB 8710) - International Information Technology Issues and Policy
CIS 8299 - Advanced Topics in Management of Information Systems
CIS 8599 - Advanced Topics in Medical Informatics
CIS 8699 - Advanced Topics in Business Process Innovation

Or they may achieve a technical emphasis by choosing courses from the following:
CIS 8020 - Systems Integration
CIS 8030 - Software Requirements Management
CIS 8040 - Database Management Systems
CIS 8050 - Telecommunications Design
CIS 8070 - Mobile & Wireless Information Systems
CIS 8090 - Enterprise Architectures
CIS 8260 - Knowledge Management
CIS 8300 - Software Quality Management
CIS 8310 - Systems Development
CIS 8399 - Advanced Topics in Systems Development
CIS 8401 - Mobile Applications Development
CIS 8411 - Wireless Networks
CIS 8499 - Advanced Topics in Telecommunications
CIS 8500 -Human Computer Interfaces, Usability, and Assistive Technologies
CIS 8850 - Web Application Development
CIS 8900 - Knowledge Systems

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, or ACC 8680, IB 8680, IB 8710, provided the relevant course prerequisites have been satisfied. For more information, please see **http://www2.cis.gsu.edu/cis/program/mbacis.asp**.

International Business

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
CPI 8400	Supply Chain Management
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

HADM 8500	Economic & Cultural Impact of Travel & Tourism
HADM 8600	Trends in the Food Service Industry
HADM 8700	Trends in the Lodging Industry
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 8600	International Management
IB 8610	Executive Leadership
IB 8630	International Business
IB 8680	Technology and Global Competition
IB 8690	Global Operations Management
IB 8710	International Information Technology Issues and Policy
MGS 8860	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: MGS 8860,, IB 8080, IB 8100, IB 8180, IB 8600, IB 8610, 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.

Capstone: REQUIRED

IB 8990 Policy & Strategy in the International Marketplace (course replaces MBA 8820).

Marketing

Dr. Bruce K. Pilling, Coordinator

Electives to constitute a concentration (12 semester hours) or a major (21 semester hours) in marketing are chosen from any of the 8000-level marketing courses, including:

MK 8100	Consumer Behavior
MK 8110	Marketing to Older Consumers
MK 8200	Marketing Research
MK 8210	Marketing Intelligence
MK 8300	Marketing Commmunications and Promotion
MK 8340	Sales Management
MK 8400	Channels of Distribution
MK 8410	Logistics Management
MK 8510	Business to Business Marketing
MK 8600	International Marketing
MK 8620	Product Management
MK 8700	Electronic Marketing Fundamentals
MK 8710	Customer Relationship Management
MK 8800	Services Marketing
MK 8900	Startegic Market Planning

MBA 8145 must be taken or waived. If waived, they cannot be taken later for credit and the number of credit hours waived must be replaced with 8000-level RCB courses within the functional area.

Operations Management

Dr. G. Peter Zhang, Coordinator

Electives to constitute a concentration (12 hours) in Operations Management are chosen from the following list. Some of these courses have prerequisites which must be met. Courses not on the list may be chosen through consultation with a faculty advisor.

MGS 8710	Operations Planning
MGS 8730	Project Management
MGS 8740	Operation Strategy
MGS 8750	Simulation
MGS 8760	Quality Management
MGS 8770	Service Operations Strategy
MGS 8030	Knowledge Management
MGS 8130	Problem Solving
CIS/CPI 8060	Supply Chain Management
IB 8690	Global Operations Management

Organization Management

Dr. Ed Miles, Coordinator

Electives to constitute a concentration (12 hours) in Organization Management are chosen from the following list. Some these courses have prerequisites which must be met. Courses not on the list may be chosen through consultation with a faculty advisor.

MGS 8130	Problem Solving
MGS 8410	Organizing to Compete
MGS 8420	Enhancing Leadership Skills
MGS 8425	Coaching for Leadership
MGS 8430	Negotiation
MGS 8435	Power in Organizations
MGS 8440	Work Team Design and Development
MGS 8450	Organizational Development and Change
MGS 8460	Consulting Practice and Theory
MGS 8500	Entrepreneurship and Enterprise
MGS 8510	Business Plan Development
MGS 8620	Competitor Analysis
MGS 8730	Project Management
MGS 8860	Management Studies Abroad
IB 8090	International Business Environment
IB 8180	Comparative Business Systems
IB 8680	Technology and Global Competition

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)™ 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.

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. 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 participates in two hybrid degree programs: one entitled **Financial Risk Management** and the other the **Enterprise Risk Management Career Path**. Students completing the Financial Risk Management Specialization will earn a dual concentration in risk management and insurance and in finance. The 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 MBA Career Path 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 the *Financial Risk Management* Specialization are as follows.

Fi 8000 Valuation of Financial Assets
RMI 8050 Risk Management Modeling
Fi 8200 Derivative Markers I
RMI 8370 Financial Risk Management

Students completing the Financial Risk Management Specialization will earn a concentration in RMI and in finance.

Students seeking to enroll in the MBA Career Path in *Enterprise Risk Management* must take three courses in addition to those required for the Financial Risk Management Specialization. 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 8680/CIS 8080 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

MBA students who complete the ERM career path will earn the major in RMI and also will earn a concentration in finance. A complete description of the MBA Career Path Program is described in section 7180.50.

7090.50 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 7025 and MBA 7035, 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 7025 and MBA 7035. 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 4110	Financial Accounting and Reporting
Acct 4210	Cost/Managerial Accounting
Acct 4310	Accounting Information Systems
Acct 4410	Introduction to Financial Statement Analysis
Acct 4610	Auditing

A course in a procedural or object-oriented programming language such as Visual BASIC (CIS 3210 or CIS 3215), C/C++ (CIS 3260), or JAVA (CIS 3270)

Required courses:

Acct 8630	Information Technology Auditing
Acct 8680	Security and Privacy of Information and Information Systems
CIS 8030	Software Requirements Management
CIS 8040	Fundamentals of Database Management Systems

Faculty Contact: Eric North, 404/651-4454, E-mail: enorth@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 8080	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, E-mail: rphillips@gsu.edu

Hotel Real Estate: The Career Path in Hotel Real Estate is a partnership between the Cecil B. Day School of Hospitality and the Department of Real Estate. Hotel real estate encompasses a variety of careers including positions on the corporate level, in entrepreneurial initiatives, in financial institutions and with hotel brokers.

The six course specialization (18 credit hours) includes real estate and hospitality courses that focus on hotel operations including financial analysis and hotel assets combined with real estate finance, project development and market analysis. Students will follow the flexible MBA curriculum with the six courses counting as electives. Students in this specialization will

benefit from both the specialized curriculum and the opportunity to interact with industry leaders in Atlanta's active hotel development environment.

The six required courses are:

HADM 8400	Financial Management Applications in Hospitality Enterprises
HADM 8700	Trends in the Lodging Industry
HADM 8800	Hotel Assets
RE 8030	Real Estate Financing
RE 8050	Real Estate Development
RE 8060	Applied Real Estate Market Analysis

Faculty Contacts:Dr. Debby Cannon, School of Hospitality, dfcannon@gsu.edu; 404-651-3672 and Dr. Julian Diaz, Department of Real Estate, redjxd@langate.gsu.edu ; 404-651-4617

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 consultants, 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 managerial sciences. Courses for the ISC Career Path follow.

Foundation Course in addition to MBA 7010, MBA 7020, MBA 7030 and MBA 7040: a course in a procedural or object-oriented programming language such as Visual BASIC (CIS 3210 or CIS 3215), C/C++ (CIS 3260), or JAVA (CIS 3270). (Not assigned if an equivalent academic courses has been previously completed with a grade of C or higher.)

These required MBA courses are particularly applicable to this career path.

MBA 8125	Information Technology Management (3.0)
MBA 8165	Leadership and Organizational Change (3.0)
MBA 8155	Operations Management (3.0)

Required Courses:

CIS 8000	IT Project Management
CIS 8010	Process Innovation
MGS 8430	Negotiation and Dispute Resolution
MGS 8460	Consulting Practice and Theory

One elective (subject to meeting prerequisites) from 8000-level CIS courses

Faculty Contact: Dr. Carl Stucke, 404/651-3836, E-mail: cstucke@gsu.edu

Information Technology Risk Management. Organizations have become increasingly dependent on information technology as a fundamental enabler of their business activities. Today, even small interruptions or disturbances in the functions of this technology may bring disastrous losses in processing revenue and recording assets. Yet the risk profile of this technology has grown as widespread networking increases electronic access to organizational information resources. While a vast array of security technology is available, management must have the principles, knowledge and skills to decide when and whether to reduce the IT risks through the deployment of appropriate technical solutions, through the diversification of risk across organizational systems, or through risk financing.

MBA students who complete this career path will earn concentrations in both Information Systems and Risk Management and Insurance.

Required Courses:

MBA 8135(3.0)	Corporate Finance
RMI 8050 (3.0)	Risk Management Modeling
RMI 8150 (3.0)	Corporate Risk Management
RMI 8370 (3.0)	Financial Risk Management
CIS 8020 (3.0)	Systems Integration
CIS 8080/ACC	8680 (3.0) Security and Privacy of Information and Information Systems.
CIS 8100 (3.0)	Management of Information Services

Recommended Electives:

CIS 8000 (3.0)	Information Technology Project Management

RMI Elective

Faculty Contact**:** Dr. Carl Stucke, 404-651-3836, E-mail: cstucke@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 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 7025 and MBA 7035: a course in a procedural or object-oriented programming language such as Visual BASIC (CIS 3210 or CIS 3215), C/C++ (CIS 3260) or JAVA (CIS 3270). (Not assigned if an equivalent academic course has been previously completed with a grade of C or higher.)

Required Courses:

MBA 8125	Information Technology Management
CIS 8000	IT Project Management
CIS 8100	Process Innovation
CIS 8220/IB 8710	International Information Technology
CIS 8080	Security and Privacy of Information and
IB 8090	International Business Environment
IB 8180	Comparative Business Systems
IB 8680	Technology and Global Competition

Optional Elective:

IB 8410 International study experience focused on IT

Capstone Course (in lieu of MBA 8820)

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. Joan T. A. Gabel, 404/651-3877, email: jgabel@gsu.edu@gsu.edu; Dr. Carl Stucke, cstucke@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

MGS 8500	Entrepreneurship and Enterprise
MGS 8590	Field Study in Entrepreneurship
IB 8090	International Business Environment
IB 8100	International Entrepreneurship

Choose one from each of the following groups:

Group 1:

MGS 8510	Business Plan Development, *or*
MGS 8520	Venture Creation in Electronic Commerce

Group 2:

IB 8660	International Management
IB 8180	Comparative Business Systems
	Or any 3 credit hour study abroad course

Capstone Course:

IB 8990: Policy & Strategy in the International Marketplace

Faculty Contacts: Dr. Ben Oviatt, 404/651-3021, email: benoviatt@gsu.edu and Dr. Joan Gabel, 404/651-3877, E-mail: jgabel@gsu.edu.

7090.60 Exemption Criteria

Foundation Courses: Foundation courses in the MBA curriculum (MBA 7025, and MBA 7035) may be exempted if the student has an undergraduate degree in business or economics from an AACSB or EQUIS accredited institution with a 3.0 or

greater GPA. For each Foundations Course, students have the opportunity to complete an online module and exempt each Foundations Course by scoring a specified minimum on the final examination for the online module. Contact the office of Master's Student Admissions and Advisement for information and procedures on accessing and completing the online module and accompanying examination.

Cornerstone Core Courses: MBA 8000 cannot be waived. Waiver of MBA 8015 will be granted only under exceptional circumstances that must include a high degree of previous education and proof of significant experience in the communications area. Students are advised to contact the Business Communications Programs when seeking to waive MBA 8015. Waiver of MBA 8025 is granted if the student has an undergraduate major in accounting with a 3.0 or better GPA. Waivers are granted for MBA 8030 only to those students who have a JD degree.

Functional Core Courses: Students may waive up to two of the Functional Core Courses (a total of 6 hours) based on an undergraduate major in the specific area (for example, specific major in Operations Management, not a general Management major) from an AACSB or EQUIS accredited institution with a 3.0 or greater GPA in the major and current work experience in the area. Before applying to the office of Master's Admissions and Advising to waive Functional Core courses, students should contact individual academic units for the waiver requirements of their courses.

Capstone Core Course: MBA 8820 cannot be waived.

Students should note that once a course has been waived, it can not be later taken for credit.

7100 Appeals and Petitions Procedures (See Addendum)

~~7100.10 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 that 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 email 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 stated 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.)~~

7110 Master's Programs

7110.10 Business Communication Skills Requirement for Master's Students

All master's students (except those students in the Master of Taxation, Master of Professional Accountancey or MBA programs) must complete a one-day, non-credit 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; MBA and students satisfy this requirement by taking MBA 8015.) The workshop is not graded and covers both written and spoken communication. Specifically, students will learn to:

- Analyze audiences and formulate a conscious communication strategy.
- Write business documents that are clear, concise and objective-oriented.
- Improve information accessibility through document design.
- Develop and deliver effective oral presentations, including appropriate, high-level visuals in support of key ideas.
- Improve personal delivery in presentations, interviews, telephone conversations, and meetings.

Students may petition for exemption from the business communication skills workshop by phoning Business Communication Programs in the Marketing Department at 404/651-2740 or faxing to 404/651-1073 if any of the following apply:

- Earned a grade of "C-" or higher in BCom 3950, Engl 8250, BCom 8250 or BCOM 8260 at Georgia State University.
- Earned a grade of "C-" or higher in a business communication course at another accredited college or university. The course must have included significant practice in 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 employer.

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 they satisfy the requirement.

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 for thriving in today's marketplace.

The Robinson College offers graduate-level business communication courses to provide opportunities for master's students to improve their communication skills:

- Bcom 7255 Communication Skills for Business
- BCom 8250 Effective Executive Communication
- BCom 8260 Corporate Communication
- MBA 8015 Strategic Business 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 Description 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 Admissions and Student Services for additional information.

7120 Executive M.B.A. Program

The Robinson College of Business offers a special program designed for mid- to C-level professionals. One class is admitted in August of each year to the Executive MBA program.

The purpose of the Executive MBA program is to provide experienced executives and managers an innovative curriculum relevant to the needs of an ever-changing global business environment. The Financial Times 2005 Survey of Executive MBA (EMBA) Programs ranked the J. Mack Robinson College of Business among the top 40 programs worldwide and among the top 20 in the U.S

Typically, Executive MBA participants possess seven to ten years of professional experience including managerial responsibilities with increased responsibility in their career and the ability to handle executive-level responsibility.

Designed as a lock-step format, students begin in August and remain together throughout the course of the program. There are no electives, and students receive an MBA in general management 18 months later at the end of the program. Subject matter is integrated, rather than being taught as separate disciplines. This integration magnifies the entire learning experience and is more easily achieved in a lock-step format. The format also facilitates the formation and work relationships of study teams. Classes are held every other week on Fridays and Saturday.

A highlight of the program is the International Study Tour, a 14-day intensive blend of culture and business. Past trips have included Japan, Thailand, Malaysia, Singapore, Hong Kong, and Argentina. On-site visits help students develop sensitivity to conducting business on an international level. For more information including admission criteria visit the Executive MBA website at **http://www.robinson.gsu.edu/EMBA** or call 404/651-3762.

7130 Global Partners M.B.A. Program

The Robinson College of Business offers the Global Partners MBA in association with IAE, the Graduate Business School of 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 October 2005. The highlights of the program follow:

- The Global Partners MBA is a full-time, 14-month program.
- Students receive a four-continent experience. 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 time 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 14-month program.
- Graduates receive the Robinson College of Business MBA degree and Master's degree from AIE and a joint certification from all three institutions.

Admission requirements include the following:

- Bachelor's degree (such as in business, engineering, languages).
- 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 October 2007 is February, 2007.

For further information about the program, visit **http://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.

7140 Professional M.B.A. Program

The Professional MBA Program is a 24-month lock-step program designed for rising professionals with a minimum of three years of work experience in a supervisor or mid-level management positions with increasing responsibility in their career to assume greater leadership roles. Students receive an MBA in general management upon completion of the program. Electives are available for students to emphasize one or more functional areas of expertise.

The purpose of the Professional MBA program is to provide mid-level managers a challenging curriculum relevant to the needs of rising professionals. The curriculum develops and integrates leadership portfolio skills focusing on analytical skills for decision-making incorporating global, ethical and culturally diverse dimensions; skills in assessing organizational performance and developing approaches for improvement; and interpersonal skills that contribute to teamwork. The lock-step format serves to forge stronger networking, a more in-depth learning environment and support among the students as they take the same core courses together during their first year and then in their final capstone semester.

Classes meet on Saturdays and Thursday evenings, with some online courses during the first year and the sixth (final) semester. Electives are available during the fourth and fifth semester (dates/times will vary). In addition, an optional international or domestic trip may be taken during the fifth semester. International trips are available through the Robinson College of Business, domestic trips including "Business and the Public Policy Process" to Washington, D.C., and "Wall Street/Financial Markets" to New York City, New York are available through the Office of Executive Programs.

Admission requirements include the following:

* Bachelor's degree
* Minimum of three year's of professional experience
* GMAT (waivers available for those holding an accredited undergraduate business degree with a 3.0 or greater GPA, or an undergraduate degree in a quantitative field (engineering, math, statistics) and a 3.0 or greater GPA, or those holding an advanced Masters degree in business or a quantitative field and a 3.0 or greater GPA.
* TOEFL if applicable
* Personal interview
* Essay

For more information, including admission criteria, visit the Professional MBA Web site at **http://www.robinson.gsu.edu/PMBA** or call 404.651.3762

7150 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.

7150.10 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.

7150.20 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 8030). 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 8030 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.

7160 Master of Actuarial Science

Shaun Wang, Faculty Adviser

Actuarial Science is a discipline that employs mathematics and statistics in modeling the financial impacts of risk and uncertainty in various sectors of the economy, and in designing solutions of managing risks. A majority of professional actuaries work in careers that are associated with the insurance industry, though growing numbers work in other fields. The mission of the MAS degree program is to educate students in the theory and practice of actuarial science through a specialized program of study. The program is designed to teach students both the core actuarial theory and the latest development in actuarial practice.

In addition to the MAS program, a dual-degree option is available where students will earn both the Master of Actuarial Science degree and the Master of Science in Risk Management and Insurance degree specializing in Mathematical Risk Management. The rapid integration of insurance and financial services and the increasing acceptance of enterprise risk management in broad sectors of the economy imply that risk professionals need to master the understanding of risks associated with assets, liabilities and business operations. This requires a set of integrated skills in actuarial risk modeling, financial risk modeling, and enterprise risk management. The dual degree program in MAS/MRM is designed to serve the growing need for graduates who 1) have solid quantitative skills in both actuarial risk modeling and financial risk modeling, and 2) understand the business contexts and possess the necessary communication skills for solving complex risk issues.

7160.10 Regulations for the Degree

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'sEnrollment" and "Master's Programs" sections of this chapter apply to the M.A.S. program. A maximum of 9 semester hours of transfer credit is possible in this 30-hour program or in the 48-hour dual degree program.

1. Foundation Requirements. These courses are in addition to the 30 hours required for the M.A.S. degree or in addition to the 48 hours required for the dual degree program. 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.

   Accounting: financial and managerial accounting principles (MBA 8025, or Acct 2101 & Acct 2102)
   Finance: corporate finance principles (MBA 8135). This requirement can be waived if FI 3300, FI 4300 and FI 4320, or equivalent course work, have been completed with grades of "C" or higher.
   Behavioral Science: Management principles (MGS 3400). Students may satisfy this requirement with either management (MGS 3400), sociology (Soci 1101), or psychology (Psyc 1101) principles.
   Economics: MBA 7035 Economics for Managers or both macroeconomic principles (Econ 2105) and microeconomic principles (Econ 2106).
   Mathematics: Students must have completed three semesters of advanced calculus (Math 2211, Math 2212, and Math 2215) and must have Compound Interest Theory AS 4230.
   Statistics: Students must have MGS 9920 or completed two semesters of undergraduate mathematical statistics (AS 4120, AS 4130, or Math 4751, Math 4752).

2. Course Requirements: The Master of Actuarial Science
   This section is applicable to students interested in the Master of Actuarial Science Degree.
   Students interested in the dual degree program should go to Section III below.

   A. Required Courses (24 hours):

FI 8000	Valuation of Financial Assets. (3)
AS 8340	Life Contingencies I. (3)*
AS 8350	Insurance Mathematics. (3)*
AS 8810	Actuarial Science Graduate Seminar. (3)
Econ 8740	Applied Statistics and Econometrics. (3)**
MRM 8320	Stochastic Risk Management Models. (3)
MRM 8600	Theory of Risk Sharing. (3)
MRM 8610	Financial Engineering. (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 B & C below in consultation with the actuarial science faculty adviser.

   **Students can use Econ 8750 Econometrics as a substitute for Econ 8740.

   Students must complete a minimum of 6 hours of course work from sections B and C combined.

B. Elective Courses in the Major or in Mathematical Risk Management: (3-9 hours)

AS 8430	Loss Distributions and Credibility Theory. (3)
AS 8440	Advanced Survival Models. (3)\
AS 8520	Principles of Property/Casualty Ratemaking. (3)
MGS 8150	Business Modeling (3)
MRM 8620	Quantitative Financial Risk Models.(3)
MRM 8630	Stochastic Interest Rate and Credit Models (3)
RMI 8050	Risk Management Modeling (3)

C. Electives Outside the Major: (3-6 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.

3. **Course Requirements: Dual Degree Master of Actuarial Science and Master of Science in Risk Management and Insurance Specializing in Mathematical Risk Management.**

This section is applicable to students interested in the dual degree program Master of Actuarial Science and Master of Science in Risk Management and Insurance Specializing in Mathematical Risk Management. Students interested in the Master of Actuarial Science should go to Section II above.

A. Required Technical Support Courses (0-3 hours)

Fi 8000	Valuation of Financial Assets. (3)*

* Students who have completed an equivalent course with a grade of "C" or higher must substitute an appropriate elective in consultation with the Mathematical Risk Management faculty adviser.

B. Required Courses in the Dual Degree Program (27-33 hours)

AS 8340	Life Contingencies I.** (3)
AS 8350	Insurance Mathematics.** (3)
AS 8810	Actuarial Science Graduate Seminar. (3)
MRM 8320	Stochastic Risk Management Models. (3)
MRM 8600	Theory of Risk Sharing. (3)
MRM 8610	Financial Engineering. (3)
MRM 8620	Quantitative Financial Risk Models. (3)
MRM 8630	Stochastic Interest Rate and Credit Models. (3)
RMI 8370	Financial Risk Management. (3)
Econ 8750	Econometrics (3)
Econ 8780	Financial Econometrics. (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.

C. Elective Courses in the Dual Degree Program (12-21 hours)

Students should consult with the faculty advisers for the Master of Actuarial Science and Mathematical Risk Management programs prior to beginning their elective coursework and may select from among the following courses:

AS 8430	Loss Distributions and Credibility Theory. (3)
AS 8440	Advanced Survival Models. (3)
AS 8520	Non-life Insurance Mathematics. (3)
Econ 8860	Economics of Global Finance. (3)
Fi 8220	Derivative Markets II. (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 Financial Theory. (3)
Fi 9100	The Theory of Asset Valuation. (3)
MGS 8150	Business Modeling (3)
RMI 8150	Corporate Risk Management. (3)
RMI 8200	Life Insurance. (3)
RMI 8220	Employee Benefit Planning. (3)
RMI 8320	Management of Insurance Institutions. (3)

Students may select, with the prior approval of both faculty advisers for the dual degree program, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

4. 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 Admissions and Student 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 the GASS.

5. 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.

7170 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.

7170.10 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.

7170.20 Regulations for the Degrees

The Master of Business Administration (M.B.A.)/Master of Health Administration (M.H.A.) joint degrees are comprised of 51-66 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 4 below and the six-hour residency requirement described in item 6 below (Such students should have already completed equivalents to MBA courses; in the event any deficiencies exist, these will be assigned as additional courses.).

7170.30 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 (0-3 hours): These courses provide foundation for the rest of the program and should be taken first. They may be waived with a BBA from an AACSB institution. Foundation courses and Cornerstone Core courses may be taken concurrently.
   MBA 7025 Statistical Business Analysis (3)

2. Cornerstone Core Courses (3-9 hours): These courses provide a solid intellectual grounding within an integrative framework that sets the stage for the entire program. Managing in the Global Economy cannot be waived. Waiver of Strategic Business Communications and Financial Statement Analysus maybe waived based on education or work experience. Once a course is waived, it may not be taken later for credit. Foundation courses and Cornerstone Core courses may be taken concurrently..
   MBA 8000 Managing in the Global Economy (3)
   MBA 8015 Strategic Business Communication (3)
   MBA 8025 Financial Statement Analysis (3)

3. Functional Core Courses (9-15 hours): The functional core offers curricular breadth.. Up to 6 hours (two courses) in this category may be waived based on a student's undergraduate degree. Once a course is waived, it may not be taken later for credit. MBA 8000 and MBA 8025 are prerequisites for every Functional Core course, and MBA 8015 is a co-requisite.
   MBA 8115 Management Control & Costing Systems (3)
   MBA 8125 Information Technology Management (3)
   MBA 8135 Corporate Finance (3)
   MBA 8145 Marketing Management (3)
   MBA 8165 Leadership and Organizational Behavior (3)

4. Required Courses in Health Administration (30 hours):
   HA 8160 Introduction to the Health Care System (3)
   HA 8190 Health Policy and Ethics (3)
   HA 8250 Health Economics and Financing (3) Replaces MBA 7035, Economics for Managers, in the MBA curriculum
   HA 8450 Legal Environment of Health Care (3) Replaces MBA 8030, Legal, Ethical, & Regulatory Environment, in the MBA curriculum.
   HA 8460 Human Resource Management in Health Care (3)
   HA 8550 Healthcare Financial Management and Planning (3)
   HA 8620 Operations Management and Quality in Health Care (3) Replaces MBA 8155, Management Control and Costing Systems, in the MBA curriculum.
   HA 8630 Managed Care and Integrated Health Systems (3)
   HA 8670 Health Information Systems (3)

HA 8990 Strategic Management in Health Care (3) Replaces MBA 8820, Global Competitive Strategy, in the MBA curriculum.

5. Elective in Health Administration (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

6. 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 who are responsible for 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.

Note: If changes to the MBA curriculum are implemented, students are advised to contact the Institute of Health Administration for impact on degree requirements.

7180 Master of International Business

Joan Gabel, 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.

7180.10 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 **http://www.gsu.edu/es/catalogs_courses.html**; 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. These courses provide foundations for the rest of the program and should be taken first.
      Accounting/Finance: MBA 8025,or Financial and Managerial Accounting Principles (Acct 2101-2102) and corporate finance principles (Fi 3300).
      Behavioral Science: MBA 8165 or MK 3010 or MGS 3400
      Economics: MBA 7035 or Macroeconomics principles (Econ 2105) and microeconomics principles (Econ 2106).
      Mathematics: College algebra (Math 1111).

Statistics: MBA 7025 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):

IB 8090	International Business Environment (3)
IB 8990	Policy and Strategy in the International Marketplace (3) (CAPSTONE)

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)
CPI 8400	Supply Chain Management (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)
HADM 8500	Economic & Cultural Impact of Travel & Tourism (3)
HADM 8600	Trends in the Food Service Industry (3)
HADM 8700	Trends in the Lodging Industry (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 8600	International Management (3)
IB 8610	Executive Leadership (3)
IB 8630	International Business Negotiation
IB 8680	Technology and Global Competition (3)
IB 8690	Global Operations Management (3)
IB 8710	International Information Technology, Issues and Policies (3)
MGS 8890	International Management (3)
MGS 8860	Management Studies Abroad (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: MGS 8860, IB 8100, IB 8180, IB 8600, IB 8610, 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, CPI 8400.

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 6256	Political Economy of Japan (3)
PolS 6280	Comparative Legal Systems (3)
PolS 6422	Issues in International Organizations (3)
PolS 6460	International Relations of Europe (3)
PolS 6475	Issues in International Security (3)
PolS 8200	Comparative Political Analysis (3)
PolS 8205	Comparative Democratization (3)
PolS 8235	African Politics (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 8270	Comparative Political Economy (3)
PolS 8400	International Politics (3)
PolS 8421	International Organizations (3)
PolS 8422	NGOs and World Politics (3)
PolS 8430	International Political Economy (3)
PolS 8450	United States 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)
Fren 6108	Business French (3)
Fren 6109	Business French II (3)
Grmn 6121	German Civilization (3)
Grmn 6122	Contemporary Germany
Span 6603	Cultural Studies (3)
Span 6605	Spanish for International Business I (3)
Span 6607	Spanish for International Business II (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 MIB program is five years from the first semester a course in C, D, E or G (above) is taken.

5. MIB candidates are required to participate in the MIB Energizer orientation during the first year of their program. The Energizer is 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 participate 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.

7180.20 Five-Year/MIB Program

In cooperation with the College of Arts and Sciences, the Robinson College of Business 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. Kathleen Doig, Department of Modern and Classical Languages, 841 General Classroom, 404/651-2265 or Dr. Joan Gable, Institute of International Business, 807 Robinson College of Business, 404/651-3877, email 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.

7180.30 Joint Degree MIB/MA in Political Science with International Affairs Concentration

The purpose of the joint degree is to prepare students for business and/or governmental careers in the new global economy. Increasingly, international businesses influence nation-states just as national politics and international agreements impact business operations. The joint curriculum that this program offers proposes to combine political economy and international processes in order to meet this emerging education and professional 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 and GRE scores are accepted by each program respectively. 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 Arts in Political Science section for more information on the M.A. degree, or contact Dr. Francis G. Abney, Department of Political Science, 1004 General Classroom, 404/651-3152 / polfga@langate.gsu.edu or Dr. Joan Gable, IIB, 807 Robinson College of Business, 404/651-3877 / iib@gsu.edu.

7180.40 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 Superieure 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. Joan T.A. Gabel, 807 Robinson College of Business, 404/651-3877, iib@gsu.edu.

7190 Master of Professional Accountancy

Eric North, Coordinator

The objective of the Master of Professional Accountancy (MPA) degree program is to prepare students for professional careers in accounting. More specifically, the objective of the MPA programs is to develop skills needed to excel in a professional path toward a leadership position in the practice of accountancy. The MPA 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.

Two specializations are offered in the M.P.A. program: Accounting Systems and Financial Reporting and Assurance:

- The primary objectives of the Accounting Systems specialization are for students to develop and integrate: (1) skills for analyzing organizational performance systems that incorporate global and ethical dimensions, (2) skills in basic systems development and management, (3) skills for evaluating systems, (4) skills for collaborative work in teams, and (5) communication and technology skills.
- The primary objectives of the Financial Reporting and Assurance specialization are for students to develop and integrate: (1) skills for analyzing organizational performance systems that incorporate global and ethical dimensions: (2) skills in financial reporting: (3) assurance skills: (4) skills for collaborative work in teams, and (5) communication and technology skills.

7190.10 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 MPA 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.

7190.20 Regulations for the Degree

1. The regulations, policies, and procedures given in the "Master's Enrollment" and "Master's Programs" sections of this chapter apply to the MPA program. A maximum of six semester hours of transfer credit is permitted in this 30-hour program. The course requirements for the MPA 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
   http://www.gsu.edu/es/catalogs_courses.html; 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 2101and Acct 2102, or MBA 8025 and MBA 8115; Acct 4020, Acct 4030, Acct 4110, Acct 4210, Acct 4310, Acct 4410, Acct 4510, and Acct 4610.
   Behavioral Science: Management principles (MGS 3400).
   Programming: Visual BASIC (CIS 3210) or C/C++ (CIS 3260): required for the Accounting Systems Specialization and if ACCT 8630 (Information Technology Auditing) is taken as an elective in the Financial Reporting and Assurance Specialization.
   Economics: MBA 7035 Economics for Managers or both macroeconomic principles (Econ 2105) and microeconomic 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: MBA 7025 Statistical Business Analysis or Math 1070 Elementary Statistics.
   Management Science: MGS 3100

Finance: Corporate finance principles (Fi 3300).
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 MPA 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 (27 hours).
MBA 8015 Strategic Communications (3)
Acct 8310 Seminar in Management Accounting Systems (3)
Acct 8610 Seminar on Auditing and Assurance Services (3)
Acct 8630 Information Technology Auditing (3)
Acct 8740 Seminar on Internal Auditing (3)
CIS 8000 IT Project Management (3)
CIS 8030 Software Requirements Management (3)
CIS 8040 Database Management Systems (3)
CIS 8080 Security and Privacy of Information and Information Systems (3)
b. Electives in the Specialization (3 hours). Select one course from the following:
Acct 8090 International Accounting (3)
Acct 8130 Advanced Accounting (3)
Acct 8391 Field Study in Accounting (3)
Acct 8700 Financial Statement and Business Analysis (3)
Acct 8710 Forensic Accounting (3)
Tx 8020 Advanced Federal Taxation (3)

4. Course Requirements: Financial Reporting and Assurance Specialization
a. Required Courses (21 hours)
MBA 8015 Strategic Communications (3)
Acct 8130 Advanced Accounting Topics (3)
Acct 8310 Seminar in Management Accounting Systems (3)
Acct 8410 Seminar in Financial Accounting Theory and Policy (3)
Acct 8610 Advanced Topics in Assurance Services (3)
Acct 8630 Information Systems Assurance (3)
Acct 8700 Financial Statement and Business Analysis (3)
Acct 8740 Seminar on Internal Auditing (3)
b. Electives in the Specialization (9 hours).
Select any three ACCT or TX classes.

5. Advisement/Course Selection: The MPA 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.

6. 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.

7. Time Limit: The time limit for completing the MPA program is five years from the first semester a course in the program.

7200 Master of Science

The Master of Science program allows students to concentrate their studies in one of the seven majors listed below:
Business Economics

Information Systems
Finance
Managerial Sciences
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.

7200.05 Major in Business Economics

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 **http://www.gsu.edu/es/catalogs_courses.html**; 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 (MGS 3400).
      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 7025 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.

      MGS 9920 Probability and Statistical Theory I (3)
      Econ 8100 Applied Microeconomic Analysis (3)
      Econ 8110 Macroeconomic Analysis (3)
      Select one of the following two:
      MGS 9930 Probability and Statistical Theory II (3)
      MGS 8110 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.

7200.10 Major in Information Systems

Carl Stucke, Coordinator

The Master of Science with a major in Information Systems (I.S.) is designed to meet the needs of students who want to build a strong background in information systems and the application of information and communications technology in business.

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 international industries. The purpose of the I.S. major in the Master of Science program is to produce graduates who are able to combine their general business knowledge with the latest information systems tools and techniques to enable organizations to compete strongly in the global marketplace. Graduates, through the use of concentrations in their programs of study, will be prepared for careers in a variety of areas such as information systems management, consulting, project management, health informatics, database management, business process design, systems development and mobile systems development.

Required courses within any concentration are mandatory and may not be substituted (with the exception of the directed readings course). Students in the M.S. program with a major in C.I.S. must choose one of the following five concentrations:

Information Systems Management: This concentration is intended to prepare students for executive careers in management of information systems functions, or management of organizations that involve intensive use of information technology, or a career in consulting that builds on expertise in the information systems area.

Information Systems Development and Project Management: This concentration is intended to prepare students for leadership careers in the area of information systems development, information systems project management, information systems quality assurance and information systems integration.

The Wireless Organization: This concentration is intended to prepare students for careers as experts in the design or redesign of information systems or the encompassing organizations in order to lead these organizations to advantages derived from mobile information devices, wireless information systems, location-aware computing and ubiquitous computing strategies.

Health Informatics: This concentration is intended to prepare students for executive careers in the management of information resources in support of medical services and administration within the healthcare industry.

Information Systems Business Process Innovation: While not available yet, the department also expects to offer a concentration in information systems business process innovation. Please contact the department for further information.

Regulations for the Degree

1. All Master of Science students with a major in Computer Information Systems 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. students with a major in C.I.S. 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 Computer Information Systems 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 Catalo*g. This catalog is available on the web at http://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 8025 or financial and managerial accounting principles (Acct 2101-2102).
Behavioral Science: MBA 7035 or both Management (Mgs 3500) and Marketing Principles (Mk 3010).
Economics: MBA 7030 or Microeconomics principles (Econ 2106).
Mathematics: College Algebra (Math 1111).
Statistics: MBA 7025 or Math 1070.
Programming: Two courses chosen from CIS 3210 (Visual BASIC), CIS 3260 (C/C++), CIS 3215 (Intermediate Visual Programming), and CIS 3270 (Java). Prerequisites are enforced for CIS 3215 and CIS 3270.

b. Required Courses in Computer Information Systems (18 hours).

CIS 8000	Information Technology Project Management
CIS 8010	Process Innovation
CIS 8020	Systems Integration
CIS 8030	Software Requirements Management
CIS 8040	Fundamentals of Database Management Systems
CIS 8050	Telecommunications Design

The requirements for CIS 8030, CIS 8040, and CIS 8050 may be waived *with replacement credit* upon approved evidence of accredited undergraduate coursework or equivalent transfer credit. Replacement credit for any or all waived courses must be selected from any 8000-level CIS course. The purpose of allowing these waivers is to further enhance the flexibility provided to students in the C.I.S. major of the M.S. degree program.

c. **Concentration (12 hours).** Select one of the concentrations listed below to complete this section of the M.S. C.I.S. major.

Information Systems Management:
Required for this concentration:

CIS 8100	Management of Information Services
CIS 8200	Information Systems Strategy
CIS 8210	Global Systems Sourcing
CIS 8220	International Information Technology Issues and Policy (cross-listed with IB 8710)

Suggested electives (Section D) to complement this concentration:

CIS 8060	Supply Chain Management (cross-listed with CPI 8060)
CIS 8080	Security and Privacy of Information and Information Systems

Information Systems Development and Project Management:
Required for this concentration:

CIS 8300	Software Quality Management
CIS 8310	Systems Development
CIS 8399	Topics in Information Systems Development
CIS 8090	Enterprise Architecture

Suggested electives (Section D) to complement this concentration:

CIS 8850	Web Application Development
CIS 8080	Security and Privacy of Information and Information Systems

The Wireless Organization:
Required for this concentration:

CIS 8401	Mobile Applications Development
CIS 8411	Wireless Networks
CIS 8070	Mobile and Wireless Information Systems
CIS 8080	Security and Privacy of Information and Information Systems

Suggested electives (Section D) to complement this concentration:

CIS 8900	Knowledge Systems
CIS 8200	Information Systems Strategy

Health Informatics**.**

Required for this concentration:

CIS 8070	Mobile and Wireless Information Systems
HA 8160	The Healthcare System
HA 8670	Health Information Systems
HA 8620	Operations Management and Quality in Health Care

Suggested electives (Section D) to complement this concentration:

CIS 8080 Security and Privacy of Information and Information Systems
CIS 8090 Enterprise Architecture

The department is developing a concentration in Information Systems Business Process Innovation. Although not yet available, this concentration will include CIS courses covering topics such as business process analysis and modeling and process innovation technology. The concentration is also planned to include CIS 8090 (Enterprise Architecture), CIS 8060 (Supply Chain Management), and CIS 8670 (Enterprise Resource Planning Systems). Please contact the Department for further information on this concentration.

d. **Electives** (6 Hours). Note: elective hours may be higher if a student is able to "waive" any of the three leveling courses stated in Section B. Electives may be selected from any CIS 8060-level or higher level CIS course as long as the course has not already been applied toward a chosen concentration.
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:

Six hours of CIS elective credit approved by the faculty adviser.

CIS 8389	Directed Readings in Information Systems (3)
CIS 8990	M.S. C.I.S. 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. with a major in C.I.S. is five years from the semester the first course in section B or C (above) is taken.

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.

7200.15 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, formulate alternative plans for action, and develop policy initiatives. The program prepares graduates to understand the context for issues encountered in the rapidly evolving domestic and international financial environment. 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 **http://www.gsu.edu/es/catalogs_courses.html**.

   a. Foundation Courses. The courses in this list 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 grades of C or higher.

   Accounting: MBA 8025 or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102 and Fi 3300).

   Behavioral Science: Management principles (MGS 3400) or marketing principles (Mk 3010).

   Economics: MBA 7035 Economics for Managers or both macroeconomic principles (Econ 2105) and microeconomic principles (Econ 2106).

   Mathematics: College algebra (Math 1111) and calculus (Math 1220).

   Statistics: MBA 7025 or Math 1070 or eqivalent.

   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.

MGS 8020	Business Intelligence (3)
MGS 8150	Business Modeling (3)
MGS 8110	Applied Regression Analysis (3)
MBA 8135	Corporate Finance (3)

   Note: MBA 8135 may be exempted (with replacement) 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 (18-21 hours). Students not exempting MBA 8135 are required to take 18 hours of Fi-prefixed courses; 21 hours if exempting MBA 8135. These courses consist of the following:

   (i) All M.S.-Finance students are required to take the following course:

   Fi 8000 Valuation of Financial Assets (3)

   (ii) All students are also required to take a minimum of nine (9) semester hours within a chosen finance specialization. Three areas of specialization are shown below along with various courses considered appropriate for each area that students may select from.

   (iii) In addition to Fi 8000 (3 hours) and the 3 courses (9 hours) comprising the chosen finance specialization, students must select an additional six to nine semester hours of any other Fi-prefixed courses (6 hours if MBA 8135 is not exempted; 9 hours otherwise).

   Fi-prefixed courses comprising Specializations:

   Corporate Finance

Fi 8200	Derivative Markets I (3)
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) *

* May be taken multiple times for different topics.

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)
FI 8360	Special Topics: Investment Banking (3)

Financial Institutions and Capital Markets

Fi 8020	Financial Analysis and Loan Structuring (3)
Fi 8040	Survey of International Finance (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.-Finance degree 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 concurrently with MBA 8135 to provide students greater scheduling flexibility.

3. Program of Study. Each student's program of study must be planned in consultation with the M.S.-Finance faculty adviser prior to the completion of the first semester of enrollment. A copy of the program will be filed with the Office of Graduate Admissions and Student Services (GASS) 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 GASS. 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.-Finance program is five years from the first semester a course in section B or C (above) is taken.

7200.20 Major in Managerial Sciences

Lucy McClurg, Advisor

The Master of Science with a major in managerial sciences prepares professionals to assume leadership roles in business analysis, human resource management, operations management, and organizational change. There are four concentrations available for managerial sciences majors. A description of each area follows.

The business analysis concentration provides expertise for analytically oriented careers in business with an emphasis on applications of information technology. Potential career paths include business development, market analysis and research, financial planning, data analysis, and strategic planning. The human resource management concentration prepares students in the functional areas of the field such as selection, compensation, and employment law. A variety of educational experiences both in the classroom and the business communities are offered.

The operations management concentration 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 change concentration 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 Communications Skills Requirement explained earlier in the 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/Managerial Sciences program.

2. Course Requirements. The course requirements for the degree Master of Science with a major in Managerial Sciences 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 managerial 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 course work has been previously completed with a minimum grade 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 on the web at **http://www.gsu.edu/es/catalogs_courses.html**; click on Students then Catalogs.

   Accounting: MBA 8025 (or equivalent), or Financial and Managerial Accounting Principles (Acct 2101 and Acct 2102 or equivalent)

Behavioral Science: Management (MGS 3400 or equivalent) or Organizational Behavior (MBA 8165 or equivalent)
Economics: MBA 7035 Economics for Managers or microeconomic principles (Econ 2106).
Mathematics: College Algebra (Math 1111) or equivalent
Statistics: MBA 7025 or Math 1070 or equivalent

b. Required Courses in the Major. Choose one of these tracks:

Concentration 1: Business Analysis
Alok Srivastava, Faculty Coordinator

MGS 8020	Business Intelligence
MGS 8130	Problem Solving
MGS 8150	Business Modeling
MGS 8040	Data Mining

Concentration 2: Human Resource Management
Lucy McClurg, Faculty Coordinator

MGS 8300	Human Resource Management
MGS 8320	Legal Environment of Human Resources
MGS 8360	Human Resources Recruitment and Selection
MGS 8390	Strategic Compensation

Concentration 3: Operations Management

Craig Hill,	Faculty Coordinator
MGS 8710	Operations Planning
MGS 8740	Operations Strategy
MGS 8760	Quality Management
MGS 8770	Service Operations Management

Concentration 4: Organizational Change
Barbara Reilly, Faculty Coordinator

MGS 8450	Organizational Development and Change
MGS 8410	Organizing to Compete
MGS 8420	Enhancing Leadership Skills
MGS 8430	Negotiation

c. Elective Courses. 18 hours. Choose courses with a MGS prefix (including any courses listed in the three concentrations not chosen).

3. Program of Study/Course Prerequisites. Each student's program must be planned in consultation with the faculty advisor or coordinator for his or her concentration before a non-required course is taken. Students may contact the department to schedule an appointment. A copy of the program of study will be filed with the Office of Graduate Student 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 advisor or coordinator and a copy of the changes sent to the Office of Academic Assistance. Students must always 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./Managerial Science program is five years from the first semester a course in section B or C (above) is taken.

7200.25 Major in Marketing

Bruce K. Pilling, 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 **http://www.gsu.edu/es/catalogs_courses.html**; click on Students then Catalogs.
      Accounting/Finance: MBA 8025, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).
      Behavioral Science: Management principles (MGS 3400), managerial decision making (MGS 4000), marketing principles (Mk 3010), psychology (Psyc 1101), sociology (Soci 1101) or anthropology (Anth 1102).
      Economics: MBA 7035 Economics for Managers or microeconomic principles (Econ 2106).
      Mathematics: College algebra (Math 1111).
      Statistics: MBA 7025 or Math 1070.
   b. Required Courses in the Major (9 hours)
      MBA 8140 Marketing Management (1.5)
      MBA 8240 Strategic Marketing Techniques (1.5)
      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).
      Mk 8900 Strategic Market Planning (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.

7200.30 Major in Personal Financial Planning

Conrad S. Ciccotello, Faculty Adviser

The master of science degree program in personal financial planning program 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)™ 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 **http://www.gsu.edu/es/catalogs_courses.html**.

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 8025, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).

Behavioral Science: Management principles (MGS 3400), psychology (Psyc 1101), or sociology (Soci 1101).

Economics: MBA 7035 Economics for Managers or both macroeconomic principles (Econ 2105) and microeconomic principles (Econ 2106).

Mathematics: College algebra (Math 1111) and calculus (Math 1220).

Statistics: MBA 7025 or Math 1070.

Legal Studies: MBA 8030 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 8130	Foundations of Corporate Finance (1.5)
MBA 8230	Applications of Corporate Finance (1.5)
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 by 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.

7200.35 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 four tracks: risk management, insurance, employee benefits, or insurance regulation and public policy. 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, finance or actuarial science, who can demonstrate the necessary skills in mathematics, also make excellent candidates.

The Specialization in Mathematical Risk Management can be completed in 16 months over three semesters. Since the core courses are designed in a lockstep format, students should be prepared to begin their core sequence during the fall semester. Students who have not completed the foundational requirements for the degree should apply for admission during either the spring or summer semester so they can complete the prerequisites before the core sequence begins in the fall. Please contact the MRM faculty advisor for advice about the appropriate time when you should apply to enter the program.

A dual-degree option is available in which students will earn both the Master of Actuarial Science degree and the Master of Science in Risk Management and Insurance degree specializing in Mathematical Risk Management. The program provides students with increased career opportunities in the financial services industries specializing in the application of quantitative methods to solve complex business problems in an era of financial services and capital markets convergence.

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 section. The Summary of Regulations-Master's Programs, also found earlier in this section, applies to the M.S. program with a major in risk management and insurance as do the regulations, policies, and procedures given in Section 7 (Master's enrollment). A maximum of 6 hours of transfer credit is permitted in this 30-hour Master of Science in Risk Management and Insurance program. A maximum of 9 hours of transfer credit is permitted in the 48-hour dual degree program.

2. Course Requirements: Foundation and Prerequisite Courses
   Consult Section 10 (Course descriptions) and the heading "Undergraduate Foundation Courses" later in this bulletin for prerequisites to the courses listed below. The courses in this section are in addition to the 30 semester hours required for the Master of Science in Risk Management and
   Insurance degree or the 48 semester hours required for the dual degree program. 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/Finance: MBA 8025, or financial and managerial accounting and corporate finance principles (Acct 2101, Acct 2102, and FI 3300). Students specializing in Mathematical Risk Management must have completed Corporate Finance (MBA 8135). This requirement can be waived if FI 3300, FI 4300, and FI 4320, or equivalent coursework, have been completed with grades of "C" or higher.
   - Behavioral Science: Management principles (MGS 3400). Students specializing in Mathematical Risk Management may satisfy this requirement with either principles of management (MGS 3400), sociology (Soci 1101), or psychology (Psyc 1101).
   - Economics: MBA 7035 Economics for Managers or both macroeconomic principles (Econ 2105) and microeconomic principles (Econ 2106).
   - Mathematics: 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). Students entering the joint Master of Actuarial Science/Mathematical Risk Management program must have Compound Interest Theory AS 4230.
   - Statistics: MBA 7025 or Math 1070. Students specializing in Mathematical Risk Management must take MGS 9920 or have two semesters of undergraduate mathematical statistics (AS 4120, AS 4130 or Math 4751, Math 4752).
   - Legal Studies: MBA 8030 or BusA 2106. Students specializing in Mathematical Risk Management are exempt from this requirement.

   Computing Skills. The department expects all entering MS-RMI students to be proficient at a minimum in CSP 1, Basic Microcomputing Skills. Advanced or more specialized skills, as required by specific courses, must be developed before the courses are taken. The computing skills prerequisites (CSPs) for all RCB courses are shown in the course descriptions.

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. Students interested in the dual degree program should go to Section 5 below.

a. Required Technical Support Courses (3)

MBA 8135 Foundations of Corporate Finance (1.5)
MBA 8230 Applications of Corporate Finance (1.5)

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)
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)
HA 8250 Health Economics and Financing (3)
LglS 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***

LglS 8450	Legal Environment of Health Care (3)
RMI 8500	Advanced Studies in Risk Management and Insurance (3)
HA 8250	Health Economics and Financing (3)
MGS 8300	Human Resource Management (3)
MGS 8390	Strategic Compensation (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)

Insurance Regulation and Public Policy Track

RMI 8120	Property and Liability Insurance. (3)
RMI 8200	Life Insurance. (3)
RMI 8320	Management of Insurance Institutions. (3)
RMI 8330	Insurance Law. (3)
RMI 8350	International Risk and Insurance. (3)
RMI 8380	Insurance Regulation and Public Policy. (3)

One additional course to be decided based upon student's interests.

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. Students interested in the dual degree program should go to Section 5 below.

a. Required Technical Support Courses (0-3)

The following course must be completed within the first 18 hours of 8000-level course work.

Fi 8000	Valuation of Financial Assets* (3)

* Students who have completed an equivalent course with a grade of "C" or higher must substitute an appropriate elective in consultation with the Mathematical Risk Management faculty adviser.

b. Required Courses in the Specialization (24)

MRM 8320	Stochastic Risk Management Models (3)
MRM 8600	Theory of Risk Sharing (3)
MRM 8610	Financial Engineering I (3)
MRM 8620	Quantitative Financial Risk Models (3)
MRM 8630	Stochastic Interest Rate and Credit Models (3)
RMI 8370	Financial Risk Management (3)
Econ 8750	Econometrics (3)
Econ 8780	Financial 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.

Econ 8860	Economics of Global Finance (3)
Fi 8220	Derivative Markets II (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 Theory (3) (Requires consent of instructor.)
Fi 9100	The Theory of Asset Valuation (3) (Requires consent of instructor.)
MGS 8150	Business Modeling (3)
RMI 8150	Corporate Risk Management (3)
RMI 8320	Management of Insurance Institutions (3)

Students may select, with the prior approval of the Mathematical Risk Management faculty adviser, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

5. Course Requirements: Dual Degree Master of Actuarial Science and Master of Science in Risk Management and Insurance Specializing in Mathematical Risk Management Program

This section is applicable to students interested in the dual degree program Master of Actuarial Science and Master of Science in Risk Management and Insurance Specializing in Mathematical Risk Management. Students interested in the

Specialization in Risk and Insurance should go to Section III above. Students interested in the Specialization in Mathematical Risk Management should go to Section IV above.

a. Required Technical Support Courses (0-3)

The following course must be completed within the first 18 hours of 8000-level course work.

Fi 8000	Valuation of Financial Assets* (3)

* Students who have completed an equivalent course with a grade of "C" or higher must substitute an appropriate elective in consultation with the Mathematical Risk Management faculty adviser.

b. Required Courses in the Dual Degree Program (27-33 hours)

AS 8340	Life Contingencies ** (3)
AS 8350	Insurance Mathematics** (3)
AS 8810	Actuarial Science Graduate Seminar (3)
MRM 8320	Stochastic Risk Management Models (3)
MRM 8600	Theory of Risk Sharing (3)
MRM 8610	Financial Engineering (3)
MRM 8620	Quantitative Financial Risk Models (3)
MRM 8630	Stochastic Interest Rate and Credit Models (3)
RMI 8370	Financial Risk Management (3)
Econ 8750	Econometrics (3)
Econ 8780	Financial Econometrics (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.

c. Elective Courses in the Dual Degree Program (12-21 hours) Students should consult with the faculty advisers for the Master of Actuarial Science and Mathematical Risk Management programs prior to beginning their elective coursework and may select from among the following courses:

AS 8430	Loss Distributions and Credibility Theory (3)
AS 8440	Advanced Survival Models (3)
AS 8520	Principles of Property and Casualty Ratemaking (3)
Econ 8860	Economics of Global Finance (3)
Fi 8220	Derivative Markets II (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 Financial Theory (3)
Fi 9100	The Theory of Asset Valuation (3)
MGS 8150	Business Modeling (3)
RMI 8150	Corporate Risk Management (3)
RMI 8200	Life Insurance (3)
RMI 8220	Employee Benefit Planning (3)
RMI 8320	Management of Insurance Institutions (3)

Students may select, with the prior approval of both faculty advisers for the dual degree program, electives other than those shown above if they can demonstrate the course(s) will better meet their educational objectives.

6. 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.

7. 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.

7210 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 seven concentrations:

Clinical Management: This concentration is intended to prepare students for careers in management of healthcare clinical areas.

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.

Managerial Sciences: 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.

Note: If changes to the MBA curriculum are implemented, students are advised to contact the Institute of Health Administration for impact on degree requirements.

7210.10 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.

7210.20 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.

a. Foundation Courses (0-3 hours). These courses provide foundation for the rest of the program and should be taken first. They may be waived with a BBA from an AACSB school.

MBA 7025	Business Analysis (3)

b. Required Courses in Health Administration (24 hours)

HA 8160	Introduction to 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 8620	Operations Management and Quality in Health Care (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.

Clinical management: This concentration is intended for students who desire a professional career in the management of clinical healthcare area. Students who choose this concentration must include HA 8440 Executive Leadership in Health Care, HA 8680 Care Management and Delivery Systems, HA 8700 Health Services Research and Evaluation Methods, and HA 8391 Health Administration Field Study.

Finance: Students who choose this concentration must include HA 8550 Healthcare Financial Management and Planning, MBA 8135, Corporate Finance, and Fi 8000, Valuation of Financial Assets, as 9 hours of the courses in the concentration; these MBA and FI 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.

Managerial Sciences: Students who choose this concentration must include one of the following courses, but they may not take both: MBA 8155, Operations Management, or HA 8620, Operations Management and Quality in Health Care.

Marketing: Students who choose this concentration must include MBA 8145, 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.

7210.30 JD/Health Administration Joint Program

The Institute of Health Administration in the Robinson College of Business, in conjunction with the College of Law, offers a joint program leading to the Juris Doctor degree (JD) and (1) a Master of Science in Health Administration degree (MSHA), or (2) an MBA/MHA (Master of Business Administration and Master of Health Administration). The following regulations apply to students who are accepted to both the JD and MSHA or MBA/MHA, and are enrolled in the joint program (joint enrollment) as opposed to being separately enrolled in both programs. Students who have already earned MSHA or MBA/MHA degrees or a JD degree at Georgia State University or at another institution are not eligible for the joint program.

1) JD/MSHA Joint Degrees

The JD/MSHA is a course of study which allows selected previously-approved course work earned in one degree program to satisfy some of the elective course requirements of the other degree program. This enables a student to complete the requirements for both degrees in a shorter time than required to complete both degrees separately. Students who have already earned an MSHA degree or a JD degree at Georgia State University or at another institution are not eligible for the joint program.

Students must satisfy the curriculum requirements for both the MSHA degree and the JD degree requirements.

For students enrolled in the joint program, the Robinson College of Business will accept as course credit 15 semester hours of elective courses from the JD curriculum with grades of B or better. Twelve hours will be given for any law elective courses and 3 credit hours will be given for LAW 7239 Health Law Liability or LAW 7240 Health Law Regulation in place of HA 8450 Legal Environment of Health Care.

Reciprocally, the College of Law will accept as course credit 12 semester hours of 8000 level MSHA courses with a grade of B or better to apply toward the 47 hours of law elective courses.

Applicants to the JD/MSHA joint degree 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 before completing either program.

The College of Law does not permit enrollment in the joint degree program after a student has completed more than 21 semester hours of 8000-level MSHA coursework. After students have been admitted to both the MSHA and the JD programs they must, at the first opportunity, complete the first 31 semester hours of required courses in the JD program. After completion of these 31 hours, course enrollment in either college or both concurrently is permitted.

No credit hours of JD course work will be applied toward the MSHA degree requirements until the completion of JD degree requirements. A simultaneous awarding of degrees will satisfy this requirement.

The requirements for the MSHA degree must be completed within five years of the initial semester of enrollment in the MSHA program. The JD Degree must be completed within six years of the initial semester of enrollment in the JD program.

2) JD-MBA/MHA Joint Degrees

The JD-MBA/MHA is a course of study which allows selected previously-approved course work earned in one degree program to satisfy some of the elective course requirements of the other degree program. This enables a student to complete the requirements for all three degrees in a shorter time than required to complete the degrees separately. Students who have already earned an MBA, MHA or a JD degree at Georgia State University or at another institution are not eligible for the joint program.

Students must satisfy the curriculum requirements for both the MBA/MHA degrees and the JD degree requirements. For students enrolled in the joint program, the Robinson College of Business will accept as course credit 9 semester hours of elective courses from the JD curriculum with grades of B or better. Three hours of credit for successful completion of either LAW 7239 Health Law Liability or LAW 7240 Health Law Regulation, and up to 6 hours of legal externship courses in the healthcare area may be substituted for the required HA residency courses, HA 8810 and HA 8820.

Reciprocally, the College of Law will accept as course credit 12 semester hours of 8000 level MBA/MHA courses with a grade of B or better to apply toward the 47 hours of law elective courses.

Applicants to the JD-MBA/MHA joint degree 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 before completing either program.

The College of Law does not permit enrollment in the joint degree program after a student has completed more than 21 semester hours of 8000-level MBA/MHA coursework. After students have been admitted to both the MBA/MHA and the JD programs they must, at the first opportunity, complete the first 31 semester hours of required courses in the JD program. After completion of these 31 hours, course enrollment in either college or both concurrently is permitted.

No credit hours of JD course work will be applied toward the MSHA degree requirements until the completion of JD degree requirements. A simultaneous awarding of degrees will satisfy this requirement.

The requirements for the MBA/MHA degrees must be completed within eight years of the initial semester of enrollment in the MBA/MHA program. The JD Degree must be completed within six years of the initial semester of enrollment in the JD program.

7300 Master of Science in Real Estate

Alan Ziobrowski, 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.

7300.10 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 **http://www.gsu.edu/es/catalogs_courses.html**; click on Students then Catalogs.

Accounting: MBA 8025 or financial and managerial accounting principles (Acct 2101 and 2102).

Behavioral Science: Management principles (MGS 3400), or marketing (Mk 4100, Buyer Behavior) or Mk 4200, Marketing Research.

Economics: MBA 7035 Economics for Managers or microeconomic principles (Econ 2106).

Mathematics: College algebra (Math 1111).

Statistics: MBA 7025 or Math 1070.

b. Required Courses in the Major (27 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.

7300.20 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.

7300.30 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.

7310 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.

7310.10 Regulations for the Degree

1. 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.

2. Course Requirements. The course requirements for the degree of Master of Taxation and the format of the program follow:

a. 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 **http://www.gsu.edu/es/catalogs_courses.html**; click on Students then Catalogs.

Accounting: Financial accounting principles (Acct 2101) or MBA 8025.

Behavioral Science: Sociology (Soci 1101), psychology (Psyc 1101), anthropology (Anth 1102), buyer behavior (Mk 4100), Management principles (MGS 3400), or organizational behavior (MGS 4000).

Economics: Macroeconomic principles (Econ 2105) or Microeconomic principles (Econ 2106) – Econ 2106 is preferred.

Mathematics: College algebra (Math 1111).

Statistics: MBA 7025 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 (12 hours)

Tx 8020 *Advanced Federal Income Taxation (3)
Tx 8030 Tax Research (3)
Tx 8080 Taxation of Partnerships and Partners (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 (15 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 8100**, **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 8100**, **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 8025 and MBA 8115) 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.

7320 Graduate Certificate in Accountancy

Eric North, 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.

7320.10 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 2.70 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 **http://www.gsu.edu/es/catalogs_courses.html**; click on Students then Catalogs.

Acct 4110	Financial Accounting and Reporting (4)
Acct 4210	Cost and Managerial Accounting (3)
Acct 4310	Accounting Information Systems (3)
Acct 4410	Introduction to Financial Statement Analysis (3)
Acct 4510	Introduction to Federal Taxation (3)
Acct 4610	Auditing (3)

b. Required Accounting Courses (15 semester hours)

Acct 8700	Financial Statement and Business Analysis
Acct 8130	Advanced Accounting Topics (3)
Tx 8020	Advanced Federal Taxation (3)

Electives: Two 8000-level Acct or Tx courses (6). Neither MBA 8025 nor MBA 8115 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.

LglS 4050	Principles of Business Law (3)
MBA 7025	Statistical Business Analysis (3)
MBA 7035	Economics for Managers (3)
MBA 8165	Leadership and Organizational Behavior (3)
MBA 8030	Legal, Ethical, & Regulatory Environment of Business (3)
MBA8155	Operations Management (3)
MBA 8135	Corporate Finance (3)
MBA 8145	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 University transcript, and a certificate fee of $75 (check made payable to Georgia State) 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.

7330 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).

7330.10 Regulations for the Certificate Program

1. 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

2. Course Requirements

a. Required Courses (12)

RMI 8050	Risk Management Modeling
RMI 8370	Financial Risk Management
Fi 8000	Valuation of Financial Assets
Fi 8200	Derivative Markets I

b. 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 8080	Security and Privacy of Information and Information Systems
Econ 8860	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.

7340 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)™ 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.

7340.10 Regulations for the Certificate Program

1. 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.

7350 Graduate Certificate in Real Estate

Alan Ziobrowski, Coordinator

7350.10 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 undergraduate 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.

7350.20 Regulations for the Certificate Program

1. 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.

7360 Doctoral Program

Doctoral Program Office
831 RCB Building
404/651-3379

Detmar W. Straub, PhD., Director of Doctoral Program
Libby Crawley, A.B., Associate Director of Doctoral Program

7360.05 Goals and Expectations

The doctoral program 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 program requires 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.

7360.10 Doctoral Majors Offered

The Robinson College of Business offers the Ph.D. in Business Administration with major fields in:

Accountancy
Computer Information Systems
Finance
Management (specializations have been offered in Decision Sciences, Operations Management, Organization Behavior/ Human Resource Management, and Strategic Management). Please contact the Doctoral Program Office for information about which of these programs is currently admitting students.
Marketing
Real Estate
Risk Management and Insurance

7360.15 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.

7360.20 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. The deadline for fall 2006 and thereafter will be February 15. All inquiries and requests for application materials should be made to:

Doctoral Program Office
Robinson College of Business
Georgia State University
P. O. Box 3989
Atlanta, Georgia 30302-3989

The Doctoral Program Office phone number is 404.651.3379. The program's website is ww:robinsongsu.edu/academic/doctoral/index.html

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 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 Program Office to be considered for admission.

Application

Applicants must submit all application forms, including the narrative section.

Application Fee

An application fee of $50 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 Program 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. The school code is 5264.

A GMAT Information Bulletin may be obtained by contacting the Educational Testing Service:

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
http://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. The GRE school code is 5251. Applicants are advised to enclose a copy of their test scores to facilitate the office in locating the official score report.

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.

7360.25 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. The school code is 5251.

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. For the 2005-2006 year, an unmarried student coming to the U.S. without dependents was required to show resources totaling approximately $32,000 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.

7360.30 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 program 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.

7360.35 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.

7360.40 Graduate Research Assistantships

Newly admitted doctoral students. Soon after admission to the doctoral program, the Doctoral Program 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.

7360.45 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 BA 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.

7360.50 Tuition for GRAs and GTAs

A student hired as a GRA or GTA receives a tuition waiver. 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.

7360.55 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 must register for a full load (as defined by the university) of credit hours that may be a combination of courses, dissertation hours, and/or research hours. Students who are visa-holders should discuss their status with the Office of International Student and Scholar Services to make certain that they are registered for a sufficient number of hours.
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 Program Office.

7360.60 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.

7360.65 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.

7360.70 Doctor of Philosophy in Business Administration

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 Program 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 a full load (as defined by the college) each semester is encouraged, including courses for research and dissertation credit (BA 9000 or BA 9500). At a minimum, students who do not hold an assistantship 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 databases; 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 of the doctoral program 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 Program 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: MGS 9920 or MGS 9920-9930 (3)
2. Research Design: MGS 9940 or research design elective approved by the doctoral coordinator (3)
3. Regression: MGS 9950 or Econ 8750 (3)
4. Multivariate Data Analysis: MGS 9960 (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.

b. Economics. All students are required to complete Econ 8100, Applied Microeconomic Analysis.

7360.75 Academic Regulations

1. 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. Requests for transfer credit are approved at the discretion of the unit coordinator in consultation with doctoral faculty. Final approval for the acceptance of transfer credit rests with the director of the doctoral program at the time the program of study is submitted to the Doctoral Program 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 2.75 doctoral GPA ("B-" average). A student whose doctoral GPA falls below 2.75 is on "scholastic warning." After being placed on scholastic warning, a student must attain a 2.75 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 all courses taken at Georgia State 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. Students must have a at least a 3.0 doctoral GPA in order to graduate.

b. A student who has been terminated from the doctoral program will not be permitted to reapply to or reenter the program.

III. 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 the doctoral program 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.

IV. 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 the doctoral program for a decision.

V. Continuous Registration

Beginning with the semester of acceptance, a doctoral student must register for a full load each semester (excluding summer semester unless the student holds a GRA/GTA) until graduation. Students who are visa-holders may need to register for more hours and should discuss their status with the Office of International Student and Scholar Services. BA 9000, Doctoral Research, may be used to satisfy this requirement until the student has passed the dissertation proposal defense. BA 9500, Dissertation Research, may be used to satisfy the minimum hours 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.

VI. 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. Before a student begins to collect any primary data from human subjects, s/he must make sure that all data collection, including surveys, are in compliance with the guidelines set out by the Institutional Review Board (IRB). Included among these requirements is certification via an online test on ethical treatment of subjects. The IRB's *Human Subjects Manual* is accessible online at **http://www2.gsu.edu/~wwwosp/Compliance2002/web-irb/IRBManual.htm**.

a. Acceptable Forms of Dissertation. Dissertations may be a single study or they may be composed of multiple essays or papers. In the latter case, these papers make up separate chapters of the overall dissertation or they are summarized within

the dissertation and attached in full text. Guidelines for the traditional single study dissertation need not be articulated here since they are well understood and are part of the socialization of each business doctoral student. Guidelines for multi-paper studies, though, are articulated next since this model is not as familiar within U.S. schools of business.

b. Guidelines for Multi-Paper Dissertation. Whereas the essays or papers that are included in the dissertation may be co-authored, it is critical that the student provide evidence of leadership in the majority of these to demonstrate ability to conduct independent research. Committee members can and should exercise their own judgment as to the quality of the dissertation, irrespective of any prior publication history of the papers. Unit standards for multi-paper dissertations may be formulated and distributed to students to equal or exceed the guidelines expressed here.

VII. 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 the doctoral program upon the recommendation of the doctoral coordinator. Faculty from institutions other than GSU may serve as members of the committee, but at the time of the initial formation of the committee, there must be at least three GSU faculty on the committee. At least two committee members must be in good standing with respect to GSU graduate faculty status. Co-chair arrangements are not only acceptable, but even encouraged, especially in cases where one of the co-chairs is an assistant professor. Unit standards for committee membership may be formulated and distributed to students to equal or exceed the policies expressed here.

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 is from outside the academic unit. The final committee membership is then sent to the unit doctoral coordinator and the director of the doctoral program for their approval. Should either of these managers disapprove a particular committee member(s), the chair will work with the student to find a suitable replacement(s).

VIII. 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 deems 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, where appropriate; and a time frame for completion of the dissertation.

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 Program Office, the student is admitted to candidacy for the degree.

Committee members should be given a draft of the proposal (and also the final dissertation) at least a month before the proposed defense date. This will permit a revision cycle to both improve the work before the defense and ensure that committee members have adequate time to comment and raise substantive issues, should this be the case. It will also allow the defense date to be postponed in the event that required changes could not be completed before the proposed defense date.

IX. 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 Program 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 will vote to approve or disapprove the

dissertation. 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 Program Office. Unanimous approval is required. The associate director of the doctoral program will provide the candidate with information regarding clearance for graduation. An electronic copy of the dissertation must be submitted to the Doctoral Program Office two weeks prior to the anticipated date of graduation. Guidelines for the dissertation are available from the Doctoral Program Office and on the doctoral website at http://robinson.gsu.edu/academic/doctoral/index.html. Click on "Information for Current Students," then click on "The Dissertation."

X. 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:

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.

8000 Educator Preparation

http://pef.gsu.edu/

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/coe/content/initial.htm**.

Mission Statement

The mission of the Professional Education Faculty (PEF) is to provide scholarship and leadership for the betterment of education and human development.

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.

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

Initial Certification Programs

The following majors provide initial teacher preparation to qualified students at the master's level:

Master of Art Education with a major in Art Education

Master of Art in Teaching with a major in Behavior/Learning Disorders, Early Childhood Education—Urban Accelerated Certification and Master's Program, English Education, Mathematics Education, Middle Childhood Education (Language Arts, Mathematics, Reading, Science, Social Studies), Multiple and Severe Disabilities (Adapted Curriculum, Deaf Education, General Curriculum, Early Childhood Special Education General Curriculum, Physical and Health Disabilities, Special Education Preschool), Reading, Language, and Literacy Education (English for Speakers of Other Languages), Science Education, or Social Studies Education.

Master of Education with a major in Communication Disorders, Educational Leadership, Health and Physical Education, School Counseling

Master of Library Media with a major in Library Media Technology

Non-degree special education program in special education general curriculum: consultative

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 Behavior/Learning Disabilities; Communication Disorders; Early Childhood Education; Educational Leadership, English Education; Health and Physical Education; Mathematics Education; Middle Childhood Education (Health, Language Arts, Mathematics, Reading, Science, Social Studies); Multiple and Severe Disabilities (Adapted Curriculum, Deaf Education, General Curriculum, Early Childhood Special Education General Curriculum, Special Education Preschool, Physical and Health Disabilities); Reading, Language, and Literacy Education (Reading Instruction, Early Literacy, Teaching English as a Second Language); 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, or Teaching and Learning (Art Education, English Education, English as a Second Language, Foreign Language Education, Instructional Technology, Library Media Technology, Mathematics Education, Middle Childhood Education, Music Education, Reading Education, Science Education, or Social Studies Education).

Doctor of Philosophy with a major in Counselor Education and Practice, Early Childhood Education, Education of Students with Exceptionalities(Behavior Disorders, Learning Disabilities, Mental Retardation, Orthopedic Impairments, Sensory Impairments, Special Education/Early Childhood Education), Educational Policy Studies (Educational Leadership), Instructional Technology, School Psychology, or Teaching and Learning (Art Education, Language and Literacy Education, Mathematics Education, Music Education, Science Education, or Social Studies Education).

Beginning Teacher Support Program

http://education.gsu.edu/induction

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's Professional Education Faculty provides to beginning teachers a network of support during the first two years in the classroom.

The Georgia State 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 email, or by telephone with any support a beginning teacher needs.
- 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.

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 or following recommendation by Georgia State 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.

8030 Graduate Professional Education Core

All students enrolled in professional education programs at the master's level must complete the graduate professional education core as it is described in the program requirements for their 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)

All initial certification students must submit copies of complete GACE Content Assessment scores (all pages of the score report) to the Office of Academic Assistance in order to be recommended for teacher certification by Georgia State University.

8040 GACE Content Assessments

The Georgia Assessments for the Certification of Educators is developed and administered by National Evaluation Systems, Inc. (NES®). Subject Assessments include the Professional Pedagogy Assessment, Paraprofessional Assessments, and Content Assessment Area tests. The GACE program helps the PSC meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards). Information about the assessments is available at **http://www.gace.nesinc.com** and **http://www.gapsc.com/**.

A requirement for teacher certification in the State of Georgia is a passing score on appropriate tests of the GACE Content Assessment series. This test is administered at various times throughout the year. Test applications are available at **http://www.gace.nesinc.com**. Unless otherwise indicated in a program description, passing the GACE Content Assessment is not a degree-program requirement. All initial certification students must submit copies of complete GACE Content Assessment scores in order to be recommended for teacher certification by Georgia State University. Students are encouraged to take the test during the last term of enrollment.

Questions about teacher certification in other states should be addressed to the State Department of Education in the capital city of that state.

8050 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.

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.

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
Email: ecemail@langate.gsu.edu
http://education.gsu.edu/ece/

Middle-Secondary Education — 404/651-2510
http://msit.gsu.edu

Special Education — 404/651-2310
http://education.gsu.edu/epse/

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 **http://education.gsu.edu/coe/**. More information about Georgia Responds is available online at **http://www2.gasou.edu/coe/respond.htm**.

8060 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 is advised by representatives from various Atlanta area schools, which are a part of the Metro-Atlanta P-16 Community Council. 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 at **http://pef.gsu.edu/ .**

8070 Educational Field Experiences

An additional lab fee of $125.00 will be charged at the time students register for selected field experiences. Educator preparation students must be aware that extra costs such as tort liability and transportation will be incurred at various times during the completion of educational field experiences.

8080 Criminal Background Investigation

It is expected that prospective teachers maintain the highest professional standards of public responsibility. Such standards have been written and adopted by the Georgia Professional Standards Commission as *The Code of Ethics for Educators*. It is the intent of the Code to "protect the health, safety and general welfare of students and educators, and ensure the citizens of Georgia a degree of accountability within the education profession." The first standard states, "An educator should abide by federal, state, and local laws and statues."

All students who are not already certified teachers employed in Georgia must consent to a criminal background investigation before they will be placed by the college for field experiences. The results of the background check *could* disqualify students from completing the program, because many school systems do not allow persons with criminal records to teach in their schools. To consent to the background check, students must complete a *Criminal Background Consent Form* ,obtainable at the Office of Academic Assistance and Graduate Admissions, 300 College of Education Building, or online at **http://education.gsu.edu/aae** . The form must be submitted along with a check or money order for $10.00 (made out to Georgia State University), a photocopy of their state-issued driver's license, and their Georgia State University PantherCard to the Office of Academic Assistance by the deadline for applying for field experiences. This deadline is published on the OAA Web site. Students must report any circumstance in which they were convicted of a crime, paid a fine, forfeited a bond, sentenced (by a judge) to perform community service, pled *nolo contendere*, pled guilty, or received a suspended sentence from jail or prison . (Minor traffic offenses are excluded; however, DUI convictions must be reported.) All information obtained through the criminal background search will be kept confidential to the extent allowed by Georgia and Federal laws. Cooperating school systems may also request a separate background check before a placement is finalized.

When applying for certification with the Georgia Professional Standards Commission, they will conduct and evaluate background checks independently of the examinations performed by the institutions. Admission to a program and/or placement for field experiences does not guarantee that the Professional Standards Commission will ultimately certify an individual for teaching in Georgia.

9000 Course Descriptions

Graduate courses offered by Georgia State University are listed in this section in alphabetical prefix order by subject name and course number.

Course Subjects

ACCT	Accounting
AE	Art Education
AH	Art History
AL	Applied Linguistics
ANTH	Anthropology
ART	Art
AS	Actuarial Science
ASTR	Astronomy
BA	Business Administration
BCOM	Business Communication
BIOL	Biology
CER	Ceramics
CHEM	Chemistry
CIS	Computer Information Systems
COMM	Communication
CPI	Center Processing Innovation
CPS	Counseling & Psychological Services
CRJU	Criminal Justice
CSC	Computer Science
DP	Drawing and Painting
ECE	Early Childhood Education
ECON	Economics
EDCI	Education/Curriculum and Instruction
EDLA	Language Arts Education
EDMT	Mathematics Education
EDRD	Reading Education
EDSC	Science Education
EDSS	Social Studies Education
EDUC	Education
ELMT	Library Media Technology
EMBA	Executive Master of Business Administration
ENGL	English
EPEL	EPS/Educational Leadership
EPHE	EPS/Higher Education
EPRS	EPS/Research
EPS	Educational Policy Studies
EPSF	EPS/Social Foundations
EPY	Educational Psychology
ESL	English as a Second Language
EXC	Exceptional Children
FI	Finance
FOLK	Folklore
FORL	Foreign Language
FREN	French
GEOG	Geography
GEOL	Geology
GERO	Gerontology
GMBA	Global Partners MBA
GRD	Graphic Design
GRMN	German
HA	Health Administration
HADM	Hospitality Administration
HHS	Health & Human Sciences
HIST	History
IB	International Business
ID	Interior Design
IT	Instructional Technology
JEWL	Jewelry Design & Metalsmithing
KH	Kinesiology & Health
LATN	Latin
LAW	Law
LGLS	Legal Studies
MATH	Mathematics
MBA	Master of Business Administration
MGS	Managerial Sciences
MK	Marketing
MRM	Mathematical Risk Management
MUA	Music Appreciation
MUS	Music
NSCI	Natural Sciences
NURS	Nursing
NUTR	Nutrition
PAUS	Public Administration & Urban Studies
PFP	Personal Financial Planning
PH	Public Health
PHIL	Philosophy
PHOT	Photography
PHYS	Physics
PMBA	Professional Master of Business Administration
POLS	Political Science
PRT	Printmaking
PSYC	Psychology
PT	Physical Therapy
RE	Real Estate
RELS	Religious Studies
RMI	Risk Management and Insurance
RT	Respiratory Therapy
SCUL	Sculpture
SOCI	Sociology
SPAN	Spanish
STAT	Statistics
SW	Social Work
TEXT	Textiles
TSLE	Teaching ESL/College of ED
TX	Taxation
WST	Women's Studies

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 online course listing, and the second line is the complete title.

ACCT = ACCOUNTING

ACCT 8060 FIN ACCT GOVT/NONPROF ORG 3.0
Financial Accounting in Governmental and Nonprofit Organizations. Prerequisite: Acct 4110, minimum grade of C. CSP: 1, 2, 4, 6, 7. This course provides an indepth study of financial reporting principles and theory used by governmental and nonprofit organizations. Analysis and interpretation of these organizations' financial statements is an integral part of the course.

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 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 ACCOUNTNG 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 ebusiness 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 activitybased 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 8205, MBA 8115. 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 nonfinancial performance measures for managing in specific contexts, including ebusiness applications. Students also develop and implement information systems to support management planning, control, and other decision making in specific making in specific contexts including ebusiness.

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.) Prerequisite: MPA or MBA student with a 2.7 or higher GPA, accounting internship, consent of instructor. CSP: 1, 2, 3, 4, 5, 6, 7, 8. The purpose of this class is to provide course credit for students enrolled in the MPA or MBA program who have an accounting internship. Students are required to submit weekly journals describing their internship experience and a paper at the end of the semester. The topic for the paper has to be approved by the instructor. Students can register for this class only with the consent of the instructor.

ACCT 8410 SEM FIN ACCT THEO POLICY 3.0
Seminar in Financial Accounting Theory and 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 ECommerce. Prerequisites: MBA 8110, 8210 or Acct 4210. CSP: 1, 2, 3, 4, 5, 6, 7. This course develops the understanding of accounting, assurance, and taxation issues in ebusiness environments. Topics include, but are not limited to, webbased capital markets, justintime capital, realtime financial reporting, assurance services in ebusiness, and tax policy implications of global ebusiness.

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 ebusiness environment and the development of international auditing standards, are also covered.

ACCT 8630 IT AUDITING 3.0
Information Technology Auditing. Prerequisite: CIS 3260 or CIS 3210; Acct 4610 or 8000level CIS course. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course focuses on the knowledge and skills required for practice of IT auditing in the postSarbanesOxley world in which internal control is assessed in financial audits. The course covers assessment of internal control in technologyintensive settings, continuous monitoring and auditing of applications, and auditing of system develop ment. Students work through audit simulations to develop IT audit expertise.

ACCT 8680 SECURITY&PRIVACY INFO SYS 3.0
Security and Privacy of Information and Information Systems. (Same as CIS 8080). 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 technologyenabled 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 ebusiness. 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 8025. CSP: 1, 2, 6, 7. This course provides indepth 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 ebusiness environments.

ACCT 8710 FORENSIC ACCOUNTING 3.0
Forensic Accounting. Prerequisite: Acct 4610. CSP: 1, 2, 4, 6, 7. This course introduces the advanced accounting student to the forensic accounting profession. The specific focus in on the three primary areas involved in forensic accounting, namely, conflict resolution, fraud detection and forensic auditing. The important theories underpinning the study of fraudulent behavior, damage theories and auditing are thoroughly discussed along with the practical aspects of the profession including the tools, techniques and expect ations.

ACCT 8740 INTERNAL AUDITING 3.0
Seminar on Internal Auditing. Prerequisite: Acct 4610. CSP: 1, 2, 4, 6, 7. In this course students are introduced to the current theory and practices of internal auditing viewed as a component of organizational governance. Students will learn to evaluate the effectiveness of various internal controls and make recommendations for improving corporate governance. Impor tant auditingrelated theories including risk management will be discussed along with practical implications of in ternal management controls and the monitoring required for improving their effectiveness. The course will include cases and also expose students to the ethical, independence, and technological issues that internal auditors deal with.

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 9200 SEM IN AUDITING RESEARCH 3.0
Seminar in Auditing Research. Prerequisite: Consent of instructor. This course covers topics, theories, and methodologies relevant to research in audting research. In addition to studying existing literature, students complete a research project in some area of auditing. The project should extend existing research or propose a new idea.

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.

AE = 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 PRESCHOOLFIFTH GRADE 3.0
Art for Preschool through Fifth Grade. Prerequisites: Art 1020, 1030, 1040 and two 1000level art history courses with grades of C or higher, 2.5 institutional GPA, 3.0 GPA in art and art history courses. Curriculum, materials and practicum. Lecture and laboratory.

AE 6300 ART FOR MIDDLE & SECDRY SCHOOL 3.0
Art for Middle and Secondary Schools (TE). Prerequisites: AE 6200 with a grade of C or higher and admission to the art education major (2.5 institutional GPA, 3.0 GPA in art and art history courses, and successful portfolio review). Curriculum materials, methods assessment and observations. Lecture and laboratory.

AE 6400 MEDIA, TECH, & VISUAL PRESENTN 3.0
Media, Technology, and Visual Presentation. Prerequisite: AE 6200 and admission to the art education major (2.5 institutional GPA, 3.0 in art and art history courses), or consent of the instructor. Computerbased educational media, creative applications for technology and visual presentation.

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 P5 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. Prerequisite: AE 4200 or 6200 (or concurrently), passing scores on Praxis I or equivalent, admission to the major (2.5 institutional GPA, 3.0 in art history courses). 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. Prerequisite: AE 4200 or 6200 (or concurrently), passing scores on Praxis I or equivalent, admission to the major (2.5 institutional GPA, 3.0 GPA in art history courses). 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: Successful completion of Praxis I or equivalent, AE 6200 with grade of B or higher or concurrent with consent of instructor, admission to the art education major (2.5 institutional GPA, 3.0 GPA in art and art history courses, and successful portfolio review). Fulltime internship in an elementary, middle school, or high school setting. Students will be supervised on site by Georgia State University faculty. Responsibilites will include lesson planning, curriculum development, and classroom management.

AE 6795 INTERNSHIP II 3.0
Internship II. Prerequisites: Praxis I or equivalent, successful completion of AE 6200 or concurrently with consent of the instructor, successful completion of AE 6785 with grade of B or higher, Internship I, 2.5 institutional GPA, 3.0 GPA in art and art history courses. Fulltime internship in an elementary, middle school, or high school setting. Responsibilities will include selfassessment of

teaching performance, creating
instructional resources, and integrating art into the larger curriculum.

AE 6900 ART THEORY & CRITCSM IN ART ED 3.0
Art Theory and Criticism in Art Education. Prerequisites: AE 6200 with a grade of B or higher, concurrently or
prior to AE 6200 only with consent of the instructor. 2.5 institutional GPA, 3.0 GPA in art and art history
courses, and successful portfolio review. 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 twelve 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. Prerequisite: Certification in art education or consent of the instructor. 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. Prerequisite: Certification in art education or consent of the instructor. 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 twelve
credit hours. Selected topics for the art specialist. May include lecture, discussion, studio, and field experience.

AE 8200 HIST, CULTR, & COMM IN ART ED 3.0
Histories, Cultures, and Communities in Art Education Prerequisite: M.A. 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.
Specialistlevel 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: M.A. Ed. in art education or permission of art education advisor.
Graduatelevel 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 twelve 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 six credit hours.

AE 8999 THESIS RESEARCH 3.0 to 6.0
Thesis Research. Prerequisite: Consent of thesis advisor.

AH = 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 ANCIENT EGYPT AND NUBIA 3.0
Art of Ancient Egypt and Nubia. Survey of the painting, sculpture, architecture, and minor arts in ancient
Egypt and Nubia with reference to their chronological development and underlying historical, religious, and
cultural meanings.

AH 6011 ART & ARCH OF ANCIENT EGYPT I 3.0
Art and Architecture of Ancient Egypt I: 40001600 BC. Prerequisite: AH 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 contexts.

AH 6012 ART & ARCH OF ANCIENT EGYPT II 3.0
Art and Architecture of Ancient Egypt II: 160031 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. Prerequisite: AH 1700 with grade of C or higher, or consent of
instructor. 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 postcolonial 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 300031 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 seventeenthcentury Europe during the age of kings, papal princes, and a new bourgeoisie in the north.

AH 6500 19TH C:NEOCLASSPOSTIMPRESS 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 twentiethcentury methods, materials, and concepts of architectural design.

AH 6610 20TH C PAINTING & SCULPTURE 3.0
TwentiethCentury 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 AFRICANAMERICAN ART 3.0
AfricanAmerican Art. Aesthetic expression of AfricanAmerican 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 PRECOLOMBIAN ART 3.0
PreColombian 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 TwentiethCentury Art in Latin America. Prerequisite: AH 1750 with grade of C or higher, or consent of instructor. 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 AVANTGARDES 3.0
Latin American AvantGardes of the 1920s: Argentina, Brazil, Mexico Prerequisite: AH 1750 with grade of C or higher, 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 6669 ART IN LATN AMER I:19001950S 3.0
Art in Latin America I: 19001950s. Prerequisite: AH 1750 with grade of C or higher, or consent of instructor. Examines the work of leading visual artists, architects, and photographers in Latin America from 1900 to 1950s; considers the historical, political, social, and cultural contexts as well as issues of colonialism, gender relations, ethnicity, and representation of art in Latin America.

AH 6670 ART IN LATN AMER II: 19502000 3.0
Art in Latin America II: 19502000. Prerequisite: AH 1750 with grade of C or higher, or consent of instructor. 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 or 6610 with grade of C or higher. Linguistic bases of description, analysis, and evaluation of contemporary art.

AH 6750 WOMEN ARTISTS 3.0
Women Artists. A survey of women artists from prehistory to the present.

AH 6800 SPECIAL STUDIES LECTURE 3.0
Special Studies Lecture. Prerequisite: one 1000level art history course with grade of C or higher. Course topic to be determined by instructor and may include arts of the Renaissance, Asia, the Islamic world, contemporary issues, and others. Course may be repeated for credit when addressing substantively different topic areas.

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 instructor. Open to any major. Internship in art history within an established museum program relating to the student's academic and career goals.

AH 6950 CURATORIAL PRACTIC ANCIENT ART 3.0
Curatorial Practicum in Ancient Art. Prerequisite: one 6000level art history course with grade of C or higher or consent of instructor. A seminar that examines the basics of exhibition theory, design and implementation with a focus on ancient art.

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 METHODOLGY/HISTORIOGPHY 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/CRITICSM 3.0
Seminar in TwentiethCentury Art Theory and Criticism. Basic theoretical developments in twentiethcentury artistic interpretation. Indepth 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.

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. Indepth 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 8400 PREP FOR UNDERGRAD TEACHING 3.0
Preparation for Undergraduate Teaching. This course allows students to shadow an experienced instructor in an existing Applied Linguistics/English as Second Language course. Enrollment limited to AL/ESL graduate students.

AL 8450 APPROACHES TO TCH SEC/FOR LANG 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 longterm development of language teachers as decisionmakers and problemsolvers.

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 languageteaching 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 psycholingustics, 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. (Same as Engl 8530.) 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 teachergenerated tests to measure student's achievement in a second language.

AL 8570 SECOND LANG READWRIT RELATION 3.0
Second Language ReadingWriting Relationships. Examination of evolving theories of reading and writing as interconnected sociocognitive processes and of the changing nature of these processes in the transition from print to electronic literacies. Exploration of pedagogical implications of the new multiliteracies for second language classrooms.

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 RESEARCH METHODS APPLIED LING. 3.0
Research Methods in Applied Linguistics. Fundamental concepts of qualitative and quantitative reseach

methods. Focus is on understanding the main research paradigms in applied linguistics, critically evaluating published research articles, and interpreting basic descriptive and inferential statistics.

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 8765 PHRASEOLOGY 3.0
Phraseology. Prerequisite: AL 8760, or consent of instructor. Analysis of patterns of lexis in text and underlying phrase patterns characteristic of various discourse types with applications to issues in applied linguistics.

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/nonnative speaker interaction.

AL 8780 DISCRSE ANALYS FOR LANG TCHRS 3.0
Discourse Analysis for Language Teachers. Indepth 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. Inservice teacher training for GTA's. Required for

all GTA's in the department. Does not count toward degree requirements.

AL 8950 PORTFOLIO DEVELOPMENT 3.0
Developing MA Portfolio. Development of skills necessary to prepare MA portfolio and MA paper. Special attention is given to (1) documentation and introspection of classroombased and professional development experiences; and (2) development of research and writing skills. The course includes a series of talks given by faculty members on professional development topics. Does not count toward degree requirements.

AL 8960 QUANTITATIVE RESEARCH METHODS 3.0
Quantitative Research Methods. Prerequisite: AL 8710. 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

AL 8961 QUALITATIVE RESEARCH METHODS 3.0
Qualitative Research Methods. Prerequisite: AL 8710. Overview of issues related to qualitative research methods. Topics include various types of methodology, data collection and analysis. Course is for doctoral and advanced MA students.

AL 8962 SEMINAR IN RESEARCH METHODS 3.0
Seminar in Research Methods. Prerequisites: AL 8960 and AL 8961, or permission of instructor. Indepth investigation of various topics related to research methods. May be repeated if topics vary. Course is for doctoral and advanced MA students.

AL 8970 LINGUISTIC THEORY 3.0
Linguistic Theory in Applied Linguistics. Prerequisite: AL 8240. Overview of linguistic theory of particular relevance to applied linguistics. Topics include generative syntax, typology, and crosslanguage perception. Course is for doctoral and advanced MA students.

AL 8972 SEM LANG COGNITION COMMUNICATN 3.0
Seminar in Language, Cognition, and Communication. Prerequisite: consent of instructor. 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. Course is for doctoral and advanced MA students.

AL 8980 CURR ISS SEC LANG ACQUISITION 3.0
Current Issues in Adult Second Language Acquisition. Prerequisite: AL 8250. 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. Course is for doctoral and advanced MA students.

AL 8983 BILINGUAL LANGUAGE PROCESSING 3.0
Bilingual Language Processing. Prerequisite: consent of instructor. Examination of current research on bilingual language processing and its potential implications for second language acquisition and teaching. Course is for doctoral and advanced MA students.

AL 8990 CURR ISS PREP SEC LANG TEACHER 3.0
Current Issues in Preparation of Second Language Teachers. Prerequisite: AL 8450 or consent of instructor or PhD student status. 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. Course is for doctoral and advanced MA students.

AL 8992 SEMINAR IN LANGUAGE TEACHING 3.0
Seminar in Language Teaching and Teacher Development. Prerequisite: AL 8990 or consent of instructor. 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. Course is for doctoral and advanced MA students.

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.

ANTH = ANTHROPOLOGY

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 6050 HUMAN ADAPTATION 4.0
Human Adaptation. Prerequisite: Anth 1102 or 2010 with a grade of C or higher or consent of the instructor.

Humans have adapted to many different environments on the planet. This course explores concepts, issues, and themes in human adaptation and may include topics such as genetic adaptation and selective forces, biocultural adaptations, technological innovation, environmental adaptations, demography and paleodemography, human impact on nature, human behavioral ecology, and global environmental change.

ANTH 6060 ECOLOGICAL ANTHROPOLOGY 3.0
Ecological Anthropology. Prerequisite: Anth 1102, 2010, 2020, 2030 or consent of the instructor. Focuses on the complex and dynamic interactions between human beings and their physical environment. This course explores how human populations manipulate and transform their ecosystems and how such interactions shape human life, especially social, political, and economic institutions.

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 6080 CONSUMPTION & MATERIAL CULTURE 3.0
Consumption and Material Culture Prerequisite: Anth 2020 or consent of instructor. This course examines anthropological approaches to material culture and consumption: the practices, relations, and rituals through which things "from food and clothing to shell valuables or money" become meaningful and are used in the organization of social life. Readings include classic works of anthropology and social theory as well as recent ethnographies of western capitalist, colonial/postcolonial and postsocialist settings.

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 kinbased and state level societies.

ANTH 6112 MODERNITY AND IDENTITY 4.0
Modernity and Identity Representations of modernity in postcolonial and metropolitan nationstates. National identities and their articulation with gender, race, and class.

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 imaginiary.

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 AFRICANAMERICAN ANTHROPOLOGY 3.0
AfricanAmerican Anthropology. Major writings in the field of AfricanAmerican 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 AfricanAmerican cultures.

ANTH 6300 HUMAN EVOLUTION 3.0
Human Evolution. Principles and mechanisms of hominid evolution.

ANTH 6310 HUMAN VARIATION 4.0
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.) Feminist analyses of who girls are and how they are socialized in our society. Girls' experiences with social institutions, growth and development issues, selfesteem and body image, sexuality, culture and media, thirdwave feminism, and girls' movements.

ANTH 6330 PRIMATE BEHAVIORAL ECOLOGY 3.0
Primate Behavioral Ecology. Examination of the diversity of freeranging 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. Laboratorybased 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 6420 WOMEN IN CROSSCULTURAL PERSP 3.0
Women in CrossCultural 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 4.0
Ethnographic Analysis. Prerequisite: Anth 2020 with grade of C or higher or consent of instructor. Critical survey of current ethnographic theories and analysis of classic ethnographies. Includes a workshop during which students will improve their ethnographic writing skills. Students will also participate in WebCT discussion forums.

ANTH 6490 ANTHROPOLOGY OF GLOBALIZATION 4.0
The Anthropology of Globalization. Prerequisite: Anth 2020 with grade of C or higher. 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. (Same as Gero 6500.) 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 6550 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 6600 ARCHAEOLOGICAL THEORY 4.0
Archaeological Theory. Prerequisite: Anth 2030 with grade of C or higher or consent of instructor. Review of the history of theory in anthropological archaeology, followed by a comprehensive overview of the state of contemporary theory and new theoretical directions in the discipline.

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 6670 METHODS IN SOCIOCULTURAL ANTH 3.0
Research Methods in Sociocultural Anthropology. Prerequisite: Anth 2020 with grade of C or higher. Examines various research approaches that constitute sociocultural anthropology. This course dissolves the divisions between qualitative and quantitative research to form an inclusive research methodology. Topics covered include qualitative and quantitative approaches, history of research

methodology, defining a population,
coding, modeling, social impact analysis, and linguistic and cognitive research.

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 ANTHROPOLGCL 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 METH 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 NONTHESIS RESEARCH 1.0 to 15.0
Nonthesis research. For graduate lab assistant (GLA) or graduate research assistant (GRA) students only.

ANTH 8070 COMM ORGANIZATION & INTERVENTN 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 ANTHROPOLGY OF URBAN DEVELOPMT 3.0
Anthropology of Urban Development. Prerequisite: consent of the instructor. Use of anthropological methods
and theories to analyze the cultural dynamics of urbanization; crosscultural 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 nonthesis students only. This course serves as a research practicum in lieu of a thesis
for the M. A. degree. May be retaken but only three credit hours can count toward the M.A.

ANTH 8999 THESIS RESEARCH 1.0 to 9.0
Thesis Research.

ART = 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 8700 GRADUATE RESEARCH 1.0 to 15.0
Graduate Research. Conceptual Development using a variety of traditional and experimental approaches to
studio art, graphic design, art education, interior design or art history. May be repeated for a maximum of 80
credits.

AS = ACTUARIAL SCIENCE

AS 8340 LIFE CONTINGENCIES 3.0
Life Contingencies. Prerequisite: None. Corequisite: 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 INSURANCE MATHEMATICS 3.0
Insurance Mathematics. Prerequisite: AS 8340. This course consists of life insurance as well as nonlife
insurance mathematics. Topics include insurance and annuity reserves, characterization of discrete and
continuous multiple decrement models, paid and incurred loss develop ment, loss reporting and settlement
delay.

AS 8389 DIR READ IN ACT SCI 1.0 to 3.0
Directed Readings in Actuarial Science. Prerequisite: consent of the instructor, good academic standing.

AS 8420 LINEAR REGRESSION 3.0
Linear Regression and Time Series. This course provides a rigorous introduction to the applied statistical methods and econometrics. The course is com prised of two main components. The first is the analysis of variance models and multiple regressions, including leastsquare estimate of parameters, hypothesis testing, confidence intervals; it also includes testing of models for heteroscedasticity, series correlation, and multi colonearity. The second is discussion of time series, including moving average autoregressive and ARIMA models, estimation and forcasting errors and confidence intervals. The course involves significant components of data analysis excercises.

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 goodnessoffit for frequency and severity distributions, and credibility of information obtained from various sources.

AS 8440 ADV SURVIVAL MODELS 3.0
Advanced Survival Models. Prerequisite: 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 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 handson environment. This course emphasizes communication skills, teamwork, and synthesis of subjects in an applied setting. Professional standards applicable to actuarial work are reviewed.

ASTR = 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 8000level 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 or corequisite: Astr 6300 with grade of C or higher, or consent of the instructor. One halfhour seminar and two laboratory hours a week. Handson 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 with grade of C or higher. 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; oldage; 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 with grade of C or higher. 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 with grade of C or higher, 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.

BA = BUSINESS ADMINISTRATION

BA 5000 MASTER'S ORIENTATION 0.0
Master's Orientation. This orientation course is designed to assist new Robinson Graduate students in their
transition back to the classroom. Students will receive relevant information about the Masters program
framework and be introduced to the student services offered by the College. Students will participate in a case
analysis, along with a team building activity. Students also will have an opportunity to network with the
members of the new program as well as members on the current class. The Staff within Academic Advising and
Career Management are on hand for introductions and an initiation of their respec tive service offerings.
Faculty members also share their perspective on success in the return to the classroom.

BA 6000 COMP SKILLS/EMP 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 handson 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 productivityenhancing tool for the researcher.

BA 8800 EXECUTIVE LEADERSHIP 3.0
Executive Leadership in the Global Enterprise. Prerequisites: IB 8090 or MBA 8000. CSP: 1, 2, 3. The

responsibilities, challenges, and opportunities of chief executive officers, managing directors and other senior
exe cutives of enterprises are examined. Executive Leadership practices are studied with an eye toward the
impact they have on the organization as well as their relationship to leader and enterprise success or failure.
The course also addresses the impact of executive leadership on inter national, regional, or countrybased
turnaround situations. A major component on global leadership and interaction with foreign governments is
included in the course.

BA 9000 DOCTORAL RESEARCH 1.0 to 18.0
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 SEM IN UNIV TCHG 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 9280 QUANT RSCH MTHDS BUSINESS 3.0
Quantitative Research Methods in Business. This course develops skills in designing, evaluating, and understanding quantitative methods and methodologies for research in the social science paradigm. Students also acquire skills in developing research proposals, supporting methodological choices, and understanding how to successfully publish their work. The course is intended for students across the business disciplines.

BA 9300 QUAL RSCH MTHDS BUSINESS 3.0
Qualitative Research Methods in Business. 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 articlelength exemplars in the disparate businesss disciplines. This course covers a variety of different research strategies including case study, ethnography, grounded theory, and action research. In addition, students acquire skills in developing a research design, and qualitative date collection and analysis techniques, and authoring research manuscripts.

BA 9500 DISSERTATION RESEARCH 1.0 to 18.0
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.

BCOM = BUSINESS COMMUNICATION

BCOM 7255 COMM SKILLS FOR BUSINESS 3.0
Communication Skills for Business. Prerequisite: None. Communication Skills for Business helps improve the proficiency and fluency of graduate students who write and speack English as a secondary language (or English speaking students who need remedial work) to develop their written, conversational and presentation skills. The course focuses on the elements of written and spoken communication that are vital in a graduate business program and the US workplace. Students will acquire the necessary skills to complete correct and effective business documents in English and to demonstrate cultural awareness and spoken expertise in conversations and presentations. Students will take this course based on TOEFL, GMAT, and/or GRE scores and an interview assessment or upon recommendation of the student's professor.

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.

BIOL = 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. Prerequisite: Biol 3840 or equivalent. 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. Prerequisite: Biol 1108K or 2108K, or equivalent. Three lecture hours a week with a oneday 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 FIELD ECOLOGY 4.0
Field Ecology. Prerequisites: Biol 3820 or 3840 with grade of C or higher, or equivalent, and consent of instructor. Three lecture hours a week with a one to threeweek field trip. Identification of the plant and animal communities characteristic of a given region. The factors responsible for the control and dynamics of these communities will be examined in the field. A field fee is required in addition to the tuition. Trips will take place between semesters.

BIOL 6074 DEVELOPMENTAL BIOLOGY 4.0
Developmental Biology. Prerequisites: Biol 3840 and 3900, or equivalents. 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 or equivalent. 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, or equivalents. 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 or equivalent. 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 onsite 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 seminarstyle 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 fifteen students. May be repeated if topic varies.

BIOL 6114 NEURAL MECHANISMSREG BEHAVIOR 4.0
Neural Mechanisms of Regulatory Behavior. Prerequisites: Biol 3840 and 4102, or equivalent course work. Four lecture hours a week. Brainbehavior 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 or equivalent. Four lecture hours per week. Human brain and spinal cord functional neuroanatomy and associated pathologies. Master's students only.

BIOL 6180 NEUROBIOLOGY LABORATORY 4.0
Neurobiology Laboratory. Prerequisites: Biol 4102, or equivalent, and consent of instructor. (Same as Phys 6180.) 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. Prerequisite: Chem 6600 or equivalent. 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 or equivalent. (Sames 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 HUMAN PHYSIOLOGY 4.0
Advanced Human Physiology. Prerequisite: Biol 3840 or equivalent. The circulatory, respiratory, gastrointestinal, and renal physiological systems will be emphasized.

BIOL 6248 CELL PHYSIOLOGY 4.0
Cell Physiology. Prerequisites: Biol 3840, 3880, 3900, and Chem 3410, or equivalents. 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. Prerequisites: Biol 3880 and Biol 3900, or equivalent. 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 6428 MEDICAL MICROBIOLOGY 4.0
Medical Microbiology. Prerequisite: Biol 3880 or equivalent course work. Four lecture hours a 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 6430 MICROBIAL DIVERSITY/SYSTEMATCS 4.0
Microbial Diversity/Systematics. Prerequisite: Biol 3880 or equivalent course work. Four lecture hours per week. Diversity and systematics of selected groups of bacteria and yeasts.

BIOL 6438 APPLIED MICROBIOLOGY 4.0
Applied Microbiology. Prerequistes: Biol 3880 and Chem 2400, or equivalent course work. Four lecture hours a week. Microbiology of industrial processes, including quality control, fermentations, biotransformations, strain selection and maintenance.

BIOL 6440 PRACTICABIOTECH 5.0
Practica In Biotechnology. Prerequisites: consent of instructor and biotechnology committe. Ten laboratory hours a week. A series of intensive laboratory exercises designed to provide working knowledge and experience in selected areas current interest/ importance in biotechnology. Handson experience will be integrated with theory and current best practices.

BIOL 6450 MOLECULAR MODELING METHODS 2.0
Molecular Modeling 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 Chem 2400, or equivalent course work. Four lecture hours a week. Application of ecological principles to the microbial world. Topics include biogeochemical cycling, biogradation, bacterial communication and the ecology of disease.

BIOL 6460 PARASITOLOGY 4.0
Parasitology. A survey of the important parasites of humans and domestic animals. Emphasis will be placed on medically important parasitic protozoa, helminthes, and arthropods; clinical effects of infection, epidemiology, methods for detection and identification as well as global impact of parasitic diseases in today?s world.

BIOL 6480 PRINCIPLES OF TOXICOLOGY 4.0
Principles of Toxicology. Prerequisite: Biol 2108K or equivalent. Chem 4600 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 microfungi, particularly organisms of industrial and economic importance.

BIOL 6484 LAB TECH:APPL&ENVIR MICROBIOL 4.0
Laboratory Techniques in Applied and Environmental Microbiology. Prerequisites: Biol 3880, 3890, or equivalent, 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 ENVIRNMNTL 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 or equivalent. 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 6535 BIOETHICS AND BIOTECH 4.0
Bioethics and Biotechnology. Prerequisites: Biol 3900 or equivalent course work. Four lecture hours a week. Recent techniques in biotechnology (e.g. genetic engineering, stem cell cloning, and predictive genetic testing), and the social and ethical issues raised by these technologies.

BIOL 6564 ADVANCED GENETICS 4.0
Advanced Genetics. Prerequisite: Biol 3900 or equivalent. 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 and Biol 3900, or equivalent course work. 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. Prerequisites: Biol 3880 and Biol 3900, or equivalent course work. Four lecture hours a week. This course integrates material from pathogenic microbiology, molecular biology and immunology into an overview of bacteriumhost interactions including bacterial attributes, virulence factors and several paradigms of bacterialhost interactions focusing on molecular and genetic approaches.

BIOL 6595 MICROBIAL PHYSIOLGY & GENETICS 4.0
Microbial Physiology and Genetics. Prerequisites: Biol 3880 and Biol 3900, or equivalent course work. Chemistry 4600 recommended. 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 6600 EVOLUTIONARY BIOLOGY 4.0
Evolutionary Biology. Prerequisites: Biol 3800 and Biol 3840, or equivalent course work. Four lecture hours a week. Mechanisms of evolution from the molecular to the population level. Topics include population genetics, adaptation, natural selection, speciation, systematics, coevolution, history of life, the geological record, and evolution of humans. Also appropriate for K12 science education students and inservice teachers.

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 “handson” 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 threedimensional 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, or equivalents. 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, indentification 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. Prerequisite: Biol 3900 or equivalent. Chem 4600 recommended. One lecture and six laboratory hours a week. Chem 4600 recommended. 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 amplication 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 6780 BIOMOLECULAR SIMULATIONS 3.0
Biomolecular Simulations. Prerequisites: Chem 3410 and Chem 4120 or equivalents with grades of C or higher, or consent of instructor. (Same as Chem 6780.) This is an introductory selfcontained course on the application of molecular dynamics and related methodologies by which student with a relatively limited background in chemistry, biology, and computer literacy can learn the fundamentals of research in these areas. In this course, students will learn to do computer calculations that quantify biomolecular interaction concepts discussed in lectures in biology, biochemistry, and biophysics.

BIOL 6800 PRINCIPLES OF CELLULAR BIOLOGY 4.0
Principles of Cellular Biology. Prerequisites: Biol 3800, Biol 3900, and Chem 1211K, or consent of instructor. Four lecture hours a week. Survey of cellular components and processes in different cell types as they relate to the function of the cell. Includes signal transduction, photoreceptors, neurons, muscle, blood cells, cells of the immune system, and cell biology of infection.

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 daytoday 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 6900 DIR LAB STUDY 2.0
Directed Laboratory Study. Corequisite: Biol 8800, 8999, 9999, or equivalent. One lecture hour and one discussion hour per week. Student learning of scientific communication skills, experimental strategies and procedures through laboratory group meetings and individual discussion with faculty laboratory director.

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 handson 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 6913 GEORGIA AQUARIUM INTERNSHIP I 2.0
Georgia Aquarium Internship I. Prerequisite: Biol 3020 with grade of B or higher, or equivalent, or consent of instructor. Students will participate in the education programs at the Georgia Aquarium one morning a week for about three hours, depending on Aquarium requirements, and under the supervision of Aquarium staff. The primary goal is to train interns to be able to deliver education programs at the Georgia Aquarium.

BIOL 6914 GEORGIA AQUARIUM INTERNSHIP II 2.0
Georgia Aquarium Internship II. Prerequisites: Biol 4913 or Biol 6913 with grade of S and consent of instructor. This is the second part of the Georgia Aquarium internship program. Students will participate in the education programs at the Georgia Aquarium one morning a week for about three hours, depending on Aquarium requirements, and under the supervision of Aquarium staff. The interns will deliver education programs to visiting student groups and train interns in first part of the Intern program (Biol 4913 or Biol 6913).

BIOL 6915 COLLAB INTERNSHIPS IN BIOLOGY 2.0
Collaborative Internships in Biology. Prerequisite: consent of instructor. Students receive supervised handson training and/or work experience in a topic related to their field of study.

Topics and specific internship
opportunities available each semester will vary. May be repeated for credit a maximum of two times.

BIOL 6930 TOPICS IN BIOLOGY 3.0 to 4.0
Topics in Biology. Prerequisite: consent of the instructor. Four lecture 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 biologyrelated 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 teachingrelated careers, other biologyrelated 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 6990 INDEPENDENT READINGS 2.0
Independent Readings. Prerequisite: consent of instructor. Students will read and review primary literature in
the field of biology. Students will discuss the readings with the instructor and/or write papers. Topics may vary.
Course may be repeated for credit a maximum of two times.

BIOL 7020 INTRODUCTION TO MARINE BIOLOGY 3.0
Introduction to Marine Biology. Prerequisite: Biol 1104K, 1108K, or 2108K with grade of B or higher, or
equivalent. A comprehensive overview of the marine environment, including the characteristics of marine
organisms and their distinctive communities, such as coral reefs, kelp forests, seagrass beds, and the deep
ocean.

BIOL 7240 HUMAN PHYSIOLOGY 3.0
Human Physiology. Prerequisites: Biol 1107K, 1108K, and Chem 1212K, or equivalent, or consent of 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 psysiology of the major organ systems.

BIOL 7430 BIOTECHNOLOGY 3.0
Biotechnology. Prerequisites: Biol 2108K and Chem 1212K with grades of C or higher. Three lecture hours a
week. Fundamentals principles of biotechnology. Topics include genetic engineering of bacteria, plants and
animals; molecular and cellular cloning; the human genome project; forensics and DNA typing; cloning of
organisms; and gene therapy. Bioethical implications are also considered. This course is recommended for
preservice and inservice teachers.

BIOL 7440 FUNDAMENTALS OF EVOLUTION 3.0
Fundamentals of Evolution. Prerequisites: Biol 3800 and Biol 3840 with grades of C or higher. Three lecture
hours a week. Mechanisms of evolution, from the molecular to the population level. Topics include population
genetics, adaptation, natural selection, speciation, systematics, coevolution, history of life, the geological
record, and evolution of humans. This course is also recommended for middle and high school biology
teachers.

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 2108K or Biol 2800; and Chem 1212K, or equivalents. 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 1.0 to 3.0
Instructional Methods. Prerequisite: consent of instructor. Onetwo hours a week for discussion sections with
laboratory supervisors and/or onetwo hours a week for laboratory and workshop participation. Principles of
undergraduate laboratory instruction, including instructional theory, laboratory policies, and academic honesty.

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 7955 INTRO CBN 1.0
Introduction to the Center for Behavioral Neuroscience. Prerequisite: consent of instructor. Orientation to the research conducted at the Center for Behavioral Neuroscience (CBN). It is intended for members of CBN. Permission of instructor is required.

BIOL 7996 BRAINS & BEHAVIOR SCHOLARS SEM 1.0
Brains and Behavior Scholars Seminar. Prerequisite: consent of instructor. One seminar hour a week. Companion course for the Brains and Behavior Distinguished Lecture Series. Students will discuss papers submitted by the invited speakers. Additional lectures from Brains and Behavior faculty will be included.

BIOL 8010 NEUROBIOLOGY I: CELLULAR 4.0
Neurobiology I: Cellular Neurobiology. Prerequisite: Biol 4102 or Biol 6102 with grade of B or higher, or equivalent, or consent of instructor. (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, and neural development.

BIOL 8020 NEUROBIOLOGY II: INTEGRATIVE 4.0
Neurobiology II: Integrative Neurobiology. Prerequisite: Biol 8010 with grade of B or higher, or equivalent, 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 functional anatomy of sensory systems, sensorimotor integration, central pattern generators, motor and control systems, neuromodulation, neuroethology, 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. Indepth 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 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, or equivalent. (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 reticularcortical mechanisms in behavior.

BIOL 8065 PSYCHOPHARMACOLOGY 3.0
Psychopharmacology. Prerequisite: Psyc 8610 or consent of instructor. (Same as Psyc 8640.) 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 neuropsychology, 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.

BIOL 8070 ADV. BEHAVIORAL NEUROSCIENCE 3.0
Advanced Behavioral Neuroscience. Prerequisites: Biol 8010 and Biol 8020, or equivalents, or consent of instructor. (Same as Psyc 8618.) Advanced analysis of functional neural systems involved in the regulation of behavior, emphasizing interactions between limbic, hypothalamic, and cortical brain systems.

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 ADV MOLECULAR CELL BIOL 4.0
Advanced Molecular Cell Biology. Prerequisites: Biol 3800, 3900, and Chem 4600, or equivalent, or consent of 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 8248 ADVANCED CELLULAR PHYSIOLOGY 4.0
Advanced Cellular Physiology. Prerequisites: Biol 4248, Chem 4310 and Chem 4600, or equivalents, or consent of instructor. Four lecture hours per week. Mechanisms and regulation of transport processes in cellular membranes and organelles.

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 processess, and enzyme kinetics.

BIOL 8410 ADVANCED MICROBIOLOGY 4.0
Advanced Microbiology. Prerequisite: Biol 7880, or equivalent. 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 Splus for distributions and data summaries, linear statistical models, generalized linear models, nonlinear 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, requirements for compliance in biology, organizational requirements, and ethics in biology.

BIOL 8610 PHYSIOLOGY/GENETCS: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 ADVANCED BIOINFORMATICS 4.0
Advanced Bioinformatics. Prerequisites: Biol 6640 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor. (Same as Chem 8630 and CSc 8630.) 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 computerbased bioinformatics project.

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, or equivalents. 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 TOPS IN BEHAVIOR & NEUROBIOLOG 1.0
Topics in Behavior and Neurobiology. May be repeated if topics vary.

BIOL 8956 TOPICS BEHAV NEURO 1.0
Topics in Behavioral Neuroscience. Prerequisite: consent of the instructor. May be repeated if topics vary.

BIOL 8960 TOPICS: CELL PHYSIOLGY&BIOCHEM 1.0
Topics in Cell Physiology and Biochemistry. May be repeated if topics vary.

BIOL 8970 TOPS IN MOLECULAR BIOL SCIENCE 1.0
Topics in Molecular Biological Sciences. (Same as Chem 8970.) May be repeated if topics vary.

BIOL 8980 TOPSAPPLIED/ENVIRON MICROBIOL 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.

CER = CERAMICS

CER 6050 CERAMICS 3.0
Ceramics. Prerequisite: consent of the instructor. May be repeated for a maximum of fifteen 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. For students not majoring in Ceramic. Individual research.
May be repeated for a maximum of twelve hours.

CER 8000 ADVANCED STUDIO PROBLEMS 3.0
Advanced Studio Problems. Prerequisite: consent of instructor. For 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 of twelve credit hours.

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 twentyfour 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 twentyfour credit hours.

CER 8999 THESIS RESEARCH 3.0 to 12.0
Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

CHEM = CHEMISTRY

CHEM 6000 FUND OF CHEMICAL ANALYSIS 3.0
Fundamentals of Chemical Analysis. Prerequisites: Chem 3410 and Math 2212 with grades of C or higher.
Two lecture and four laboratory hours a week. Chemical equilibria of acidbase 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:CHROMATOGRPHY 3.0
Instrumental Methods I: Chromatography. Prerequisite: Chem 6000 with grade of B or higher. 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 and 6010 with grades of B or higher, 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 FOURTRAN NMR SPECTRO 2.0
Introduction to FourierTransform NMR Spectroscopy. Prerequisites: demonstrated research need and approval
of the departmental chair. Introduction to techniques of FourierTransform Nuclear Magnetic Resonance
Spectroscopy

CHEM 6100 CHEMICAL LITERATURE 3.0
Chemical Literature. Prerequisites: Chem 3110 with grade of B or higher, 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, and Phys 2212K with grades of C or
higher. 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, and Phys 2212K with grades of C
or higher. 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 with grade of C or higher, 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 with grades of B or higher, or
equivalent. Two lectures and three laboratory hours a week. Modern spectroscopic techniques including an
introduction to FourierTransform 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 with grade of B or higher. Periodic relationship of the elements
and their compounds, including those less commonly encountered. Bonding, reaction mechanisms, complexes,
and stereochemistry 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) with grade of B or higher. 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) with grade of B or higher, or equivalent. 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 with grades of B or higher, 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 MECHANISTIC ORGANIC CHEMISTRY 3.0
Mechanistic Organic Chemistry. Prerequisite: one year of organic chemistry (Chem 3410) with grade of B or higher. Experimental approaches to determining the mechanisms of chemical reactions in organic chemistry.

CHEM 6410 BIOORGANIC CHEMISTRY 3.0
Bioorganic Chemistry. Prerequisite: one year of organic chemistry (Chem 3410) or a course in biochemistry with grade of C or higher. Strategies for designing pharmaceutical agents to inhibit enzymes. This is a writing intensive course.

CHEM 6420 DRUG DISCOVERY 3.0
Drug Discovery: Theory and Practice. Prerequisites: Chem 2400 and Chem 3410 with grades of B or higher, or consent of instructor. Three lecture hours a week. Study of the principles of drug design, drug design methods, and tools commonly used in the pharmaceutical industry, and general strategies and common pitfalls in drug discovery.

CHEM 6440 PRACTICUM IN BIOTECHNOLOGY 5.0
Practicum in Biotechnology. Prerequisite: consent of instructor and the Biotechnology Committee. Laboratory training and experience related to Biotechnology. Both technique and projectbased rotations will be offered.
May be repeated up to three times if projects or rotations change.

CHEM 6450 MOLECULAR MODELING METHODS 3.0
Molecular Modeling Methods. Prerequisites: Chem 3410 and 6110 with grades of B or higher, or equivalent, and consent of instructor. Molecular mechanics/dynamics 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 with grade of B or higher, or equivalent. 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, structureactivity relationships.

CHEM 6590 SPEC TOPICS IN PHYSICAL CHEM 3.0
Special Topics in Physical Chemistry. Prerequisite: Chem 6120 with grade of B or higher, 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 with grade of C or higher, or equivalent. 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 with grade or B or higher. 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) with grade of C or higher and one semester of biochemistry (Chem 6600) with grade of B or higher, or equivalents. (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 with grade of C or higher, or equivalent, or written approval of instructor. (Same as Biol 6640 and CSc 6640.) Four lecture hours per week. A “handson” 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 with grades of B or higher, or equivalent.
Three lecture hours a week. Introduction to statistical mechanics and the theory of ideal and nonideal gases, liquids, and solids.

CHEM 6780 BIOMOLECULAR SIMULATIONS 3.0
Biomolecular Simulations. Prerequisites: Chem 3410 and Chem 4120 or equivalents with grades of C or higher, or consent of instructor. (Same as Chem 6780.) This is an introductory selfcontained course on the application of molecular dynamics and related methodologies by which student with a relatively limited background in chemistry, biology, and computer literacy can learn the fundamentals of research in these areas.
In this course, students will learn to do computer calculations that quantify biomolecular interaction concepts discussed in lectures in biology, biochemistry, and biophysics.

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 with grade of B or higher, 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 with grade of B or higher, or consent of instructor. Basic concepts of analytical chemistry as applied to biologicallyoriented problems.

CHEM 6860 BIOANALYTICAL CHEMISTRY II 3.0
Bioanalytical Chemistry II. Prerequisite: Chem 6850 with grade of B or higher, or equivalent 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 with grade of B or higher, 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 6890 RES. CONDUCT RESEARCH CHEM 2.0
Responsible Conduct of Research in Chemistry. Two lecture hours a week. Responsible conduct of research in chemistry with emphasis on ethics of conducting research, data analysis, conformance to federal and community guidelines, and safety in the chemistry laboratory.

CHEM 6900 ADVANCED RESEARCH METHODS 2.0
Advanced Research Methods. Corequisite: concurrent enrollment in Chem 8910, Chem 8999, or Chem 9999. Two lecture hours a week. Student learning of interdisciplinary experimental strategies and laboratory procedures in chemistry.

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 with grade of B or higher, or equivalent. Three lecture hours a week. Principles of chemical equilibrium, thermochemistry, acid/base theories, and electrochemistry. For secondary school teachers.

CHEM 7020 FOUNDATIONS OF GENERAL CHEM II 2.0
Foundations of General Chemistry II. Prerequisite: Chem 7000 with grade of B or higher, 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 fourteen hours. May be repeated if topics vary.

CHEM 8360 PROTEIN STRUCTURE & FUNCTION 3.0
Protein Structure and Function. Prerequisite: Chem 6610 with grade of B or higher, 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 with grade of B or higher, 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 medicinally important compounds. The relationship between chemical structure and biological activity of selected drugs, vitamins, hormones, and proteins is reviewed.

CHEM 8450 NMR SPECTROSCOPY 4.0
NMR Spectroscopy. Prerequisite: Chem 6050 or consent of the instructor. Theory and application of NMR spectroscopy for the characterization and elucidation of organic and biological molecules.

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: Chem 6110 and 6120 or Chem 6190 with grade of B or higher, or equivalent, or consent of instructor. Applications of quantitative physical techniques to biomolecules, especially proteins and nucleic acids.

CHEM 8520 COMPUTATIONAL CHEMISTRY 3.0
Computational Chemistry. Prerequisite: Chem 6110 and Chem 6120 with grades of B or higher, or equivalent. Two lecture and two laboratory hours a week. Application of current computational chemistry programs to research problems or projects.

CHEM 8540 BIOMOLECULAR NMR 3.0
Biomolecular Nuclear Magnetic Resonance. Prerequisite: introductory courses in spectroscopy, such as Chem 4050/6050 and Chem 4190/6190 with grade of B or higher, 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, particulary 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 ADVANCED BIOINFORMATICS 4.0
Advanced Bioinformatics. Prerequisites: Chem 6640 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor. (Same as Biol 8630 and CSc 8630.) 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 computerbased bioinformatics project.

CHEM 8800 SEMINAR IN CHEMISTRY 1.0
Seminar in Chemistry. Prerequisite: departmental consent. Discussion of current research areas in chemistry.

CHEM 8850 GRADUATE SEMINAR IN CHEMISTRY 3.0
Graduate Seminar in Chemistry. Prerequisite: Graduate standing in the Department of Chemistry at Georgia State University. This course deals with the process of giving a scientific seminar. Focus is on production of professional slides, the details of the oral presentation, and development of the ability to answer questions on the material. The course may be repeated.

CHEM 8888 NONTHESIS PAPER WRITING 1.0 to 4.0
NonThesis Paper Writing. Prerequisite: consent of instructor and the Biotechnology Committee. Students will write a nonthesis paper based on a review of the literature.

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 1.0 to 2.0
Topics in Molecular Biological Sciences. (Same as Biol 8970.) May be repeated if topics vary. May be taken for one or two credit hours.

CHEM 8999 THESIS RESEARCH 1.0 to 18.0
Thesis Research.

CHEM 9999 DISSERTATION RESEARCH 1.0 to 18.0
Dissertation Research.

CIS = COMPUTER INFORMATION

CIS 8000 IT PROJECT MANAGEMENT 3.0
Information Technology Project Management. Formerly CIS 8150. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course examines the defining characteristics of IT projects and introduces the student to a variety of project management techniques that can be applied in an IT project context. Managing scope, time, cost, and quality will be explored. The course will cover management issues associated with packaged software implementation (e.g., ERP systems), inhouse developed systems, and outsourced projects.

CIS 8010 PROCESS INNOVATION 3.0
Process Innovation. Formerly CIS 8160. CSP: 1, 4, 5, 7. This course examines the design of an organization's struc ture and business processes. The course primarily focuses on the application of information technologies to transform organization and improve their performance. Methods of introducing and implementing information technologies to enable organizational change are examined.

CIS 8020 SYSTEMS INTEGRATION 3.0
Systems Integration. CSP: 1, 2, 3, 7. This course focuses on the integration of information systems in orgainzations, the process by which different computing systems and software applications are linked together physically or functionally. It examines the strategies and methods for blending a set of interdependent systems into a functioning or unified whole, thereby enabling two or more applications to interact and exchange data seamlessly. The course will explore tools and techni ques for systems intergration as well as proven management practices for integration projects.

CIS 8030 SOFTWARE REQ MGMT 3.0
Software Requirements Management. Formerly CIS 8130. Prerequisites: CIS 3210 or CIS 3215 or CIS 3260 or CIS 3270 CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course provides an introduction to the fundamentals of software requirements management. Topics covered include requirements gathering, system modeling and software specifications. The major emphasis is on using a variety of modeling tools and techniques to define a system specifi cation. Students are also exposed to emerging topics such as components, apperns and reuse that promise major improve ments in software development productivity.

CIS 8040 FNDMTLS OF DBASE MGT SYS 3.0
Fundamentals of Database Management Systems. Formerly CIS 8140. Prerequisites: CIS 3210 or CIS 3260. CSP: 1, 2, 3, 4, 5, 6, 7, 8. Developing and managing efficient and effective database applicatins requires understanding the fundamentals of database management systems, techniques for the design of databases, and principles of database administration. This course emphasized database concepts, developments, use and management in three main sections: database concepts, practice, and emerging trends. Relational database systems are the main focus, but other types, including object oriented databases, are studied. Practical design of data bases and developing database applications using modern software tools will be emphasized.

CIS 8050 TELECOMM DESIGN 3.0
Telecommunications Design. Formerly CIS 8170. Prerequisites: CIS 3210 or CIS 3260. 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, localandwidearea networks, network performance, communication architectures,
and network management architectures. Methods for the analysis, design, and selection of networks are covered
from multiple per spectives. Managerial considerations of acquiring, utiliz ing, supporting, and managing
these technologies are emphasized.

CIS 8060 SUPPLY CHAIN MGMT 3.0
Supply Chain Management. Same as CPI 8060. Formerly CIS 8400. CSP: 1, 2, 3, 4, 5, 6, 7, 8. Prerequisite: CIS
8010 or MBA 8120 or MBA 8150 or IB 8690. Students develop the ability to conceptualize, design, and
implement supply chains aligned with product, market, and customer characteristics. Business competition is
now bet ween supply networks rather than individual corporations. Managing the flow of products,
information, and revenue across supply chains differentiates the ability of supply networks to fulfill customer
needs. Students develop the ability to evaluate how information flows can substitute for the stock of physical
resources, such as inventory, and why such systems succeed or fail. They assess how internet technologies,
dynamic markets and globalization are impact ing supply chain strategies and practices, including logistics,
digital coordination of decisions and resorces, inventory and risk management, procurement and supply
contracting, product and process design, and revenue manage ment.

CIS 8070 MOB & WIRELESS INFO SYS 3.0
Mobile and Wireless Information Systems. Formerly CIS 8240. Prerequisite: CIS 8050 or CSC 6220. This
course provides an indepth coverage of issues in ubiquitous and pervasive information systems. This will
include the current and emerging applications, wireless and mobile infrastructure, devices, middleware, and
network access issues.

CIS 8080 SECURITY & PRIVACY INFO SYS 3.0
Security and Privacy of Information and Information Systems. Formerly CIS 8680. Same as Acct 8680. CSP: 1,
2, 3, 4, 5, 6, 7, 8. This course is designed to develop knowledge and skills for security of information and
information systems within organizations. It focuses on concepts and methods associated with planning,
designing, implementing, managing, and auditing security t all levels and on all systems platforms, including
worldwide networks. The course presents techniques for assessing risk associated with accidental and
intentional breaches of security. It covers the associated issues of ethical uses of information and privacy
considerations.

CIS 8090 ENTERPRISE ARCHITECTURE 3.0
Enterprise Architecture. Prerequisite: CIS 8030. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course will explore the
concepts, principles, and stateoftheart methods in enterprise architectures, including architectural styles,
architecture discription languages (ADL), software connectors, dynamism in archi tectures, and
architecturebased testing and analysis. The course will help understand the role of architecture in software
engineering, specifically during requirements analysis, design (including objectoriented design and related
notations, such as UML), and implementation. The course will also conver practical applicability of
architectres in software reuse and component interoper ability platforms (such as CORBA, Enterprise
JavaBeans, COM/ DCOM, and NET).

CIS 8100 MGMT OF INFO SERVICES 3.0
Management of Information Services. Formerly CIS 8620. CSP: 1, 2, 3, 4, 5, 6, 7, 8. 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, the costing of services and networks evaluating information system performance, alternative
information service delivery modes, managing distributed and enduser computing, project and operations
management, systems security, and the management of information technology professionals.

CIS 8200 INFORMATION SYSTEM STRATEGY 3.0
Information Systems Strategy. Formerly CIS 8610. Prerequisites: CIS 8110 or MBA 8110; MBA 8120. CSP: 1,
4, 5, 6, 7. This course emphasizes the use of information technology to develop distinct competitive advantage
in relations with competitors, customers, and suppliers, and with respect to products and services. It examines
these central issues: 1) the design of information systems offering strategic advan tages; 2) the competitive
potential for strategic use of information systems; 3) special issues related to inter organization information
systems; 4) special issues related to strategic use of information systems involving inter national networks; 5)
development of financial and audit structures for strategic use of information systems; and 6) the impact of
information technology on the global business community.

CIS 8210 GLOBAL SYSTEMS SOURCING 3.0
Global Systems Sourcing. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course is designed to assist students in developing the
knowledge and skills needed to work with systems integration vendors and processes. It focuses on the
concepts and methods associated with designing, planning, contracting for and overseeing information
technology infrastructure and applications. The course familiarizes students with the legal issues related to
preparing, distributing, and evalu ating requests for proposal (RFP)and subsequent integration contracting
matters. Students will prepare and evaluate systems prorposals for various sourcing and managing third party
relations.

CIS 8220 INT'L INFO TECH ISSUES & POL 3.0
International Information Technology Issues and Policy. CSP: 1, 2, 4, 5, 6. Same as IB 8710. 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 read ings of current press, class discussion,
and practitioners from the international business community who provide real world insight and used to bridge
concepts and practice. In a major project, students access the attractiveness of a particular country for a real
company.

CIS 8260 KNOWLEDGE MANAGEMENT 3.0
Knowledge Management. (Same as MGS 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 8299 TOPIS IN IS MGT 3.0
Topics in Information Systems Management. Formerly. CIS 8690. Prerequisites: CIS 80008050; others depend on topic. Because of the many advances in information technology and the corresponding development techniques, new business opportunities are constantly emerging, and with them the need to manage these applications effectively. This course explores these new application areas and the management approaches needed to make them successful.

CIS 8300 SOFTWARE QUALITY MGT 3.0
Software Quality Management. Prerequisite: CIS 8030. CSP: 1, 2, 3, 4, 5, 6, 7, 8. The course will cover methods and tools for achieving software quality assurance at various levels of a software system including at the module, subsystem, and system levels. State of the art tools and techniques including inspections, version contro, and configuration management will be covered. Alsi, the role of standards, policies, and procedures will be discussed. The course will prepare stu dents to develop a software quality assurance program in structured, organized ways. This course should provide practical knowledge of a variety of quality assurance techniques, and an understanding of some of the tradeoffs between techniques.

CIS 8310 SYSTEMS DEVELOPMENT 3.0
Systems Development. Formerly CIS 8410. Prerequisites: CIS 3215 or CIS 3270, CIS 8030. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course builds upon the skills and knowledge developed CIS 8030. This course introduces objectoriented software design and development using objectoriented modeling and programming languages. Emphasis is placed on both object oriented design and efficient implementation of the design. Topics include; principles of software engineering, project management, prototyping, development, testing, debugging, and maintence of software systems. The central theme is to build highquality software through reuse.

CIS 8389 DIR READ IN INFO SYSTEMS 1.0 to 3.0
Directed Readings in Information Systems. Prerequisite: consent of the instructor, good academic standing. Open to CIS majors only. Required for MS/CIS thesis option.

CIS 8391 FIELD STUDY IN CIS 1.0 to 6.0
Field Study in Computer Information Systems. Prerequisite. Department Approval. GPA 3.3 or greater. CSP: As req. by company. This course is designed to provide the seniorlevel under graduate student or Master's student with an opportunity to apply the business skills learned at the Robinson College of Business (RCB) in an approved site off or on campus. The course immerses students in the planning and execution of complex activities involved in both large and small businesses.

CIS 8399 TOPICS IN IS DEVELOPMENT 3.0
Topics in Information Systems Development. Formerly CIS 8490. Prerequisite: CIS 80008050; others depend on topic This course addresses emerging or advancec topics in the development of information system applications such as sociotechnical or softsystem methods, methodology engineering, or workflow system design. The specific topic may vary from semester to semester, as may the associated course prerequisites. The student is advised to check with the department or his/her faculty advisor on this offering. This course is repeatable for different topics.

CIS 8401 MOBILE COMMERCE & APP 3.0
Mobile Commerce & Apllications. Prerequisite: CIS 8050. CSP: 7, 8. This course provides an indepth coverage of mobile commerce including frameworks, applications, requirements, location based services, grouporiented services, transaction manag ment, content and pricing, business model and emerging mcommerce services. the coverage will include both technical and applicationsoriented topics.

CIS 8411 WIRELESS NETWORKS 3.0
Wireless Networks. Prerequisite: CIS 8050 or CSC 6220. CSP: 7, 8. The potential impace of new networks is enormous and will change the way information is accessed, managed, and stored. In this course, many recent, current and emerging develop ments will be discussed including advances in cellular, personal communications system (PCS), global system for mobile communications (GSM), wireless LANs, satellites, and fixed wireless networks. Significant details of wireless devices and middleware will be included. Many emerging challenges and solutions including ad hoc wireless networks, broadband wireless and quality of service, and location management will also be included.

CIS 8499 TOPICS IN TELECOMMUNICATION 3.0
Topics in Telecommunication. With the advent of the internet and the increased reliance upon stateoftheart communications systems to remain competitive, organizations must make effective use of communications technologies to compete. Changes in communications technology, perhaps more than any other area, is key to the development of successful technology workers. This course addresses the everchanging advances in technology by keeping the student abreast of the latest trends in communications.

CIS 8500 HCI & ASSISTIVE TECH 3.0
Human Computer Interfaces, Usability, and Assistive Technologies. Formerly CIS 8120 Prerequisites: CIS 3260 or CIS 3270 or CIS 3210 or CIS 3215. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course will focus on technical aspects of humancomputer interfaces for people with disabilities. The group will read seminal book chapters and papers to gain a background in the latest assistive technology. We will focus on usability design, techniques, psychological and cognitive issues, and evaluation. Students will demonstrate their understanding of the concepts by designing and implementing a prototype user interface for special needs users.

CIS 8599 TOPICS IN MED INFORMATICS 3.0
Topics in Medical Informatics. Prerequisites: CIS 80008050; Depend on topic The medical industry is rapidly embracing new technologies for some of the most innovative uses found in any industry. This course addresses emerging topics in the area of med ical informatics. The student is advised to check with the department or his/her faculty advisor on this offering. This course is repeatable for different topics.

CIS 8670 ERP IMPLEMENTATION 3.0
Enterprise Resource Planning Systems: Implementation and Management. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course will explore the concepts, principles, and stateoftheart methods in successfully integrating Enter prise

Resource Planning (ERP) systems into extant enterprise architectures. The course will help both functional area
and IT managers understand the respective role of users, enter prise architects, developers and managers in the
selection, preparation, implementation and management of large and com plex enterprise applications. This is
NOT a hands on ERP toolbased course, rather it is a precursor to deeper involvement in ERP management,
implementation and, if de sired, administration. As such the course will be of value to students in both
technical and managerial programs.

CIS 8699 TOPICS IN BUS PROC INNOV 3.0
Topics in Business Process Innovation. Toward the end of the 20th century, the fundamental pro cesses in
conducting business evolved with help of enabling technologies. Enterprise Resourcee Planning (ERP), supply
chain management, eProcurement with B2B technology, agent technologies and shopbots, trust and electronic
payment systems and adaptive enterprise computing are just a few of the newer technologies now permeating
today's organization. The purpose of this course is to examine key technologies adapted for use in the 21st
century organization.

CIS 8850 WEB APP DEV 3.0
Web Application Development. Formerly CIS 8470. Prerequisite: CIS 3210 or CIS 3215 or CIS 3260 or CIS
3270; CIS 8040. CSP: 1, 2, 3, 4, 5, 6, 7, 8. 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 cripting, and web application development techniques. Other topics discussed in this class include
web appli cation security, session management, design patterns and re usable web application components.
Advanced topics such as SML and Cascading Style Sheets are also introduced.

CIS 8900 KNOWLEDGE SYS 3.0
Knowledge Systems. Formerly. CIS 8450. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course covers the development and
use of knowledge intensive systems in business applications. Method-ologies, tools, and techniques to support
knowledge intensive business processes and exploiting the vast amount of data available, expecially in the
Internet age, are explored. Several knowledgebased development environments for the construction of
knowledge intensive applications are studied. Case studies of several knowledge intensive sys tems are used
for insight into their motivation, con struction, and use. Popular tools, methodologies, techni ques, and
environments for developing knowledge intensive systems will be evaluated and compared from technical and
usage perspectives.

CIS 8990 MSCIS THESIS RESEARCH 0.0 to 6.0
MSCIS Thesis Research. Prerequisite: 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 databased/knowledgebased 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 advanced and the course syllabus is made available for students to review.

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. Stu dents also acquire skills in
developing research proposals that follow the design research paradigm and learn how to public such research.

CIS 9390 ADV SEM IN IT & SYS 3.0
Advanced Seminar in Information Technologies and Systems. This course addresses emerging or advanced
topics in infor mation technologies, such as wireless and mobile networks, mobile networks, such as
outsourcing, entrepreneurship, project management, and mobile commerce. In addition to providing an
indepth understanding of the topic, the focus of the course will be on research problems, diverse re search
methodologies, modeling and performance evaluation, and architectural solutions. The course will prepare
students to pursue doctoral research in the covered topic. The specific topics may vary from semester to
semester and will be announced in advance.

COMM = 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 com-monly used terms across communication
disciplines emphasized.

COMM 6020 ADVANCED FILM THEORY 3.0
Advanced Film Theory. An indepth 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 COMMUNITYBASED MEDIA PROD 4.0
CommunityBased 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 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 6145 DIGITAL EDITING 4.0
Digital Editing. Prerequisite: consent of instructor. 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. Nonlinear editing software will be used in the creation of processoriented 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. Prerequisite: Consent of instructor. 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 6160 SPECIAL TOPICS 3.0 to 4.0
Special Topics. Prerequisite: consent of instructor. Graduate faculty and specific tools for this course will change according to the specialized expertise of participating faculty.

COMM 6170 AMERICAN FILM HISTORY I 3.0
American Film History I. Discussion of the structural, aesthetic, and social factors that shaped American film from its inception through the classic studio period.

COMM 6180 INTERNATIONAL CINEMAS 3.0
International Cinemas. An examination of a specific major international film industry or movement and its contributions to world cinema. Films will be studied in their immediate cultural and larger historical and critical contexts. May be repeated once if topic varies.

COMM 6210 CRITICAL HISTORY OF TV 3.0
Critical History of Television. 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 nonfiction film and production.

COMM 6250 PRODUCING FOR TV AND FILM 3.0
Producing for Television and Film. 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. Interrelationships 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 I 3.0
Feature Screenwriting I. Principles of writing the fulllength 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 fulllength 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 6355 DIGITAL MOVING IMAGE PRODUCTN 4.0
Digital Moving Image Production. Prerequisite: Comm 6135, Comm 6145, and Comm 6155. Two lecture and two lab hours per week. Preproduction and production of a short project originated on film or highdefinition video or other moving image technologies. Creative and technical processes included are liveaction digital cinematography and digital sound recording. Projects may include short fiction and nonfiction subjects.
Postproduction is to be completed in Comm 6360.

COMM 6360 DIGITAL POSTPRODUCTION 4.0
Digital PostProduction. Prerequisite: Comm 6355. Two lecture and two lab hours per week. Intensive exploration of nonlinear editing of digital video and audio and title design for the completion of postproduction for a short fiction or nonfiction moving image project.

COMM 6370 DIGITAL EFFECTS FOR FILM 4.0
Digital Effects for Film. Prerequisite: Comm 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 handson training in the design of websites and multimedia 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 nine 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 nine credit hours if topics are different.

COMM 6475 COMMUNICATION AND AGING 3.0
Communication and Aging. (Same as Gero 6475.) A broad overview of the ways in which communication affects, and is affected by, the aging process. Lifespan development and the theory and research in the area of communication and aging.

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. (Same as WSt 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.

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 scanline graphics, ray tracing, and radiosity. Also covered are antialiasing, 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, physicallybased 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 6920 SPECIAL TOPIC 3.0
Special Topic.

COMM 6930 GENDER AND PERFORMANCE 3.0
Gender and Performance. (Same as WSt 6930.) 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 fulllength dramatic structure, play development, and will write one fulllength play.

COMM 6960 AMERICAN FILM HISTORY II 3.0
American Film History II. History of American Film from the postclassical period to the present. Discussion of the semiotics, aesthetics, economics, and politics of Hollywood and independent cinema.

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 8000 ISSUES & PERSPECTIVES IN COMM 3.0
Issues and Perspectives in Communication. Overview of general concepts in the study of human and mass mediated communication. Comparison of commonly used terms across communication disciplines emphasized.

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 8020 RESEARCH METHODS IN COMM 3.0
Research Methods in Communication. Experimental and survey design. Methodology for communication research studies; problems and projects.

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 THEORIES MEDIA USES & EFFECTS 3.0
Theories of Media Uses and 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 or 8070, or consent of instructor. Examination and application of major theoretical perspectives of public policymaking 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 8110 COMMUNICATION CONSULTING 3.0
Communication Consulting. Methods utilized in providing individuals and organizations with assistance in

developing communication skills. Assessment of client needs and implementation of various programs.

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 six times.)

COMM 8112 DOCTORAL WRITING WORKSHOP 1.0
Doctoral Writing Workshop. Seminar focused on preparing advanced communication research for publication.

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 selfperceptions to a global scale.

COMM 8160 STYLE & NARRATIVE ANALYSIS 3.0
Style and Narrative Analysis. Methods of qualitative analysis for studying the style and narration of film, television, and/or new media texts. An emphasis on close readings of the formal properties of texts. May be repeated once if content varies.

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 8420 MEDIA HISTORIOGRAPHY 3.0
Media Historiography. Examination of theoretical and methodological approaches to researching media history.

COMM 8500 SPEECHWRITING 3.0
Speechwriting. 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 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 8630 MEDIA MANAGEMENT & MARKETING 3.0
Media Management and Marketing. Planning, organizing, coordinating, controlling, and marketing the media entity.

COMM 8660 PROBLEMS IN PUBLIC RELATIONS 3.0
Problems in Public Relations. 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 8670 PUBLIC RELATIONS WRITING 3.0
Public Relations Writing. Experience in constructing and/or analyzing such materials as annual reports, brochures, news releases, position papers, employee publications, and special purpose letters.

COMM 8680 MEDIA RECEPTION STUDIES 3.0
Media Reception Studies. Examination of qualitative theories and methodological approaches for researching media reception by audiences.

COMM 8690 MEDIA AND CULTURAL STUDIES 3.0
Media and Cultural Studies. Examination of the relationship between culture and power. Readings include both founding theoretical texts (the Marxist tradition, the Frankfurt School, the Birmingham School) and current applied scholarship. The class addresses a range of popular media, including film, television, music, new media, and others. Multiple, intersecting structures of power are interrogated, including class, gender, and race.

COMM 8700 MEDIA ADVERTISING 3.0
Media Advertising. Study and evaluation of the principal advertising media, including newspapers, magazines, trade publications, radio, television, and film. Scheduling, planning, layout, and design.

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. Indepth examination of issues, trends, and culture pertaining to mass communication within and among nations of subSaharan 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 8760 NEWS DIRECTOR IN BROADCASTING 3.0
News Director in Broadcasting. Functions of the news director in radio and television stations: editorial decision making, selection of personnel, and policy implementation.

COMM 8770 COMP STUDIES EMERGING MEDIA 3.0
Comparative Studies in Emerging Media. An examination of the technological, social, aesthetic, and policy forces important to the development of new communication media. The course uses case studies to compare the implications of and discourses surrounding the rise of new media. The course uses either a historical method to examine established media when they were first new, or an international focus to compare technological developments across countries.

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 8800 PRACTICUM 1.0 to 9.0
Practicum. Theory and practice in student's area of concentration resulting in a research project or artifact.

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 8999 THESIS RESEARCH 1.0 to 9.0
Thesis Research.

COMM 9999 DISSERTATION RESEARCH 1.0 to 20.0
Doctoral Dissertation Research. Prerequisite: consent of instructor.

CPI = CENTER PROCESS INNOVATION

CPI 8060 SUPPPLY CHAIN MGMT 3.0
Supply Chain Management. (Formerly CPI 8400) Prerequisites: MBA 8120 or MBA 8150 or IB 8690. CSP: 1, 2, 3, 4, 5, 6, 7, 8. Same as CIS 8060. Students develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. Business competition is now bet ween supply networks rather than individual corporations. Managing the flow of products, information, and revenue across supply chains differetiates the ability of supply networks to fulfill customer needs. Students develop the ability to evaluate how information flows can substitute for the stock of physical resources, such as inventory, and why such systems succeed or fail. They assess how internet technologies, dynamic markets, and globalization are impact ing supply chain strategies and practices, including logistics, digital coordination of decisions and resources inventory and risk management, procurement and supply con tracting, product and process design, and revenue management.

CPI 8389 DIRECTED READING 3.0
Directed Reading in Electronic Commerce. (Formerly ECM 8389). Prerequisites: consent of the instructor, good academic.

CPI 8400 SUPPLY CHAIN MANAGEMENT 3.0
Supply Chain Management. (Formerly ECM 8400). Prerequisite: CIS 8110 or MBA 8220. Same as CIS 8400. Students develop the ability to concptualize and implement supply networks for ebusiness models. They evaluate the endtoend deman fulfillment capability of value chain con stellations in different business contexts. Managing the flow of products, information, and revenue across supply chains differentiates the ability of supply networks to sense and respond to customer needs. Students assess how advances in ebusiness models, information technology, and globalization eliminate traditional supply chain constraints dislodge obsolete intermediaries, and create new forms of valueadded intermediation. They evaluate digitally enabled models of distribution, procurement, supplier collaboration, and service fulfillment.

CPI 9100 INTERFIRM PROCESS INNOV 3.0
DigitallyEnabled Innovation of InterFirm Business Processes. Prerequisite: Students in the RCB PhD program. Digitallyenabled innovation of business models, interfirm processes, and business networks can be used to create business value and to respond with agility to market uncertainties. Students critique theoretical and empirical research in the complementary area of business value of information technology, process standards and modularization, and digitallyenabled interfirm processes and business networks. They identify theoretical contributions and gaps in the literature and develop an understanding of theoretical and methodological approaches for investigations.

CPS =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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "C" is required for this course.

CPS 6410 BASIC COUNSELING SKILLS 3.0
Basic Counseling Skills. This course is an introduction to basic counseling skills. It exposes students to the helping skills necessary for effective professional counseling, rehabilitative counseling, school counseling, and school psychology. The course is applicable to graduate students, in other disciplines, that use intentional interviewing and interpersonal skills to promote personal growth and development in others. This course includes both didactic and experiential learning. Students are graded as satisfactory (S)/unsatisfactory (U). A minimum grade of "S" is required for passing this course.

CPS 6450 GROUP COUNSELING SYSTEMS 3.0
Group Counseling Systems. Prerequisite: CPS 6410 with a minimum grade of "S". 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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

CPS 7430 ASSESSMENT OF REHAB POTENTIAL 3.0
Assessment of Rehabilitation Potential. Prerequisite: CPS 6050 with a minimum grade of "B". 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. A minimum grade of "C" is required for this course.

CPS 7450 EDUCATIONAL & PSYCH APPRAISAL 3.0
Educational and Psychological Appraisal. This course covers cognitive and noncognitive 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. A minimum grade "C" is required for this course.

CPS 7490 PSYC ASSESSMENT I:INTELLIGENCE 3.0
Psychological Assessment I: Intelligence. Corequisite: CPS 6040 with a minimum grade of "B". 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. A minimum grade of "C" is required for this course. (Same as EPY 7500).

CPS 7510 PSYC ASSESSMENT II:ACHIEVEMENT 3.0
Psychological Assessment II: Achievement. Prerequisite: CPS 7490 with a minimum grade of "B". This second course covers all aspects of academic assessment including visualmotor 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 7520 DATABASED DEC MKG ACAD INTERV 3.0
DataBased Decision Making for Academic Interventions in School Psychology. Prerequisites: CPS 7490 with a minimum grade of "B", CPS 7510 with a minimum grade of "B", and CPS 8440 with a minimum grade of "B"; or take CPS 8440 concurrently. Designed to enhance the knowledge, skills, and attitudes of school psychology students, this course is an introduction to the process of linking psychoeducational assessment results to schoolbased interventions. It prepares school psychology students for their roles in databased decision making and the development of cognitive and academic competencies of schoolaged children, with particular emphasis on the implementation of researchbased interventions. It includes review of federal, state, and local policies governing the delivery of remedial and special education services in the schools and offers practical experience in methods for communicating assessment results and recommendations to educators and parents. A minimum grade of "B" is required for this course.

CPS 7540 CONSULTATION IN PROF COUNSELNG 3.0
Consultation in Professional Counseling. Prerequisite: CPS 6010 with a minimum grade of "B". This course covers the history, ethical/legal, and professional/organizational issues related to consultation as a form of professional practice. This course may extend beyond one term. A minimum grade of "C" is required for this course.

CPS 7550 CONSULT IN SCHOOL COUNSELING 3.0
Consultation in School Counseling. Corequisite: CPS 7661 with a minimum grade of "S". 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. Course may extend beyond one term. A minimum grade of "C" is required for this course.

CPS 7570 PSYCH CONSULTATION IN SCHLS I 3.0
Psychological Consultation in the Schools I. Prerequisite: CPS 6040 with a minimum grade of "B". This course provides an introduction to schoolbased consultation in school psychology. It considers both the theory and the practice of schoolbased consultation with a focus on behavioral consultation (i.e.,Bergan & Kratochwill, 1990). There is an emphasis on consultation services provided in school settings to assist children with a range of behavioral problems, particularly consultation offered to teachers. This course seeks to bridge theory and practice and to maintain the active participation of students. Course may extend beyond one term. A minimum grade of "B" is required for this course.

CPS 7660 APPL PRAC I:PROF & REHAB COUNS 1.0 to 6.0
Applied Practice I: Professional and Rehabilitation Counseling. Prerequisites: CPS 6450 with a minimum grade of "S", CPS 7260, 7340, 7500, 7450, 8100, 8460, 6150, and 7410 with minimum grades of "C". additional prerequisites for Rehabilitation Counseling: CPS 6150 and CPS 7410 with minimum grades of "C". 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. Practicum may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 7661 APPL PRAC I: SCHOOL COUNSELING 1.0 to 6.0
Applied Practice I: School Counseling. Prerequisites: CPS 6020 or CPS 6030 with minimum grades of "B"; CPS 6150 with a minimum grade of "C", CPS 6450 with a minimum grade of "S", CPS 7260, 7300, 7340, and 7500 with minimum grades of "C". Corerquisite: CPS 7550 with a minimum grade of "C". 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. Practicum may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 7662 APPL PRAC I: SCHOOL PSYCHOLOGY 1.0 to 6.0
Applied Practice I: School Psychology. Prerequisites: CPS 6150 with a minimum grade of "C", CPS 7520 with a minimum grade of "B", and CPS 8440 with a minimum grade of "B". 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. Practicum may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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 with a minimum grade of "S". This internship is designed to enable students to practice their professional or rehabilitation counseling skills by assuming the role of a counselorintraining on their internship sites. Students carry out all the activities and functions performed by employed counselors on site. Internship may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 7681 INTERNSHIP: SCHOOL COUNSELING 1.0 to 6.0
Internship: School Counseling. Prerequisite: CPS 7661 with a minimum grade of "S". This internship is designed to enable students to practice their school counseling skills by assuming the role of school counselorintraining on their internship sites. Students carry out all of the activities and functions performed by employed school counselors on site. Internship may extend beyond one term. Course is graded as satisfactory /unsatisfactory. A minimum grade of "S" is required for this course. (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. Seminar may extend beyond one term. A minimum grade of "C" is required for this course. (Repeatable).

CPS 7975 SEMINAR FOR GRADUATE ASSISTNTS 3.0 to 9.0
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. A minimum grade of "S" is required for this course. (Repeatable).

CPS 8100 PSYCHOBEHAVIORAL DIAGNOSIS 2.0
Psychobehavioral Diagnosis. Prerequisite: CPS 6010 with a minimum grade of "B". 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 IVTR (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). A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course. (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. A minimum grade of "C" is required for this course. (Same as EPY 8220).

CPS 8260 PROG EVAL, ADVOC, & LEAD SCO 3.0
Program Evaluation, Advocacy, and Leadership in School Counseling. Prerequisites: CPS 6020 or CPS 6030. This course is designed to prepare the school counselor to prepare the school counselor to effectively carry out the transformed role of the school counselor in the 21st century. This role includes an understanding of program evaluation utilizing student outcome data, becoming an advocate for students, schools, and the field of school counseling, and becoming a leader in promoting, planning, and implementing all aspects of the counseling program in in the school.

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. A minimum grade of "C" is required for this course.

CPS 8340 ADV MULTICULT COUN STRAT/INTRV 3.0
Advanced Multicultural Counseling Strategies and Interventions. Prerequisites: CPS 6450 with a minimum grade of "S"; CPS 7260 and CPS 7340 with minimum grades of "C". 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. Culturallybased 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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

CPS 8360 PSYCHOLOGICAL CHNGE STRATEGIES 3.0
Psychological Change Strategies. Prerequisites: CPS 6450 with a minimum grade of "B" and CPS 7260 with a minimum grade of "C". Students have exposure to and limited practice with certain counseling techniques based on learning principles. A minimum grade of "C" is required for this course.

CPS 8370 ADVANCED CAREER COUNSELING 3.0
Advanced Career Counseling. Prerequisite: CPS 7300 with a minimum grade of "C". This course extends the student's understanding of career counseling and provides opportunities for application of theoretical principles learned in the introductory course. A minimum grade of "C" is required for this course.

CPS 8380 FAMILY SYSTEMS & INTERVENTIONS 3.0
Family Systems and Interventions. Prerequisite: CPS 7260 with minimum grade of "C". 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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course. A minimum grade of "C" is required for this course.

CPS 8400 INTRODUCTION TO PLAY THERAPY 3.0
Introduction to Play Therapy. Prerequisites: CPS 6010 with a minimum grade of "B" or CPS 6150 with a minimum grade of "C" and CPS 7260 with a minimum grade of "C". 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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

CPS 8430 ADVANCED COUNSELING SKILLS 3.0
Advanced Counseling Skills. Prerequisite: CPS 6410 with a grade of "S". This course introduces the constructs and techniques of motivational interviewing. It provides instruction on the stages of change and provides opportunity for case conceptualization and treatment planning. The course includes both didactic and experiential learning. Students are grades as satisfactory(S) or unsatisfactory(U). The minimum grade of "S" is required for passing this course.

CPS 8440 SOCIAL/EMO ASSESS CHILDRN/ADOL 3.0
Social/Emotional Assessment of Children and Adolescents. Prerequisite: CPS 7510 with a minimum grade of "B". Assessment/diagnosis of social and emotional function in schoolage children is discussed. Objectives, projective and behavioral checklist test instruments are utilized. Emphasis is on normbased test instruments. Course includes laboratory experience. A minimum grade of "B" is required for this course.

CPS 8450 ADVANCED GROUP COUNSELING 3.0
Advanced Group Counseling. Prerequisites: CPS 7680 with a grade of "S" and CPS 7681 with a grade of "S". Current theories and recent innovations in group counseling and group dynamics are discussed. Course may extend beyond one term. A minimum grade of "C" is required for this course.

CPS 8460 BIOPSYCHOSOC ASPECTS ADDICTION 3.0
Biopsychosocial Aspects of Addiction. Prerequisite: CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050 with minimum grades of "C". Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to physiological factors, personal traits, family dynamics, diversity, treatment methods, and implications for schools, communities, and businesses. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

CPS 8480 SUPERV SCHOOL COUNS SERVICES 3.0
Supervision of School Counseling Services. Prerequisite: CPS 7681 with a minimum grade of "S". This course develops the knowledge and skills necessary for the supervision of school counseling practice. Course may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

CPS 8490 CURRENT TRNDS/ETHICS SCH COUNS 3.0
Current Trends and Ethical Issues in School Counseling. Prerequisite: CPS 7681 with a minimum grade of "S". This course is designed to provide students with the opportunity to research and study particular areas of interest in the practice of school counseling. A minimum grade of "C" is required for this course.

CPS 8500 STRESS MANAGEMENT 3.0
Stress Management. Prerequisite: consent of the instructor. Students examine the nature, etiology, symptoms, and management of stress. A minimum grade of "C" is required for this course.

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. Course may extend beyond one term. A minimum grade of "C" is required for this course.

CPS 8530 PROFESSIONAL ISSUES/ DECISIONS 3.0
Professional Issues and Decisions. Prerequisite: CPS 6010 with a minimum grade of "B" or CPS 6150 with a minimum grade of "C". 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. A minimum grade of "C" is required for this course.

CPS 8540 CHILD/ADOL PSYCHOPATHOLOGY 3.0
Child/Adolescent Psychopathology. Prerequisite: CPS 7510 with a minimum grade of "B". This course focuses on the classification and etiology of major childhood and adolescent behavior clusters formed by school psychologists in their consultation and diagnostic dues. DSMIV is reviewed. A minimum grade of "C" is required for this course.

CPS 8570 PSYCH CONSULTATION IN SCHS II 3.0
Psychological Consultation in the Schools II. Prerequisite: CPS 7570 with a minimum grade of "B". This course investigates both the theory and the practice of schoolbased consultation. The focus is on indirect approaches to delivery of psychological services that maximize the efficacy of providing services to the greatest number of available students. There is an emphasis on consultation services provided in school settings, particularly consultation offered to teachers. There is a particular focus on mental health consultation, Adlerian consultation, instructional consultation, consultation provided to educators through multidisciplinary teams, and multicultural approaches to consultation. This course seeks to bridge theory and practice and to maintain the active participation of students. Course may extend beyond one term. A minimum grade of "B" is required for this course. required for this course.

CPS 8580 CHLD/ADOL DEVELOPMNT IN FAMILY 3.0
Child/Adolescent Development in Family. Prerequisite: CPS 8380 with a minimum grade of "C". 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. A minimum
grade of "C" is required for this course.

CPS 8600 ADVANCED PLAY THERAPY 3.0
Advanced Play Therapy. Prerequisites: CPS 7680, 7681 with minimum grades of "S" and CPS 8400 with a
minimum grade of "C". 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 oncampus practicum. A
minimum grade of "C" is required for this course.

CPS 8620 ADLERIAN TECHN W/FAM & COUPLES 3.0
Adlerian Techniques with Families and Couples. Prerequisite: CPS 7260 with a minimum grade of "C". 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.
Course may extend beyond one term. A minimum grade of "C" is required for this course.

CPS 8630 ADVANCED FAMILY COUNSELING 3.0
Advanced Family Counseling. Prerequisite: CPS 8380 with a minimum grade of "C". This course extends
student's understanding of family systems theory and provides opportunities for application of theoretical
principles learned in the introductory course. A minimum grade of "C" is required for this course.

CPS 8640 ADM/SUPV PUPIL PER SRV SCH PSY 3.0 to 4.0
Administration and Supervision in Pupil Personnel Services for School Psychology. Prerequisite: CPS 6040
with a minimum grade of "B". 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. A minimum
grade of "C" is required for this course.

CPS 8650 ADVANCED COUNSELING THEORY 3.0
Advanced Counseling Theory. Prerequisite: CPS 7260 with a minimum grade of "C". Students examine
representative theories of counseling and psychotherapy with attention to implications for practice. A minimum
grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

CPS 8660 APPL PRAC II:PROF/REHAB COUNS 3.0
Applied Practice II: Professional and Rehabilitation Counseling. Prerequisite: CPS 7680 with a minimum grade
of "S". 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. Practicum may extend
beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this
course.

CPS 8661 APPL PRAC II:SCHOOL COUNSELING 3.0
Applied Practice II: School Counseling. Prerequisite: CPS 7681 with a minimum grade of "S". Students engage
in advanced work experience under supervision in a setting appropriate to the student's professional objective
in providing school counseling services. Practicum may extend beyond one term. Course is graded as
satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

CPS 8662 APPL PRACTICE II:CONSULT/INTRV 4.0
Applied Practice II: Consultation and Intervention Practicum in School Psychology. Prerequisites: CPS 7260
with a minimum grade of "C", CPS 7662 with a minimum grade of "S", and CPS 8570 with a minimum grade
of "C". The consultation and intervention practicum is a fifteen week field experience designed to provide
opportunities to develop expertise in schoolbased intervention and consultation. Students are expected to
participate in this experience on a parttime basis. A minimum of 300 clock hours is required in an asssigned
school district where the student receives onthejob training under the direct supervision of a certified school
psychologist. Additional time is required each week for oncampus instruction and supervision. During the
practicum, each student is required to participate in a variety of experiences including consultation, prevention
(e.g., SST or prereferral meetings), intervention, and research (e.g., evaluating process and outcome of
consultation cases and group interventions). Students are expected to be familiar and in compliance with the
American Psychological Association's (APA) Code of Ethics, the National Association of School Psychologist's
(NASP) Ethical Standards, and the concept of child advocacy. Course is graded as satisfactory/ unsatisfactory.
A minimum grade of "S" is required for this course.

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. A minimum grade of "C" is required for
this course.

CPS 8680 INTERNSHP IN SCHOOL PSYCHOLOGY 3.0 to 6.0
Internship in School Psychology. Prerequisite: CPS 7662 with a minimum grade of "S". 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. Internship may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A
minimum grade of "S" is required for this course. (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. A minimum grade of "C" is required for this course.

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. The directed reading may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. course.

CPS 8820 HEALTH PSYCHOLOGY 1.0 to 3.0
Health Psychology. Students explore current research and practice domains in the area of health psychology. Course may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

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 practioner in contemporary society. Seminar may extend beyond one term. A minimum grade of "C" is required for this course. (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. A minimum grade of "C" is required for this course.

CPS 9440 ADVANCED PROJECTIVE TECHNIQUES 3.0
Advanced Projective Techniques. Prerequisite: CPS 9420 with a minimum grade of "C". 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. A minimum grade of "C" is required for this course.

CPS 9480 SUPERV OF COUNSELING SERVICES 3.0
Supervision of Counseling Services. Prerequisite: CPS 8660 with a minimum grade of "S". This course develops the knowledge and skills necessary for the administration and supervision of counseling practice. Course may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

CPS 9630 ADVNCED 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. A minimum grade of "C" is required for this course.

CPS 9660 APPLIED PRACTICE III 3.0
Applied Practice III. Students work in an appropriate psychological counseling setting with clients under supervision. Practicum may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. Course may be taken one (1) time to meet major area requirement and up to two (2) times for 3.0 credit hours each time to meet the cognate area requirements. Course may be taken a maximum of three (3) times.

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. Internship may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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. Course may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 9930 PROSPECTUS DESIGN 3.0
Prospectus Design. Prerequisites: CPS 9920 with a minimum grade of "S", EPRS 8540 with a minimum grade of "C" and Ph.D. standing. Students study the processes and methodologies for the production of dissertation research including the development of a prospectus. The prospectus may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

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. Seminar may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course. (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. Seminar may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade od "S" is required for this course. (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. Seminar may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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. Seminar may extend beyond one term. A minimum grade of "C" is required for this course. (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. Dissertation may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CRJU = 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 indepth 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 indepth 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 15.0
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 indepth 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 8980 CAPSTONE SEMINAR IN CJ 3.0
Capstone Seminar in Criminal Justice This seminar is the integration experience and assessment tool for nonthesis students. Students will complete written and oral critical analyses of scholarly literature, applying their core knowledge to realworld problems and questions within the fields of criminal justice and criminology.

CRJU 8990 THESIS 3.0 to 6.0
Thesis. Prerequisite: Consent of instructor. Individual study of a selected research problem in criminal justice or criminology that requires the analysis of data. 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.

CSC = COMPUTER SCIENCE

CSC 6110 EMBEDDED SYSTEMS 4.0
Introduction to Embedded Systems Laboratory. Prerequisites: CSc 3210 for CSc student or Phys 3500 for Physics students 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; microprocessorbased applications; digital communications; and embedded systems programming.

CSC 6210 COMPUTER ARCHITECTURE 4.0
Computer Architecture. Prerequisite: CSc 3210. Logic design, combinatorial and sequential circuits, inputoutput devices, memory, processors, controllers, parallel architectures, bitslicing, reduced instruction sets.

CSC 6220 COMPUTER NETWORKS 4.0
Computer Networks. Prerequisites: CSc 3320 and Math 3030. Introduction to computer networks; details of layered network protocols with emphasis on functionality and analysis. Principles of relevant stateofthe art network standards.

CSC 6221 WIRELESS NET & MOBILE COMP 4.0
Wireless Networks and Mobile Computing. Prerequisite: CSc 3410. Introduction to wireless communication networks and mobile computing. Topics include: wireless communications technology; communication protocols in wireless networks; representative network types such as cellular wireless networks, wireless LANs, wireless ad hoc networks and wireless sensor networks, and mobile communication systems.

CSC 6225 INTERNETWORK PROGRAMMING 4.0
Internetwork Programming. Prerequisite: CSc 4220. This course provides students with an understanding of the Internet and details regarding the protocols used in the Internet. The students will also learn key components of network programming using the mostwidely used application program interface, sockets. Topics to be covered include: Internet Protocol (IP), Transport Layer Protocol Transmission Control Protocol (TCP), Transport Layer ProtocolUser Datagram Protocol (UDP), and Unix/Linux Network Programming.

CSC 6230 VLSI DESIGN 4.0
VLSI Design. Prerequisite: CSc 4210 or CSc 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 (multichip modules) and FPGA (fieldprogramming gate arrays) technologies.

CSC 6250 VLSI CAD & COMPUTER ARCH LAB 4.0
VLSI CAD & Computer Architecture Laboratory. Prerequisite: CSc 4210 or CSc 6210. Introduction to design techniques and tools to design largescale integrated circuits. The goals are to design and analyze digital integrated circuits in CMOS technology and to use modern computeraided 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. Prerequisite: CSc 4210 or CSc 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. Handson programming on both sharedmemory and messagepassing 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. Prerequisites: CSc 2311 and CSc 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 or CSc 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 NETWORKORIENTED SOFTWARE DEV 4.0
NetworkOriented Software Development. Prerequisite: CSc 3410. Objectoriented design of networkoriented 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 stateoftheart technologies.

CSC 6370 WEB PROGRAMMING 4.0
Web Programming. Prerequisite: CSc 2311. The course introduces the student to programming techniques required to develop Web applications. Topics include: HTML forms, JavaScript, Servlets and Java Server pages, PHP and MySQL, Web access to Oracle databases, and XML.

CSC 6380 WINDOWING SYSTEMS PROGRAMMING 4.0
Windowing Systems Programming. Prerequisite: CSc 2311. Development of application software within windowed environments. Concepts of programming including graphical user interfaces, eventdriven architectures, and object oriented language programming with an application programming interface.

CSC 6510 AUTOMATA 4.0
Automata. Prerequisite: CSc 2311. Theory of computing devices and the languages they recognize.

CSC 6520 DESIGN & ANALYSISALGORITHMS 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 6540 INTRO TO BIOINFO ALGORITHMS 4.0
Introduction to Bioinformatics Algorithms. Prerequisite: CSc 3410. This course is an introduction to the computational algorithms driving current advances in bioinformatics. It is focused on fundamental algorithmic techniques in bioinformatics, including exhaustive search, greedy, dynamic programming graph theoretical, and combinatorial pattern matching algorithms. Applications will include restriction mapping, motif finding, pairwise sequence alignment, gene prediction, DNA sequencing, evolutionary trees, genome rearrangements.

CSC 6610 NUMERICAL ANALYSIS I 3.0
Numerical Analysis I. Prerequisites: Math 2215 and the ability to program in a highlevel language. Nature of error; iteration; techniques for nonlinear systems; zeros of functions; interpolation; numerical differentiation; NewtonCotes formulae for definite integrals; and computer implementation of algorithms.

CSC 6620 NUMERICAL ANALYSIS II 3.0
Numerical Analysis II. Prerequisites: Math 3030 or 3435, and the ability to program in a highlevel language. (Same as Math 6620.) Gaussian Elimination for linear systems; least squares; Taylor, predictorcorrector and RungeKutta 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 “handson” 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 threedimensional 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 HUMANCOMPUTER INTERACT 4.0
HumanComputer 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. Prerequisites: CSc 3410 and CSc 4330 or 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. Prerequisites: 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. Prerequisites: 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 highlevel 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 scanline graphics, ray tracing, and radiosity. Also covered are antialiasing, 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 highlevel 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 highlevel programming language and basic data structures with a structured approach to problem solving, algorithmic analysis, and program development.

CSC 7610 INTRO TO MATLAB PROGRAMMING 3.0
Introduction to Matlab Programming. This course is designed to give science majors experience with the Matlab programming language. Matlab is used for scientific applications involving images, sound, and other signals. No previous programming experience is needed.

CSC 8050 STATISTICS FOR BIOINFORMATICS 3.0
Statistics for Bioinformatics. Prerequisite: Math 4544 or 6544 or Biol 4744 or 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 or CSc 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 HIGHPERFORMANCE ARITHMETIC 4.0
HighPerformance Arithmetic. Prerequisite: CSc 4210 or CSc 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 nonconventional 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, wavelengthrouted networks, network architectures, protocols, personal communication service (PCS) networks, location management, network algorithms, and optimization problems.

CSC 8222 NETWORK SECURITY 4.0
Network Security. Prerequisite: CSc 4220 or 6220. The objective of this course is to provide students with a detailed understanding of the fundamentals of network security. Significant focus will be placed on the five phases of network attacks: reconnaissance, scanning, gaining access/denial of service, maintaining access, and covering tracks. Topics to be covered include: Web security, Security standards SSL/TLS am JET, Intruders and viruses, PGP and S/MIME for electronic mail security, Firewalls, IDS Secret Key and Public/Private Key Cryptography Cryptographic Hashes and Message Digests, Authentication Systems (Kerberos), Digital signatures and certificates, Kerberos and X.509v3 digital certificates. Also, current network security publications will be surveyed.

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, faulttolerance, distributed leader election, distributed manual 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, objectoriented 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. Prerequisite: 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. “Realworld” 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 sharedmemory and other models. Topics may include basic techniques, lists, trees, searching, sorting, graphs, and randomized algorithms.

CSC 8540 ADVANCED ALGORITHMS IN BIOINFO 4.0
Advanced Algorithms in Bioinformatics. Prerequisite: CSc 4520 or 6520 with grade of B or higher. This course is an advanced graduate level of the course CSc 4520/6520. It is focused on fundamental algorithmic techniques in bioinformatics, including classed methods such as dynamic programming, support vector machines and other statistical and learning optimization methods. Applications will include restriction mapping, gene prediction, DNA sequencing, phylogenetic trees, haplotype inference, disease association, DNA array analysis, gene networks.

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 (topdown and bottomup 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. Prerequisites: 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. Prerequisites: 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 ADVANCED BIOINFORMATICS 4.0
Advanced Bioinformatics. Prerequisites: CSc 6640 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor. (Same as Biol 8630 and Chem 8630.) 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 computerbased bioinformatics project.

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, modeltheoretic, prooftheoretic and fixedpoint semantics, operational semantics such as bottomup evaluation and SLDresolution 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 consent of 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, semistructured 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, atomicityconsistencyisolation 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, online analytical processing, data warehouses, realtime and active databases.

CSC 8720 ADV HUMANCOMPUTER INTER 4.0
Advanced HumanComputer Interaction. Prerequisites: 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 8920 COMP SCIENCE TEACHING PEDAGOGY 1.0
Computer Science Teaching Pedagogy. Prerequisite: consent of instructor. The course covers pedagogical issues related to teaching computer science courses.

CSC 8930 M.S. PROJECT 4.0
M.S. Project. Prerequisite: consent of project advisor. This course will fulfill the project option in the M.S. degree.

CSC 8940 COMPUTER SCIENCE INTERNSHIP 1.0 to 9.0
Computer Science Internship. The course will require to document and present the project the student worked on during the internship.

CSC 8950 DIR RESEARCH IN COMP SCI 1.0 to 15.0
Directed Research in Computer Science. Prerequisite: consent of instructor.

CSC 8980 TOPICS IN COMPUTER SCIENCE 4.0
Topics in Computer Science. Prerequisite: consent of instructor. May be taken more than once if topics are different.

CSC 8981 RESEARCH IN COMPUTER SCIENCE 1.0 to 9.0
Research in Computer Science. Prerequisite: consent of instructor. May be repeated.

CSC 8982 LAB IN COMPUTER SCIENCE 1.0 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.

DP = 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 twelve 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 twelve credit hours.

DP 6980 DIRECTED STUDY 3.0 to 6.0
Directed Study. Prerequisite: consent of the instructor. For students not majoring in Drawing, Painting, and Printmaking. Individual research. May be repeated for a maximum twelve 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 twelve 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 twelve 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.

ECE = EARLY CHILDHOOD EDUCATION

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 6360 CULTURALLY RESPONSIVE PEDAGOGY 6.0
Culturally Responsive Pedagogy. This course is designed to examine the role of culture in child development and learning. Through a process of introspection and application, the candidate reflects on the impact and implications of culture and selfidentity in the teaching and learning of various student populations and settings from a political, social, economic, and historic context. This course is graded as satisfactory/ unsatisfactory. Student must complete the course with a minimum grade of “S”.

ECE 6365 CULTURE, COMMUNITY, & SCHOOLS 3.0
Culture, Community, and Schools. Prerequisite: ECE 6360 with a minimum grade of “C”. This course is a continuation of culturally responsive pedagogy with more emphasis on the application of effective instructional practices and methodologies. In conjunction, content expands the notion of learning communities to include the school community, children’s home community, and their communities at large. Focus is placed on strategies and attitudes for affirming the cultural diversity of children, diverse in background, ability, language, and experiences, through responsive teaching and community building. Student must complete the course with a grade of “C” or higher.

ECE 6370 CLASSROOM MGT & INSTRUCTION 3.0
Classroom Management and Instruction. This fieldbased course focuses on effective teaching skills and techniques such as planning, instruction, assessment, and reflection in the development of an effective classroom community in an urban environment. Methods for appropriate classroom management are examined and developed. Student must complete the course with a grade of “C” or higher.

ECE 6375 CRITICAL ISSUES IN URBAN ED I 3.0
Critical Issues in Urban Education I. In this course, the student examines issues including diversity, urban school culture, reflective teaching, and classroom management and their application to classroom practice. In addition, current issues relevant to urban education are explored. Student must complete the course with a grade of “C” or higher.

ECE 6376 CRITICAL ISSUES IN URBAN ED II 2.0
Critical Issues in Urban Education II. In this course the student examines issues including parent teacher communication, community resources, testing, reflective teaching, and classroom management and their application to classroom practice. In addition, current issues relevant to urban education are explored. Student must complete the course with a grade of “C” or higher.

ECE 6380 FOUNDATIONS LITERACY INSTRUCT 3.0
Foundations of Literacy Instruction for Young Children. The candidate receives an overview of the basic concepts of literacy and their developmental denotations for school aged children from prekindergarten through grade five. This is a fieldbased course where the candidate applies learned skills within the context of schools in urban communities. Student must complete the course with a grade of “C” or higher.

ECE 6385 READING AND LANG ARTS CURRIC I 3.0
Reading and Language Arts Curriculum I. The candidate continues to explore the components of a balanced literacy environment, addressing the teaching methods and strategies that support the skills, processes, and content of a reading and language arts curriculum. The candidate applies learned skills within the context of urban communication. Student must complete the course with a grade of “C” or higher.

ECE 6386 READING & LANG ARTS CURRIC II 2.0
Reading and Language Arts Curriculum II. Prerequisite: ECE 6385 with a grade of “C” or higher. The candidate continues to apply reading and language arts methodologies within the authentic context of schools and classrooms in urban communities. This course reinforces the integration of assessment, planning, instruction, and evaluation strategies, promoting an ability to describe and interpret the literacy behaviors of children. Student must complete the course with a grade of “C” or higher.

ECE 6390 FOUNDATIONS MATH INSTRUCTION 3.0
Foundations of Mathematics Instruction for Young Children. The candidate gains introductory knowledge about children as learners of mathematics. The candidate also learns about effective instructional methods for the mathematics content spanning the prekindergarten through five curricula. This is a fieldbased course where the candidate applies learned skills in the context of schools in urban communities. Student must complete the course with a grade of “C” or higher.

ECE 6391 MATHEMATICS CURRICULUM I 3.0
Mathematics Curriculum I. The candidate continues learning effective standardsbased mathematics methods in order to plan and implement effective mathematics instruction in elementary classrooms. The candidate is required to apply the learned competencies within the context of elementary schools and classrooms in urban communities. Student must complete the course with a grade of “C” or higher.

ECE 6392 MATHEMATICS CURRICULUM II 2.0
Mathematics Curriculum II. The candidate extends the knowledge and application of effective standardsbased mathematics methods and instructional planning for elementary classrooms. The candidate gains knowledge of and experience in using methods of examining and assessing student learning to inform effective instructional planning and decisions.This knowledge is directly applied in field experiences in the context of elementary schools in urban communities. Student must complete the course with a grade of “C” or higher.

ECE 6395 CHILD GROWTH/DEV IN URBAN EDUC 3.0
Child Growth and Development in Urban Education. This course focuses on the growth and development of children in urban settings. Theories and research on physical, cognitive, social, and emotional aspects of development are investigated and applied to the urban classroom. Issues of learner diversity and culture and their applications to classroom practices are also examined. Students must complete the course with a grade of “C” or higher.

ECE 6405 SCI & SOC STUDIES URBAN CLSSRM 3.0
Science and Social Studies in the Urban Classroom. This course provides experiences through which the
candidate explores and investigates science and social studies relevant to urban school settings. It includes
strategies for integrating the curriculum around science and social studies and infusing culturally relevant
content and pedagogy. Student must complete the course with a grade of "C" or higher.

ECE 6415 CURR INT/ASSESS: SOCI STUD/LIT 3.0
Curriculum Integration and Assessment: Social Studies and Literacy. The candidate examines, integrates, and
applies current theory and professional standards to the teaching of reading, language arts, and social studies in
the urban classroom. The candidate assesses and enhances children's concepts, skill, and dispositions in
reading, language arts, and social studies. through investigations of real issues. Student must complete the
course with a grade of "C" or higher.

ECE 6416 CURR INT/ASSESS: SCIENCE/MATH 3.0
Curriculum Integration and Assessment: Science and Mathematics. The candidate examines, integrates, and
applies current theory and professional standards to the teaching of mathematics and science in the urban
classroom. The candidate assesses and enhances children's concepts, skill, and dispositions in mathematics and
science through investigations of relevant data. Student must complete the course with a grade of "C" or higher.

ECE 6655 STUDENT TEACHING I 3.0
Student Teaching I. This is the first of two student teaching field experiences that focuses on the practical
application of classroom management, culturally relevant curriculum and instruction, and child development.
The candidate is observed and supervised in an urban school environment. Student must complete the course
with a grade of "B" or higher.

ECE 6656 STUDENT TEACHING II 6.0
Student Teaching II. Prerequisite:ECE 6655 with a minimum grade of "B" or higher. This is the second of two
student teaching field experiences that focuses on the practical application of classroom management,
culturally relevant curriculum and instruction, and child development. The candidate is observed and
supervised in an urban school environment. Student must complete the course with a grade of "B" or higher.

ECE 6660 MENTORSHIP IN URBAN CLASSRM I 3.0
Mentorship in the Urban Classroom I. This is the first of two mentorship field experiences. The candidate must
have teacher certification through the Alternative Preparation Program in the Department of Early Childhood
Education at Georgia State University and currently hold a position as a first year teacher in an urban
elementary school. This field based course is designed to actively support the teacher during the first year of
teaching using a systematic form of reflection to mentor and assess professional development. Student must
complete the course with a grade of "C" or higher.

ECE 6661 MENTORSHIP URBAN CLASSROOM II 3.0
Mentorship in the Urban Classroom II. Prerequisite:ECE 6660 with a minimum grade of "C" or higher. This is
the second of two mentorship field experiences. This field based course continues to actively support the
teacher during the first year of teaching using a systematic form of reflection to mentor and assess the
professional portfolio as a respository to collect, synthesize, and analyze artifacts of the teaching competence.
Student must complete the course with a grade of "C" or higher.

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 6800 URBAN EDUC CAPSTONE SEMINAR 3.0
Urban Education Capstone Seminar. The candidate synthesizes and reflects upon the compellation of
coursework during the second year of the program. The candidate integrates the learning and understandings by
developing and implementing an action research project related to the critical issues and trends of urban
education in the schooling context. Student must complete the course with a grade of "C" or higher.

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 6830 CRITIC THEORIES/RES URBAN ED I 3.0
Critical Theories and Research in Urban Education I. The candidate attains an indepth understanding of the
research and practice in facilitating urban education by examining historical contexts of schooling, shifting
societal beliefs, and traditional as well as contemporary educational theories and practice. Student must
complete the course with a grade of "C" or higher.

ECE 6831 CRITIC THEORIES/RES URBN ED II 3.0
Critical Theories and Research in Urban Education II. The candidate attains an indepth understanding of the
research and practice in facilitating urban education by examining historical contexts of schooling, shifting
societal beliefs, and traditional as well as contemporary educational theories and practice. Student must
complete the course with a grade of "C" or higher.

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 prerequisites 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,TECHNLOGY 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 parentteacher communication, testing, reflective teaching, and management and their application to classroom practice. Grades of satisfactory/unsatisfactory are assigned.

ECE 6980 SEM:MANAGING CHLDREN/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 7280 EARLY WRITING DEVELOPMENT 3.0
Early Writing Development. This course provides indepth experiences, analysis, and construction of ideas related to expressive communication among young children, especially regarding their written language. Readings, discussions, and activities will relate to theories of development, learning, and cognition, composition theory, young children's expressive communication, and the writer's craft. Talk about culture, multilingualism, and the value of diversity will permeate all of these topics. (Crosslisted with EDLA 7280).

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 indepth knowledge of the principles and procedures of the Reading Recovery program and to implement these principles and procedures with atrisk regular education firstgrade 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 indepth 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 atrisk regular education firstgrade 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 atrisk regular education firstgrade children in local school districts. Other issues discussed include midyear selection of students, guidelines for program withdrawal, records management, data collection, systemwide 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 7580 LANG FOUND OF LIT LEARNING 3.0
Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words This course examines the relationship between oral language development and reading acquisition. Language within this course is viewed as composed of three dimensions: sociolinguistice, linguistice, and development. An additional focus is on how oral language influences young children's acquisition of word reading. Topics include: (a) the relationship between oral language development and acquiring an understanding of the alphabetic principle; (b) the significance of the concept of word; (c) reading sight words; (d) progression of word reading beyond sight word reading; and (e) effective instructional and assessment strategies. (Crosslisted with EDLA 7580).

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 P5 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. Internship may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required.

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 P5 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. Internship may extend beyond one term. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

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 yearlong program. Capstone experience may extend beyond one term.

ECE 7975 SEMINAR FOR GRADUATE ASSISTNTS 3.0 to 9.0
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. A minimum grade of "S" is required for this course. (Repeatable).

ECE 8010 CONSTRUCTIVIST LEADRSHP 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 2day, 2night retreat focused on community building and self reflection. Course may extend beyond one term.

ECE 8020 SOC, CULT, POL CONT SHAP E LIT 3.0
Social, Cultural, and Political Contexts Shaping Early Literacy Instruction. This course is designed to examine the implications of social, cultural, and political contexts on early literacy development and policy. Early literacy policy is shaped by at least three powerful forces: government, professional associations, and the workplace (K12 school systems and institutions of higher education. Topics include issues of social and cultural diversity as they related to literacy development, how early literacy policies are created, shaped, and implemented in our school systems, and the impact of such policies on how literacy is defined in schools and in society. (Crosslisted with EDLA 8020).

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. Course may extend beyond one term.

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 38 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. Course may extend beyond one term.

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 of 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 indepth knowledge of the principles and procedures of the Reading Recovery program and to implement these principles and procedures with atrisk 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 indepth 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 atrisk 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 firstgrade children within local school districts. Other issues discussed include midyear selection of students, guidelines for program withdrawal, records management, data collection, systemwide implementation, reporting, and evaluation of the Reading Recovery program.

ECE 8390 RDG RECOVERY CLINICAL LDRS 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 fourcourse 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 lateyear selection of students, program withdrawal, and problems of children receiving incomplete programs, endofyear management and instructional issues, and planning for teacher training.

ECE 8400 CURRICULUM & TEACHER DEVELPMNT 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. Course may extend beyond one term.

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 P5 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. Internship may extend beyond one term.
(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. Course may extend beyond one term.

ECE 9360 TRNDS/ISSUES/HIST PERSPECTIVES 3.0
Trends, Issues, and Historical Perspectives in Early Childhood Education. This course is intended to contribute to the knowledge and practice of professionals in early childhood education. The focus of the content is current trends, issues, and historical perspectives in early childhood education and their implications for research and teaching. Candidates are able to identify and explain historical trends and current issues and apply those perspectives to improving education for young children.

ECE 9370 CURRICULUM IN EARLY CHLDHD ED 3.0
Curriculum in Early Childhood Education. This course is intended to contribute to the knowledge and practice of professionals in early childhood education. The emphasis of the content is curriculum theory and its applications to programs for young children. Candidates are able to explore, analyze, and critique curriculum using researchbased criteria.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course. (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. A minimum grade of "C" is required for this course. (Repeatable).

ECE 9890 RESEARCH APPRENTICESHIP 3.0
Research Apprenticeship. Prerequisite: 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. A minimum grade of "C" is required for this course. (formerly ECE 9000).

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. A minimum grade of "C" is required for this course.

ECE 9990 DISSERTATION 3.0 to 9.0
Dissertation. Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.
(Repeatable).

ECON = 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. (Crosslisted 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 graduatelevel treatment of topics in economics. The course can be repeated when topics vary. The course is intended primarily for master's students.

ECON 8010 MATH ESSENTIALS FOR ECONOMICS 2.0
Math Essentials for Economics. This course provides an introduction to mathematical techniques frequently used in economic analysis. Topics include differential and integral calculus, and matrix algebra. Emphasis is placed on the application of mathematics to topics in economic theory, and helping develop the math skills required for advanced study of economics. This course is designed with the beginning Ph.D. economics student in mind and is only available as audit credit.

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 decisionmaking techniques such as benefitcost analysis.

ECON 8100 APP MICROECONOMIC ANALY 3.0
Applied Microeconomic Analysis. Prerequisites: Econ 3910 and Econ 6030 or MGS 9910. 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 MGS 9910. 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 indepth 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 macro economics are treated extensively to recognize the impor tance 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. Largescale 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 7030. 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 7030. 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 decisionmaking 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, dis crimination, 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 7030 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 decisionmaking. 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 7030. 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 7030. In this course a set of public policy issues is presented for indepth 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 7030. 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, schoolaid 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 7030. This course is a survey of topics in international public economics with an emphasis on worldwide 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 neoClassical authors and their critics.

ECON 8600 ECONOMICS OF DEVELOPMENT 3.0
Economics of Development. Prerequisites: Econ 8100 and Econ 8740. This course examines the microeconomic foundations of issues of development in poor countries. The course will focus on the study of household behavior and the analysis of how institutions in developing countries work. Topics include the neoclassical unitary household model, intrahousehold bargaining and allocation, the effect of incomplete and imperfect markets on labor and land market arrangements, savings and credit institutions in the face of imperfect information, and risk sharing and its effects on decisions, and social interactions in decisionmaking.

ECON 8610 QUANT DEV POLICY ANALYSIS 3.0
Quantitative Development Policy Analysis. Prerequisites: MBA 7030 or Econ 8100 and Econ 8110 and MGS 9920. 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 highmass 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 7030. 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 8730 ECONOMETRICS I:STAT FOUNDATION 3.0
Econometrics I: Statistical Foundations This course covers probability and statistical tools necessary for
studying econometrics. Topics covered include basic techniques of probability theory, estimation, hypothesis
testing, and maximum likelihood methods. Applications of these concepts to economic problems and
illustrations from economics are emphasized.

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: MGS 9920. 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 MGS 9950. 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, erogodicity, 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 7030. 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 MAEC program.

ECON 8999 MASTERS RESEARCH IN ECONOMICS 3.0 to 12.0
Masters Research in Economics. 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 duties or instructional tech nologies. A grade of S or U will be assigned based on attendance
and participation in departmental research activities.

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 equibrium 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 twocourse 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. Indepth 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 1.0 to 3.0
Special Topics in Economics. Prerequisite: consent of the instructor. This course provides an advanced researchoriented 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 longrun 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 = CURRICULUM & INSTRUCTION

EDCI 6540 PRINCIPLES INSTR MCE MATH/SCI 3.0
Principles of Instruction in Middle Childhood Mathematics and Science. This course provides the pedagogical content knowledge necessary for effective middle school instruction in mathematics and science. Students engage in lesson and curriculum planning, teaching strategies and methods, content, and technology for middle grades mathematics and science education.

EDCI 6560 PRINCIPLES INSTR MCE LA/SOC ST 3.0
Principles of Instruction in Middle Childhood Language Arts and Social Studies. This course provides the pedagogical content knowledge necessary for effective middle school instruction in language arts and social studies. Students engage in lesson and curriculum planning, teaching strategies and methods, content, and technology for middle grades language arts and social studies education.

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 microteaching.

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 CURRICULUM ISSUES IN MCE 3.0
Curriculum Issues in Middle Childhood Education. 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, problemsolving, and motivation. Alternative means of assessment and evaluation are explored.

EDCI 7540 THEORY/PEDAGOGY MCE MATH/SCI 3.0
Theory and Pedagogy in Middle Childhood Mathematics and Science. This course provides theory and pedagogy necessary for effective middle school instruction in mathematics and science. Approaches for integrating mathematics and science curricula are learned in a school setting.

EDCI 7560 THEORY/PEDAGOGY MCE LA /SOC ST 3.0
Theory and Pedagogy in Middle Childhood Language Arts and Social Studies. This course provides theory and pedagogy necessary for effective middle school instruction in language arts and social studies. Approaches for integrating language arts and social studies curricula are learned in a social setting.

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. A minimum grade of “B” is required for this course.

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. A minimum grade of “B” is required for this course.

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. A minimum grade of “B” is required for this course.

EDCI 7800 PROFESSIONAL INQUIRY 3.0
Professional Inquiry. 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 ASSISTNTS 3.0 to 9.0
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. A minimum grade of “S” is required for this course. (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. Directed reading may extend beyond one term. (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. Course may extend beyond one term.

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. Seminar may extend beyond one term. (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. A minimum grade of "C" is required for this course. (Repeatable).

EDCI 8990 ED SPCIALIST 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. Research may extend beyond one term. Course is graded as
satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

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. Internship
may extend beyond one term. A minimum grade of "C" is required for this course. (Repeatable).

EDCI 9850 RESEARCH SEMINAR 3.0
Research Seminar. Considers the identification, planning, and implementation of advanced research projects.
Seminar may extend beyond one term. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

EDCI 9990 DISSERTATION 3.0 to 9.0
Dissertation. Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one
term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for completion of the
dissertation. (Repeatable).

EDLA = LANGUAGE ARTS EDUCATION

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 CHILDREN/ADOLESCENT LITERATURE 3.0
Children's and Adolescents' Literature. 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 7280 EARLY WRITING DEVELOPMENT 3.0
Early Writing Development. This course provides indepth experiences, analysis, and construction of ideas
related to expressive communication among young children, especially regarding their written language.
Readings, discussions, and activities will relate to theories of development, learning, and cognition,
composition theory, young children's expressive communication, and the writer's craft. Talk about culture,
multilingualism, and the value of diversity will permeate all of these topics. (Crosslisted with ECE 7280).

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 7480 THEORY/PEDAGOGY STDY ENG LANG 3.0
Theory and Pedagogy in the Study of the English Language. This course engages students in a study of theory
and pedagogy related to the teaching of the English language. The course focuses on various instructional
methods used to help students gain oral and written discourse competence in a multicultural society. Topics
include teaching English grammar and usage as well as the social, political, cultural, and historical influences
on language variation and change.

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 7580 LANG FOUND OF LIT LEARNING 3.0
Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words. This course
examines the relationship between oral language development and reading acquisition. Language within this
course is viewed as composed of three dimensions: sociolinguistic, linguistic, and developmental. An
additional focus is on how oral language influences young children's acquisition of word reading. Topics
include: (a) the relationship between oral language development and acquiring an understanding of the
alphabetic principles; (b) the significance of the concept of word; (c) reading words; (d) progression of word
reading beyond sight word reading; and (e) effective instructional and assessment strategies. (Crosslisted with
ECE 7580).

EDLA 8020 SOC, CULT, POL CONT SHAP E LIT 3.0
Social, Cultural, and Political Contexts Shaping Early Literacy Instruction. This course is designed to examine
the implications of social, cultural, and political contexts on early literacy development and policy. Early
literacy policy is shaped by at least three powerful forces: government, professional associations, and the
workplace (K12 school systems and institutions of higher education.) Topics include issues of social and
cultural diversity as they related to literacy development, how early literacy policies are created, shaped, and
implemented in our school systems, and the impact of such policies on how literacy is defined in schools and in
society. (Crosslisted with ECE 8020).

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.

EDMT = MATHEMATICS EDUCATION

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 technologies in the teaching and learning of mathematics, with a particular focus on classrooms within urban environments. Course includes handson 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, studentcentered 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 classroom practices in mathematics through implementation of reflective practice and action research. A review of the listerature includes an examination and articulation of theoretical frameworks for mathematics teaching and learning as they relate to classroom practice. Research focuses on equity, teaching, learning, curriculum, assessment, and technology issues in a standardbased classroom.

EDMT 8290 STUDY OF LEARNG/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. (repeatable)

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 8430 SOCIOCULT/HISTO ISS OF MATH ED 3.0
Sociocultural and Sociohistorical Issues of Mathematics Education. Students explore cultural, economic, political, and social structures and discourses as they relate to mathematics, mathematics teaching and learning, and research in mathematics. Course includes an examination of how research in mathematics and mathematics education is framed and enacted within different theoretical frameworks. (repeatable)

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. (repeatable)

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. Seminar may extend beyond one term. (Repeatable).

EDRD = READING EDUCATION

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 EARLY LITERACY DEVELPMNT/INSTR 3.0
Early Literacy Development and Instruction. Students examine theories and research on language and literacy development in childhood. Psychological, social, and cultural factors that influence early literacy development are related to educational implications for students' understanding and effective use of language and literacy. Instructional approaches for developing phonemic awareness, phonics, fluency, vocabulary, and comprehension abilities of beginning readers are explored.

EDRD 7360 LITERACY AND TECNOLOGY 3.0
Literacy and Technology. The course addresses issues related to using technology in the reading/language arts curriculum. Participants investigate teaching practices that integrate technology, explore pedagogy for using the internet effectively in the classroom, and consider critical programs that can be utilized in K12 classrooms.

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 a supervised classroom experience where students (1) examine ways of recording, analyzing, and using assessment information in daily classroom instruction; and (2) consider cultural, psychological, social, and political issues associated with traditional ability groups and alternative approaches to ability grouping that can be implemented to meet students' needs. Course may extend beyond one term.

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.
Course may extend beyond one term.

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 adolescent literacy development, the process of
reading and writing in the middle and secondary schools, the role of textbooks and trade books, concept
development, comprehension, vocabulary, and study strategies. Course may extend beyond one term.

EDRD 7650 INDIV ASSESS/INST ATRISK RDRS 3.0
Individualized Assessment and Instruction for AtRisk Readers. Prerequisite: EDRD 6600 or EDRD 7600 or
equivalent. 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 atrisk or remedial readers and a practicum experience in which students compile literacy profiles of
struggling readers using a 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 indepth 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'slevel
degree program or admission to an EdS or PhD program. This course introduces students to organization,
administration, and supervision of school (P12) 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. 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. Seminar may extend beyond one term. (Repeatable).

EDSC = SCIENCE EDUCATION

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 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 8430 NATURE OF SCIENCE 3.0
Nature of Science. Students explore cultural, economic, political, and social structures and discourses as they
related to science, science teaching and learning, and research in science and science teaching and learning.
Course includes examination of how research in science and science education are framed and enacted within
different theoretical frameworks.

EDSC 8440 ADV SCIENCE CONCEPTS & ISSUES 3.0
Advanced Science Concepts and Issues. This course provides an indepth 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 selfconfidence 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. Seminar may extend beyond one term. (Repeatable).

EDSS = SOCIAL STUDIES EDUCATION

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.

EDUC = EDUCATION

EDUC 8360 TEACHER SUPPORT SPECIALIST 3.0
Teacher Support Specialist. Prerequisite: must meet TSS qualification requirements and permission of instructor. Provides education and training in the skills and knowledge and attitudes needed to be a student teacher supervisor, mentor, coach, and supervisor. With successfull completion of this course and EDUC 8660, students are eligible for Teacher Support Specialist certification endorsement.

EDUC 8660 TEACHER SUPPORT SPEC INTERNSHP 3.0
Teacher Support Specialist Internship. Prerequisite: EDUC 8360. Provides an internship using the skills and knowledge and attitudes needed to be a student teacher supervisor, mentor, coach, and supervisor. With successful completion of this course and EDUC 8360, students are eligible for Teacher Support Specialist certification endorsement.

ELMT = LIBRARY MEDIA TECHNOLOGY

ELMT 7020 SELECT PRINT/NONPRINT MATERIAL 3.0
Selection of Print and Nonprint Materials. This course focuses on the process, services, and criteria for the selection of various material formats. Students examine selection tools, problems of copyright, and censorship.

ELMT 7130 SELECT & USE REFERENCE SOURCES 3.0
Selection and Use of Reference Sources. This course focuses on the study and evaluation of basic reference sources including networked information resources. Students examine 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. This course introduces the principles and procedures of organizing print and nonprint materials in both manual and automated systems.

ELMT 7150 PRODUCTION OF EDUC MATERIALS 3.0
Production of Educational Materials. This course introduces the design and production of instructional materials as related to current theories of communication, and includes video, computer presentation, and production applications.

ELMT 7200 COMPUTERS IN LIB MEDIA MNGMNT 3.0
Computers in Library Media Management. This course focuses on the study and application of computer technology to library media center management and services.

ELMT 7250 SURVEY OF LIT FOR CHILDREN 3.0
Survey of Literature for Children. This course provides a survey of children's literature suitable for school media centers including exploration of literature reflecting diversity.

ELMT 7260 SURVEY OF LIT FOR YOUNG ADULTS 3.0
Survey of Literature for Young Adults. This course provides a survey of young adult literature suitable for school media centers including exploration of literature reflecting diversity.

ELMT 7370 PRINCIPLES OF INSTRUCT COLLAB 3.0
Principles of Instructional Collaboration. This course assists students in the study and application of instructional collaboration with classroom teachers.

ELMT 7410 ADMIN OF LIBRARY MEDIA PROGRMS 3.0
Administration of Library Media Programs. This course focuses on principles of management necessary for successful administration of a library media program.

ELMT 7660 INTERNSHIP LIBRARY MEDIA TECHN 1.0 to 3.0
Internship in Library Media Technology. This course provides students with field based experiences in school library media settings. The internship may extend beyond one term, but students must register for the course each semester they are accruing internship hours. A minimum grade of "B" is required for this course. (Repeatable).

ELMT 8150 ADMIN & SUPV OF MEDIA SERVICES 3.0
Administration and Supervision of Media Services. Students study supervision and leadership techniques pertinent to the administration of systemwide media programs and services.

ELMT 8350 SPECIAL LIBRARIES 3.0
Special Libraries. Students examine 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. Students explore principles of designing, developing, and implementing automated systems for media centers.

ELMT 8370 ADV REF:ONLINE SRCH TECHNIQUE 3.0
Advanced Reference: Online Searching Techniques. Students examine reference sources in education and media with special attention to searching networked information resources.

ELMT 8390 PRINCIPLES OF VIDEO TECHNOLOGY 3.0
Principles of Video Technology. Course provides students with the theoretical foundations and practical production experience in the utilization of video technology 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 8870 ADV RES SEM INFORMATION TECHN 3.0
Advanced Research Seminar in Information Technology. This course provides indepth critical explorations of theoretical and empirical work in information technology. Seminar may extend beyond one term. (formerly ELMT 9870)

EMBA = 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 CRSCULTURAL BUS PRAC 3.0
CrossCultural 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. Prerequisite: 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 Execu tive 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 computerbased 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 computerbased 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 nonfinancial firm. Students develop skills in financial analysis and interpretation and examine the various economic profitbased 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 focus 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 financinginvestment 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 computerbased 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
countrynational 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 higherlevel 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.

ENGL = ENGLISH

ENGL 6260 RELIGION AND LITERATURE 3.0
Religion and Literature. (Same as RelS 6260.) 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.

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 6520 FEMINISM AND TECHNOLOGY 3.0
Feminism and Technology. (Same as WSt 6520.) Examines recent feminist cultural studies of science and
technology. Includes feminist theories of science, women's technological work, and cyberfeminism, and
projects involving film, popular culture, new media, rhetorical criticism and online activism.

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 8005 PRACTICAL GRAMMAR 3.0
Practical Grammar. This course is a practical examination of English grammar, with application to writing
seminar papers, theses, and dissertations. Students will learn nomenclature, traditional methods of language
analysis, and solutions for the grammatical dilemmas they face as writers.

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 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 CRITICL 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 presentday 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
IndoEuropean roots through Old English, Middle English, Early Modern English to PresentDay 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 computeraided publishing and writing on computer networks. Strong emphasis on rhetorical design principles, theoretical and ethical issues of online 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 seventeenthcentury continental authorities to the present with emphasis on Blair, Campbell, and Whately in the eighteenth century; on nineteenthcentury Scottish influences on subsequent rhetorical practices; and on major twentiethcentury 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 8171 RHETORIC: CICERO TO AUGUSTINE 3.0
Rhetoric from Cicero to Augustine. A survey of the works of the most significant rhetorical theorists from Cicero to Augustine.

ENGL 8175 MEDIEVAL RHETORIC 3.0
Medieval Rhetoric. Beginning with Augustine of Hippo, this course examines the late classical rhetorical legacy in the West, exploring how that tradition changed during the thousand years of the medieval period and how the late medieval rhetoric and culture gave rise to the Renaissance.

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 8195 COMPOSITION PEDAGOGY 3.0
Composition Pedagogy: Methods for Teaching and Tutoring Writing. An introduction to historical and contemporary practices for teaching writing, in classroom and writing center settings; including the application of pedagogical theories to develop teaching methods and philosophies; a survey of the institutional history of teaching writing in English departments in the United States during the 19th and 20th centuries; and the study of the purposes and roles of writing centers as sites of tutoring, teaching, and collaborative learning.

ENGL 8201 CONTEMPORARY POETRY 3.0
Contemporary Poetry. Survey of contemporary poetry. Designed for but not limited to creative writing students. May be repeated if topic varies.

ENGL 8202 CONTEMPORARY FICTION CRAFT 3.0
Contemporary Fiction Craft. Study of fiction technique through the reading and analysis of contemporary fiction. Designed for fiction writers. May be repeated if topic varies.

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 8245 AFRICAN AMERICAN LANGUAGE 3.0
African American Language. Prerequisite: an Englishlanguage course at the undergraduate level, such as Engl 3200, 3210, or 3220, at the graduate level, such as Engl 8080, 8090, or 8230, or the equivalent as determined by the instructor. This course examines the cultural and linguistic characteristics which define and connote language use among people of African descent in America, including theories of origin and history of development; analysis of grammar, lexicon, and phonology; discourse features in African American writings; and the issues surrounding language variation in education.

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. May be repeated if topic vary.

ENGL 8300 16THCEN ENGLISH LIT 3.0
SixteenthCentury English Literature. Selected works by More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, and others.

ENGL 8310 EARLY & MIDDLE 17THC ENG LIT 3.0
Early and Middle SeventeenthCentury 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, such as Hamlet; The Merchant of Venice; Henry IV, Part One; As You Like It; and early poems.

ENGL 8370 SHAKESPEARE, LATER WORKS 3.0
Shakespeare, Later Works. Selected works from the second half of Shakespeare's career, such as Twelfth Night, Othello, King Lear, Macbeth, Anthony and Cleopatra, and later poems. A student may take 8370 without having taken 8360.

ENGL 8380 TOPICS IN RENAISSANCE LIT 3.0
Topics in Renaissance Literature. 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 EighteenthCentury Literature. Selections of poetry, prose, and drama, c. 16601745, 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 18THCENTURY LIT 3.0
Later EighteenthCentury Literature. Selections of prose, poetry, and drama, c. 17451800, by authors such as Young, the Wartons, Gray, Johnson, Boswell, Reynolds, Goldsmith, Burke, More, Carter, Gibbon, Cowper, Barbauld, Burns, and Wollstonecraft.

ENGL 8440 RESTORATION & 18THC DRAMA 3.0
Restoration and EighteenthCentury Drama. (Formerly Engl 6410.) Selected plays by authors such as Lee, Otway, Behn, Dryden, Centlivre, Congreve, Gay, Goldsmith, and Sheridan.

ENGL 8450 STUDIES IN 18THC FICTION 3.0
Studies in EighteenthCentury 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 & 18THC LIT 3.0
Topics in Restoration and EighteenthCentury Literature. Indepth study of writers and issues of the period 16601800. 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 Wollstonecraft, Equiano, Blake, Burns, William Wordsworth, Barbauld, and Coleridge.

ENGL 8510 LATE BRITISH ROMANTIC LIT 3.0
Late British Romantic Literature. Selected works by late Romantic authors such as Byron, Mary Prince, Hemans, Dorothy Wordsworth, Shelley, DeQuincey, and Keats.

ENGL 8530 ISSUES SECOND LANGUAGE 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.

ENGL 8620 ENGLISH VICTORIAN POETRY 3.0
English Victorian Poetry. Selected works by such authors as Tennyson, Browning, Arnold, Christina Rossetti, the PreRaphaelites, Hopkins, and Hardy.

ENGL 8630 19TH C. ENG NONFICTION PROSE 3.0
NineteenthCentury English NonFiction Prose. Selected works by such writers as Coleridge, DeQuincey, Darwin, Hazlitt, Gaskell, Carlyle, George Eliot, Newman, and Wilde.

ENGL 8640 TOPICS IN 19THC BRIT LIT/CUL 3.0
Topics in NineteenthCentury British Literature and Culture. Indepth study of writers and issues of the period 18001900. May be repeated if topics vary.

ENGL 8650 19THCENTURY BRITISH FICTION 3.0
NineteenthCentury British Fiction. Selected works by authors such as Austen, the Brontes, Dickens, Eliot, Hardy, Stoker, Gaskell, and others.

ENGL 8670 LIT OF TRANSITION, 18801920 3.0
Literature of Transition, 18801920. Selected works by authors such as Hardy, Wilde, Pater, Conrad, and others.

ENGL 8700 20THCENTURY ENGLISH POETRY 3.0
TwentiethCentury English Poetry. Selected poems written in English (excluding American poetry).

ENGL 8750 20THCENTURY ENGLISH PROSE 3.0
TwentiethCentury English Prose. Selected novels, short stories, and nonfiction prose works written in English (excluding American works).

ENGL 8755 20THCENTURY IRISH LIT 3.0
TwentiethCentury 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 20THC ENGLISH LIT 3.0
Topics in TwentiethCentury 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, 18201865 3.0
American Renaissance, 18201865. Selected works by Thoreau, Emerson, Whitman, Hawthorne, Melville, and others.

ENGL 8831 19THCENTURY AFRAMER LIT 3.0
NineteenthCentury AfricanAmerican 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, 18651914 3.0
American Realism and Naturalism, 18651914. 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, nonfiction 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, 19001945 3.0
Modern American Fiction, 19001945. 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, 1946PRESENT 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 20THCENTURY AFRAMER LIT 3.0
TwentiethCentury AfricanAmerican Literature. The study of one or more major twentiethcentury
AfricanAmerican writers and the study of the theoretical issues surrounding AfricanAmerican literature.

ENGL 8891 MAJOR AMER WRITERS, 16001916 3.0
Major American Writers, 16001916. 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 20THC AMER WRITERS 3.0
Major TwentiethCentury 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, 15001916 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 20THC AMER LIT AND CUL 3.0
Topics in TwentiethCentury 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 nonfiction.
May be repeated if topics vary.

ENGL 8900 TOPICS IN ENGLISH 3.0
Topics in English. 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 twentiethcentury 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 NONTHESIS INDIVIDUAL RESEARCH 1.0 to 18.0
NonThesis 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. Indepth 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.

EPEL = 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 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 daytoday 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 fieldbased supervised practicum. Onsite supervision of an approved field experience and leadership
project designed to improve administrative performance is provided. Practicum may extend beyond one term.
(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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

EPEL 8420 ADVANCED SUPERVISION 3.0
Advanced Supervision. Participants gain practical skills in several different approaches to supervisory practice.
Establishing appropriate supervisorsupervisee relationships, systematic observation of behavior, design of
appropriate interventions, and case practice are included. A minimum grade of "B" is required for this course.

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. A
minimum grade of "B" is required for this course.

EPEL 8620 PSYCHOLOGICAL ASPCTS LEADRSHIP 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 ASPCTS 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. A minimum grade of "B" is required
for this course.

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. A minimum grade of "B" is required for this
course.

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. Field
experience may extend beyond one term. A minimum grade of "B" is required for this course.

EPEL 8910 RESEARCH/RES METHODSED LDRSHP 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. Course may extend beyond one term. A
minimum grade of "B" is required for this course.

EPEL 8970 SEMINAR IN EDUCATION LEADERSHP 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. A minimum
grade of "B" is required for this course.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this
course.

EPHE = EPS/HIGHER EDUCATION

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 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 7980 SEM POSTSECONDARY EDUC STUDIES 3.0
Seminar in Postsecondary Education Studies. Master'slevel 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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

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 decisionmaking processes. A minimum grade of "C" is required for this course.

EPHE 8370 THE TWOYEAR COLLEGE 3.0
The TwoYear College. This course reviews briefly the history of the organization and governance of the
United States twoyear college. Students examine in depth the current characteristics of twoyear 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 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/SPECIALFOCUS INST 3.0
Diversity in Higher Education: Special Focus Institutions. Prerequisite: recommended EPHE 8340. Students
examine the origin and evolution of specialfocus institutions within the U.S. system of higher education.

EPRS = 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
selfstudy.

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 8500 QUALIT/INTER RESEARCH IN EDU I 3.0
Qualitative/Interpretive Research in Education I. This is the introductory course in a sequence of three courses
(including the core requirement EPRS 8500 and the elective courses EPRS 8510 and EPRS 8520) designed to
provide theoretical and practical understandings of qualitative/interpretive research. This course provides
students with an overview of the broad field of qualitative methodology, as well as an introduction to historical,
philosophical, and policy research methodologies. Students will study theoretical underpinnings of qualitative
research and research design. In addition, students will learn how to evaluate qualitative studies and write
literature reviews. A minimum grade of "C" is required for this course.

EPRS 8510 QUALITATIVE RESEARCH IN EDU II 3.0
Qualitative Research in Education II. Prerequisite: EPRS 8500 or instructor permission. This is the second
course in a sequence of three courses (including the core requirement EPRS 8500 and the elective courses
EPRS 8510 and EPRS 8520) designed to provide theoretical and practical understandings of qualitative
research. This course provides students with an understanding of and practical experience in qualitative
research methods. A minimum grade of "C" is required for this course.

EPRS 8520 QUALITATIVE RESEARCH IN ED III 3.0
Qualitative Research in Education III. Prerequisites: EPRS 8510 or permission of the instructor This is the third course in a sequence of three courses (including the core requirement EPRS 8500 and the elective courses EPRS 8510 and EPRS 8520) designed to provide theoretical and practical understandings of qualitative research. This course provides students the chance to expand fieldwork skills and increase their theoretical understanding of qualitative methods and methodology. A minimum grade of "C" is required for this course.

EPRS 8530 QUANT METHODS & ANALYS IN ED I 3.0
Quantitative Methods and Analysis in Education I. This is the introductory course in a sequence of three courses (including the core requirement EPRS 8530 and the elective courses EPRS 8540 and EPRS 8550) designed to provide theoretical and applied understandings of quantitative research. Fundamentals of research and hypothesis testing are taught and then built upon for instruction in experimental, quasiexperimental, and correlational designs along with the requisite statistical tools for analyzing data from these designs. In addition, skills are developed in the use of SPSS, reviewing research articles, and writing research papers.

EPRS 8540 QUANT METHODS & ANALYSIS ED II 3.0
Quantitative Methods and Analysis in Education II. Prerequisite: EPRS 8530 or instructor permission. This is the second course in a sequence of three courses (including the core requirement EPRS 8530 and the elective courses EPRS 8540 and EPRS 8550) designed to provide theoretical and applied understandings of quantitative research. In this course, fundamentals of experimental design and quasiexperimental design are built upon for instruction in research designs of more than two populations, designs with more than one independent variable, repeatedmeasures designs, and the ANOVA techniques appropriate for these designs. Fundamentals of hypotheses testing are extended with the introduction of sampling distributions and power analysis, and this course introduces designs for multiple predictor variables of a single criterion variable. Skills at using SPSS, reviewing research articles, and writing research reports are further developed. A minimum grade of "C" is required for this course.

EPRS 8550 QUANT METHOD & ANALYSIS ED III 3.0
Quantitative Methods and Analysis in Education III. Prerequisite: EPRS 8540 or instructor permission. This is the third course in a sequence of three courses (including the core requirement EPRS 8530 and the elective courses EPRS 8540 and EPRS 8550) designed to provide theoretical and applied understandings of quantitative research. In this course, fundamentals of correlational designs are extended for instruction in designs incorporating one or more independent variables to predict or to explain one dependent variable, including simple linear regression, multiple regression, and logistic regression. This course also provides continued development of skills in the use of SPSS and in writing and reviewing research reports. A minimum grade of ?C? is required for this course.

EPRS 8600 COMPUTER USE IN EDUC RESEARCH 3.0
Computer Use in Educational Research. Prerequisite: EPRS 8540 or instructor permission. This course provides an introduction to programming using SAS and Visual Basic in the context of education. Students will learn how to use SAS to read, reorganize, analyze, and simulate data. With Visual Basic, students will learn how to create graphical interfaces within the Microsoft Windows operating system.

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 8700 VISUAL RESEARCH METHODS 3.0
Visual Research Methods. Prerequisite: EPRS 8510 or permission of the instructor. This course provides students with an understanding of how to utilize visual research methods and complete textual analyses of various forms of texts. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

EPRS 8840 METAANALYSIS 3.0
MetaAnalysis. Prerequisite: EPRS 8540 or consent of the instructor. Students study how to summarize research literature using quantitative methods. The course includes critiquing metaanalysis research as well as implications of metaanalysis for practice in education and psychology. A minimum grade of "C" is required for this course.

EPRS 8920 EDUCATIONAL MEASUREMENT 3.0
Educational Measurement. Prerequisite: EPRS 8540 or instructor permission. This course is an introduction to measurement theory in education, emphasizing the application of measurement theory to test development and to educational research. A minimum grade of "C" is required for this course. (formerly EPRS 9330)

EPRS 9100 PHENOMENOLOGY & ETHNOMETHOD 3.0
Phenomenology and Ethnomethodology: Research Principles in Practice. Prerequisite: EPRS 8510 or permission of the instructor. The purpose of this course is to provide an introduction to the theory and practice of phenomenology and ethnomethodology as methods of inquiry. The course will familiarize students with the

concepts, philosophical underpinnings, and research methodologies of phenomenology & ethnomethodology.
There are multiple approaches to phenomenology and ethnomethodology. This course will examine these forms of inquiry from psychological, philosophical, and sociological perspectives. A minimum grade of "C" is required for this course.

EPRS 9120 POSTSTRUCTURAL INQUIRY 3.0
Poststructural Inquiry. Prerequisite: EPRS 8510 or permission of the instructor. The purpose of this course is to provide an introduction to the function of poststructuralism in the research process. In this course, students will begin to grapple with several different poststructural theories, play with constructing a research design grounded in these theories, and deconstruct the inquiry process. Students will work with theories of Butler, Deleuze and Guattari, Derrida, Foucault, and Lyotard. A minimum grade of "C" is required for this course.

EPRS 9350 INTRO ITEM RESPONSE THEORY 3.0
Introduction to Item Response Theory. Prerequisite: EPRS 8920 and EPRS 8550; or instructor permission. This course is an introduction to 1, 2, and 3parameter item response theory models and their applications to educational measurement and educational research. A minimum grade of "C" is required for this course.

EPRS 9360 ADVANCED ITEM RESPONSE THEORY 3.0
Advanced Item Response Theory. Prerequisite: EPRS 9350. Extends EPRS 9350 to differential item function analysis, multidimensional models, and other advanced applications of item response theory. A minimum grade of "C" is required for this course.

EPRS 9400 WRITING QUALIT RESEARCH MANUSC 3.0
Writing Qualitative Research Manuscripts. Prerequisite: EPRS 8520 or permission of the instructor. This course provides students with a further understanding of how qualitative researchers move from idea to published text. A minimum grade of "C" is required for this course.

EPRS 9550 MULTIVARIATE ANALYSIS 3.0
Multivariate Analysis. Prerequisite: EPRS 8550 or instructor permission. Students examine a greater depth of topics taught in Quantitative Methods and Analysis in Education IIII, including additional ANOVA and regression designs. In addition, designs incorporating classification techniques are covered, and students are introduced to factor analysis. A minimum grade of "C" is required for this course.

EPRS 9560 STRUCTURAL EQUATION MODELING 3.0
Structural Equation Modeling. Prerequisite: EPRS 8550 or instructor permission. This course introduces research designs and associated statistical analyses for investigating the predictive or explanatory relations among latent variables and observed variables. SPSS is used early in the course, but LISREL is used for most of the statistical analyses in the course. A minimum grade of "C" is required for this course.

EPRS 9570 HIERARCHICAL LINEAR MODEL I 3.0
Hierarchical Linear Modeling I. Prerequisite: EPRS 8550 or instructor permission. This is the first course in a sequence of two courses (including EPRS 9571) designed to provide theoretical and applied understandings of hierarchical linear modeling. Foundational knowledge of HLM is taught by extending knowledge of regression analyses to designs involving a nested data structure. Other basic concepts in HLM are also taught, including intraclass correlation and crosslevel interaction. The course also includes instruction in programming for and interpretation of the output for computer software for conducting HLM. A minimum grade of "C" is required for this course.

EPRS 9571 HIERARCHICAL LINEAR MODEL II 3.0
Hierarchical Linear Modeling II. Prerequisite: EPRS 9570 or permission of the instructor. This is the second course in a sequence of two courses (including EPRS 9570) designed to provide theoretical and applied understandings of hierarchical linear modeling. The foundational knowledge of HLM and the basic designs involving multilevel data are built upon for instruction in advanced applications of HLM in educational research, including crossclassified modeling, growth curve analysis, and metaanalysis. Additional instruction is provided in programming HLM software, interpreting the output from the software, and writing research reports of HLM designs and analyses. The course culminates in a research project that students may want to develop into a dissertation or other potentially publishable work.

EPRS 9600 ADV COMPUTER METHDS FOR ED RES 3.0
Advanced Computer Methods for Educational Research Prerequisites: EPRS 8600 and EPRS 8540; or instructor permission. Advanced topics in SAS are taught, including programming simulation studies and the use of IML. (formerly EPRS 8610)

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. Practicum is graded as unsatisfactory/satifactory. A minimum grade of "S" is required for this course. (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 = EDUCATIONAL POLICY STUDIES

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. Directed reading may extend beyond one term. (Repeatable).

EPS 7975 SEMINAR FOR GRADUATE ASSISTNTS 3.0 to 9.0
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. A minimum grade of "S" is required for this course. (Repeatable).

EPS 7990 MASTER'S THESIS 1.0 to 6.0
Master's Thesis. Restricted to master'slevel students. Students earn credit for supervised development and preparation of the thesis. The thesis may extend beyond one term. The course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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. The project is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for 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 fieldbased 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 indepth 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. The independent study may extend beyond one term. (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. The directed reading may extend beyond one term. (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. A minimum grade of "C" is required for this course.

EPS 9270 RESEARCH IN ED POLICY STUDIES 3.0
Research in Educational Policy Studies. This course examines the poltical, conceptual, and ethical issues related to the development and implementation of educational policies. Selected policies affecting P12 and postsecondary education are discussed. Research on policy issues is analyzed and criticized as one instance of the practice of educational research. A minimum grade of "C" is required for this course.

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. Course may extend beyond one term. A minimum grade of "C" is required for this course.

EPS 9980 RESEARCH SEMINAR ED POLICY STU 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. A minimum grade of "C" is required for this course.

EPS 9990 DISSERTATION 3.0 to 9.0
Dissertation. Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for the completion of the dissertation. (Repeatable).

EPSF = EPS/SOCIAL FOUNDATION

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 CURRIC FOUNDATIONS FOR ED LDR 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 8260 SOCIOLOGY INNERCITY CHILDREN 3.0
Sociology of InnerCity Children. Students study problems facing culturally different children. Concepts, problemsolving 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 postindustrial society. Content is derived from current thought and writing in sociology and educational theory and practice.

EPSF 8320 POLITICS & POLICY IN EDUCATION 3.0
Politics and Policy in Education. Students study political and educational policy processes in relation to such problems as globalization and the nation state, local and community development, social identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

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. A minimum grade of "C" is required for this course.

EPY = EDUCATIONAL PSYCHOLOGY

EPY 7080 PSYCHOLOGY OF LEARNING/LEARNRS 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 7500 INDIVIDUAL/FAMILY OVER LIFESPN 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 ASSISTNTS 3.0 to 9.0
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. A minimum grade of "S" is required for this course. (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. The master's thesis may extend beyond one term. The thesis is graded as
satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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. A minimum grade of "B" is required for this course.

EPY 8020 PRINCIPLES OF BEHAVIOR ANALY 3.0
Principles of Behavior Analysis. Students become grounded in the principles of behavior analysis laying the
foundation for applying the principles of behavior analysis to social and educational issues. This course meets
the objectives of Content Areas 2 and 3 for Board Certification in Behavior Analysis.

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 indepth 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 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 8240 DEV RACIAL/ ETHNIC/CULTURAL ID 3.0
Development of Racial, Ethnic, and Cultural Identity. Students study and explore the myths and realities of
racial, ethnic, and cultural identity in the United States. This class focuses on the components of ethnicity and
analyzes how cultural identification influences behavior. Students gain knowledge of the major theories related
to racial, ethnic, and cultural identity and apply their knowledge of these theoretical constructs to specific
domains of interest. This course is grounded in a developmental perspective with an emphasis on educational,
personal, and professional contexts. In addition, this class utilizes a constructivist approach in that students
utilize their personal experiences as a basis for developing knowledge.

EPY 8250 PSYCHOLOGY OF INNERCITY CHLD 3.0
Psychology of InnerCity 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. (Taught with GERO
8260).

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. The directed reading
may extend beyond one term. (Repeatable).

EPY 8850 INTRO SINGLECASE METHODOLOGY 3.0
Introduction to SingleCase Methodology. The content of this course includes types of research questions
appropriate for singlecase research, data collection procedures, and selection, implementation, and analysis of
research designs.

EPY 8860 APPL SINGLECASE METHODOLOGY 3.0
Applications of SingleCase Methodology. This course focuses on applications of singlecase 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. Seminar

is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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.
Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

EPY 9990 DISSERTATION 3.0 to 9.0
Dissertation. Involves the research and writing of the doctoral dissertation. Dissertation may extend beyond one term. The dissertation is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for completion of the dissertation. (Repeatable).

ESL = 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 graduatelevel writing skills, such as writing research proposals, article summaries, critiques, reports, and other disciplinespecific 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.

EXC = EXCEPTIONAL CHILDREN

EXC 6350 ORIENTATION TO DEAFNESS 3.0
Orientation to Deafness. This course is an overview of the field of deafness. Topics include psychosocial aspects of deafness, educational settings, modes of communication, technology, vocational opportunities, socialemotional development, and needs of the multihandicapped deaf and hard of hearing population.

EXC 6360 AUDIO CONSIDERATIONS FOR TCHRS 3.0
Audiological Considerations for Teachers. Prerequisite: consent of the instructor. An introduction to the types and causes of hearing loss, interpretation of audiograms, and methods and procedures of determining hearing loss as each relates to learning and behavioral characteristics of children and youth with hearing loss.

EXC 6370 AMERICAN SIGN LANGUAGE I 3.0
American Sign Language I. This course prepares students to understand and use American Sign Language grammar, signs, finger spelling, and nonmanual 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. 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 nonmanual 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 6480 HEARING SCIENCE AND DISORDERS 3.0
Hearing Science and Disorders. This course focuses on the application of the principles of hearing science and audiology. Students study acoustics, anatomy and physiology, and disorders of the auditory system. Attention is given to the administration and interpretation of pure tone and speech audiometry. A minimum grade of "B" is required for this course.

EXC 6490 AURAL REHABILITATION 3.0
Aural Rehabilitation. Prerequisite: EXC 4480 or EXC 6480 with a minimum grade of "C" or consent of instructor. This course focuses on the application of the principles of rehabilitation of children and adults with hearing impairment. Emphasis is placed on design and implementation of individualized intervention programs with consideration of the impact of hearing loss, the selection of approriate amplification, and the use of auditory training and speech reading programs. A minimum grade of "B" is required for this course.

EXC 6560 ED EVALUATION OF DISABILITIES 3.0
Educational Evaluation of Students with Disabilities. Prerequisite: Admission to Behavior/Learning Disabilities program. This course is the study of the process of gathering information regarding the individual strengths and needs of students with disabilities. It introduces both formal and informal evaluation procedures used in special education settings. Students select and administer both formal and informal assessment instruments and use the data from these assessments for eligibility decision making, instructional planning, and progress monitoring. Limitations of assessment tools related to test bias and cultural and linguistic concerns are addressed in the areas of test selection, administration, interpretation of test results. Technology that facilitates the assessment process is used throughout the course. This course requires additional assignment(s) beyond those at the inital level. (repeatable, twice)

EXC 6570 INDIV & CLASSROOM MANAGEMENT 3.0
Individual and Classroom Management. Prerequisite: Admission to Behavior/Learning Disabilities program. The course is designed to promote skill development in the use of empirically validated methodolgy on the formation of interventions and effective management strategies for individuals as well as groups across a variety of learning environments. Participants develop an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self motivation. A case study approach is used to promote reflection, evaluation, synthesis, and application of principles learned. This course requires additional assignment(s) beyond those at the initial level. (Repeatable, twice).

EXC 6580 INSTRUCTIONAL METHODS FOR BLD 3.0
Instructional Methods for Students with Behavior/Learning Disabilities. Prerequisite: Admission to Behavior/Learning Disabilities program. This course focuses on the fundamental elements of design, implementation, and evaluation of individualized programs based on educationally relevant characteristics of students with mild behavioral and learning disabilities. Researchbased strategies and materials for instruction and technology use in the areas of reading, math, and written language are described and demonstrated with an emphasis on explicit teaching approaches. This course requires additional assignment(s) beyond those at the inital level. (Repeatable, twice).

EXC 6590 FUNCTIONAL/SOCIAL METHODS BLD 3.0
Functional and Social Methods for Students with Behavior/Learning Disabilities. Prerequisite: Admission to Behavior/Learning Disabilities program. This course focuses on development, implementation, and evaluation of strategies and methods to promote the acquisition of critical functional life skills in students with mild disabilities. A major focus is the use of integrated thematic instruction which embeds functional skills in the content area. Adaptive behaviors and strong determination of students' success in various contexts are also included. This course requires additional assignment(s) beyond those at the initial level. (Repeatable, twice).

EXC 6661 PRACTICUM I: CONSULTATIVE 3.0
Practicum I: Special Education General Education Curriculum: Consultative. Prerequisite: Admission to Behavior/Learning Disabilities Program; EXC 4010. This field based experience is the first of two required practica for students seeking initial licensure in special education. This practicum provides students with an opportunity to develop and practice skills in delivering instruction and assessment with students who have mild disabilities. Practicum requirements may be completed on the job for those students who are currently employed as a classroom teacher in an approved setting. Students not employed by an approved school will be placed by the program. They will be required to proof of tort liability coverage and have completed a criminal background check through the College of Education Office of Academic Assistance. Students complete the requirements for this practicum with a supervising teacher in a public school setting. The placement requires 1520 hours per week in classroom settings working with students with mild disabilities. This course requires additional assignement(s) beyond those at the initial level. (Repeatable, once).

EXC 6671 PARTNERSHIPS/PRACTICUM II 3.0
Educational Partnerships and Practicum II: Special Education General Education Curriculum: Consultative. Prequisites: EPY 2050, EXC 4010, EXC 6560, EXC 6570, EXC 6580, EXC 6590, and EXC 6661. This is the second of two required practica for students preparing for initial licensure in special education general education curriculum: consultative. This course includes the study of family systems and parenting perspectives, effective communication, and models of collaboration. Students are placed in public school settings for the entire school day during the semester of their practicum. Practicum requirements may be completed on the job for those students who are currently employed as a classroom teacher in an approved setting. Students not employed by an approved school will be placed by the program. They will be required to show proof of tort liability coverage and have completed a criminal background check through the College of Education Office of Academic Assistance. Students comlete the requirements for this practicum with a supervising teacher in a public school setting. The placement requires 1520 hours per week in classroom settings working with students with mild disabilities. Various means of collaboration within the school setting are discussed as well as roles and responsibilities of school personnel in consultation, collaboration, and teamwork during the required seminars. Learners demonstrate an understanding of the importance of collaboration in specific special education activities such as prereferral teams, assessment, IEP/ITP meetings, and consultation with general education teachers regarding strategies for working with students with disabilities. This course requires additional assignment(s) beyond those at the initial level. (Repeatable, once).

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. A minimum grade of "B" is required for this course.

EXC 7010 LANGUAGE DEVELP & 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. Prerequisites: 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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

EXC 7160 SOCIAL/EMOTIONL 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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

EXC 7190 LITERACY FOR STUDENTS W/DISAB 3.0
Alternative Approaches to Literacy Instruction for Students with Disabilities. Prerequisite: consent of the instructor. Students study the design, implementation, and evaluation of reading, writing, and spelling 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, comprehension, writing, spelling. Commercial programs that are researchbased and that meet the needs of students with disabilities are reviewed and demonstrated. A minimum grade of "B" is required for this course.

EXC 7250 CHAR SEVERE MENTAL RET/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 CHAR SEV PHYS & MULTI DISAB 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. A minimum grade of "B" is required for this course.

EXC 7280 METHODS TEACHG STU W/SEV DISAB 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 communityreferenced model for students with mental retardation, autism, orthopedic impairments, visual impairments, deaf blindness, and multiple impairments are studied. A minimum grade of "B" is required for this course.

EXC 7281 ADAPT/FUNC CURRIC STU SEV DIS 3.0
Adapted/Functional Curriculum for Students with Severe Disabilities. Prerequisite: EXC 7280 or permission of instruction. Restricted to majors in Multiple and Severe Disabilities.

Curriculum content appropriate for students within an adapted or functional curriculum. Content areas include literacy and those based on community referenced needs, to include personal care, functional academics, social/leisure, residential and vocational instruction.

EXC 7290 METH TCHG STUDNT READ & ACADEM 3.0
Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics This course focuses on: (a) adaptation of academic and functional curriculum for students with mild and severe disabilities who have concomitant physical impairments, (b) reading and academics, and (c) use of technology for academic instruction, including augmentative communication. A minimum grade of "B" is required for this course.

EXC 7300 ASSIST TECH: READ & ACADEMICS 3.0
Assistive Technology: Reading and Academics This course provides instruction in various forms of assistive technology for students with disabilities and includes computer adaptations for physical access and assistive technology to promote reading, writing, math and other academic areas. Course may extend beyond one term. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

EXC 7320 METHODS OF TEACHG STU W/AUTISM 3.0
Methods of Teaching Students with Autism. This course provides an indepth description of students with autism including differentiating characteristics among the various subtypes. Appropriate assessment practices, programming considerations, and effective instructional methods are discussed. A minimum grade of "B" is required for this course.

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). A minimum grade of "B" is required for this course.

EXC 7340 POSTSCHOOL TRANSITION 3.0
PostSchool 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, postsecondary education, and community access, and restructuring of the secondary school curriculum to facilitate effective transition. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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 deafblind or hearing impairment. The purpose of this course is to provide students with techniques and strategies for assessing and teaching reading and written language skills to students with hearing loss. Assessment, lesson planning, and effective instruction are addressed. A minimum grade of "B" is required for this course.

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 assessing and teaching reading written language skills to students with hearing losses. Assessment, lesson planning, and effective instruction are addressed. A minimum grade of "B" is required for this course.

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 assessing and teaching students who are deaf/hard of hearing whether in resource, resource, selfcontained, or inclusive settings. Lesson planning, classroom management, curriculum, and effective instruction are addressed. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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 assessment and intervention to enhance speech and listening skills in clinical and classroom contexts. A minimum grade of "B" is required for this course.

EXC 7450 CHILD LANGUAGE DISORDERS 3.0
Child Language 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. A minimum grade of "B" is required for this course.

EXC 7460 MATH INSTRUCTION IN SPE EDUC I 3.0
Mathematics Instruction in Special Education I. This course provides core mathematics knowledge for K8 teachers emphasizing the use of algebraic thinking to connect mathematics, its ideas, and application through conjecture, inventing, and problem solving. This course emphasizes problem solving, sets, whole numbers, functions, numerations systems, whole number computation, integers, fractions, decimals, and percents. Part I of a two part course. A minimum grade of "B" is required for this course. (Repeatable, twice).

EXC 7470 MATH INSTRUCTION IN SPE EDU II 3.0
Mathematics Instruction in Special Education II. Prerequisite: EXC 7460. This course provides core mathematics knowledge for K8 teachers emphasizing the use of algebraic thinking to connect mathematics, its ideas, and application through conjecture, inventing, and problem solving. The course emphasizes probability, statistics, geometry (contructions, congruence, similarity), and measurement, diagnosis, remediation, conceptual learning, and mathematical problem solving through concrete, studentcentered activity. Part II of a two part course. (Repeatable, twice).

EXC 7510 NEUROSCIENCE FOR COMMUNICATION 3.0
Neuroscience for Communication. This course provides indepth 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. A minimum grade of "B" is required for this course.

EXC 7520 SPEECH SOUND DISORDERS 3.0
Speech Sound Disorders. Prerequisite: Phonetics (Spch 3000) with a minimum grade of "C". 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. A minimum grade of "B" is required for this course.

EXC 7530 VOICE SCIENCE AND DISORDERS 3.0
Voice Science and Disorders. Laboratory participation required. This course provides concentrated study of normal vocal anatomy and physiology, the parameters of resonation 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 resonation and phonation. A minimum grade of "B" is required for this course.

EXC 7540 FLUENCY DISORDERS 3.0
Fluency Disorders. 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.
A minimum grade of "B" is required for this course.

EXC 7550 ADULT LANGUAGE DISORDERS 3.0
Adult Language Disorders. Prerequisite: EXC 7510 with a minimum grade of "C"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. A minimum grade of "B" is required for this course.

EXC 7560 DIAGNOST METH SPCH LANG DISORD 3.0
Diagnostic Methods of Speech and Language Disorders. Prerequisite: EXC 7630 with minimum grade of "B" 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. A minimum grade of "B" is required for this course.

EXC 7570 ADV AUDIOLOGICAL ASSESSMENT 3.0
Advanced Audiological Assessment. Prerequisites: EXC 4480 or EXC 6480 with a minimum grade of "C" and EXC 4490 or EXC 6490 with a minimum grade of "C"; 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. A minimum grade of "B" is required for this course.

EXC 7590 PROFESSION COMMUNIC 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. A minimum grade of "B" is required for this course.

EXC 7600 SWALLOW AND SWALLOW DISORDERS 3.0
Swallowing and Swallowing Disorders. Prerequisites: EXC 7510 and EXC 7530. 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. A minimum grade of "B" is required for this course.

EXC 7610 MOTOR SPEECH DISORDERS 3.0
Motor Speech Disorders. Prerequisite: EXC 7510 with a minimum grade of "C," 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. A minimum grade of "B" is required for this course.

EXC 7630 POLCY,PROCED,PROGRM COM DISORD 3.0
Policies, Procedures, and Programming in Communication Disorders. 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 speechlanguage pathology service in a variety of settings. Service delivery models, reimbursement policies, and support services are included. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. Threehour weekly field placement is required as part of course. A minimum grade of "B" is required for this course.

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. Directed reading may extend beyond one term. (Repeatable).

EXC 7910 CLINIC PRACTICUM COM DISORDERS 1.0 to 3.0
Clinical Practicum in Communication Disorders. Prerequisite: EXC 7630 with a minimum grade of "B" 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 LanguageHearing Clinic. Emphasis is placed on the application of course work to the evaluation and treatment of individuals with communication disorders. A minimum grade of "B" is required for this course.
(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 indepth experiences with deaf and hard of hearing students. This practicum may extend beyond one term.

EXC 7921 PRACTICUM I: CONSULTATIVE 3.0
Practicum I: Special Education General Curriculum: Consultative. Prerequisite: contact the department. This intensive practicum course provides opportunity for initial indepth experiences with students who have mild disabilities. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

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 indepth 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 indepth experiences with students with autism. This practicum may extend beyond one term.

EXC 7927 PRAC I:PHYSICAL & HEALTH DISAB 3.0
Practicum I: Physical and Health Disabilities. Prerequisite: contact the department. This intensive practicum course provides for opportunity for initial indepth experiences with students who have orthopedic 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 indepth 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 fulltime, indepth experiences with deaf/hard of hearing students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7931 PRACTICUM II: CONSULTATIVE 3.0
Practicum II: Special Education General Curriculum: Consultative. Prerequisite: contact the department. The intensive practicum course provides opportunity for initial indepth experiences with students who have mild disabilities. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

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 fulltime, indepth experiences with students with severe mental retardation. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7936 PRACTICUM II: AUTISM 3.0
Practicum II: Autism. Prerequisite: contact the department. This intensive practicum course provides

opportunity for fulltime, indepth experiences with students with autism. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7937 PRAC II:PHYSICAL & HLTH DISAB 3.0
Practicum II: Physical and Health Disabilities. Prerequisite: contact the department. This intensive practicum course provides opportunity for fulltime, indepth experiences with students who have orthopedic impairments. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7939 PRACTICUM II: EARLY CHILDHOOD 3.0
Practicum II: Early Childhood. Prerequisite: contact the department.

This intensive practicum course provides opportunity for fulltime, indepth experiences with early childhood students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

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 indepth experiences with deaf/hard of hearing students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7941 PRACTICUM III: CONSULTATIVE 3.0
Practicum III: Special Education General Curriculum: Consultative. Prerequisite: contact the department. This intensive practicum course provides opportunity for advanced indepth experiences with students who have mild disabilities. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

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 indepth applied behavior analysis experiences with students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7950 COM DISORDR MEDICAL INTERNSHIP 3.0 to 9.0
Communication Disorders Medical Internship. Prerequisites: EXC 7910 with a minimum grade of "B" and consent of instructor. Restricted to students majoring in communication disorders. In this intensive, fulltime 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. A minimum grade of "B" is required for this course. (Repeatable).

EXC 7951 COM DISORD SCHOOL INTERNSHIP 3.0 to 9.0
Communication Disorders School Internship. Prerequisites: EXC 7910 with a minimum grade of "B" and consent of the instructor. Restricted to students majoring in communication disorders. In this intensive, fulltime practicum experience, the student evaluates and treats individuals with communication disorders in a school setting. A minimum grade of "B" is required for this course. (Repeatable).

EXC 7990 MASTER'S THESIS 1.0 to 6.0
Master's Thesis. Prerequisite: M.Ed. Communication Disorders major. Students earn credit for supervised development and preparation of the project or thesis for the M.Ed. degree with a major in communication disorders.

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 & LEARNG 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. A minimum grade of "B" is required for this course.

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 indepth interdisciplinary study of the nature and characteristics of individuals with mental retardation, emphasizing current research and issues in the field. A minimum grade of "B" is required for this course.

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 indepth interdisciplinary study of the nature and characteristics of behavior disorders, emphasizing current research and issues in the field. A minimum grade of "B" is required for this course.

EXC 8300 ADV TOPICS IN ASSISTIVE TECHN 3.0
Advanced Topics in Assistive Technology. Prerequisite: consent of instructor. This course provides an indepth 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. A minimum grade of "B" is required for this course.

EXC 8310 ADV STUDIES LANG DEVELOPMENT 3.0
Advanced Studies in Language Development. This course provides an indepth study of language development for school age children. Emphasis is placed on current research and application of information to classroom and therapeutic settings. A minimum grade of "B" is required for this course.

EXC 8320 ADV STUDIES CHILD COM DISORDRS 3.0
Advanced Studies in Child Communication Disorders. This course offers an opportunity for indepth 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. A minimum grade of "B" is required for this course. (Repeatable).

EXC 8330 ADV STUDIES ADULT COMM DISORDR 3.0
Advanced Studies in Adult Communication Disorders. This course offers an opportunity for indepth study of theoretical issues relating to a varying topic in adult disorders. Emphasis is on the review of the clinical application of current research and listerature pending 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 indepth study of the curricular models and empiricallyvalidated 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. A minimum grade of "B" is required for this course.

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. A minimum grade of "B" is required for this course.

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. Directed reading may extend beyond one term. (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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

EXC 8980 PROF INVESTIGATN/WRTNG 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. A minimum grade of "B" is required for this course.

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. The project may extend beyond one term. A minimum grade of "B" is required for this course. (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. Internship may extend beyond one term.

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. Internship may extend beyond one term.

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. Dissertation may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for completion of the dissertation. (Repeatable).

FI = FINANCE

FI 8000 VALUATION OF FIN ASSETS 3.0
Valuation of Financial Assets. Corequisite: MBA 8130 and MBA 8230, or MBA 8622. CSP: 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 in the same semester as MBA 8130 and MBA 8230.

FI 8020 FIN ANALYSIS & LOAN STRUC 3.0
Financial Analysis and Loan Structuring. Prerequisite: MBA 8622 or MBA 8230. 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 mediumsized firms. Students have the opportunity to evaluate the needs of a variety of businesses that differ with respect to type, industry, profitability, growth, cyclicality, and degree of distress.

FI 8040 SURVEY INTERNAT'L FINANCE 3.0
Survey of International Finance. Prerequisite: MBA 8622 or MBA 8230. 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 instrumentscontracts 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 riskshifting instruments for controlling market risks. Coverage is presented of both exchange and offexchange 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 offexchange 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 equityportfolio 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 cuttingedge 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 policymaking 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 manage ment of the nonfinancial multinational firm in a global setting. It deals with currency exposure management, capital expenditure processes, capital structure decision, and shortand longterm 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 seminarstyle course allows for indepth study of select corporate finance topics of special current significance. Coverage is drawn from cuttingedge issues such as the capital acquisition process, investment banking, venture capital financing, the financial management of the ecommerce firm, corporate control, international capital budgeting and financing, project finance, corporate reorganizations and restructuring, corporate governance, and the interaction of productmarket 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 8391 FIELD STUDIES IN FINANCE 1.0 to 3.0
Field Studies in Finance. Prerequisites: FI 8000 and Instructor Consent. The field study is a supervised, employersite learning ex perience that provides students the opportunity to learn and apply finance skills in a professional setting. Partici pating students are expected to work a designated number of hours each week, to attend education lectures and seminars, and to submit assignments, projects and term papers. The field study is typically nonpaid; students will receive course credit. Participating students will be selected through a competitive review.

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 deposittype financial assets (i.e., com mercial 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 macrofinance course, focusing on the broad issue of funds flows through the entire economy. The course analyzes the dynamic and complex pattern of worldwide 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 welldeveloped 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 decisionmaking 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 noarbitrage 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 continuoustime and discretetime 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, twofund separation, meanvariance analysis, contingentclaim pricing, consumptionbased 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, bondholderstockholder and stockholdermanager 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 interestratecontingent instruments, optimal regulatory policies for financial institutions, the capital structure and hedging policies of institutions, market microstructure and nondepository 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 doctorallevel 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.

FOLK = FOLKLORE

FOLK 6020 AMERICA'S FOLK CRAFTS 3.0
America's Folk Crafts. Traditional hand skills of North American folkculture regions including folk arts, crafts, architecture, foodways, and preindustrial 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.

FORL = FOREIGN LANGUAGE

FORL 6011 PHONETICS AND PHONOLOGY 3.0
Phonetics and Phonology. Prerequisite: AL/ForL 3021. 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. 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. Prerequisite: ForL 6125 or ForL 6126. Observation, lesson
planning, and supervised microteaching with a variety of instructional techniques in grades P8 and 912.
Application of instructional and curricular theories; systemic analysis of decisionmaking processes in
instruction.

FORL 6111 SEMANTICS AND PRAGMATICS 3.0
Semantics and Pragmatics in Linguistic Theory. 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. Comprehensive introduction to historical and comparative linguistics with a focus on
causes and mechanisms of language change over time.

FORL 6122 LING FOUND2ND 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/MATTCHG FOR LANG:P8 3.0
(TE) Methods and Materials for Teaching Foreign Languages, P8. 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 P8.

FORL 6126 (TE) MET/MATTCH FOR LANG:912 3.0
(TE) Methods and Materials for Teaching Second Languages, 912. 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 912.

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/MATTCHNG LATIN:P12 3.0
Methods and Materials for Teaching Latin: P12 (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. 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. Topics vary according to instructor. May be repeated for a maximum of
six credit hours.

FORL 6151 CULTURE/LANGUAGE LEARNING 3.0
Culture and Language Learning. 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 FL 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).

FREN = FRENCH

FREN 6033 TOPICS IN FRENCH CIVILIZATION 3.0
Special Topics in French Civilization. Study of particular aspects or periods of French civilization. May be repeated if topics vary.

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 nontechnical 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 nontechnical 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 WRKSHP: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 7765 PRACTICUM IN TRANSLATION 1.0 to 6.0
Practicum in Translation. Prerequisite: consent of instructor. Directed work in special projects; field experiences; internships. May be repeated up to six hours.

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. Study of particular aspects or periods of French Novel. May be repeated if topics vary.

FREN 8230 TOPICS IN FRENCH DRAMA 3.0
Topics in the French Drama. Study of particular aspects or periods of French Drama. May be repeated if topics vary.

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. Study of particular aspects or periods of French Poetry. May be repeated if topics vary.

FREN 8250 TOPICS IN HIST OF IDEAS 3.0
Topics in the History of Ideas. Study of particular aspects or periods of French History of Ideas. May be repeated if topics vary.

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. Inservice 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.

GEOG = GEOGRAPHY

GEOG 6097 TOPICS GEOGRAPHICAL SCIENCES 1.0 to 3.0
Topics in Geographical Sciences. Prerequisite: consent of instructor. One to three lecture hours a week.
Detailed presentation of a selected topic in geographical sciences. May be repeated for credit for a maximum of
six credit hours if topic is different.

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 GEOG MIDDLE EAST/NORTH AFRICA 4.0
Geography of the Middle East and North Africa. An examination of the physical and human geography of the
Middle East, from Iran to Morocco. Emphasis is placed on forces that define and shape the Middle East today,
including 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 with grade of C or higher, 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 with grade of C or higher. 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 with grade of C or higher, 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 PRODCTN 3.0
Automated Cartographic Production. Prerequisite: consent of instructor. Computergenerated maps with
printer, plotter, and videographic 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 2206 or 6518 with grade of C or higher, or
consent of instructor. Fundamental concepts and applications of raster and vectorbased geographic
information systems involving the integration and synthesis of geographic data with map overlays, databases,
computer graphics, and/or remote sensing imagery.

GEOG 6533 INTRO TO GIS APPLICATIONS 4.0
Intro to GIS Applications. An introductory course on applications of GIS to realworld problem solving. Course
includes an introduction to GIS software, and applications of GIS in fields such as public health, resource
management and urban planning. Includes an introduction to spatial analysis with GIS.

GEOG 6534 ADVANCED GEOGRAPHIC INFO SYS 4.0
Advanced Geographic Information Systems. Prerequisite: Geog 6532 with grade of C or higher, or consent of
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. Prerequisites: Geog 4518 and Geog 4532 with grade of C or higher, 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 with grade of

C or higher, or consent of 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 with grade of B or higher, or consent of 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 with grade of B or higher,
or consent of 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 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 with grade of B or higher, or consent of instructor.
Spatial variations, processes, and environmental constraints influencing the distribution of life.

GEOG 6650 APPLIED HYDROLOGY 4.0
Applied Hydrology. Prerequisites: Geog 1112/1113 or Geol 1112K with grade of C or higher, or consent of
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, oxidationreduction reactions,
mineralwater 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 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 with grade of C or higher. (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 6784 CLIMATIC CHANGE 3.0
Climatic Change. Prerequisite: Geog 1112 with grade of C or higher, or consent of instructor. An assessment of
the understanding of many aspects of recent climatic change. The focus

is on how human activities can cause
climatic change as well as how humans and ecosystems can be affected by those changes. Specific topics will
include technical aspects of climatic observations and modeling, actual and potential impacts of climatic
change on human and natural systems, and climaticchange influences on public policy.

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 shortterm internships at public or
private agencies. Paper required. May be taken more than once, but only three 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 realworld 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 URBANECONOMIC GEOG 4.0
Seminar in UrbanEconomic 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 with grade of C or higher or
consent of instructor. (Same as Geol 8040.) Advanced topics in theories and research methods of geomorphology and surfacewater 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 Xray diffraction as a technique to identify clay minerals and common rockforming
minerals in rocks and soils.

GEOG 8045 SEMINAR IN BIOGEOGRAPHY 4.0
Seminar in Biogeography. Prerequisite: Geog 6648 with grade of B or higher, or consent of 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 NONTHESIS 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
nonthesis students only. Pass or fail grades. May be retaken, but only three credit hours can count toward M.A.

GEOG 8999 THESIS RESEARCH 1.0 to 9.0
Thesis Research. May be repeated if topics vary.

GEOL = GEOLOGY

GEOL 6002 OCEANOGRAPHY 3.0
Oceanography. Prerequisites: Geol 1121K and Geol 1122K with grades of C or higher, or consent of instructor.
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, oxidationreduction reactions, mineralwater 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, surfacegroundwater interaction, flow to wells, and advectiondispersion 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 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 & METAMORPHC 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 6018 CARBONATE GEOLOGY 3.0
Carbonate Geology. Prerequisites: Geol 1121K and 1122K, or Geol 7021 and 7022, or consent of instructor. Three lecture hours a week. Offered with Geol 4019/6019 (Carbonate Geology Field Experience). Introduction to the carbonate system, including carbonate chemistry, rock classifications, and depositional environments. Reefs and reef ecology and regional carbonate geology (Georgia, Florida, the Bahamas) as well as changes in reefs through time, are also discussed.

GEOL 6019 CARBONATE GEOLOGY FIELD EXPER 1.0
Field Experience in Carbonate Geology. Corequisite: Geol 4018/6018. Approximately weeklong field course in a carbonate environment (Bahamas or Florida Keys), nine hours a day (6 laboratory, 3 lecture) each day of the trip. Course emphasizes modern depositional environments through field observations underwater and on land, and the link to Pleistocene geology. Must pass swim test, satisfy prerequisites, and receive permission of instructor to attend.

GEOL 6042 ANALYTICAL METHODS 2.0
Analytical Methods. Four laboratory hours per week. Principles and practical application of modern analytical methods in mineralogy, environmental geology, geochemistry, petrology, sedimentology, and related fields, using modern analytical techniques and instrumentation. Theory and methods of selected analytical applications tailored to student needs. Topics may include mass spectrometry, laser ablation mass spectrometry, electron probe microanalysis, scanning electron microscopy, Xray fluorescence, Xray diffraction, atomic absorption, ion chromatography, and cathodoluminescence. Radiation safety training included. May be repeated, but only two credits will be applied towards the degree.

GEOL 6095 SEMINAR IN GEOLOGICAL SCIENCE 1.0
Seminar in Geological Sciences. Prerequisite: at least twelve 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 six credit hours if topic is different.

GEOL 6120 BASIC FIELD GEOLOGY 3.0
Basic Field Geology. Prerequisites: Completion of a corecurriculum science sequence and consent of instructor. Nine hours a day, six days a week, for three weeks. Introduction to field geology in the Rocky Mountains of Montana, with emphasis on basic concepts and field methods. Construction of simple geologic maps, cross sections, and stratigraphic columns, using topographic maps and aerial photographs in the field.
Includes a sevenday excursion to geologically interesting areas of the U.S. Northwest. Open to teachers and students majoring in Geography, Anthropology Biology, Environmental Science, or others who are seeking a geological field experience.

GEOL 6121 ADVANCED FIELD GEOLOGY 3.0
Advanced Field Geology. Prerequisites: Geol 4006 and 4013, and consent of instructor; prerequisite or corequisite: Geol 4120 or 6120 or equivalent. Nine hours a day, six days a week for three weeks. Intensive geologic mapping and interpretation in the Rocky Mountains of Montana, with particular emphasis on complexly deformed areas. Includes mapping in folded and faulted sedimentary rocks, intrusive and volcanic igneous rocks, and high grade metamorphic basement terrain. Construction of multiple cross sections for complex structures and advanced interpretation of geologic history of complex areas. Involves extensive, rough, offtrail hiking.

GEOL 6141 LIFE OF CENOZOIC ERA 4.0
Life of the Cenozoic Era. Prerequisites: Geol 1121K and Geol 1122K. 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 Southeastern United States.

GEOL 6530 INTRODUCTION TO REMOTE SENSING 4.0
Introduction to Remote Sensing. Prerequisite: six 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. Prerequisites: 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 rockforming 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 Xray diffraction as a technique to identify clay minerals and common rockforming minerals in rocks and soils.

GEOL 8003 RADIOGENIC ISOTOPE GEOLOGY 3.0
Radiogenic Isotope Geology. Prerequisite: consent of the instructor. Three lecture hours per week. An introduction to the application of radiogenic isotopes to geological and hydrological research. Topics include the trace element characteristics of most radiogenic isotope systems, longlived parentdaughter systems to tracer studies and in geochronology, and shortlived parentdaughter systems.

GEOL 8005 CENOZOIC GLOBAL CHANGE 4.0
Patterns of Global Change in the Cenozoic. Prerequisites: Geol 8000, or consent of the instructor. Four lecture hours a week. Patterns of climatic and oceanographic change during the last 66 million years with an emphasis on the sedimentary record. Examination of methods used to reconstruct paleoclimate and paleoceanographic changes. Detailed analysis of major global events of the Cenozoic including intensification of northern hemisphere glaciation and the evolution of modern ocean circulation.

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 minerology 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 and 6650, or equivalents, or or equivalents, or consent of the instructor. (Same as Geog 8040.) Advanced topics in theories and research methods of geomorphology and surfacewater 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. Indepth 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 Earthbased 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.

GERO = GERONTOLOGY

GERO 6475 COMMUNICATION AND AGING 3.0
Communication and Aging. (Same as Comm 6475.) This course provides a broad overview of the ways in which communication affects, and is affected by, the aging process and introduces students to theory aand research in the area of communication and aging.

GERO 6500 ANTHROPOLOGY OF AGING 3.0
Anthropology of Aging. (Same as Anth 6500 and WSt 6500.) Anthropological approach to the aging process in western and nonwestern societies.

GERO 7105 GERIATRIC NUTRITION 3.0
Geriatric Nutrition. With a background that establishes demographic and physiological aspects of the aging process, this course focuses on nutrient intakes, nutrient requirements, and nutritionrelated disorders and their management in the elderly.

GERO 7110 AGING POLICY AND SERVICES 3.0
Aging Policy and Services. (Same as Soci 7110.) Overview of aging policy, services and programs with an emphasis on legislation, funding, planning, the aging network, and the longterm care system.

GERO 7200 HEALTH AND 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, agerelated 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.

GERO 7260 SOCIAL WORK WITH THE AGING 3.0
Social Work with the Aging. (Same as SW 7260 and WSt 7260.) This course is designed to provide the basic knowledge and beginning skills appropriate for social work practice with older persons. Emphasizes biological, sociological, and psychological aspects of the aging process with special attention to the cultural, social, political, and economic factors affecting the delivery of social services to the aging.

GERO 7610 PSYCHOLOGY OF AGING 3.0
Psychology of Aging. (Same as Psyc 7610.) Psychological contributions to the understanding, prevention, and
treatment of normal and abnormal changes of later life.

GERO 8000 SEMINAR IN GERONTOLOGY 3.0
Seminar in Gerontology. An introduction to the field of aging and the profession of gerontology for beginning
master's students. Focuses on socialization to the student role, identification with the field, integration into the
department, and preparation for employment.

GERO 8100 RESEARCH METHODS GERONTOLOGY 3.0
Research Methods in Gerontology. An introduction to the process of scientific research with particular
emphasis on the common research methods and statistics used in gerontology, including both quantitative and
qualitative approaches. Students will develop a proposal for a feasible research project.

GERO 8102 LIFE COURSE SOCIOLOGY 3.0
Life Course Sociology. (Same as Soci 8102 amd WSt 8102.) Development of the key concepts 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.

GERO 8110 EVALUATION RESEARCH IN GERO 3.0
Evaluation Research in Gerontology. Principles and techniques for applied research in gerontology, including
program evaluation, interventions with older people, and measurement of outcomes.

GERO 8116 SOCIOLOGY OF AGING 3.0
Sociology of Aging. (Same as Soci 8116 and WSt 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.

GERO 8118 AGING, HEALTH, AND DISABILITY 3.0
Aging, Health, and Disability. (Same as Soci 8118.) Individual experience of physical aging, disease, disability,
and death in old age; patterns and social causes of physical and mental illness, morality, and longevity; illness
behavior of older people, including health care utilization, compliance, patientpractitioner interaction, and
health promotional behavior.

GERO 8119 GLOBAL AGING AND SOC POLICIES 3.0
Global Aging and Social Policies. (Same as Soci 8119.) This course examines issues of aging and social
policies in global perspectives. Topics include global and comparative studies of demographic changes, aging
and social inequality, retirement and social security, intergenerational exchange, and health care and elder care.

GERO 8120 AGING AND LONG TERM CARE 3.0
Aging and Long Term Care. (Same as Soci 8120). Analysis of the longterm health care system, emphasizing
care of the elderly and client, practitioner, and therapeutic issues in institutional and communitybased settings.

GERO 8122 DEATH, DYING, AND LOSS 3.0
Death, Dying, and Loss. (Same as Soci 8122). Death and dying; loss; and the cultural process of grief,
mourning, and bereavement.

GERO 8124 ETHNICITY AND AGING 3.0
Ethnicity and Aging. (Same as Soci 8124.) 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, lifechance and socialization differences among older adults attributable to race,
ethnicity, and/or minority status.

GERO 8200 AGING PROGRAM ADMIN 3.0
Aging Program Administration. This course is designed to provide a detailed understanding of the

administration of communitybased organizations serving the elderly/aging population. The course involves
analysis of management problems and operational issues across a wide variety of organization types and forms.
Attention is given to effective strategies in managing such organizations.

GERO 8260 PSYCHOLOGY OF ADULT AND 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.

GERO 8700 SPECIAL TOPICS IN GERONTOLOGY 3.0
Special Topics in Gerontology. Critical analysis of a selected topic in gerontology, such as widowhood,
longterm care, older women, or elder abuse. May be taken more than once if topics are different.

GERO 8800 DIR. READINGS IN GERONTOLOGY 3.0
Directed Readings in Gerontology. Individual reading in a selected area of gerontology, directed by a faculty
member. May be taken more than once if topics are different.

GERO 8910 GERONTOLOGY INTERNSHIP 1.0 to 6.0
Gerontology Internship. Prerequisite: GPA of 3.0 in the gerontology program of study. Requires 150 internship
hours working in an aging organization or agency and integrative seminars. Provides a field education
experience aimed at practical application of knowledge, values, and skills learned in the classroom.

GERO 8990 RESEARCH PRACTICUM 3.0 to 15.0
Research Practicum. Research apprenticeship under faculty direction.

GERO 8999 THESIS RESEARCH 1.0 to 9.0
Thesis Research.

GMBA = GLOBAL PARTNERS MBA

GMBA 7010 FINANCIAL ACCOUNTING 1.5
Financial Accounting Concepts. (Formerly MBA 8121). Prerequisite: None. CSP: 1, 2, 4, 6, 7. This course
focuses on the nature of accounting information provided in the major financial statements and the
development of guidelines and analytical tools for using such informa tion effectively. Specific coverage
includes the income statement, balance sheet and cash flow statements. The limitations of reported information
and some of the basic analytical techniques applied to interpret and use account ing information and reports
effectively are also emphasized.

GMBA 7020 BUSINESS ANALYSIS 1.5
Business Analysis Foundations. (Formerly MBA 8011). Prerequisite: None CSP: 1, 2, 6. This course deals with the basics of converting corporate data into actionable information for managerial decision making. Statistical data analysis techniques in the context of business intelligence are covered with applications in various functional areas of business. Specific techniques include data visualization, descriptive statistics, estima tion, modeling relationships, basic for casting techniques, and decision making and modeling under uncertainty. The contextual topics are data warehousing, business intelli gence and data mining for corporate performance management.

GMBA 7030 MICROECON FOR MANAGERS 1.5
Microeconomics for managers. (Formerly MBA 8231). Prerequisite: None. CPS: 1, 2, 6, 7. This course uses basic microeconomic concepts (demand, pro duction, cost, and market environment) to analyze the compe titive strategies of various typed of firms and industries. Both theoretical concepts and institutional structures are included in the analysis. Based on the readings, students also analyze current policy issues related to industry and and firms' strategies.

GMBA 7040 CUSTOMERS AND MARKETS 1.5
Customers and Markets. Prerequisite: None. CSP: 1, 2, 3, 6, 7, 8. This course will examine a variety of issues related to identifying and understanding customers and markets. It will address customer buying behavior and how firms deter mine customer needs. The course will also present various approaches used to identify and target various market segments for a firm's offering of goods and services. Topics to be covered will include; 1) assessing the business and competitive environment of a firm; 2) researching markets and buying behavior; and, 3) using product development, pricing strategies, distribution channels and various pro motional efforts in order to influence customers within a given market segment.

GMBA 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.

GMBA 8500 INATL BUS INTERNSHIP 0.0 to 6.0
International Business Internship. Prerequisite: 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 nonEnglishspeaking country. Foreign nationals may intern with organizations in the United States or other Englishspeaking 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 incountry) of fulltime 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.

GMBA 8620 COMMERICAL DIPLOMACY 1.5
Commerical Deplomacy. Prerequisites: IB 8090 or by permission of instructor. CSP: 1, 2, 6, 7. This course examines commercial diplomacy from the company specific point of view. In particular, the program focuses on the concerns of the lineofbusiness or country manager. The course makes extensive use of visiting speakers and materials that address the central question of how companies relate to a broader environment that includes political/ legal/economic risk assessment, businessgovernment relations, relations with nongovernmental organizations and the larger civil society, and linkages to the institutions of trade regimes. Achieving global success today depends on leaders who are skillful at interaction with these key players who are aware of crucial country differences, who understand major trade and investment issues, and who successfully manage international business.

GRD = 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 problemsolving 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 fifteen 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 problemsolving format; print and electronic publishing applications; identity and format design; art direction and imagemaking 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 imagemaking; digital techniques; prepress 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 problemsolving 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 problemsolving 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 MULTIMEDIA DESIGN 3.0
Multimedia Design. Prerequisite: consent of the instructor. Exploration of multimedia and interactive concepts and nonlinear view editing technologies; presented in studio problemsolving format; work on creative teams. Includes researchbased 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 problemsolving 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 DESGN 3.0
Professional Practices in Graphic Design. Prerequisite: consent of the instructor. Practical clientbased 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 problemsolving 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 eighteen 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 twentyfour 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.

GRMN = GERMAN

GRMN 6121 GERMAN CIVILIZATION 3.0
German Civilization. Historical, philosophical, artistic, and literary influences that 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 nontechnical 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 presentday 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 nontechnical 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 7765 PRACTICUM IN TRANSLATION 1.0 to 6.0
Practicum in Translation. Prerequisite: consent of instructor. Directed work in special projects; field
experiences; internships. May be repeated up to six hours.

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 19THCENT GERMAN LIT 3.0
NineteenthCentury German Literature I. Romanticism; analysis of representative prose, poetry, and drama by
Novalis, Eichendorff, Brentano, Tieck, and others.

GRMN 8842 19THCENT GERMAN LIT II 3.0
NineteenthCentury German Literature II. Poetic realism and naturalism; analysis of representative prose,
poetry, and drama by Keller, Meyer, Fontane, Hauptmann, Nietzsche, and others.

GRMN 8843 20THCENT GERMAN LIT I 3.0
TwentiethCentury 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 20THCENT GERMAN LIT II 3.0
TwentiethCentury German Literature II. PostWeimar period, exile literature, and the postwar period; analysis
of representative prose, poetry, and drama of Brecht, Bell, Grass, Weiss, and others.

GRMN 8845 CONTEMPORARY GERMAN AND FILM 3.0
Contemporary German Literature and Film. Post 1968 literature with special emphasis on post unification
literature and film; analysis of representative prose, poetry, and drama by Brussig, Grass, Schneider, Strauss,
Wolf, Zaimoglu, and others; examination of influential films by German directors such as Faith Akin,
Wolfgang Becker, Tom Tywker, 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. Inservice teacher training for GTAs. Required for
GTAs teaching German in the department. Does not count toward degree requirements.

HA = HEALTH ADMINISTRATION

HA 8160 HEALTH CARE SYSTEM 3.0
Introduction to the Health Care System. Prerequisite: none. This course introduces and describes the healthcare
delivery system and the resources that comprise it. The theoretical basis for the system, as well as the overall
planning, organization, management, evaluation, quality, and major health policy issues 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 decisionmaking framework.

HA 8250 HEALTH ECON & FINANCING 3.0
Health Economics and Financing. 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. Prerequisite: consent of the instructor, good academic standing.

HA 8391 HA FIELD STUDY 1.0 to 3.0
Health Administration Field Study. This course is designed to provide Master of Health Admini stration

students with an opportunity to apply the health administration skills learned at the Robinson College of
Business (RCB) is an approved site off campus. The course immerses students in the planning and execution of

complex activities involved in both large and small healthcare organizations. The settings for the activities may change over time. While students are under the general supervision of the faculty, they are expected to display responsible independent action and to interact frequently with healthcare executives.

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 administration and organization of healthcare systems, including analysis of management problems, planning, evaluation, operations, and policy analysis within the healthcare 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 FIN MGMT & PLANNING 3.0
Healthcare Planning and Financial Management. Prerequisite: HA 8160 or HA 8190 and MBA 8130. CSP: 1, 2, 6. This course is designed to integrate and apply knowledge, concepts, and methods in financial management to the ongoing operation and planning for healthcare organizations. The course builds upon an operational knowledge of financial management theory, concepts, and methods. Students have the opportunity to apply these ideas to “realworld” healthcare business cases and use spreadsheet analyses to make financial and operational decisions. Topics covered include financial and operational analysis of healthcare entities, cost accounting, financial forecasting, time value analysis, financial risk concepts, debt and equity financing, capital acquisition and structure decisions, capital budgeting and project risk assessment.

HA 8620 OP MGT & QUAL HEALTH CARE 3.0
Operations Management and Quality in Health Care. Prerequisite: MBA 7020 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 7020. CSP: 1, 2, 6. This course focuses on the critical role of ehealth 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 & DELVRY 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. Prerequisite: HA 8160 or HA 8190, MBA 7020 or Math 1070, and MBA 8120, MBA 8220. 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 twocourse 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 twocourse 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 toplevel 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.

HADM = 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 institu tional 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. Prerequisite: MBA 7010, MBA 7030, MBA
8130, MBA 8230. CSP: 1, 2, 6. This course presents an overview of finance issues pertain ing to the planning
and development of hospitality properties. Forms of ownership, tax considerations, financ ing 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 7030, or Econ 2105 and Econ 2106.
CSP: 1, 6. This course provides an overview of the economic and cul tural impact of travel and tourism on
local, state, regional and national economics. The benefits and costs of tourism development, components of
tourism and tourism management, the planning and development of tourism destinations/venues, understanding
tourism policy, and tourism organizational are 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 enter prises. The course examines the
process of managing exist ing foodservice concepts in a global economy with the emerging issues of food
safety and overall security of employees and guests. The history, organization, and de velopment of modern
foodservice concepts, industry demo graphics, 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.

HADM 8800 HOTEL ASSETS 3.0
Hotel Assets. Prerequisites: Re 8030, Re 8050, Hadm 8400, Hadm 8700. CSP: 1,2,6,7. This course will focus
on the real estate property and physical assets of hotels. Management contract terms will be analyzed as well as
current and predicted future trends and issues in hotel management contracts. The negotiation process will also
be explored in depth including the preselection process, selection of brand/manager and actual rounds of
negotiation. The resulting ownermanager relationship will be evaluated including franchise and chain
affiliation programs. Students will have the opportunity to apply their knowledge in analyzing existing
contracts representing varied ownershipmanagement structures. This course will also discuss acquisition due
diligence including evaluation of the lodging asset. The hotel invest-ment decision components of buy, hold and
sell will be analyze.

HHS = HEALTH AND HUMAN SCIENCE

HHS 6000 RESEARCH FOR HEALTH PROFS 3.0
Research for the Health Professions. This course provides an introduc-tion to 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 6010 GRADUATE MEDICAL TERMINOLOGY 3.0
Medical Terminology This course covers medical terminology as it pertains to the body with an emphasis on
developing an understanding of the pathological terminology used in the individual medical specialties. Areas
within health professional fields of respiratory therapy, physical therapy, nutrition, pathology, radiology,
anesthesia, pharmacology, and others will be covered. This is an online course and is open to all graduate
students.

HHS 6400 SPANISH FOR HLTH & HUM SCI 3.0
Spanish for Health and Human Sciences. The purpose of this course is to establish communication skills that
can be used by health and human service practitioners in culturally diverse settings to assist Spanish speaking
clients. This course is designed for nonSpanish speaking students.

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,
agerelated 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 7370 PSYCOPATHOLOGY 3.0
Psychopathology The purpose is to acquaint students with the major types of psychopathology. Students should
recognize those descriptions that are the defining features of each of the major pathologies. Theories as to the
etiology considering both biochemical and social explanations will be reviewed. Contrasting perspectives of the
ways in which a society can label and address deviant behavior will be presented.

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 7500 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 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 15.0
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 communitybased 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.

HIST = 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 HISTORICAL METHODS/THEORY 4.0
Introduction to Historical Methods and Theory. A general introduction to the theoretical and analytical
frameworks used by historians, which can include but is not limited to Marxist, gender, anthropological,
sociological, cultural, linguistic, and postcolonial interpretative methods. Required of all candidates for
graduate degrees in history, to be taken in the first year of residence if

possible. A grade of B or higher is
required of all M.A. and Ph.D. candidates.

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 professisonal 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 3.0
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 AFRICANAMERICAN HIST 4.0
Seminar in AfricanAmerican History. A threetopic sequence which explores the diversity in
AfricanAmerican 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 MODERN EUROPEAN HISTORY 4.0
Seminar in Modern European History. Selected topics in the history of modern Europe, 1750 to the present.
May be repeated if topics vary.

HIST 8240 SEM IN 20TH CEN EUROPEAN HIST 4.0
Seminar in TwentiethCentury 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 seventeenthcentury 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 MODERN BRITISH/IRISH HIST 4.0
Seminar in Modern British, Irish and Imperial History. Topic alternates between reading seminar in the
intertwined histories of modern Britain, Ireland, and the British Empire/ Commonwealth (18c20c) and research
seminar in the history of the Edwardian era (c.18991914).

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 nonEuropeans 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;
earlymodern origins of European colonialism and imperialism.

HIST 8400 GLOBAL SOC. MOVEMENTS 4.0
Global Social Movements in Historical Perspective. Global, inter/ transnational, and diasporic social
movements in historical perspective; topics may include abolitionism and pacifism, anticolonialism, feminist

and women's movements, socialism, communism, and labor and peasant movements, movements for
immigrant, indigenous and human rights, etc. May be repeated if topics vary.

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 threepart 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 EURASIAN HISTORY 4.0
Seminar in Eurasian History. Selected topics in the premodern history of Eurasia emphasizing crosscultural
interactions and other largescale approaches in the transcontinental zone roughly bounded by the eastern
Mediterranean and western China, and north of Arabia and India, e.g: nomads and nomadic migrations;
religious and cultural encounters and exchanges along the Silk Roads; the Iranian, Byzantine, and Islamic
commonwealths; and the vast TurkoIranian and Mongol enterprises, Dual emphasis on historiography
(primary and secondary) and preparation for teaching survey courses in premodern Eurasian and world history.

HIST 8510 MIGRATION AND DIASPORA 4.0
Migration and Diaspora in Historical Perspective. Topics may include contexts, causes, and forms of
migration; politics of emigration and immigration; diasporic cultures and identities; and theoretical and
methodological problems of migration history. May be repeated for credit if topic varies.

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. 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 8730 EXHIBIT PLANNING & PRODUCTION 3.0
Exhibit Planning and Production. This course examines the process by which museums create exhibitions, from planning and research through object identification and selection, community involvement, script and text preparation, design, fabrication, installation and maintenance. The course brings students into contact with theory, and provides application of theory through their conceptualization and installation of an interpretive history exhibition.

HIST 8800 DIRECTED STUDY IN PUBLIC HIST 3.0
Directed Study in Public History. Independent study documenting and analyzing issues, programs and themes relating to case studies in public history. Emphasis on individual research and/or major project production.

HIST 8810 SEM IN THE HISTORY OF GENDER 4.0
Seminar in the History of Gender. (Same as WSt 8810.) 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; workingclass 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.

IB = INTERNATIONAL BUSINESS

IB 5000 MIB ORIENTATION 0.0
MIB Energizer Orientation. All MIB students must enroll in IB 5000 in their first semester of enrollment. This course is for zero credit, and there is no charge. It is graded on a Satisfactory/Unsatis factory basis. The schedule will show online. The object ives of the orientation program are: 1. To develop a sense of community and identify for the MIB students. 2. To begin the process of program planning and career planning, including intership details, community resources, mentor program. 3. To enhance cultural aware ness through exercises and develop classroom skills through case study & team building exercises.

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 mediumsized 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 indepth 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. Nongovernment,
government (business chambers, state and federal government), privatesector (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 6.0
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 incountry 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 I'NATL BUS INTERNSHIP 0.0 to 6.0
International Business Internship. Prerequisite: 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 nonEnglishspeaking country. Foreign nationals may intern with organizations in the United States or
other Englishspeaking 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 incountry) of fulltime 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 8600 INTERNATIONAL MANAGEMENT 3.0
International Management This course focuses on the management of the multinational corporation (MNC).
The main course objectives are to critically analyze specific managerial challenges and oppor tunities faced by
MNCs; to provide knowledge and conceptual frameworks necessary for understanding and managing MNCs;
and to train and develop skills critical for international managers (e.g., writing and oral presentation skills,
infor mation skills, cultural sensitivities).

IB 8620 COMMERICAL DIPLOMACY 1.5
Commerical Deplomacy. Prerequisites: IB 8090 or by permission of instructor. CSP: 1, 2, 6, 7. This course
examines commercial diplomacy from the company specific point of view. In particular, the program focuses
on the concerns of the lineofbusiness or country manager. The course makes extensive use of visiting
speakers and materials that address the central question of how companies relate to a broader environment that
includes political/ legal/economic risk assessment, businessgovernment relations, relations with
nongovernmental organizations and the larger civil society, and linkages to the institutions of trade regimes.
Achieving global success today depends on leaders who are skillful at interaction with these key players who
are aware of crucial country differences, who understand major trade and investment issues, and who
successfully manage international business.

IB 8630 INTERNATIONAL NEGOTIATION 3.0
International Business Negotiation. International Business Negotiation focuses on negotiation in the global
business setting. This course will cover the fundamental deal making and dispute resolution negotiation
concepts covered in general negotiation class, but in a multicultural environment. Culture affects negotiators'
strategies for using influence and information; the issues to be negotiated; negotiators' interests and priorities,
as well as the social, economic, legal, and cultural environment in which negotiations are conducted. Through
simulations, cases, videos, and class discussion, students develop an understanding of crosscultural
negotiations and build skills that can be used to make deals and resolve disputes in a global environment.

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 8150, MBA 8250. 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, supplychain 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. (Same as CIS
8220). 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 realworld 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. Prerequisite: 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.

ID = INTERIOR DESIGN

ID 6250 ARCHITECTURAL DRAWING III 2.0
Architectural Drawing III: Computer Aided Drafting and Design. Prerequisite: consent of instructor. Computer aided twodimensional drafting applications.

ID 6350 ARCHITECTURAL DRAWING IV 2.0
Architectural Drawing IV: ThreeDimensional Computer Aided Drafting and Design. Prerequisite: consent of instructor. Computer aided threedimensional drawing applications.

ID 6980 DIRECTED STUDY 3.0 to 6.0
Directed Study. Prerequisite: consent of instructor. For students not majoring in Interior Design. Individual research. May be repeated for a maximum of twelve credit hours.

ID 8000 ADVANCED PROBLEMS 3.0
Advanced Problems. May be repeated for a maximum of fifteen 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 twentyfour credit hours.

ID 8650 HISTORY OF INTERIOR DESIGN I 3.0
History of Interior Design I: Antiquities to the Nineteenth Century. Prerequisite: consent of the instructor. Development of architecture, interiors, and the decorative arts.

ID 8750 HISTORY OF INTERIOR DESIGN II 3.0
History of Interior Design II: Nineteenth Century to present. Prerequisite: consent of instructor. Development of architecture, interiors, and the decorative arts 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 six credit hours.

ID 8980 SPECIAL PROBLEMS 3.0
Special Problems. Prerequisite: consent of instructor and School director. Independent study. May be repeated for a maximum of six credit hours.

ID 8999 THESIS RESEARCH 3.0 to 12.0
Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

IT = 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 welldesigned 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 LEARNG 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 INT TECHN SCHOOLBSD LEARN ENV 3.0
Integrating Technology in SchoolBased Learning Environments This course provides teachers with the skills and knowledge to design and create technologyenhanced 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 8050 EVAL & ASSESS ONLINE LEARNING 3.0
Evaluation and Assessment of Online Learning. This course focuses on evaluating and assessing learning in online education and training environments. It is designed to provide students with the knowledge, skills, and abilities they need to determine what and how well students are learning in an online setting. This course helps prepare students to teach online and is intended to help prepare them for the Endorsement in Online Teaching.

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 "realworld" 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 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 AUTHORING TECHNOLOGIES 3.0
Advanced Authoring Technologies. This course provides students with an indepth knowledge of an authoring system for developing elearning 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 8440 ELEARNING ENVIRONMENTS 3.0
elearning 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 elearning, the cognitive and affective experiences of students in elearning environments, the design and development of elearning, and the current state of research and practice regarding elearning.

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. Internship may extend beyond one term. (Repeatable).

IT 8950 EVAL INSTRUCTION TECHNOLGIES 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 technologybased learning but also to judge merits of evaluations conducted by others. (formerly IT 9050)

JEWL = JEWELRY DESIGN & METALSMITHING

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 fifteen 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. For students not majoring in Jewelry. Individual research. May be repeated for a maximum of twelve 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 t echniques with an emphasis on individual goals. May be repeated for a maximum of eighteen credit hours.

JEWL 8500 DIRECTED STUDY 3.0 to 9.0
Directed Study. Prerequisite: consent of instructor. For the M.F.A. Jewelry and Metalsmithing major. Conceptualization and creation of jewelry or hollow ware forms. May be repeated for a maximum of eighteen 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 twelve credit hours.

JEWL 8999 THESIS RESEARCH 3.0 to 12.0
Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

KH = KINESIOLOGY & HEALTH

KH 6280 PSYCHOLOGY OF PHYSICAL ACTIVTY 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. Workshop is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course. (repeatable)

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 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 7230 DEVEL TCHG SKILLS FOR HPE/APE 3.0
Developing Teaching Skills for HPE/APE. This course is designed to introduce effective instructional, planning and classroom management skills for health and physical education for grades PreK 12. The focus is on developing these skills in preservice teachers who are career changers. This Course includes peerteaching and school based laboratory experiences. This is an elective course requiring authorization from an advisor.

KH 7240 ADV TCHG SKILLS HPE & ADAPT PE 3.0
Advanced Teaching Skills in Health, Physical Education, and Adapted Physical Education. The student studies effective teaching skills and instructional models for heath, physical education, and adapted physical education in grades P12. The course includes micro teaching, peer teaching, and schoolbased laboratory experiences.

KH 7250 TEACHING MODELS FOR HLTH & PE 3.0
Teaching Models for Health and Physical Education. Prerequisite: KH 7240. 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. Course may extend beyond one term.

KH 7370 FOUNDATIONS PORTFOLIO DESIGN 3.0
Foundations for Effective Portfolio Design. Prerequisites: 3 years of K12 teaching experience in physical education and consent of the instructor. Knowledge of students and how they learn, physical education content, and pedagogical strategies are addressed in this course. The student learns assessment strategies to evaluate student learning and teaching effectiveness. Reflective practice and professional growth are key outcomes of the class.

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 7450 VIRAL PARADOXES OF HIV & AIDS 3.0
Viral Paradoxes of HIV and AIDS. At the completion of this course the student is aware of the social, psychological, and health implications of HIV and AIDS for all populations, appreciates the importance of equal gender representation in clinical trials, understands the five stages in combatting perceptions of invulnerability, and is sensitive to issues of early treatment and drug resistance. The student is required to attend a one day training session, AIDS 101, sponsored by AIDS Atlanta.

KH 7460 HLTH RISK & PROTECTIVE FACTORS 3.0
Health Risk and Protective Factors. This course explores the six major child/adolescent health risk behaviors documented by the National Youth Risk Behavior Survey (CDC), examines the indirect relationship between risk behaviors and protective factors (40 Developmental Assets), and applies the Search Institute's 40 Developmental Assets paradigm to the prediction of risk and protective factors. Additionally, the course emphasizes the importance of a coordinated and comprehensive approach to fostering resiliency in children and youth through field visits to several local exemplary after school programs.

KH 7480 CURRICULUM DEVELOP HPE/APE 3.0
Curriculum Development for Health, Physical Education, and Adapted Physical Education. A study of curriculum development in health and physical education focusing on current theories and models including factors affecting the curriculum, proper scope and sequence, scheduling, implementation and change theories, and curriculum evaluation techniques.

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 activityrelated 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 CLINICAL EXERCISE PHYSIOLOGY 3.0
Clinical Exercise Physiology. 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. Students receive an overview of fitness program operations including program content, personnel, financial, facility, and member services considerations.

KH 7640 EXERCISE BIOENERGETICS 3.0
Exercise Bioenergetics. Prerequisite: KH 7500 or consent of instructor. The primary goal of this course is to integrate basic concepts and relevant scientific information to provide the foundation for understanding bioenergetics, energy transfer, exercise and physical training. Within the framework of exercise and bioenergetics, this course provides students with knowledge that allows for the assessment of anaerobic power, anaerobic capacity, and the aerobic capacity.

KH 7650 PHY ED STU DEV, PHY, & SEN DIS 3.0
Physical Education for Students with Developmental, Physical, and Sensory Disabilities. This course will provide K12 Health and Physical Education teachers with techniques and knowledge for the design and implementation of effective instruction for students with disabilities in inclusive and selfcontained physical education settings.

KH 7655 INCLUSION THRU DISABILITY SPOR 3.0
Inclusion Through Disability Sport This course is designed for K12 health and physical educators and professionals in the field of sport and physical activity interested in working with individuals with disabilities. Through sport participation, students will learn the fundamental skills, rules, and strategies of selected disability sports and be able to develop programs for individuals with and without disabilities using games and activities derived from the field of disability sport.

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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

KH 7663 INTERNSHP 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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

KH 7665 PHY & MOTOR ASSESS STU W/DIS 3.0
Physical and Motor Assessment for Students with Disabilities This course is designed for K12 health and

physical educators and professionals who are interested in gaining knowledge and skill regarding the implementation of and effective use of assessment data in the development of appropriate physical education curriculum and instruction for students with disabilities.

KH 7690 PRACTICUM SPORTS ADMINISTRATN 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. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

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 P12 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. Practicum is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

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. Course is graded as satisfactory/ unsatisfactory. A minimum grade of "S" is required for this course.

KH 7780 DRUG USE PREVENTN & INTERVENTN 3.0
Drug Use Prevention and Intervention. This course addresses family, school, and community factors placing children and youth at risk for tobacco, alcohol, and other drug use; investigates tobacco, alcohol, and other drug effects on child and adolescent health and academic performance; and emphasizes prevention and risk reduction strategies appropriate for inclusion in coordinated and comprehensive school health education.

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. Course is graded as satisfactory /unsatisfactory. A minimum grade of "S" is required for this course. (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 1.0 to 3.0
Collaborative Action Research Project: Health. Prerequisites: KH 7820, an approved CAR proposal, and consent of instructor. Students complete a fieldbased 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 1.0 to 3.0
Collaborative Action Research Project: Physical Education. Prerequisites: KH 7820, an approved CAR proposal, and consent of instructor. Students complete a fieldbased research project in physical education instruction from the proposal developed in KH 7820, in collaboration with a faculty mentor.

KH 7832 COLLAB ACTION RES PROJ: APE 1.0 to 3.0
Collaborative Action Research Project: Adapted Physical Activity. Prerequisites: KH7820, an approved Collaborative Action Research proposal, consent of instructor. Students complete a fieldbased research project in adapted physical activity from the proposal developed in KH7820, in collaboration with a faculty mentor.

KH 7840 TEACHING PORTFOLIO PREPARATION 3.0
Teaching Portfolio Preparation. Prerequisites: KH 7370, initiated the process of NBPTS, and consent of the instructor. This course is designed to help teachers with design of portfolios, like those needed for the National Board for Professional Teaching Standards (NBPTS) in physical education. Course content focuses on creating videos, video analysis of teaching,nand writing reflective analyses of teaching episodes.

KH 7975 SEMINAR FOR GRADUATE ASSISTNTS 3.0 to 9.0
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. A minimum grade of "S" is required for this course. (Repeatable).

KH 7990 MASTER'S THESIS 1.0 to 6.0
Master's Thesis. Prerequisites: consent of adviser. Master'slevel students in exercise science or sports medicine conduct research and complete a formal thesis. Research may extend beyond one term. The master's thesis is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

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.

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 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. Students receive advanced theoretical and applied experiences in preventing, evaluating, and treating activity relatedinjuries.
Several approaches to evaluation and management are discussed. (Same as PT 8810).

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 8550 SPORT & MOVMT STUD ATHL W/DIS 3.0
Sport and Movement Studies for Athletes with Disabilities. This course is designed to provide students with an understanding of current research findings underlying the advancement of sport for athletes with disabilities and skills in designing independent research on athletes with disabilities.

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 SPRTS 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. Course may extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course. (Repeatable).

KH 8830 MOTION ANALYSIS 4.0
Motion Analysis. Explores the principles of observational and instrumented motion analysis, focusing on human motion and including instrumentation, data collection and analysis, and biomechanical modeling of kinematics, kinetics, and muscle function.

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. Seminar is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course. (Repeatable).

KH 8980 SEMINAR IN BIOMECHANICS 1.0 to 4.0
Seminar in Biomechanics. Students discuss current topics and research and engage in professional development activities in biomechanics. Seminar is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course. (Repeatable).

KH 9520 ADV EXERCISE PHYSIO: ENG METAB 3.0
Advanced Exercise Physiology: 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 ADV EXERCISE PHYSIO: CARDIORES 3.0
Advanced Exercise Physiology: Cardiorespiratory. 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 ADV EXERCISE PHYSIO: MYOCELLUL 3.0
Advanced Exercise Physiology: Myocellular. Prerequisite: Chem 6610. Students critically evaluate the literature addressing mechanisms regulating the plasticity of skeletal muscle cells. Understanding structurefunction 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 KINESIOLOGY 1.0 to 6.0
Research in Kinesiology. 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. Course is graded as satisfactory/unsatisfactory. A minimum grade of “S” is required for this course. (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. Dissertation may

extend beyond one term. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for completion of the dissertation. (Repeatable).

LATN = 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 & HISTORIOGPHY 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 NEOLATIN 3.0
NeoLatin. 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

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 nonjury 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 twosemester 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 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 twosemester introductory investigation of the validity of concepts underlying the AngloAmerican 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 landlordtenant 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, twosemester course that considers the legal principles underlying the law of civil obligations. This semester 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. The first of two 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. The second of two 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.

LAW 6000 CONSTITUTIONAL LAW I 3.0
Constitutional Law I: Federalism. A study of the nature and distribution of federal power and of statefederal
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. 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.

LAW 6050 CAPITAL DEFENDERS CLINIC I 3.0
Capital Defenders Clinic. A threehour clinical course taught in partnership with Georgia Capital Defenders, a
new state agency responsible for representing all indigent defendants statewide in capital cases at trial and on
direct appeal. Students will assist in the representation of clients of Capital Defenders and will work on all
aspects of the representation, including fact investigation, witness interviewing, legal research and drafting, and
generally assisting in preparing cases for trial and sentencing hearings. Students will be supervised by the
professor and attorneys in the office. Grading is on a pass/fail basis. Permission of the professor is required.

LAW 6060 TURNER ENVIRONMENTAL CLINIC 2.0 to 3.0
Turner Environmental Law Clinic. Prerequisite: All 1styear full time courses including Torts and Civil

Procedure. Preferred but not required: Law 7200. The Turner Clinic handles a wide variety of environmental
legal matters brought to the clinic by environmental groups and citizens seeking legal advice. The exact content
of matters handled by the clinic and student attorneys varies depending on client needs but it is likely to include
initial case investigative work, legal research, work on proposed legislation or local ordinances, participation in
local, state or federal administrative proceedings, and litigation conducted in conjunction with outside counsel.
Students are required to work a minimum of 140 hours for three credits or 100 hours for two credits. Students
must accumulate these total hours over a period of at least the 7 week GSU Summer term but may seek
permission to work beyond 7 weeks as a way to reduce the weekly hourly committment. Students who are
selected must discuss this scheduling issue with the director of the Clinic, Emory Professor Julie Mayfield.

LAW 6061 BARTON CHILD LAW CLINICEMORY 2.0 to 3.0
Barton Child Law and Policy Clinic (Emory School of Law). Prerequisite: Students must have taken or be
concurrently enrolled in the 2credit class Child Advocacy: the Law, the Policy & the Players, taught by
Professors Karen Worthington and Mary Margaret Oliver at Emory University School of Law. The Barton
Clinic is an inhouse legal policy clinic dedicated to providing research, training and support to the public, the
child advocacy community, and the legislature of Georgia. Students work on issues before the state legislature,
complete research for publication, participate in local and statewide advocacy events, and help inform the
discussion on child welfare issues with their own ideas or projects. Four to seven law and other graduate
students are selected each semester to participate in the clinic. Applications are accepted prior to
preregistration. Students submit a resume and statement of interest with the professor. Detailed information is
available at the clinic website: http://www.childwelfare.net.

LAW 6070 CRIMINAL JUSTICE CLINIC I 3.0
Criminal Justice Clinic: Client Representation and Trial Practice I Prerequisites: Ability to be sworn in under
the Third Year Practice Rule (will have completed 60 hours of the 90 required for law school graduation). This
course may be taken by a limited number of third year students. Consent of the Professor is required.
Application and information are available on the course web site at http://law.gsu.edu/ccunningham/CJC/ This
clinic will be taught by Professor Cunningham in partnership with one or more organizations providing
representation to indigent defendants. Students may represent indigent defendants in all aspects of their cases,
including conducting all portions of court hearings and trials, under the direct supervision of the professor and
cooperating attorneys. Students work in teams of two and typically assume primary responsibility for client
representation. The clinic will require a minimum of 12 hours per week, including a weekly two hour class and
regular office hours at least two days per week at the clinic office, which will be located off campus. Students
must have flexible schedules to accommodate the court schedules where students will be practicing. Personal
transportation is required. Grading will be pass/fail.

LAW 6071 CRIMINAL JUSTICE CLINIC II 3.0
Criminal Justice Clinic: Client Representation and Trial Practice II. Prerequisite: Law 6070. This course is a
continuation of Criminal Justice Clinic: Client Representation and Trial Practice I. This course may be taken by
a limited number of third year students. Consent of the instructor is required for enrollment. Grading will be
pass/fail.

LAW 6080 FULTON COUNTY JAIL CLINIC I 2.0 to 3.0
FULTON COUNTY JAIL CRIMINAL PROCEDURE CLINIC I This clinic will target substantive and

procedural problems occuring in the Fulton County Jail. The clinic will be supervised by a fulltime professor of the College of Law, who will determine the specific area of focus in a given semester. Enrollment is limited to fifteen second and third year students. A classroom component of three class meetings is required, as are individual meetings with the professor. Written reports of inmate interviews, negotiations with the District Attorney's office, and depositions of cases are also required. Students will work in teams. Students who are qualified under the thirdyear practice act may appear in court under the supervision of the professor. Grading is pass/fail. Permission of the professor is required to enroll.

LAW 6081 FULTON COUNTY JAIL CLINIC II 2.0 to 3.0
FULTON COUNTY JAIL CRIMINAL PROCEDURE CLINIC II See Law 6080. Grading is pass/fail.
Permission of the professor is required to enroll.

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. Law 6000 is recommended but not required. 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 rulemaking 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: Law 6000. Students who have completed Law 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 lawtreaties 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. A seminar on selected problems in crimina 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 yeartoyear. 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 Internetbased 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 firstyear fulltime 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 indepth study of patentability and patent infringement under the federal patent statute.

LAW 7055 ADV PROBLEMS IN AGENCY/PARTSHP 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). 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, minitrials, summary jury trials, rentajudge, 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 2.0 to 3.0
Advanced Alternative Dispute Resolution. Prerequisite: Law 7060. Limited enrollment. An advanced study of the mechanisms that provide alternatives to litigation.

LAW 7062 MEDIATION 2.0 to 3.0
Mediation: Law and Practice. Recommended: Law 7060. This course provides an indepth exposure to the mediation process by focusing on both theory and skills. In addition to learning the theoretical and legal framework supporting institutionalized mediation, students will learn how to mediate and how to represent parties in mediations.

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 candidatesintraining 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 7078 APPELLATE PRACTICE & PROCEDURE 2.0 to 3.0
Appellate Practice and Procedure. Suggested: Law 6010, Law 7010, Law 7165. The course will cover both federal appellate practice and procedure, as well as issues pertaining to the state law applicable to the Georgia Supreme Court and Court of Appeals. Procedurally, it will pick up with the entry of judgement in the trial court. The course will address specific rules of appellate procedure and their interpretation, but the emphasis will be on the systhesis of judicial authorities and statutory interpretation, strategic thinking and planning, and the application of theory in the practical settings faced by the practitioner.

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 takehome 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 7091 BASIC BANKRUPTCY 2.0 to 3.0
Basic Bankruptcy. An intensive study of the substantive and procedural bankruptcy issues confronting consumer or business debtors seeking financial liquidation under Chapter 7 and financial reorganization under Chapter 11 or 13 of the Bankruptcy Code. Among the issues to be considered are the extent of property exemptions, the requirements for liquidating non exempt assets, the allocation of creditors' claims between secured and unsecured positions and the comparative benefits of the Chapter 7 and Chapter 13 discharges.

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 I. An introduction to federal income taxation, with emphasis on fundamental doctrines and major structural aspects of the Internal Revenue Code. Includes: definition of income, basic rules relating to the deduction of items, limitation on deductions, and introduction to capital gains and non of taxation of entities such as corporations and introduction to taxation of estates and trusts. recognition transactions, and an introduction to tax accounting.

LAW 7096 BASIC FEDERAL TAX II 2.0 to 3.0
Basic Federal Taxation II. Prerequisites: Law 7095. A continuation of Basic Federal Taxation I, with emphasis on more sophisticated provisions of the Internal Revenue Code that apply to individuals. Includes: limitation on tax shelters, advanced tax accounting concepts, advanced capital gains and loss provisions, and an introduction to alternative tax entities such as corporations, partnerships, limited liability companies, estates and trusts.

LAW 7098 BIOTECHNOLOGY LAW 2.0 to 3.0
Biotechnology Law, Policy and Ethics.

LAW 7099 BIOETHICS AND THE LAW 2.0 to 3.0
Bioethics and the Law. This course exaimes 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 isssues 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 UNINCORPORATED BUSINESS ASSC. 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 Reorganization. Prerequisite: Law 7090 A study of the crucial stages of 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 realworld 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. 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. Indepth 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, nondisturbance 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 filed 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 twoparty, single claim model is transformed into multiclaim, 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 "antihacking" 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., descendents' 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: Law 6000 A seminar on selected problems in constitutional law. A paper is required.

LAW 7153 CONSTRUCTION LAW 2.0 to 3.0
Construction Law. A study of the legal problems common to the construction industry focusing on the structure and negotiation of construction contracts, claims procedures, arbitration and litigation.

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 truthinlending.

LAW 7157 CONSUMER BANKRUPTCY PROBLEMS 3.0
Advanced Problems in Consumer Bankruptcy. Prerequisite or Corequisite: Law 7091. This course will focus upon the strategic issues that consumer debtors are required to face by the 1978 Bankruptcy Code. In order to select between the Chapter 7 and Chapter 13 options, such debtors must make a series of complicated choices. Issues that will be covered include exemption options, vulnerability to exceptions to discharge, and an understanding of the Code's impact upon preexisting marital obligations. An examination is required.

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: Law 7101. This writing seminar requires 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 indepth 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 I 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 7168 CRIMINAL TRIAL PRACTICE 3.0
Criminal Trial Practice. Prerequisite: Law 5020 and Law 6010. This course offers students the practical, handson, experience (real and simulated) in the function and role of the prosecution while also assuring that they are exposed to substantive materials and ethical considerations peculiar to the prosecutorial function in a setting that is conducive to reflection and research. Limited to third year students eligible for certification under the Law School Public Prosecutor Act. Permission of the District Attorney, Atlanta Judicial Circuit must be obtained. This course is a twosemester commitment worth three hours per semester. This course is certified by the Prosecuting Attorney's Council of Georgia. S/U grade.

LAW 7170 CRIMINAL JUSTICE: LAW REFORM 3.0
Criminal Justice: Fieldwork and Law Reform. Open to a limited number of second and third year students. Consent of instructor required. Students must submit an application and be available for a possible interview. Students will learn about the criminal justice system as it actually operates in metropolitan Atlanta and develop a law reform proposal about a specific aspect of that system. The course will use a wide variety of teaching methods including assigned readings drawn from both the legal scholarship and social science research, classroom lectures and discussions, and group fieldwork at locations such as police stations, jails and courthouses. Each student will select some aspect of the criminal justice system for independent research out of which will develop a written project proposing improvement or reform. The project must demonstrate mastery of applicable substantive criminal law and procedure and application of that knowledge to data gathered through the student's own fieldwork. Examples of fieldwork would be carefully documented courtwatching, analysis of data collected from public records, and interviews of relevant participants in the criminal justice system.

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 indepth 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 DISABILITY DISCRIMINATION 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 starttofinish 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 7184 DOMESTIC VIOLENCE LAW 2.0 to 3.0
Domestic Violence Law. This course is an introduction to the legal, social, and policy issues involving domestic violence. The course will examine federal and state laws addressing domestic violence, as well as explore the social, psychological, and cultural issues that are involved in domestic violence and that affect the legal representation of parties in domestic violence cases.

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, pourover 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 crossborder 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 intraEuropean 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 nonqualified plans, defined benefit and defined contribution plans, individual retirement arrangements, and multiemployer plans. When taught in the threehour 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 FullTime 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 online 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 7204 URBAN ISSUES IN ENV. LAW SEM 2.0 to 6.0
Urban Environmental Law Seminar (23) Prerequisites: One of the following courses: Law 5051, Law 7200 or Law 7203. This seminar will examine the range of environmental issues facing urban areas, exloring the extent to which it is appropriate to legislate and regulate solutions for urban environmental problems differently than for nonurban (rural, agricultural. e.g.) areas. To this end, the seminar not only will study topics like improving air quality and providing clean water in urban areas, but also the inter relation of such goals with transportation and growth management, and urban and public health planning. Additional topics will include lead poisoning, indoor air pollution, brownfield reclamation, environmental justice and emergency preparedness for environmental contamination. Federal and state statutes and regulations will be evaluated throughout the seminar, as will local ordinances. To the greatest extent possible, the seminar will evaluate the Atlanta metropolitan area as a case study for the topics covered.

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 7206 COMPARATIVE ENVIRONMENTAL LAW 2.0 to 3.0
Comparative Environmental Law: Urban Issues Examines Brazilian legal and regulatory responses to issues such as urbanization and it's threat to the biodiversity of the Atlantic Rainforest, water and wastewater management in a less developed country, the use of international and legal instruments to improve urban air quality, ecosystem conservation, and environmental education. Brazilian experience and efforts will be compared to U.S. and other legal responses where relevant.

LAW 7207 ENV. HEALTH LAW & POLICY 3.0
Environmental Health Law & Policy: Comparative Perspectives Examinines a range of legal and policy reponses to questions of environmental health law and policy in Rio de Janeiro. In conjunction with graduate students in public health, students are asked to consider appropriate legal, regulatory and policy responses to a range of environmental health challenges, from the effects of pesticides on consumers to efforts to control communicable and insectborn disease. Because this course is offered abroad, students are also asked to consider the appropriate role of foreign lawyers and policymakers in formulating appropriate responses to the environmental health challenges studied.

LAW 7208 INT'L DISPUTE RES IN CC COMM 3.0
CrossCultural Communication in International Dispute Resolution. Taught in Rio de Janeiro, Brazil. Surveys the impact that culture has on international dispute resolution processes. This course will explore cultural differences in social customs, business practices, religious and ethical values, and language in the context of various dispute resolution processes through classroom discussions, simulations and role plays. Students will develop and enhance their skills in critical thinking, listening and crosscultural communications and will have the opportunity to learn about and observe the use of these skills with lawyers and other professionals in Rio.

LAW 7209 CREATIVE CONFLICT PREVENTION 3.0
Creative Conflict Prevention and Community Improvement. Taught in Rio de Janeiro, Brazil. Will study creative responses to community conflict in Rio and other Brazilian communities and will examine their impact on law and society. The course will offer students the opportunity to examine and discuss the dispute resolution design process with professionals and to visit Brazilian community programs to observe firsthand active conflict prevention programs.

LAW 7210 ESTATE PLANNING SEMINAR 2.0 to 3.0
Estate Planning Seminar. Prerequisites: Law 7510 and Law 7205. Indepth 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 fulltime required firstyear 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 SEM 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 7234 FOOD AND DRUG LAW 2.0 to 3.0
Food and Drug Law. This course is an introduction to the regulation of food, drugs and medical devices, and
cosmetics in the United States. The course will focus primarily on the body of law and regulations that have
developed under the implementation, enforcement, and interpretation of the Federal Food Drug and Cosmetic
Act of 1938 by the US Food and Drug Administration and the courts. It will also examine ethical and public
policy issues presented by government efforts to ensure the safety and efficacy of drugs and medical devices
and the safety and purity of foods and cosmetics. The course will explore the impact the food and drug laws
have on public health both domestically and internationally.

LAW 7235 GA LEGAL ETHICS & MALPRACTICE 2.0 to 3.0
Georgia Legal Ethics and Malpractice. Prerequisite: Law 6020. This seminar will address selected topics
relating to Georgia lawyers and their obligations to clients, other lawyers, and the public. We will discuss
various remedies clients may enforce against their lawyers, including disciplinary complaints, suits for
malpractice or fee disgorgement and fee arbitration. We will also examine remedies Georgia lawyers may
pursue against cocounsel or opposing counsel, including motions to disqualify, suits for breach of feesplitting
contracts, enforcement of non compete agreements and the like. Finally, we will cover remedies clients or
courts may use to examine the competence or propriety of lawyers' conduct, including motions to set aside civil
judgements for neglect or criminal convictions for ineffective assistance of counsel, and contempt citations.
Each student will write and present a substantial paper, which may satisfy the writing requirement. The paper
topic will be selected by the student, in consultation with the professor.

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 indepth 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 indepth 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 HIV/AIDS AND THE LAW 2.0 to 3.0
X

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, thirdyear 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 2.0
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 nofault, 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
offerred 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. (23) 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 nonAmerican 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 fulltime required firstyear courses. A course which considers the
parentchild 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, email 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 trail, 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 upperlevel 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 18611865 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 7386 ADVANCED LOCAL GOVERNMENT LAW 2.0 to 3.0
Advanced Local Government Law. Recommended: Law 7385 or 7320. This course will provide an opportunity for indepth study of one or more Local Government Law issues that may include, but are not limited to: public finance, taxation, bond issuance, and revenues; state and local government structures, including municipal incorporation, annexation, regionalism, consolidation, dissolution, and federation; exercise of local government powers, including land use powers; home rule and preemption; intergovernmental conflicts and cooperation; transfer of functions and delegation of governmental power; and privitization of public services and outsourcing. This course may be taught in seminar format.

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 MULTISTATE 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 "lowintensity 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 opartnerships 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 PRETRIAL LITIG 2.0 to 3.0
Advanced Issues in Civil PreTrial Litigation. Prerequisies: 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 pretrial 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 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 secondlevel 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 employeremployee 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 "soundalikes" and "lookalikes."

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 alienowned 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 crossborder 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 7494 URBAN FELLOWS PROGRAM 1.0 to 3.0
For upperlevel students who are selected to serve as Urban Fellows of the Center for the Comparative Study of Metropolitan Growth.

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 inclass 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 highimpact 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 FIDUCIARY ADMINISTRATION 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: Law 7095 This clinic will permit students to 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 students, and students seeking to enroll must have an overall GPA of 75.00.

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 students, and students seeking to enroll must
have a minimum GPA of 75.00.

LAW 8001 BANKING LAW EXTERNSHIP 3.0
Banking Law ExternshipFederal Reserve Bank. Three semester hours; onesemester requirement. Preference
will be given to students who have taken such courses as: Banking Law, Corporations, Commercial Paper,
Secured Transactions, Employment Discrimination, Taxation, copyrights and Trademarks, and/or
Administrative Law. A brief writing sample is requested at the time of application. Available spring semester
only. Students work a minimum of 10 hours in the Legal Dept. of theFederal Reserve Bank of Atlanta. The
Legal Department supports all the functions of the Reserve Bank, both as bank regulatory counsel and as
inhouse corporate counsel. Students may work on a variety of matters, including banking regulations,
payments system, contracts and commercial law, technology law, intellectual property law, employment law,
litigation, and/or other matters. Students will attend meetings, participate in conference calls, and observe the
workings of an inhouse legal department and a bank regulatory agency. In addition, students will be asked to
perform research tasks on current issues, and to write at least one substantial legal memorandum. All students
who have not previously taken an externship must attend a classroom component at the law school. consent of
the Lawyer Skills Program faculty is required for enrollment.

LAW 8007 US TRUSTEE BANKRUPTCY EX 3.0
LAW 8007. Bankruptcy ExternshipUnited States Trustee. (3) semester hours, one semester required. The
United States Trustee Program is a component of the Department of Justice responsible for overseeing the
administration of bankruptcy cases and private trustees pursuant to 28 U.S.C. 586 and 11 U.S.C. 101, et seq.
The Program consists of an Executive Office for United States Trustees in Washington, D.C., as well as 21
regional U.S. Trustee Offices nationwide. The United States Trustee Program acts in the public interest to
promote the efficiency and to protect and preserve the integrity of the bankruptcy system. It works to secure the
just, speedy, and economical resolution of bankruptcy cases; monitors the conduct of parties and takes action to
ensure compliance with applicable laws and procedures; identifies and investigates bankruptcy fraud and
abuse; and oversees administrative functions in bankruptcy cases. Students will work a minimum of 10 hours a
week at the Office of the United States Trustee. Students will be provided with the opportunity to develop
practical lawyering skills by participating in a broad range of activities. Interns review and evaluate case files,
analyze and comment on legal documents and financial reports, prepare pleadings, conduct investigations,
explore ethical issues, perform legal research, and attend meetings and hearings. Our goal is to provide students
with a solid understanding of the role and function of the United States Trustee. Security clearance is required.
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 8008 FULTON COUNTY STATE COURT EXT 3.0
LAW 8008. Alternative Dispute Resolution Externship Fulton County/ Magistrate Court. (3) hours per
semester, two semester requirement. Prerequisites: 2L or 3L and Mediation Training (provided at the end of the
summer). Preferred coursework: ADR; Interviewing Counseling and Negotiation; and Litigation. Applications
accepted only in the spring for the following academic year. Students work a minimum of 10 hours per week
under the supervision of an attorney mediating cases that deal with numerous issues of law within the court
system. Prior to mediating, students will receive 28 hours of civil mediation training. *Through the program,
the students will obtain certification as registered neutrals with the Georgia Office of Dispute Resolution.
Students will mediate landlord/tenant disputes and as the students progress over the year, they will mediate
other disputes as well, including cases handled in the State and Magistrate Court; particularly small claim civil
issues such as disputes between neighbors, consumers and businesses, and creditors and debtors. Assuming an
agreement is reached during mediation, students will be responsible for drafting the Order detailing the
agreement. Upon acceptance to this externship, a criminal background check by the Georgia Office of Dispute
Resolution will be conducted. All students who have not previously taken an externship must attend a
classroom component at the law school. Students must be available to go to court on Tuesday and Thursday

afternoons, from 1:00 p.m. to 6:00 p.m. Weekly discussion/seminar sessions will take place at the courthouse during the semester. Consent of the Lawyer Skills Externship Program faculty required for enrollment. *NOTE: The 28 hours of mediation training is included in the 140 hour requirement.

LAW 8020 CRIMINAL DEFENSE EXTERN 3.0

LAW 8020. Criminal Defense Externship Federal Defender Program, Inc. (3) semester hours, one semester requirement. Prerequisites: Criminal Law, Criminal Procedure#, and Evidence. Open to third year students only. (#Waiver of this course will be determined on a case by case basis.) The Federal Defender Program provides representation to indigent criminal defendants in Federal Court. The Federal Defender also represents some death row inmates challenging their convictions and/or sentences in federal habeas corpus litigation. Students working with the Federal Defender program will help in drafting documents, motions and briefs in U.S. District Court, the Court of Appeals, and occasionally in the United States Supreme Court. Students will help in interviewing witnesses, preparing cases for pretrial hearings and will assist the attorneys in preparing cases for trial and sentencing hearings. Students are considered to be an integral part of the “defense team”, and can do almost anything, short of actually speaking in court as the attorney of record. All students who have not previously taken an externship must attend a classroom component at the law school. All students must attend a bi weekly seminar at the office. Consent of the Lawyer Skills Externship Program faculty required for enrollment. NOTE: Students who choose to participate in this externship may have to work more hours than required by the 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 8022 GEORGIA JUSTICE PROJECT 3.0

LAW 8022. Criminal Defense Externship Georgia Justice Project, Inc. (3) semester hours, one semester requirement (optional second semester) Preferred: Criminal Law, Criminal Procedure, or 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 municipal, state and superior court (felonies as well as misdemeanors) as well as counseling, GED classes, group meetings, and employment to our clients. Students work in preparing all aspects of a case. During the semester students will assist in interviewing potential clients, gathering information from court and police personnel, visiting crime scenes, interviewing witnesses, negotiating with probation officers and district attorneys, legal research, writing and filing motions, and observing (or participating under the Third Year Practice Act when it applies) in court proceedings. Students will be supervised by one of the four project attorneys at the GJP. 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. * (1) be in good academic standing (at least 73.00 g.p.a.), (2) have earned at least two thirds (60 hours) of the J.D. requirements in not fewer than four semesters or six quarters of residence, and (3) be of good moral character. NOTE: Students who choose to participate in this externship may have to work more hours than required by the 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 DEKALB D.A. 3.0

LAW 8030. Criminal Prosecution ExternshipDekalb County District Attorney (3) hours per semester, two semester requirement. Prerequisite: Eligibility to practice under the Law School Public Prosecutor Act.* Preferred: Criminal Procedure. Applications accepted only in the spring semester for the following academic year. Students will work a minimum of 10 hours per week with the District Attorney’s Office. Externs will be exposed to the work of a criminal investigator under the direct supervision of an investigator and will assist in interviewing witnesses, securing physical evidence, and preparing trial reports. Following this externs will be assigned to the Grand Jury Division working directly under the supervision of an assistant district attorney. Responsibilities will include evaluation and screening of cases for legal sufficiency, preparation of indictments, and presentation of cases to the Grand Jury. Externs will then be assigned to work with a trial attorney and will participate in all aspects of trial preparation, negotiation with defense attorneys, 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. All students who have not previously taken an externship must attend a classroom component at the law school. Students are required to participate in weekly seminars conducted by the District Attorney’s office. Consent of Lawyer Skills Externship Program faculty required for enrollment. * (1) be in good academic standing (at least 73.00 g.p.a), (2) have earned at least twothirds (60 hours) of the J.D. requirements in not fewer than four semesters or six quarters of residence, and (3) be of good moral character. NOTE: Students participating in this externship may have to work more hours than required for other externships, and work hours may be less flexible during weeks students are scheduled to be in court. Students may not work with any other organizations which practice criminal law while participating in Dekalb County in this externship.

LAW 8031 ROCKDALE D.A. 3.0

Criminal Prosecution Externship Rockdale County District Attorney. Prerequisites: Law 5020, Law 6000, Law 6020, and Law 7165. Three credits per semester; twosemester 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 DEKALB SOLICITOR 3.0

LAW 8032. Criminal Prosecution Externship Dekalb County Solicitor. (3) hours per semester, two semester requirement. Prerequisites: Criminal Law, Litigation, Evidence and eligibility to practice under the Law School Public Prosecutor Act.* Prerequisite or corequisite: Criminal Procedure. Applications accepted only in the spring for the following academic year. Students work a minimum of 10 hours per week 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 Solicitor's Office. All students who have not previously taken an externship must attend a classroom component at the law school. Students must also attend a weekly seminar at the Solicitor's office. Consent of Lawyer Skills Externship Programs faculty required for enrollment. * (1) be in good academic standing (at least 73.00 g.p.a), (2) have earned at least two thirds (60 hours) of the J.D. requirements in not fewer than four semesters or six quarters of residence, and (3) be of good moral character. NOTE: Students participating in this externship may have to work more hours than required for other externships, and work hours may be less flexible during weeks students are scheduled to be in court. Students who work or have worked for law firms which practice criminal law in Dekalb County would be ineligible to participate in this externship.

LAW 8033 FULTON SOLICITOR 3.0

LAW 8033. Criminal Prosecution Externship Fulton County Solicitor. (3) hours per semester, two semester requirement. Prerequisites: Criminal Law, Litigation, Evidence and eligibility to practice under the Law School Public Prosecutor Act.* Prerequisite or corequisite: Criminal Procedure. The site supervisor strongly recommends students take criminal procedure before beginning this externship. Applications accepted only in the spring semester for the following academic year. Students work a minimum of 10 hours per week 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. Students may also perform research and other tasks involving appeals assigned to his or her solicitor. Work assignments will vary, but every effort will be made to give each student the opportunity to try several cases in the State Court. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of Lawyer Skills Externship Program faculty required for enrollment. * (1) be in good academic standing (at least 73.00 g.p.a.), (2) have earned at least two thirds (60 hours) of the J.D. requirements in not fewer than four semesters or six quarters of residence, and (3) be of good moral character. NOTE: Students participating in this externship may have to work more hours than required for other externships, and work hours may be less flexible during weeks students are scheduled to be in court. It is strongly recommended that students arrange their schedules so that they have at least one full day free early in the week. Students who work or have worked for law firms which practice criminal law in the State Court of Fulton County would be ineligible to participate in this externship.

LAW 8034 GWINNETT SOLICITOR 3.0

LAW 8034. Criminal Prosecution Externship Gwinnett County Solicitor. (3) semester hours, one semester requirement. Prerequisites: Criminal Law, Constitutional Law, Criminal Procedure, and Evidence. Students must be eligible to practice under the Law School Public Prosecutor Act.* Students will work ten (10) hours per week 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 pre trial motions, participating in arraignments, pre trial hearings, probation revocation hearings, plea negotiations, trying bench trials and hopefully trying cases before a jury. All students who have not previously taken an externship must attend a classroom component at the law school. Flexibility in students' work schedule is provided to prepare for the bar exam. Consent of the Lawyer Skills Extersnhip Program faculty required for enrollment. * (1) be in good academic standing (at least 73.00 g.p.a.), (2) have earned at least two thirds (60 hours) of the J.D. requirements in not fewer than four semesters or six quarters of residence, and (3) be of good moral character. NOTE: Students participating in this externship may have to work more hours than required for other externships, and work hours may be less flexible during weeks students are scheduled to be in court. Students who work or have worked for law firms which practice criminal law in Gwinnett County would be ineligible to participate in this externship.

LAW 8040 DOMESTIC VIOLENCE EXT. 3.0

LAW 8040. Domestic Violence Advocacy Externship Atlanta Volunteer Lawyers Foundation, (3) hours per semester, one semester requirement. Approximately 10 hours per week. Second year students eligible. Third year students will be given preference, but it is not a requirement. Ability to be sworn in under the Third Year Practice Act, if eligible. Academic component approximately 12 hours of training per semester, provided by AVLF. Students participating in the domestic violence externship will be trained and certified to advocate for victims of domestic violence who are seeking Temporary Protective orders pursuant to the Family Violence Act. The students will assist victims in drafting their petitions, appear with them at their ex parte hearings before the presiding judge, assist them in filing the petitions and in delivering them to the sheriff?s office for service. After service upon the defendant, the students will accompany the victims to the second hearing, assist them in presenting their cases before the Court, draft the final Protective Orders and ensure that the Orders provide for the safety of the client and her children. It is expected that the students will spend approximately 2/3 of their time in the courthouse and courtroom. All students who have not previously taken an externship must attend a classroom component at the law school. Students will also be responsible for following up with the clients to determine if there has been additional violence and if the client needs further relief from the judicial system and will assist them as needed. Finally, the students will perform an assessment of the client?s other civil legal needs (i.e. landlord tenant, consumer, health care etc.) And will make referrals to AVLF?s other projects or to Atlanta legal Aid as appropriate. Consent of the Lawyer Skills Externship Program faculty required for enrollment.

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 CIVIL LITIGATION LAMBDA 3.0
LAW 8042. Civil Rights Externship Lambda Legal Defense and Education Fund, Inc. (3) semester hours, one semester requirement. Second and third year students may apply. There are no prerequisites, but classes in civil procedure, constitutional law, and employment and family law will prove helpful. At the time of application please submit a short statement as to why you want to take this externship. A brief writing sample is required at the time of interview. Lambda Legal is the Nation's oldest and largest legal organization working to secure full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and people with AIDS and HIV. Headquartered in New York, Lambda Legal?s Southern Regional Office ("SRO") opened in Atlanta in 1997, and is responsible for matters arising in the ten state region. Students will assist the SRO's three Staff Attorneys, Greg Nevins, Jack Senterfitt and Cole Thaler, primarily through research, writing, and factual investigation of impact litigation involving domestic relations, public and private employment discrimination, disability law, youth advocacy, and a numerous other matters, many of which involve constitutional claims or public policy aspects. Our docket is weighted toward appellate practice and amicus curiae work in precedent setting cases, but we also conduct some trial level litigation, so opportunities for attendance in court and at depositions, along with practical training in strategy and procedure, may be available. 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 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
LAW 8051. Immigration and Naturalization Externship Immigration & Customs Enforcement. (3) semester hours, one semester requirement (optional second semester). Highly recommended: Immigration Law. Preference may be given to students who have successfully completed the Immigration Law course, but it is not a prerequisite. Acceptance to this program requires the student to be fingerprinted and to submit to a background check. Recommended: Administrative Law, Constitutional Law, Criminal Law and Criminal Procedure. Students will work a minimum of 10 hours per week in the office of ICE, under the supervision of the Chief Counsel and staff attorneys. This federal agency is responsible for work involving both administrative and judicial proceedings. Students will work with several attorneys during the course of the semester to provide a broad exposure to the variety of tasks that an agency attorney performs. Externs will be responsible for preparing and reviewing cases for hearings before an immigration judge, assisting with investigations, preparing all types of cases, taking 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. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of Lawyer Skills Externship Program faculty required for enrollment. NOTE: ICE rules require that all externs must be United States Citizens

LAW 8055 INT'L & COMPAR LAW CLINIC 1.0
International and Comparative Law Clinic. One credit per semester, twosemester 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 onsite project activity in foreign nations and will entail periodic individual and group conferences with the clinic director.

LAW 8059 JUSTICE HUNSTEINJUDICIAL EXT 3.0
LAW 8059. Judicial ExternshipSupreme Court of Georgia (Justice Carol W. Hunstein). (3) semester hours, one semester requirement. Prerequisites: top academic standing; superior research and writing skills. Prefer third year student but second year student with excellent academic credentials may apply. A writing sample is required at the time of interview. Students work a minimum of 10 hours per week for Justice Hunstein under the direct supervision of Justice Hunstein'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. 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 8061 JUDGE M. SHOOBJUDICIAL EXT 3.0
LAW 8061. Judicial ExternshipU.S. District Court (Judge Marvin Shoob). (3) semester hours, one semester requirement. Prerequisites: Top 25% of class and strong writing skills. A writing sample must accompany resume. Prefer 3rd year student but 2nd year students are encouraged to apply. Students will work a minimum of 10 hours per week for Judge Shoob, 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 externship will be beneficial to students who aspire to do trial work. 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. NOTE:Acceptance into this externship may involve a complete FBI background investigation of student.

LAW 8062 LEGISLATION EXTERNSHIP 3.0
LAW 8062. Legislation ExternshipGeorgia Council on Aging. (3) semester hours, one semester requirement. Prerequisites: Legislation Class strongly recommended. Students should have an interest in working with advocates and legislators, and in gaining experience in drafting and analyzing legislation. Students work a

minimum of 10 hours per week at the Georgia Council on Aging. The Georgia Council on Aging is a legislatively created body whose mission is to advise the Governor, General Assembly and state departments about aging issues, as well as to advocate with and on behalf of older Georgians. The Council on Aging convenes the Coalition of Advocates for Georgia's Elderly (COAGE). During the legislative session, externs will be at the Capitol assisting with analyzing legislation, offering compromise language, and meeting with legislators and advocates. During other times, externs will be responsible for researching legislation from other states, analyzing issues, developing legislative proposals for COAGE consideration, convening work groups to formulate legislation and drafting legislation. 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 8063 JUDGE W. SHOOBJUDICIAL EXT 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 w ill 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 8064 JUSTICE BENHAMJUDICIAL EXT 3.0
LAW 8064. Judicial ExternshipSupreme Court of Georgia (Justice Robert Benham). (3) semester hours, one semester requirement. Prerequisites: Strong research and writing skills. Second and third year students may apply. Students work a minimum of 10 hours per week for Justice Benham under the direct supervision of Justice Benham's law assistants. Students will research and write on issues appearing in cases pending before the Supreme Court. Students are encouraged to attend the Court's oral argument sessions during their externships. 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 8067 JUDICIAL EXTERNSHIP 3.0
Judicial Externship Fulton County Superior Court Judge Fryer. Prerequisites: Thirdyear, 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 JUDGE ADAMSJUDICIAL EXT 3.0
Judicial Externship Court of Appeals Judge Pope. Prerequisites: top 25% of class and strong writing skills. Three semester hours, onesemester requirement. Prefer thirdyear students but secondyear students are encouraged to apply. Students work for a judge of the Georgia Court of Appeals, performing legal research, analysis, and writing.

LAW 8071 JUDGE GOGERJUDICIAL EXT 3.0
LAW 8071. Judicial ExternshipFulton County Superior Court (Judge John J. Goger). (3) semester hours, one semester requirement. Prerequisite: Excellent research and writing skills. Computer literacy is required. This externship focuses exclusively on the practice of criminal law in the Superior Court of Fulton County. Student will review case files designated for dispositions by motion and/or trial. Student will research and make written recommendations regarding resolution of all outstanding motions filed before trial. During trial student will assist Judge in Court with evidentiary rulings required in case. In addition, student will participate in the research and writing related to criminal law handbooks on evidence and trial practice. 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 8072 JUSTICE SEARSJUDICIAL EXT 3.0
LAW 8072. Judicial ExternshipGeorgia Supreme Court (Justice Leah Sears). (3) semester hours, one semester requirement. Prerequisites: Top 25% of class and strong writing skills. Preferred: 3rd year student but 2nd year students are encouraged to apply. Students work a minimum of 10 hours per week for Justice Sears performing legal research, analysis and writing. Students will have the opportunity to analyze briefs of parties to appeals and then observe oral argument. 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 8073 JUDGE MOOREJUDICIAL EXT 3.0
LAW 8073. Judicial ExternshipFulton County Superior Court (Judge Thelma Wyatt Cummings Moore). (3) semester hours, one semester requirement. Student will work a minimum of 10 hours per week for Judge Moore 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. 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 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 thirdyear 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
LAW 8080. Labor Law ExternshipNational Labor Relations Board. (3) semester hours, one semester requirement. Prerequisite: 3rd year student. Recommended: Labor Law coursework. Available spring semester only. Students will work a minimum of 10 hours per week at the Atlanta regional office of the National Labor Relations Board. Student work assignments may involve legal research; case file reviews; 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. 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 8082 WORKERS COMPENSATION EXT 3.0
Workers Compensation Law Externship State Board of Workers' Compensation. Prerequisite: Law 7521; thirdyear student. Three semester hours, onesemester 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 8085. Law of the Elderly ExternshipSenior Citizens Law Project. (3) semester hours, one semester requirement. A writing sample is required at the time of the interview. Students work a minimum of 10 hours per week in the Senior Citizens Law Project (SCLP) of the Atlanta Legal Aid Society under the supervision of an attorney. SCLP provides legal representation on issues relating to public benefits, nursing homes and personal care homes, housing, consumer, probate, guardianship, advance directives and elder abuse and financial exploitation. Participating students will be expected to interview clients and witnesses, prepare pleadings, research legal issues, research court records and represent clients in administrative hearings. 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 8086 LITIGATION EXTERNSHIP 3.0
LAW 8086. Litigation ExternshipUnited States Attorney, Northern District of Georgia. (3) hours per semester, two semester requirement. Prerequisites: Evidence and Civil Procedure. Criminal Procedure is a prerequisite for students assigned to the Criminal Division. (Indicate on externship application if Criminal Procedure will be completed by start of externship.) Students must be eligible to practice under the District Court's Standing Order In Re: Legal Intern Program. *Applications accepted only in the spring for the following academic year. Students work a minimum of 10 hours per week 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 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 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 (Third year). All students who have not previously taken an externship must attend a classroom component at the law school. Students must also attend seminars at the U.S. Attorney's Office on Thursday afternoons at 4 p.m. Consent of Lawyer Skills Externship Program faculty required for enrollment. * (1) be in good academic standing (at least 73.00 GPA), (2) have earned at least twothirds (60 hours) of the J.D. requirements in not fewer than four semesters or six quarters of residence, and (3) be of good moral character. Students participating in this externship must be available to attend inhouse seminars on Thursdays at 4:00 p.m., and must meet with their attorney(s) at least twice weekly to receive and submit assignments. NOTE: Students participating in this externship may have to work more hours than required for other externships, and work hours may be less flexible during weeks students are scheduled to be in court. Security clearance is required: Acceptance into this externship is tentative pending completion of an application and an extensive security investigation of extern, which includes a druguse questionnaire. Selected externs must submit agency's application by June 1 in order to be eligible. Students participating in program are prohibited from maintaining outside employment at a law firm engaging in federal practice involving the United States, its officers or agencies, or in other employment that might pose a conflict of interest.

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 ENVIRONMENTAL LAW EXT II 3.0
LAW 8100. Natural Resource Law ExternshipGeorgia Department of Natural Resources. (3) semester hours, one semester requirement. Recommended: Administrative Law, Legislative Drafting. The Georgia Department of Natural Resources (DNR) is a state agency of approximately 1,400 employees responsible for the administration of Georgia's state park system; Georgia's historic preservation and wildlife protection programs; and the enforcement of Georgia's environmental, game and fish, and coastal resource laws. DNR is administered by the Commissioner of Natural Resources. Students will work a minimum of 10 hours per week with DNR's Legal Executive Assistant. The Legal Executive Assistant provides legal assistance to the Commissioner and his staff on all aspects of DNR's activities. Responsibilities include legal counseling on personnel issues, preparation of legislation, contract drafting and review, interaction with DNR's land acquisition unit, and coordination between DNR and the Georgia Attorney General's office on litigation matters which include administrative hearings to review permitting and enforcement actions by the Commissioner under Georgia's various environmental statutes, or by the Shore Assistance or Coastal Marshlands Protection Committees of DNR, whenever those actions are challenged by an aggrieved party. Students with demonstrated interest in environmental or governmental affairs are desired. 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 8105 POSTCONVICTION EXTERN 3.0
PostConviction 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 postconviction hearings and oral arguments in state and federal courts.

LAW 8106 POSTCONVICTION EXTERN 3.0
PostConviction Externship Georgia Appellate Practice and Educational Resource Center. Prerequisite or
Corequisite: Law 7165. (3) Three semester hours; onesemester 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
LAW 8110. Securities Regulation ExternshipSecurities and Exchange Commission. (3) semester hours, one
semester required. At the time of application please submit a one paragraph statement (approximately 5075
words) of why you want to take this internship. Students work a minimum of 10 hours per week in the Atlanta
District Office of the United States Securities and Exchange Commission. Students will be assigned to work
with the Enforcement branches or the Litigation unit. Responsibilities may include participating in the
investigations, drafting pleadings, assisting in trial preparation for administrative and judicial proceedings,
conducting legal research and writing, and performing other tasks as needed. In addition, one student will be
assigned to work on bankruptcy matters in the Office of Reorganization. Responsibilities may include
reviewing and analyzing public company disclosure statements, drafting comment letters on disclosure
statements, and researching and drafting memorandum of law. All students who have not previously taken an
externship must attend a classroom component at the law school. Students must also attend a weekly seminar at
the SEC office. Consent of the Lawyer Skills Externship Program faculty required for enrollment. NOTE: SEC
rules require that all externship students be United States citizens.

LAW 8115 TAX LAW EXT IRS INDIVIDUAL 3.0
LAW 8115. Tax Law Externship?Internal Revenue Service. (3) semester hours, one semester requirement.
Prerequisite: Federal Taxation, and at least a second year, second semester student. Students should have an
interest in tax law and have grades in tax law courses which reflect an ability to master tax law concepts. Work
in the Tax Clinic is a plus. Students will work a minimum of 10 hours per week in the Atlanta offices of the
Associate Area Counsel (Small Business/SelfEmployed) for the Internal Revenue Service. 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 suites by and against the Service. Student responsibilities may include:
interviewing witnesses, drafting pleadings, trial preparation, researching specific legal questions, drafting
opinions in response to intraagency inquiries, and attending civil and criminal conferences. Additionally, the
Tax Court and the Service have entered into an agreement to allow the legal externs to try cases before the Tax
Court, while under the supervision of an attorney. 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 8116 TAX LAW EXTERNSHIP 3.0
Tax Law Externship Estate and Gift Tax Internal Revenue Service. Prerequisites: Law 7510, Law 7205, and
thirdyear student. Three semester hours, onesemester 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
generationskipping 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, onesemester 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 ENV PROTECTION AGENCY EXT 3.0
LAW 8120. Federal Environmental Law ExternshipU.S. Environmental Protection Agency. (3) semester
hours, one semester requirement. Required: Administrative Law Environmental Law and/or Environmental
Law Courses. Prefer third year students, but second year students strongly encouraged to apply. A class
transcript and writing sample must accompany resume. Students will work a minimum of 10 hours per week at
the Environmental Protection Agency (EPA), Environmental Accountability Division under the supervision of
Senior Associate Regional Counsels and other staff attorneys. EPA is authorized to implement several
environmental statutes including the National Environmental Policy Act, the Clean Air Act, the Clean Water
Act, the Solid Waste Disposal Act, the Endangered Species Act, the Safe Drinking Water Act, the Superfund
and other statutes regulating toxics, pesticides, oil spills and ocean dumping. In addition to taking enforcement
actions pursuant to these statues, EPA oversees delegated state programs, issues permits and works closely with
other federal agencies. Extern's assignments may include assisting with the development of civil and
administrative cases, legal research, preparation of memoranda, reviewing pleadings including complaints,
answers and motions, attending settlement negotiations and other meetings, and attending hearings. 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 8121 GA CENTER FOR LAW IN PUB INTS 3.0
LAW 8121. Environmental Law ExternshipGeorgia Center for Law in the Public Interest 3) semester hours,
one semester requirement. Required: Administrative Law or Environmental Law. Prefer third year students, but
second year students are also strongly encouraged to apply. A writing

sample and three references should
accompany resume. Students will work a minimum of 10 hours per week at the Georgia Center for Law in the
Public Interest under the supervision of the Executive Director or one of the staff attorneys, depending on the
student's interest area. The Georgia Center for Law in the Public Interest is a nonprofit public interest law
center that promotes the development of effective laws and public policy primarily through the use of litigation,
but also through legislative initiatives, rule making, educational programs, publication of studies and individual
advocacy projects. The Georgia Center currently focuses on the following: Georgia Clean Air Project: reducing
toxic air pollution to protect Georgias natural resources and the health of its citizens, particularly those who are
most atrisk (e.g. children, the elderly, minorities); Georgia Watershed Assistance Project: assisting
communitybased groups to reduce toxic pollution from entering Georgia's rivers, lakes and streams; and
Georgia Governmental Accountability Project: enabling citizens to participate meaningfully in civic affairs.
Extern's assignments may include assisting with preparation and attending trials, hearings and oral arguments,
legal research, preparation of memorandums, drafting pleadings and briefs, factual investigation, document
review, attending settlement negotiations, public hearings and other meetings. 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 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
LAW 8130. Health & Human Resources/Business Administrative Law ExternshipUnited States Department of
Health & Human Services, Office of the General Counsel. (3) semester hours, one semester requirement. A
resume, writing sample and list of law school courses completed is required. Students will work a minimum of
10 hours per week in the Regional Office of the Chief Counsel which provides legal services to support the
United States Department of Health & Human Resources (DHHR) activities in the eight (8) southeastern states
of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee. The
Regional Office's legal work is divided into program work, which is handled by the Health and Human
Resources Branch, and into work affecting the general operations, which is handled by the General Law
Branch. Major clients include the Administration on Aging, the Administration for Children and Families, the
Center for Disease Control and Prevention, the Centers for Medicare and Medicaid Services, and the Office of
Civil Rights. Duties externs may expect to perform include doing research on specific legal issues, preparing
legal memoranda, assisting in drafting pleadings, providing assistance in putting together evidence for hearings
and trials. When feasible, students will attend meetings with clients and opposing counsel, attend hearings,
depositions and other discovery proceedings, attend conference calls and participate in other relevant activities
of attorneys in the office. All students who have not previously taken an externship must attend a classroom
component at the law school. Consent of the Lawyer Skills Externship faculty required for enrollment.

LAW 8132 GA DEPT OF COMM HEALTH 3.0
LAW 8132. Health Law Legislative and Litigation ExternshipGeorgia Department of Community Health. (3)
semester hours, one semester requirement although students should consider doing this as a full year externship
beginning in the Fall in order to get full exposure to the legislative and policy building process. Preferred
classes: Health Law, Administrative Law, and Legislation and Legislative Drafting. The Department of
Community Health (DCH) works to ensure that quality health care services are provided to a wide variety of
individuals. DCH also administers the Certificate of Need Program, which ensures the orderly and economical
development and establishment of health care services and facilities for approximately eight million Georgians.
This externship is designed to expose students interested in the health law field to the areas of health policy,
planning, regulation, litigation, and legislative drafting, analysis, and monitoring. The students will work
primarily within the Certificate of Need Unit providing legal assistance and analysis to CON staff who review,
evaluate and analyze applications to develop, expand and/or establish new healthcare services and facilities in
Georgia. Students will assist the CON Staff Counsel in reviewing and responding to requests from attorneys,
health care organizations, and members of the public seeking administrative determinations from the
Department. The externship also provides experience with the Attorney General's office in CONassociated
mandamus litigation and judicial appeals. During the legislative session, students may be at the Capitol
assisting with the legislative process on various health law issues. When the Georgia General Assembly is
adjourned, students may research and analyze legislation and policy issues and assist in the development of
legislative proposals. 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 8135 LEGAL AID EXTERNSHIP 3.0
Legal Aid Externship Georgia Legal Services. Prerequisite: Law 5001. Three semester hours, onesemester
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 lowincome 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 ROCKDALE PDCRIMINAL PROS EX 3.0
Criminal Defense Externship Office of the Public Defender Rockdale County. Prerequisites: Law 5020 and
thirdyear students must be eligible for certification under the Law School Legal Aid Agencies Act (must have
completed twothirds of the JD requirement prior to the start of the externship). Three semester hours;
twosemester requirement. Preferred: Law 7165. Open to second and thirdyear students. Students work in the
Office of the Public Defender, Rockdale County, conducting investiga-

tions; interviewing witnesses; and
assisting in committal hearings, revocation hearings, bench trials, and jury trials. Students will also do legal
research. Thirdyear 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 8151 JUSTICE HINESJUDICIAL EXT 3.0
LAW 8151. Judicial ExternshipSupreme Court of Georgia (Justice P. Harris Hines). (3) semester hours, one
semester requirement. Prerequisites: Top 50% of class and superior writing and research skills. A writing
sample must accompany resume. Prefer 3rd year student but 2nd year students may also apply. Students work a
minimum of 10 hours per week for Justice Hines performing research, analysis and writing. Students will have
the opportunity to study the briefs in cases filed in the Court and to observe oral argument. 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 required for enrollment.

LAW 8154 DISABILITY LAW EXTERNSHIP 3.0
LAW 8154. Disability Law ExternshipGeorgia Advocacy Office. (3) semester hours, one semester
requirement. Preferred: Constitutional Law. Students work a minimum of 10 hours per week under the
direction and supervision of attorneys of the Georgia Advocacy Office, a nonprofit organization receiving
federal funds to operate programs to secure the rights of persons with disabilities. Assignments include legal
research, preparation of legal memoranda and court documents, interviewing of witnesses, correspondence with
public officials and case preparation. Additionally, it is anticipated that students will have the opportunity to
attend court and administrative hearings and, possibly, legislative sessions. The Georgia Advocacy Office
maintains disabilityrelated programs which deal with such diverse issues affecting persons with disabilities as
education, mental health, elder law, housing, benefits, insurance, employment, and civil rights. It is expected
that students will have some experience with all programs, encountering a broad range of disability law as well
as receiving some opportunity to be assigned work in their personal area of interest. All students who have not
previously taken an externship must attend a classroom component at the law school. Students must be
available to work during regular business hours. This externship cannot accommodate students who want to
work evenings and weekends. Consent of the Lawyer Skills Externship Program faculty required for
enrollment.

LAW 8155 JUSTICE THOMPSONJUDICIAL EXT 3.0
Judicial Externship Supreme Court of Georgia . Prerequisites: top academic standing; superior research and
writing skills. (3) Three semester hours; onesemester requirement. Prefer thirdyear student, but secondyear
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 GA DEPARTMENT OF LAW 3.0
LAW 8156. Litigation ExternshipGeorgia Department of Law (3) semester hours, one semester requirement.
Administrative Law is preferred, yet not required. A writing sample must be brought to the interview. Students
who will participate in the Field Placement Program will be assigned to the Regulated Industries and
professions Division of the Department of Law. Under the general supervision of the Director of that Division,
Students will be assigned to work directly with experienced attorneys. Students will be expected to draft legal
documents, including pleadings, and assist in the preparation of cases for trial. In this regard, students will
assist in conducting discovery, interviewing witnesses, and presenting cases before administrative tribunals or
administrative law judges. 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 8158 JUDGE REYNOLDSJUDICIAL EXT 3.0
LAW 8158. Judicial ExternshipFulton County State Court (Judge Penny Brown Reynolds). (3) semester hours,
one semester requirement. Prerequisite: 2nd or 3rd year law student. Preferred, but not required: Law Review,
Moot Court Honor Society member, or extensive legal writing experience, i.e., recognition of writing skills by
RWA, Moot Court, STLA or other competition setting. Students work a minimum of 10 hours per week for
Judge Brown Reynolds, doing legal research, preparing opinions, and participating in other aspects of the work
of a judicial law clerk, including briefing Judge Brown Reynolds on various legal issues and observing
numerous civil trials and motion hearings.* 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. *According to the State Bar of Georgia rule 8104(D)(1) "Any member admitted to
practice after January 1, 1988, may not appear as sole or lead counsel in the Superior or State Courts of Georgia
in any contested civil case or in the trial of a criminal case until after such member has obtained nine (9)
litigation experiences and has filed an affidavit with the State Bar of Georgia demonstrating compliance with
this Rule". During this externship students will have the opportunity to substantially complete the requirements
of Rule 8104(D)(1) prior to graduation.

LAW 8160 GA INNOCENCE PROJECT EXT 3.0
LAW 8160. Criminal Defense ExternshipGeorgia Innocence Project. (3) hours per semester, one semester
requirement. Students will work a minimum of 10 hours per week at the

Georgia Innocence Project under the
supervision of the Executive Director. The Georgia Innocence Project is a nonprofit organization. The project
reviews postconviction cases, using new DNA technology and other scientific methods, to determine if
inmates in Georgia have been wrongly convicted. This position offers students interested in criminal law both
prosecution and defense the opportunity to be involved in the determination of cases viable for consideration
by the Georgia Innocence Project. Students will review inmate correspondence to determine if the project can
be of assistance. After cases are determined to be suitable for further review, each student will be assigned a
specific number of cases to follow. During this stage, each student will be paired with an established criminal
defense attorney. Students will follow and participate in each stage of the postconviction process, allowing an
opportunity for a hands on learning experience. The student interns will be responsible for reading inmate
mail, sending out informational packets to be completed by all inmates, reviewing information provided by
inmates, conducting cases investigation, contacting state officials, and monitoring the progress of their
individual caseload. 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.
Applicants must be: organized, confident, able to follow direction, detail oriented, assertive, able to work
independently and with a team, responsible, comfortable investigating a criminal case, able to conduct complex
research, and committed to public interest work. Students will be responsible for setting a firm schedule with
the staff. The office is located in Midtown Atlanta and is easily accessible by MARTA. This is a unique
opportunity to be a part of the Innocence movement in Georgia. For more information on the Georgia
Innocence Project, visit our website at www.gainnocenceproject.org.

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 techonology and
expand online access to government information and services. GTA's consolidated purchasing power allows the
state to obtain greater value for it's technology expeditures. 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 Centers for Disease Control and Prevention (AGENCY FOR TOXIC SUBSTANCE
AND DISEASE REGISTRY) (3) semester hours, one semester requirement. **IMPORTANT** At the time
of application please submit a) a one paragraph statement (Approximately 50 75 words) of why you want to
take this internship and b) a brief writing sample on a topic of your choice. Prerequisites: 2nd or 3rd Year law
student preferred. Background in science, public health, or healthcare field helpful. 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.

LAW 8164 JUDICIAL EXTERNSHIP 3.0
Judicial ExternshipCourt of Appeals (Judge A. Harris Adams) Prerequisites: second or third year student in the
top 25% of class with strong writing skills. A brief writing sample is required at the time of application. (3)
Three semester hours, one semester requirement. Students work a minimum of 10 hours per week for Judge
Adams, performing legal research, analysis, and writing. Most students will have an opportunity to attend oral
argument and all will gain an understanding of the Georgia appellate process. 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 is required for enrollment.

LAW 8165 JUDGE CAMPJUDICIAL EXT 3.0
LAW 8165. Judicial Externship U.S. District Court (Judge Jack T. Camp). (3) semester hours, one semester
requirement. Prerequisites: Top 25% of class and strong writing skills. A writing sample must accompany
resume. Prefer third year student, but second year students are encouraged to apply. The extern will gain
exposure and experience in all matters that are handled by the law clerks which consist of: Perform legal
research; preparation of preliminary drafts of orders on substantively dispositive motions, such as motions to
dismiss and motions for summary judgment; assist the Judge with discovery matters; evidentiary rulings; jury
impanelment issues and jury charges. May also assist the Judge with quick research issues that arise during
trial. The extern will also have the opportunity to observe criminal and civil trials and hearings. Consent of the
Lawyer Skills Externship Program faculty required for enrollment.
*PLEASE NOTE THIS REQUIREMENT:
JUDGE CAMP'S OFFICE ALTERNATE LOCATION BETWEEN TWO DIFFERENT SITES EVERY
OTHER MONTH. THE LOCATION OF BOTH OFFICES ARE: ATLANTA AND NEWNAN. THE
STUDENT EXTERN MUST BE ABLE TO WORK IN BOTH THE

ATLANTA OFFICE AND THE
NEWNAN OFFICE FOR THE SEMESTER.

LAW 8166 FEDERAL TRADE COMMISSION 3.0
LAW 8166. Consumer Law Externship The Federal Trade Commission. (3) hours per semester, one semester
requirement. The Federal Trade Commission (FTC) works to ensure that the nation's markets are vigorous,
efficient and free of restrictions that harm consumers. To ensure the smooth operation of our free market
system, the FTC enforces federal consumer protection laws that prevent fraud, deception and unfair business
practices. The Commission also enforces federal antitrust laws that prohibit anticompetitive mergers and other
business practices that restrict competition and harm consumers. Additionally, the Commission conducts
economic research and analysis to support its law enforcement efforts and to contribute to the policy
deliberations of the Congress, the Executive Branch, other independent agencies, and state and local
governments. Most of the regional FTC offices, including Atlanta, concentrate in the consumer protection
mission of the agency. We investigate, primarily, false advertising, consumer fraud of various types, credit
issues, Do Not Call List violations, and privacy/identify theft issues. Law student externs will work directly
with FTC staff attorneys in their investigations and cases. The students will be treated as though they are junior
attorneys on these matters. The types of work that students can expect are varied, and in any given semester,
could include research and writing, document analysis, website research, interviewing consumers, drafting
pleadings, drafting consumer affidavits, tracking down industry information, etc. During the semester, staff
attorneys will give a half dozen seminars on substantive areas covered by the Commission. 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 8167 URBAN PLANNING LAW EXTERNSHIP 3.0
LAW 8167. Urban Planning Law Externship City of Atlanta. (3) hours per semester, one semester requirement. The Law Department
welcomes all second and third year applicants but would prefer those who have demonstrated their interest in municipal law through
relevant course work. The City of Atlanta Law
Department provides legal services to the City of Atlanta. The Department represents the City in all civil legal
matters and provides legal advice to the officers and employees of the municipal corporation and its elected
officials. The Department is organized into four practice groups: Aviation; Government Counsel, Development
& Infrastructure; Litigation/Employment; and Commercial Transactions. Each practice groups has specific
client responsibilities within the wide variety of departments and agencies in city government but are also
designed to provide legal services within their specialty when another practice group's client faces an issue that
arises in that area of responsibility. The Aviation Practice Group is located at HartsfieldJackson International
Airport and, as the name implies, focuses on the legal issues that arise from the representation of a client that
manages the world?s busiest airport, including construction of new facilities, leasing and property management
and FAA regulatory compliance. The Government Counsel, Development & Infrastructure Practice Group is
responsible for advising City departments on issues related to infrastructure improvements and economic
development and is the primary support for City Council and a liaison with other governmental entities. The
Litigation/Employment Practice Group responds to the civil actions filed against the City, primarily related to
cases arising under42 U.S.C. ? 1983, such as excessive force by police officers. The Group also provides
advice and handles civil litigation related to employment issues. The Commercial Transactions Group handles
the City's business relationships with third parties and the general public in areas such as bond financing,
procurement, contracting and land use and zoning. A student extern will be expected to function in the same
general capacity as a first year associate and will be given the option to experience municipal law in a rotation
system among the practice groups or specialize with one of the four practice groups. 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 8168 HEALTH LAW EXTERNSHIP 3.0
Health Law Externship Georgia Hospital Association. 3 semester hours, one semester requirement. A second
or third year student strongly interested in health related law. Preference will be given to students who hae a
healthcare background or experience. Students will work closely with attorneys at the Georgia Hospital
Association. GHA is a nonprofit trade association made up of member health systems, hospitals, and
individuals in administrative and decisionmaking positions within those institutions. GHA serves
approximately 175 hospitals throughout Georgia. The legal department assists member hospitals with finding
answers to complicated regulatory questions, participates in meetings with various state agencies which
regulate hospitals, draft and reviews legislation that may affect hospitals and advises GHA on daily legal issues
that may arise in running the association. All students who have not previously taken an externship must attend
a classroom component at the law school. Consent of the Lawyer Skills Externship faculty required for
enrollment.

LAW 8169 HELP PROJECT 3.0
Health & Child Advocacy Externship Health Law Partnership at Egleston and Scottish Rite Hospitals. 3
semester hours; one semester requirement (optional second semester). The Health Law Partnership (HeLP) is an
interdisciplinary community collaboration among Children's Healthcare of Atlanta, the Atlanta Legal Aid
Society, and GSU's Center for Law, Health & Society at the College of Law to improve the health of
lowincome children and their families in Atlanta. HeLP offers law students the opportunity to work in a legal
aid office staffed by HeLP lawyers on Children's Hospital premisis (Egleston or Scottish Rite, depending on
need) and to collaborate with health professionals to address the social and economic barriers to lowincome
children's health. Students will work on a variety of legal problems affecting children, their families and their
health, such as state and federal health benefit programs (e.g., Medicaid, TANF, SSI, WIC, EPSDT), special
education needs, housing issues, juvenile and family law, guardianship, employment law, consumer law, and
other health law issues. Students will engage in client counseling, legal research and writing, and collaborative
problemsolving with health care personnel. In addition, students may assist in the preparation of educational
materials for Children's health care professionals on legal topics that affect their patients. This interdisciplinary
externship is unique in Atlanta, and will require students to be sensitive to the organizational culture of a
hospital setting serving children and their families and to have strong interpersonal skills. 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 is required for enrollment.

LAW 8170 JUDICIAL EXTERNSHIP 3.0
LAW 8170. Judicial Externship Supreme Court of Georgia (Justice Harold Melton). (3) semester hours, one
semester requirement. Prerequisites: Top 50% of class and superior writing and research skills. A writing
sample must accompany resume. Prefer 3rd year student but 2nd year students may also apply. Students work a
minimum of 10 hours per week for Justice Melton performing research, analysis and writing. Students will
have the opportunity to study the briefs in cases filed in the Court and to observe oral argument. 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 required for enrollment.

LAW 8171 LABOR LAW EXTERNSHIP 3.0
LAW 8171. Labor Law Externship U.S. Department of Labor. (3) semester hours, one semester requirement.
Administrative law and employment law are recommended, but not required. These courses can be taken
concurrently with the placement. A writing sample must accompany resume. The Solicitor's Office of the
United States Department of Labor is the second largest litigation department in the federal government and
has individual litigation authority. The Atlanta regional office covers eight southeastern states. The office
litigates cases involving numerous labor and employment laws, including laws governing pension and plans,
occupational and mine safety and health, minimum wage, overtime, protections for migrant farm workers,
rights of military service members, and numerous whistle blower statutes. In addition, attorneys provide advice
and written opinions to our numerous client agencies. Student interns perform a variety of legal tasks,
depending on the office's particular workload at the time of the internship. Because we enforce such a wide
variety of statutes and have individual litigation authority, students are typically exposed to a wide range of
cases and all aspects of litigation. To the extent possible, we try to accommodate students with a particular
interest in a certain client agency or aspect of litigation. In addition to conducting research and writing
memoranda, students are able to evaluate cases, participate in all aspects of discovery, negotiation of cases,
preparing for and attending depositions, witness interviews or meetings with client agencies, and attending
court hearings or trials. In addition, if their schedule permits it, student interns are encouraged to participate in
the office's weekly staff meetings and interact with a wide range of attorney?s in the office. 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 8172 ENTERTAINMENT LAW EXTERNSHIP 3.0
LAW 8172. Entertainment Law Externship Georgia Lawyers for the Arts. (3) hours per semester, one semester
requirement. Second and Third year students may apply. There are no prerequisite, but classes in copyright,
trademark, first amendment and entertainment law are helpful. Students must be available to attend an
orientation the Sunday before classes begin. GLA is the only place in Georgia where law students can get
serious exposure to entertainment and intellectual property law. GLA is a nonprofit legal aid organization
providing $1 million annually in free legal services to musicians, film makers, songwriters, galleries, nonprofit
arts organizations and literary and visual artists. Our externs interact with clients on a daily basis and are given
"real" work from day one. GLA externs write legal memos, draft contracts, make recommendations on the
handling of pro bono cases, attend and organize educational seminars and accompany the Executive Director
on client consultations. All GLA externs complete at lease one major writing project, which is added to GLA's
resource library for future use by GLA clients, lawyers and staff. GLA is an organization that depends on legal
externs and interns to maintain its operations. Thus, externs are expected to take on a great deal of
responsibility and maintain a professional demeanor in a fast paced and exciting work environment. 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 8173 LEGISLATIVE EXTERNSHIP 3.0
LAW 8173. Legislative ExternshipOffice of the Counsel of the Speaker. (3) semester hours, one semester
requirement. Prerequisites: Legislation Class strongly recommended. Students should have an interest in
working with advocates and legislators and in gaining experience in drafting and analyzing legislation.
Students work a minimum of 10 hours per week in the office of the Counsel of the Speaker under the
supervision of the Speaker's Counsel. Counsel for the Speaker advises the Speaker and the Majority Leader on
administrative and legislative issues including the Houses's interaction with the Governor's office and the
Senate. The Speaker's Counsel also works with individual members and committees of the House in crafting
and analyzing legislation. 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 8174 U.S. DHHS CDC II 3.0
LAW 8174. U.S. DHHS Centers for Disease Control and Prevention Technology Transfer Office (3) semester hours, one semester requirement.
2L and 3L students. Prerequisites: None but background in the biological sciences or engineering is useful. Preference is given to
students who have taken intellectual
property, patent law, or licensing courses and to those planning a career in patent law. **IMPORTANT** At
the time of application please submit a one paragraph statement (Approximately 50 75 words) of why you
want to take this internship. The Technology Transfer Office handles all issues relating to the intellectual
property rights of CDC. Intern assignments may include review of the patentability of new technologies, the
marketability of inventions, licensing agreements, confidential disclosure agreements, royalty payments,
marketing materials, and trademark and copyright applications. See www.cdc.gov/tto Although interns will be
subject to security clearance, it is not essential that applicants be US citizens or permanent resident aliens. 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 8175 GOVERNMENT EXTERNSHIP 3.0
LAW 8175. Government Externship Office of the Governor. (3) hours per semester, one semester
requirement. Students who participate in an externship position with the Governor's Office of Executive
Counsel will become involved in a wide variety of legal issues. The Executive Counsel and Deputy Executive

Counsel deal with all legal matters affecting the Office of the Governor and a range of issues affecting the Executive Branch of Government. Under the supervision of the Executive Counsel, students will research and analyze matters ranging from issues raised by executive agencies to litigation affecting the Governor. A significant portion of the work involves legal research and drafting memoranda or other written materials such as executive orders. During the legislative session, interns become involved in analyzing legislation and addressing legal issues involving the Governor's legislative agenda. Interns are also often exposed to the inner workings of government and will meet and interact with many policy makers. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of the Lawyer Skills Program faculty is required for enrollment.

LAW 8176 PUBLIC DEFENDER STONE MTN 3.0
LAW 8176. Criminal Defense ExternshipOffice of the Public Defender for the Stone Mountain Judicial Circuit. (3) hours per semester, two semester requirement. Our preference is for a two semester commitment, but will consider students who are only interested in an externship for the fall semester. Open to third year students only. Courses preferred: Criminal Procedure I and II. Our office is responsible for representing all indigent people who have been accused of juvenile, misdemeanor, and felony crimes in DeKalb County, Georgia. Our downtown Decatur office begins representing indigent clients at the time of their arrest and continues this representation through final disposition of their case, including any appeals. This is a unique opportunity to integrate what the student has learned in law school with the practical application of practicing law. Under the supervision of an attorney, the third year student will be sworn in under the third year practice act and will be expected to represent clients in court. The student will have the opportunity to experience all courtroom procedures including preliminary hearings, arraignments, pretrial hearings, motions hearings, and jury trials. The student can expect to have many varied "hands on" experiences that will involve spending much of their time in court and with clients. Students will also be responsible for interviewing clients as well as witnesses, researching and preparing legal motions and memoranda, and assisting attorneys in all phases of trial preparation. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of the Lawyer Skills Program faculty is required for enrollment.

LAW 8177 ACLU OF GEORGIA 3.0
LAW 8177. Litigation Externship ACLU of Georgia. (3) semester hours, one semester requirement. A strong interest and background in civil liberties and civil rights preferred. Constitutional Law II is recommended, but not required. The ACLU of Georgia is a nonprofit law firm dedicated to protecting civil rights and individual liberties. The ACLU focuses on impact litigation involving a variety of constitutional concerns in a wide variety of contexts. These include churchstate, religious freedom, free speech, drug and AIDS testing, employment, public schools, police misconduct, government discrimination based on disability, age, sex, race, sexual orientation, etc. Interns spend their time either evaluating potential cases or assisting with cases currently in various stages of litigation. Each intern will be responsible for one or two potential new cases each month corroborating and developing the facts, and conducting preliminary legal research into the substantive issues raised. The intern will present and make recommendations concerning their cases to members of the ACLU legal committee at its monthly meeting. This accounts for about 30% of an intern's time. The remaining 70% of an intern's time involves work on cases in all phases of litigation, including client interviews, discovery, trial preparation and appeals. Interns should plan to attend the legal committee meetings held at 5:30 p.m. on the first Monday of each month. All students who have not previously taken an externship must attend a classroom component at the law school. Consent of the Lawyer Skills Program faculty is required for enrollment.

LGLS = LEGAL STUDIES

LGLS 8040 LEGAL/REGULA ENVIRON RE 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 decisionmaking process. Applications of legal data sources, both traditional and electronic, are examined as a part of the decisionmaking process.

LGLS 8050 COMPREHNSIVE 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 DIR READ IN LEGAL STUDIES 1.0 to 3.0
Directed Readings in Legal Studies. Prerequisite: consent of the instructor, good academic standing.

LGLS 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.

MATH = 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.)
Firstorder equations, classification of linear secondorder 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; poincare 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 3000 with grade of C or higher. 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. Polgyons. 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 nonEuclidean geometry, including incidence, order, and the parallel postulate.

MATH 6391 INTRO TO DIFFERENTIAL GEOMETRY 3.0
Introduction to Differential Geometry and its Applications. Prerequisite: Math 2215. (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 GaussWeingarten equations; the Egregium Theorem; surfaces of constant curvature and nonEuclidean 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 with grade of C or higher. Axiomatic approach to algebraic structures, groups, permutations, homomorphisms, and factor groups.

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 6444 POLYNOMIALS 3.0
Polynomials. Prerequisite: Math 3000 with grade of C or higher. Three lecture hours a week. The topic of polynomials is one of the oldest in mathematics and has applicability to almost every area of mathematics. The course will use algebra and analysis to study polynomials. Among topics to be covered: roots of polynomials (inequalities, relationship between the root of a polynomial and its derivative), resultants, discriminant, irreducible polynomials, special classes of polynomials (symmetric, cyclotomic, Chebysev).

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 lecture hours a week. This course provides and 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, ReedMuller codes, cyclic codes, BCH codes, and fast decoding BCH codes.

MATH 6460 CRYPTOGRAPHY 3.0
Cryptography. Prerequisites: Math 3030 or Math 3435, and the ability to program in a highlevel language.
Three lecture hours 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. Prerequisites: 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 ttests, chisquare tests, and nonparametric methods. Applications include use of a statistical computer package.

MATH 6548 METHDS REGRESSN/ANALYS OF VARI 3.0
Methods of Regression and Analysis of Variance. Prerequisites: 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 highlevel language. (Same as CSc 6610.) Nature of error; iteration; techniques for nonlinear systems; zeros of functions; interpolation; numerical differentiation; NewtonCotes 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 highlevel language. (Same as CSc 6620.) Gaussian Elimination for linear systems; least squares; Taylor, predictorcorrector and RungeKutta methods for solving ordinary differential equations; boundary value problems; partial differential equations.

MATH 6650 INVERSE AND ILLPOSED PROBLEMS 3.0
Inverse and IllPosed Problems. Prerequisite: Math/CSc 6610 or Math/CSc 6620. Three lecture hours a week. Illposed 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 ANALYSIS I 3.0
Analysis I. Prerequisite: Corequisite: 4435/6435. The real number system, basic topology of metric spaces, sequences and series, limits and continuity.

MATH 6662 ANALYSIS II 3.0
Analysis II. Prerequisite: Math 4661/6661 with grade of C or higher. Differentiation of real functions, Riemann integrals, sequences and series of functions, differentiation and integration of functions of several variables.

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, ztransforms, discrete filters, and wavelets.

MATH 6751 MATHEMATICAL STATISTICS I 3.0
Mathematical Statistics I. Prerequisite: Math 2215. Probability, random variables and their distributions, mathematical expertation, 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. Prerequisites: Math 4752/6752 or 4548/6548 and 3435, and the ability to program in a highlevel 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 userwritten programs.

MATH 7120 FUNDEMNTL 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 lecture hours 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 or Math 2420 with grade of C or higher. 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 DEVLPMT OF MATH I 3.0
Historical and Cultural Development of Mathematics I. 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 DEVLPMT OF MATH II 3.0
Historical and Cultural Development of Mathematics II. Prerequisite: Math 3000 with grade of C or higher. 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, nonEuclidean 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 may include Jordan canonical form, variational characterizations of simultaneous diagonalization,
eigenvalue location and Gersgorin theory, positive definite matrices, nonnegative matrices, and the
PersonFrobenius theorem.

MATH 8210 TOPICS APPLIED MATRIX ANALYSIS 3.0
Topics in Applied Matrix Analysis. Prerequisite: Math 8200 with grade of C or higher. Applications of selected
topics in matrix analysis to other areas of mathematics, as well as statistics, engineering, biology, physics,
computational and social sciences are considered in this course. The course covers topics such as: Boolean
matrices with applications; Generalized inverses; Applications of the Singular Value Decomposition (SVD);
Matrix inequalities with applications; Semidefinite programming. The course may be taken more than once if
topics vary.

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 VARIABL 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, multiplevalued 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 COMBINATRCS & 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 8540 ORD DIFF EQUAT & DYN SYSTEMS 3.0
Advanced Topics in Ordinary Differential Equations and Dynamic Systems. Prerequisite: Math 4275 or 6275
with grade of C or higher. (Same as Phys 8540.) This course is a graduatelevel presentation of the
mathematical theory of ordinary differential equations and nonlinear dynamical systems. It is designed for
students who want to study the advanced topics of qualitative theory of ordinary differential equations and do
research in dynamical systems Topics include existence and uniqueness theorems; IVP and Picard iterates;
stability; variational equation and Floquet theory; Jordan normal form; the center manifold theorem; relaxation
oscillations and method of averaging; Smale horseshoe and transverse homoclinic orbits; Lyapunov exponents
and topological entropy.

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, eigenvalues; 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 1.0 to 15.0
Graduate Research in Mathematics. May be repeated for credit.

MATH 8802 GRADUATE LAB IN MATHEMATICS 1.0 to 15.0
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 15.0
Thesis Research. Prerequisite: thesis option.

MATH 9116 TEACHING COLLEGE MATHEMATICS 3.0
Teaching College Mathematics. Prerequisite: consent of instructor. Researchbased investigation of teaching collegelevel mathematical sciences courses: placement, prerequisites, remedial courses, services courses, preparing syllabi, grading, technology, pedagogical strategies.

MATH 9126 EPISTEMOLOGY ADV MATH CONCEPTS 3.0
Epistemology of Advanced Mathematics Concepts. Prerequisite: consent of instructor. 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 as they apply to postsecondary mathematics concepts.

MATH 9166 INTERNSHIP: TEACHING COLL MATH 3.0
Internship in Teaching College Mathematics. Prerequisites: consent of instructor and approval to teach in the Department of Mathematics and Statistics. Teaching of at least one undergraduate mathematics course using at least two distinct pedagogical strategies.

MATH 9185 RESEARCH SEM: UNDER MATH EDUC 3.0
Research Seminar in Undergraduate Mathematics Education. Prerequisite: consent of instructor. Student will read, discuss, and report on current publications in the field. Can be taken more than once for credit.

MBA = MASTER OF BUSINESS ADMINISTRATION

MBA 7010 FINANCIAL ACCOUNTING 1.5
Financial Accounting Concepts. (Formerly MBA 8121). Prerequisite: None. CSP: 1, 2, 4, 6, 7. This course focuses on the nature of accounting information provided in the major financial statements and the development of guidelines and analytical tools for using such informa tion effectively. Specific coverage includes the income statement, balance sheet and cash flow statements. The limitations of reported information and some of the basic analytical techniques applied to interpret and use account ing information and reports effectively are also emphasized.

MBA 7020 BUSINESS ANALYSIS 1.5
Business Analysis Foundations. (Formerly MBA 8011). Prerequisitie: None CSP: 1, 2, 6. This course deals with the basics of converting corporate data into actionable information for managerial decision making. Statistical data analysis techniques in the context of business intelligence are covered with applications in various functional areas of business. Specific techniques include data visualization, descriptive statistics, estima tion, modeling relationships, basic for casting techniques, and decision making and modeling under uncertainty. The contextual topics are data warehousing, business intelligence and data mining for corporate performance management.

MBA 7025 STATISTICAL BUS ANALYSIS 3.0
Statistical Business Analysis. Prerequisite: None. CSP: 1,2,4,6, 7. This course deals with the basics of

converting corporate data into actionable information for managerial decision making. Statistical data analysis techniques in the context of Business Intelligence are covered with applications in various functional areas of business. Specific techniques include data visualization, descriptive statistics, estimation, hypothesis testing modeling relationships, basic forecasting techniques, and optimization techniques for decision support. The contextual topics focus on the implementation of six sigma methodologies for corporate performance management.

MBA 7030 MICROECON FOR MANAGERS 1.5
Microeconomics for managers. (Formerly MBA 8231). Prerequisite: None. CPS: 1, 2, 6, 7. This course uses basic microeconomic concepts (demand, pro duction, cost, and market environment) to analyze the compe titive strategies of various typed of firms and industries. Both theoretical concepts and institutional structures are included in the analysis. Based on the readings, students also analyze current policy issues related to industry and and firms' strategies.

MBA 7035 ECONOMICS FOR MANAGERS 3.0
Economics for Manager. Prerequisite: None. CSP: 1,2,6, 7. This course uses basic macroeconomic concepts to develop a basic model of the macroeconomy emphasizing real world data and relationships. The goal is for managers to understand the main forces and trends in the economy, how they are interrelated, and how policymakers try to affect them. Because changes in the macroeconomy affect industries and firms throughout the economy, it is important for managers to understand how these changes can affect managerial decisions, particularly in terms of the concepts discussed in the context of microeconomics. The performance of the economy is presented in the context of industries and firms studied in microeconomics.

MBA 7040 CUSTOMERS AND MARKETS 1.5
Customers and Markets. Prerequisite: None. CSP: 1, 2, 3, 6, 7, 8. This course will examine a variety of issues related to identifying and understanding customers and martets. It will address customer buying behavior and how firms deter mine customer needs. The course will also present various approaches used to identify and target various market segments for a firm's offering of goods and services. Topics to be covered will include; 1) assessing the business and competitive environment of a firm; 2) researching markets and buying behavior; and, 3) using product development, pricing stategies, distribution channels and various pro motional efforts in order to influence customers within a given market segment.

MBA 8000 MANAGINGGLOBAL ECONOMY 3.0
Managing in the Global Economy. Corequisite: MBA 7025, MBA 7035. This course is reserved for students following the new MBA curriculum. CSP: 1, 2, 3, 6, 7, 8. This cornerstone core course is aimed at providing an introduction to fundamental business concepts from a global managerial perspective. Students will gain fundamental insights into key business activities during different stages of a firm's lifecycle through lectures, case analysis, team excercises, and critical evaluation exercises. The

course is based on an integrative
framework that especially emphasizes the relationships, connections and dependencies among functional areas
in different lifecycle situations.

MBA 8015 STRATEGIC BUSINESS COMM 3.0
Strategic Business Communication. CSP: 1, 6, 7. Formerly MBA 8010 and MBA 8020. This course presents
written and oral business communication as a management strategy critical to success in the workplace by
introducing a communication model useful to identify objectives, analyze audiences, choose information, and
create the most effective arrangement and channel for written and oral messages. Students will practice drafting
and editing clear, precise, and readable written business documents including communications to
executivelevel readers. Students will also develop skills in the effective design and delivery of unwelcome
information, technical information to nontechnical audiences, and group communi cation.

MBA 8025 FIN STATEMENT ANALYSIS 3.0
Financial Statement Analysis. Prerequisites: None. CSP: 1,2,4,6, 7. This course takes a useroriented approach
to the study of financial statements. Students study the role of the financial statements and the annual report in
the financial reporting process. Using ratio analysis, students analyze past firm performance and make forecasts
of future performance. Students also study the effects of differing accounting methods on financial statement
analysis.

MBA 8030 LAW, ETHICS & GOVERNANCE 3.0
Legal Environment: Ethics and Corporate Goverance. (Formerly MBA 8423). Prerequisite: None. CSP: 1,2,6,
7. Companies that ignore their legal and ethical obligations to owners, customers, and consumers open the door
to parties who seek legal recourse that can limit their gain or even threaten their existence. Law and ethics,
when incorporated properly into managerial decisionmaking, provide strategic tools to facilitate growth,
creativity, competitive advantage, and legal certainty and to reduce legal risk and liability. By examining the
application of law and ethics to a variety of business and corporate governance issues, this course offers the
master?s student an understanding of how businesses can comply with the law and use an ethical culture as a
positive strategy for making successful business decisions.

MBA 8110 COST ANALYSIS 1.5
Cost Analysis. (Formerly MBA 8683). Prerequisite: MBA 8000. Corequisite: MBA 8010, MBA 8020, MBA
8030. CSP: 1, 2, 3, 6, 7, 8. This course is a study of the major accounting methods used for costing products,
services, programs, projects, depart ments 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.

MBA 8115 MGR CTRL & COST SYSTEMS 3.0
Managerial Control and Costing Systems. Prerequisites: MBA 8000, MBA 8025. Corequisites: MBA 8015,
MBA 8030. CSP: 1,2,3,6,7, 8. This course examines a wide range of fundamental managerial techniques used
by companies in their internal planning and control functions. In particular, it focuses on (a) techniques useful
in analyzing and managing costs and profits and (b) control systems (e.g., performance evaluation) that cater to
large and decentralized business enterprises. In addition to building a basic knowledge base of managerial
control and costing systems, students are expected to develop analytical skills necessary for making costrelated
decisions and evaluating alternative designs of control systems.

MBA 8120 INFORMATION SYSTEMS 1.5
Introduction to Information Systems. (Formerly MBA 8473). Prerequisite: MBA 8000. Corequisite: MBA
8010, MBA 8020, MBA 8030. CSP: 1 6. This casebased course module serves as an introduction to the
relationship between information systems and business processes in the modern organization, particularly in an
international setting. Directed at general managers, the module provides an overview of the cycle of business
invest ment in information systems. This cycle begins with a needs assessment stage, identifying opportunities
or challenges relating to business processes. Matching information tech nology resources and applications
solutions to these needs is the second stage in the cycle. The third stage is creat ing and deploying systems,
whether these are developed in side the organization or acquired externally; it also covers the retiring of
systems. With rapidly changing technology, the information technology industry itself is analyzed for emerging
developments and their potential impact on future business operations.

MBA 8125 INFO TECHNOLOGY MGT 3.0
Information Technology Management. Prerequisites: MBA 8000, MBA 8025. Corequisites: MBA 8015, MBA
8030. CSP: 1.6. This course examines a wide range of fundamental managerial techniques used by companies
in their internal planning and control functions. In particular, it focuses on (a) techniques useful in analyzing
and managing costs and profits and (b) control systems (e.g., performance evaluation) that cater to large and
decentralized business enterprises. In addition to building a basic knowledge base of managerial control and
costing systems, students are expected to develop analytical skills necessary for making costrelated decisions
and evaluating alternative designs of control systems.

MBA 8130 CORP FINANCE FOUNDATIONS 1.5
Foundations of Corporate Finance. (Formerly MBA 8622). Prerequisite: MBA 8000. Corequisite: MBA 8010,
MBA 8020, MBA 8030. CSP: 1, 2, 3, 6, 7, 8. This course focuses on the practical and conceptual problems
associated with financeial management of the nonfinancial corporation. The treatment of all areas involves
theoreti cal concepts and the application of these concepts to con temporary business situations for the
purpose of corporate decisionmaking. All topics reflect the impact on the over all value and risk of the
company. Topics covered include, but not limited to: Time value of money, valuation of debt and equity,
domestic and international financial markets, the relationship between risk and return including the capital
asset pricing model, and capital budgeting/project evaluation techniques.

MBA 8135 CORPORATE FINANCE 3.0
Corporate Finance. Prerequisites: MBA 8000, MBA 8025. Corequisites: MBA 8015, MBA 8030. CSP:

1,2,3,6,7,8. This course focuses on the financial management of both publiclyheld and private corporations.
Students are presented with a conceptual framework for understanding and addressing problems commonly
faced by corporate decisionmakers and are provided opportunities to apply these concepts to contemporary
business situations. Topics covered include, but are not limited to: the valuation and role of debt and equity,
capital acquisition and the organization of domestic and international financial markets, the relationship
between risk and return including the capital asset pricing model, capital

budgeting/project evaluation
techniques, cost of capital, cash flow estimation, project risk analysis, real options, company valuation, and
capital structure decisions.

MBA 8140 MARKETING MANAGEMENT 1.5
Maketing Management. (Formerly MBA 8642). Prerequisite: MBA 8000. Corequisites: MBA 8010, MBA
8020, MBA 8030. CSP: 1, 2, 3, 4, 7. This course explores the managerial aspects of the maketing function.
Quantitative and qualitative analysis of the company and its customers and competition will be emphasized
through the use of case analysis. The course is organized around the key marketing decision variabes
promotions, product, pricing and distributionand around the various marketing processes of strategy
formulation, organization and implementation.

MBA 8145 MARKETING MANAGEMENT 3.0
Marketing Management. Prerequisites: MBA 8000, MBA 8025. Corequisites: MBA 8015, MBA 8030. CSP:
1,2,3,4,7. This course is a study of the managerial aspects of marketing. Emphasis is placed on the quantitative
and qualitative criteria used in evaluating marketing alternatives and in choosing among these alternatives. The
course includes topics related to market segmentation, marketing research, product/service development,
branding, promotion, pricing, channels of distribution, marketing strategy, and global marketing.

MBA 8150 SYSTEMS & OPERATIONS MGT 1.5
Systems and Operations. (Formerly MBA 8452). Prerequisite: MBA 8000. Corequisite: MBA 8010, MBA
8020, MBA 8030. CSP: 1, 2, 6, 7. This course focuses on the basic concepts, principles, and techniques for
efficient and effective operations. Special emphasis is placed on the planning and execution of the operating
systems of an organization. Fundamental operation topics such as operations stategy, capacity, justintime
inventory management, resource scheduling, and supply chain management are covered in the context of both
the domestic and international marketplace.

MBA 8155 OPERATIONS MANAGEMENT 3.0
Operations Management. Prerequisites: MBA 8000, MBA 8025. Corequisites: MBA 8015, MBA 8030. CSP:
1,2,6,7. This course focuses on the basic concepts, principles, and techniques for efficient and effective
operations. Special emphasis is placed on process improvement and supply chain management. Topics such as
operations strategy, product and service design, process analysis, lean production, materials and inventory
management, quality management, six sigma, and project management will be covered in the context of
domestic and international marketplaces.

MBA 8160 PEOPLE IN ORGANIZATIONS 1.5
People in Organizations. (Formerly MBA 8412). Prerequisite: MBA 8000. Corequisite: MBA 8010, MBA
8020, MBA 8030. CSP: 1, 6, 7. This course introduces what managers need to know about organizational
structure and people in organizations. The course begins with an overall framework and then moves into
individual topics including a treatment of the functional and potentially dysfunctional consequences of
combining people and organizational structure.

MBA 8165 LEADERSHIP & ORG BEHAVIOR 3.0
Leadership and Organizational Behavior. Prerequisites: MBA 8000, MBA 8025. Corequisites: MBA 8015,
MBA 8030. CSP: 1,6,7. What do managers need to know about organizations and people within organizations?
This class will develop an understanding of the key issues managers need to master in order to manage the
interface between people and organizations. The course begins with a focus on the individual within the
organization, including topics of attitudes, motives, and personality. The course then progresses to a broader
focus on the organization as a whole, including topics of power and political concerns, group and
organizational leadership, and organizational culture

MBA 8210 MGT CONTROL SYSTEMS 1.5
Management Control Systems. Prerequisite: MBA 8110. CSP: 1, 2, 3, 6, 7, 8. This course is a study of the
major accounting methods used for tracking and reporting internal operations. In addition this course deals
with how in practice the generated reports are used for evaluating performance and controlling opera tions.
Key topics of this course include responsibility accounting, performance indicators, the balanced scorecard,
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' performances and control operations.

MBA 8220 IT FOR PROCESS INNOVATION 1.5
Information Technology for Business Process Innovation. CSP: 1, 2, 3, 4, 5, 6. MBA 8220 examines how
business processes and their services can be innovated, enabled by information techno logy. The course
explores radical and evolutionary innovat ions, discusses organizational agility as a key process capability, and
relates these themes to the opportunities challenges provided by information technology. The course finishes
with an examination of problems related to organi zational implementation. The course is centered on a pro
ject in which students learn to recognize organizational business processes, assess their service innovation
poten tial, their ability to contribute to organizational agility, their informationrelated pathologies, and to
design and implement clientcentric innovations enabled by information technology.

MBA 8230 CORP FIN APPLICATIONS 1.5
Applications of Corporate Finance. Prerequisite: MBA 8130. CSP: 1, 2, 3, 6, 7, 8. The course focuses on
selected practical applications of major corporate finance topics. The treatment of all areas involves theoretical
concepts and the application of these concepts to contemporary business situations for the purpose of corporate
decisionmaking. Topics covered in clude, but are not limited to: Cost of capital, cash flow estimation, project
analysis, company valuation, and capital structure decisions. Futhermore some consideration is given to special
aspects of multinational financial management. These topics help the corporate manager understand how the
market values the sources of capital and how these values impact corporate decisions.

MBA 8240 STRATEGIC MKT TECHNIQUES 1.5
Strategic Marketing Techniques. Prerequisite: MBA 8140. CSP: 1, 2, 3, 6, 7, 8. This course is focused on
strategic managerial decision mak ing as it relates to the marketing function. It emphasizes developing the
understanding, insights and skills needed to make sound managerial decisions in regards to the marketing
function in both national and global settings. Some of the skills that will be further developed include;
segmenting a market, analyzing the profitability of a product/service, develop promotional plans, and assess a

firm's overall mar keting effectiveness and efficiency. These decisions re quire marketing skills that a
manager may ce called on to utilize when evaluating a firm's current marketing efforts.

MBA 8250 BUSINESS PROCESS MGT 1.5
Business Process Management. Prerequisite: MBA 8150. CSP: 1, 2, 6, 7. This course focuses on the design and
improvement of the operational system which produces the company's product or service. The course is
centered on a project that develops and analyzed an existing or future process. Best practices in such topics as
product and service system design, project management, and process quality management will be covered in
the context of a firm's need to be globally competitive.

MBA 8260 LEADERSHIP & ORG CHANGE 1.5
Leadership and Organizational Change. Prerequisite: MBA 8160. CPS: 1, 6, 7. This course deals with issues of
organizational behavior. These include working in groups, power and politial dynamics leadership and
organizational culture. The approach of looking at multiple causal antecedents of organizational phenomenon
introduced in MBA 8160, People in Organizations, is continued and extended to these additional topics.

MBA 8810 GOVERNANCE PERF ANALYSIS 3.0
Corporate Goverance & Performance Analysis. Prerequisite: Required Functional Core, Must apply to take the
capstone core courses. CPS: 1, 3, 6, 7. This course introduces the students to corporate goverance as a means of
ensuring that companies are able to achieve strategic objectives and to analysis techniques to assess how well
companies are performing. Students learn to iden tify risks that the company will not achieve its objectives
and learn controls over those risks. Corporate goverance is introduced as a system of many components
including re gulators, boards of directors, and internal control systems over operations, financial reporting and
compliance to as sure various stakeholders that the company's risks are being appropriately evaluated and
monitored. Students also apply financial statement and business analysis techniques to evaluate company
performance and future prospects. An ability to read and understand financial statements is developed to ensure
that the student is able to assess company performance.

MBA 8820 GLOBAL COMPETITIVE STRAT 3.0
Global Competitive Strategy. (Formerly MBA 8993). Prerequisites: All of the Functional Core course
requirements. Must apply to take the capstone core courses. CSP: 1, 2, 4, 6. This course explores methods of
directing an entire organ ization or a significant division in an internationally competitive environment. The
perspective is that of the general manager who must integrate many business fuctions to successfully lead a
multinational organization. Topics include the identification of organizational competence in light of external
environmental and international condi tions, the development of business/corporate strategy that addressed the
international marketplace, and the internal processes required for successful implementation of that strategy.

MBA 8870 INTEGRATVE 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 computerassisted 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
fieldbased integrative course for MBA students during their last year of study. In crossfunctional teams of
four or five, students address indepth 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.

MGS = MANAGERIAL SCIENCES

MGS 8020 BUSINESS INTELLIGENCE 3.0
Business Intelligence. (Formerly DSC 8020) Prerequisite: none. CSP: 1,2,3,4,5,6. This course focuses on the
features, uses, and design strategies for ITenabled managerial decision support. Model based, databased, and
knowledgebased 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.

MGS 8030 KNOWLEDGE MANAGEMENT 3.0
Knowledge Management. (Same as CIS 8260.) (Formerly DSC 8030) 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.

MGS 8040 DATA MINING 3.0
Data Mining. Prerequisite: MBA 7020 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 welldefined
datamining tasks such as classification, estimation, prediction, affinity grouping and clustering, and data
visualization are discussed. Design and imple mentation issues for corporate data warehousing are also
covered.

MGS 8060 MANAGING SOURCING 3.0
Managing Sourcing. Prerequisites: MBA 7010, MBA 7020 and MBA 7030. Or consent of Instructor. CSP: 1,
2, 3, 6, 7. This course analyzes organizational processes and identifies factors that influence outsourcing
decisions including offshoring. Management issues of such sourcing activities including planning, analyzing
sourcing alternatives and strategic implications, and selection of domestic and global providers are explored.
The topics covered are interdisciplinary in nature including operations, strategy, international business, human
resource management, finance and information technology and are presented within an integrated framework.

MGS 8110 APPL REGRESSION ANALYSIS 3.0
Applied Regression Analysis. (Formerly DSC 8300) Prerequisite: MBA 7020. 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.

MGS 8130 PROBLEM SOLVING 3.0
Problem Solving. (Formerly DSC 8130 and MGT 8130) Prerequisite: MBA 7020. 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 computerbased support tools. Cases and miniexamples are used to apply the concepts and methods to realworld problems.

MGS 8140 MANAGEMENT SCIENCE 3.0
Management Science. (Formerly DSC 8140). 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 re late to their areas of interest. Spreadsheets are used extensively to accomplish the mathematical manipulations. Emphasis is placed on input requirements and interpretation of results.

MGS 8150 BUSINESS MODELING 3.0
Business Modeling, (Formerly DSC 8240) Prerequisite: MGS 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 plann ing, financial management, operations/project management, and marketing research. These topics are covered in the context of emerging information technology architecture. emerging information technology architecture.

MGS 8160 RISK BENEFIT ANALYSIS 3.0
Risk Benefit Analysis. (Formerly DSC 8350) 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.

MGS 8170 STATISTICAL MODELING 3.0
Statistical Modeling. (Formerly DSC 8450). Prerequisite: MBA 7020, MGS 8020, MGS 8150. 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.

MGS 8300 HUMAN RESOURCE MANAGEMENT 3.0
Human Resource Management. (Formerly HRM 8150) 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.

MGS 8320 LEGAL/ETHICAL ENVIRON HRM 3.0
Legal and Ethical Environment of Human Resource Management. (Formerly HRM 8230) Prerequisite: None. This course examines legal issues related to various aspects of human resource management. Students review legislation and case law related to discrimination, employmentatwill, negligence, contingent workers, safety, compensation, and labor. Emphasis is placed on avoiding unnecessary litigation.

MGS 8360 HR RECRUITMENT/SELECTION 3.0
Human Resources Recruitment and Selection. (Formerly HRM 8430). Prerequisite: MGS 8300. This course focuses on the human resource recruitment and selection functions of orgainzations. Topics covered in clude methods of recruitment, organizational choice, job analysis, validation, laws pertaining to equal employment opportunity, interviewing, testing, and orgainzational socialization. Both the theoretical foundations of the re cruitment and selection functions as well as the practical application of these activities are presented.

MGS 8380 STRAT/INTERNATIONAL HRM 3.0
Strategic and International Human Resource Management. (Formerly HRM 8990) Prerequisite: None. 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.

MGS 8389 DIRECTED READING MGS 1.0 to 3.0
Directed Reading in Managerial Science. (Formerly DSc 8389, HRM 8389, ENT 8389, MGT 8389)
Prerequisites: Consent of instructor, good academic standing

MGS 8390 STRATEGIC COMPENSATION 3.0
Strategic Compensation. (Formerly HRM 8470) Prerequisite: MGS 8300. This course focuses on how organizations use pay, benefits, and reward systems to attract, retain, and motivate employees. Linkage between compensation and firm competitiveness are emphasized. This course is relevant for both small and large businesses.

MGS 8395 FIELD RESEARCH IN HRM 3.0
Field Research in Human Resource Management. (Formerly HRM 8900). Prerequisite: MGS 8300, consent of instructor., CSP" 1, 2, 4. This course is a joint universitycorporation venture. Students work in groups of two to three to solve a problem posed by a corporate sponsor. Each group is responsible simultaneously to the instructor and to the corporate sponsor. Groups design their research studies and obtain approval from the instructor and the corporate sponsor and then implement their studies and report findings to the instructor, class, and sponsors.

MGS 8410 ORGANIZING TO COMPETE 3.0
Organizing to Compete. (Formerly MGT 8200) Prerequisite: none. In this course, students learn to design, analyze, and understanding organizations. They first examine common organizational structures and processes and discuss ways to manage them. Then they develop relevant skills through inclass 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.

MGS 8420 ENHANCING LEADERSHIP SKILLS 3.0
Enhancing Leadership Skills. (Formerly MGT 8430) Prerequisite: MBA 8160. CSP: None. Participants in this course are introducedto various pro cesses and tactics that are used to enhance leadership skills, as well as to various perspectives on important leadership skill content that can help to guide and motivate their development as leaders. They undergo assessments of their leadershiprelevant skills and characteristics, and receive guidance on how to improve as leaders. Skills im provement comes from enhanced insight and knowledge, act ivities conducted in class, as well as from outofclass tasks that participants design themselves. The course is premised on the assumption that participants have had some leadership experience, since the course requires partici pants to reflect on their leadership experiences and skills so that their leadership skills can be improved.

MGS 8425 COACHING FOR LEADERSHIP 3.0
Coaching for Leadership. (Formerly MGT 8425) 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, goalsetting activities, communica tion processes, welldesigned interventions, and feedback activities to an effective coaching process. This course focuses on oneonone coaching relationships.

MGS 8430 NEGOTIATION 3.0
Negotiation and Dispute Resolution. (Formerly HRM 8210) Prerequisite: None. 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.

MGS 8435 POWER IN ORGANIZATIONS 3.0
Power in Organizations. (Formerly MGT 8435). 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 managementoriented views of resource control and dependency as well as strategic, political, and servicebased approaches to power. Through case studies, exercises, and indepth discussions, students learn to apply the theories to their own and others' circumstances.

MGS 8440 WORK TEAM DESIGN & DEVEL 3.0
Work Team Design and Development. (Formerly MGT 8440). Prerequisite: MBA 8160. 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 teambased organization, work team implementation issues, training and developing teams, teambuilding programs, and leadership in a teambased organization.

MGS 8450 ORGANIZ DEVELOP & CHANGE 3.0
Organizational Development and Change. (Formerly MGT 8450) Prerequisite: MBA 8160. 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.

MGS 8455 STRATEGIC LEADERSHIP 3.0
Strategic Leadership: Leading Implementation of Strategy. Prerequisites: It is recommended that students take MGS 8420 or a similar course prior to taking MGS 8455. CSP: 1, 7. This course focuses on one of the more important areas in strategic management and one of the biggest challenges in leadership: The role of CEOs and other top managers as the leader of strategy implementation. The basic objective of this course is to develop a student's ability to understand the role and effect of the leader on the company's strategy, performance, and vitality. Students will increase their capabilities in strategic leadership when evaluating situations, identifying alternative plans of action, making strategic choices, and implementing these choices with effectiveness.

MGS 8460 CONSULTING PRACTICE 3.0
Consulting Practice and Theory. (Formerly MGT 8460). 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.

MGS 8490 EXPLORING WK ORG THRU LIT 3.0
Exploring Work Organizations through Literature. (Formerly MGT 8150). 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.

MGS 8500 ENTREPRENEUR & ENTERPRISE 3.0
Entrepreneurship and Enterprise. (Formerly ENT 8000) 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.

MGS 8510 BUSINESS PLAN DEVELOPMENT 3.0
Business Plan Development. (Formerly ENT 8100) Prerequisite: MBA 7010, MGS 8500; 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.

MGS 8520 VENTURE CREATION IN ECOM 3.0
Venture Creation in Electronic Commerce. (Formerly ENT 8200) Prerequisite: MBA 7010, MGS 8500; 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 webbased 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.

MGS 8590 ENTREPRENEUR FIELD STUDY 3.0
Field Study in Entrepreneurship. (Formerly ENT 8900). 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.

MGS 8620 COMPETITOR ANALYSIS 3.0
Competitor Analysis. (Formerly MGT 8820). Prerequisite: MBA 8130 or Fi 3300. CSP: 1, 2, 6. This course focuses on developing the analytical and decisionmaking skills required to conduct a competitor analysis.
Students master analytical frameworks that link competitor market position and interorganizational 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 businesslevel strategy.

MGS 8710 OPERATIONS PLANNING 3.0
Operations Planning. (Formerly MGT 8510). Prerequisite: MBA 8150 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 computerbased systems for integrated planning and control.

MGS 8730 PROJECT MANAGEMENT 3.0
Project Management. (Formerly MGT 8580) 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 startups, 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.

MGS 8740 OPERATIONS STRATEGY 3.0
Operations Strategy. (Formerly MGT 8540) Prerequisite: MBA 8150 or consent of instructor. 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.

MGS 8750 SIMULATION 3.0
Simulation. (Formerly MGT 8550). Prerequisite: MBA 7020. CSP: 1. This course studies the application of computerbased 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.

MGS 8760 QUALITY MANAGEMENT 3.0
Quality Management. (Formerly MGT 8560) Prerequisite: MBA 8150 or MGS 4700 or consent of instructor.
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.

MGS 8770 SERVICE OPERATIONS MGT 3.0
Service Operation Management. Prerequisites: MBA 8150 or consent of instructor. CSP: 1, 2, 3. This course focuses on the analysis of service sector per formance and methods designed to improve service operations from a competitiveness standpoint. The topics covered are crossfunctional in nature including operations, marketing, human resource management, information technology and entre preneursip and are presented as an integrated systems approach to the service organization.

MGS 8860 MANAGEMENT STUDIES ABROAD 3.0
Management Studies Abroad. (Formerly MGT 8660). Prerequisite: MBA 8160, consent of the instructor.
Emphasizing a collaborative rather than competitive learning environment, this course examines the interrelatedness of economic, political, legal, social, and cultural factors on crosscultural management issues.
Concepts of human be havior, motivation, strategy, and labor/management relations are linked to practice in different national settings. An extensive international onsite program is

an intergral part of this program.
Interviews are conducted at a broad range of organizations and industries. Objectives include culti vating a
global mindset and developing a richer under standing of international business challenges relating to
management. Company visits showcase evolving corporate profiles in the global marketplace.

MGS 9100 SEMDECISION SCIENCES 3.0
Seminar in the Decision Sciences. (Formerly DSC 9200) Prerequisite: consent of the instructor. This course
concentrates on the elements of the decision process. The primary media used for instruction are presentations
of decisionmaking applications in organizational environments.

MGS 9150 READ SEM IN MGRL SCIENCES 3.0
Reading Seminar in the Decision Sciences. (Formerly DSC 9250) 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 indepth coverage beyond normal course offerings. Instruction
and guidance are normally on a tutorial basis.

MGS 9300 SEM IN HUMAN RESOURCE MGT 3.0
Seminar in Human Resource Management. (Formerly HRM 9800). Prerequisite: consent of the instructor. This
course presents doctoral students with an indepth 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.

MGS 9310 SEM/MACRO HR MANAGEMENT 3.0
Seminar in Macro Human Resource Management. (Formerly HRM 9900). Prerequisite: consent of the
instructor. This is a Ph.D. seminar focusing on indepth 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 crosscultural labor
relations research; and new developments in the management of people by contemporary organizations.

MGS 9400 SEMINAR IN ORGANIZ'L BEHAVIOR 3.0
Seminar in Organizational Behavior. (Formerly MGT 9200). 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.

MGS 9410 SEM IN ORGANIZA DESIGN/IMPLE 3.0
Seminar in Organization Design and Implementation. (Formerly MGT 9400). Prerequisite: MBA 8160, MGS
8200, MGS 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.

MGS 9430 METH BEHAV RES IN ORGAN 3.0
Methodology of Behavioral Research in Organizations. (Formerly MGT 9300). 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.

MGS 9470 SEM ADV TPC CONTEMP BEHAV 3.0
Seminar in Advanced Topics in Contemporary Behavior. (Formerly MGT 9500). Prerequisite: Consent of
instructor. 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.

MGS 9600 SEM STRAT MGT & PERSPECT 3.0
Seminar in Strategic Management Foundations and Current Perspectives. (Formerly MGT 9000). Prerequisite:
MBA 8150 or consent of the instructor. CSP: 1. This seminar encompasses classical and cuttingedge strategic
management research. In line with the multidisciplinary approach of strategic management, the course is
structured around the predominant theoretical prespectives 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.

MGS 9610 SEM COMPETITIVE STRATEGY 3.0
Seminar in Competitive Strategy. Prerequisite: Ph. D. student status CSP: 1, 6, 7. This course is a doctoral level
seminar on the major theoretical and empirical approaches to businesslevel strategy or competitive strategy
research. The main objective of the course is to familiarize students with the basic assumptions concepts and
theories underlying these topics in the field. The course is intended to expose students to the major theoretical
'lenses' that underpin current research in the field and the major research issues to which they are applied.
Students will analyze and discuss the major questions in the field and explore ways in which those questions
may be addressed both theoretically and empirically.

MGS 9620 SEM CORPORATE STRATEGY 3.0
Seminar in Corporate Strategy Prerequisite: Ph.D. student status. CSP: 1, 6, 7. This doctoral seminar provides a
comprehensive examination theoretical, empirical, and methodological issues in corpo ratelevel strategy
research, which includes diversification actions, such as related diversification, conglomerates, and vertical

integration. Equally important, corporate strategy encompasses issues surrounding M&A's, joint ventures, alliances, divestment, turnaround, and bankruptcy. Cutting edge topics include technology, innovation, new organiza tional forms, international issues, governance concerns, and complex interorganizational interdependencies. Students will interpret, integrate, and extend the current literature to enrich their understanding of value creation through corporate strategy.

MGS 9630 SEMINAR ENTREPRENEURSHIP 3.0
Seminar in Entrepreneurship. Prerequisite: Ph.D. student status. CPS: 1, 6, 7. This doctoral seminar is designed to acquaint students with the theories and research related to entrepreneurship. The examination of the literature covers several broad topics: definition of the field, entreprenurial processes from the perspective of individuals and firms (including venture creation, growth, and financing), the social and environ mental contexts of entrepreneurship (including specialized contexts such as science & technology and corporations), and research methods. Students examine a number of articles concerning each topic, questions that are as yet unexplored, and some the methodological issues that must be tackled to conduct empirical research in the area.

MGS 9640 SEM STRATEGY FORMULATION 3.0
Seminar in Strategy Formulation. Prerequisite: Ph.D. student status. CSP: 1, 6, 7. The objective of this doctoral seminar is to acquaint students with the theories and research related to strategy formulation. Students will read, critically analyze and discuss classic and current writings on the processes associated with strategy formulation and the various contexts that affect the process by which competitive strat egies are developed in organizations. Topics included in this literature include theories of organizational change, decision making processes, top management team attributes, organizational resources, and characteristics of the external operating environment. Student will explore ways in which emerging issues in strategy formulation can be addressed both conceptually and empirically.

MGS 9650 SEM INTERNATIONAL STRATEG 3.0
Seminar in International Strategy. Prerequisite: Ph.D. students status CSP: 1, 6, 7. The objective of this doctoral seminar is to provide a critical survey of the theoretical and empirical literature on international strategy issues. Students will read, analyze , critique and extend research that investigates sources of competitive effectiveness in an international context from a variety of theoretical and empirical per spectives.

MGS 9700 SEM IN OPERATIONS MGT 3.0
Seminar in Operations Management. (Formerly MGT 9600). Prerequisite: MGS 8710. 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.

MGS 9910 ADV CALCULUS/MATRIX ALG 3.0
Advanced Calculus and Matrix Algebra. (Formerly DSC 8070) 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.

MGS 9920 PROB & STAT THEORY I 3.0
Probability and Statistical Theory I. (Formerly DSC 8080) Prerequisite: MGS 9910 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.

MGS 9930 PROB & STAT THEORY II 3.0
Probability and Statistical Theory II. (Formerly DSC 8090). Prerequisite: MGS 9920. This course covers advanced topics in the theory of probability and statistics including Bayesian estimation, chisquare tests, quadratic forms, analysis of variance, nonparametric statistics, sufficiency, and the multivariate normal distribution.

MGS 9940 DESIGN OF EXPERIMENTS 3.0
Design and Conduct of Experiments. (Formerly DSC 8820) Prerequisite: MGS 9920. (Formerly DSC 8080) CSP: 1, 2, 6, 7. This course examines epistemologies and methods that lie at the heart of experimental research. It covers validation of experimental instruments, internal and external validity, and statistical conclusion validity derived through the family of ANOVA techniques, regression, and structural equation modeling. Students learn how to properly design an experiment and how to handle problems that come up in actually conducting experiments.

MGS 9950 REGRESSION ANALYSIS 3.0
Regression Analysis. (Formerly DSC 8840). Prerequisite: MGS 9920 and BA 6000. CSP: 1, 6. The focus of the course is on regression as an inferential tool for conducting empirical research. As such, indepth 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.

MGS 9960 MULTIVARIATE DATA ANALYSIS 3.0
Multivariate Data Analysis. (Formerly DSC 8860) Prerequisite: MGS 9950 or Econ 8750, and BA 6000. CSP: 1, 6. Multivariate data analysis is illustrated for data re duction, quasiexperimentation, 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.

MK = MARKETING

MK 8100 BUYER BEHAVIOR 3.0
Buyer Behavior. Prerequisite: MBA 8140. This course provides an opportunity for study of the behavior of buyers of businesstobusiness 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 8140. This course is designed to provide the student
interested in marketing to older adults with indepth 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 8140. CSP: 1, 2, 6. Marketing research focuses on the generation of
primary data to improve decisions. This course helps students determine when research should be conducted
and on designing the appropriate means for gethering and interpreting informa tion. The course examines a
range of methods of data collection made possible and develops skills in converting data to useful information
that will improve marketing efforts. The course uses clientbased group projects, extensive handson
assignments, and readings to develop con ceptual, analytical and communication skills.

MK 8210 MARKETING INTELLIGENCE 3.0
Marketing Intelligence. Prerequisite: MBA 8140. CSP: 1, 2, 4, 6. Marketing intelligence uses internal data on
ongoing operations and customer activity, and external data about customers, the marketplace, competitors,
industry, and the environment to develop greater insight into company and marketplace opportunities. This
course focuses on the tools underlying customer equity management, customer relationship management,
database and direct marketing approaches. Using projects, readings, and extensive hands on assignments,
students develop the ability to identify and evaluate data sources, apply analytic tools to better under stand
customer value and responsiveness, and target firm efforts to improve return on investment.

MK 8300 MKT COMMUN & PROMOTIONS 3.0
Marketing Communications and Promotions. Prerequisite: MBA 8140. This course focuses on the development
and implementation of integrated marketing communications. Students learn about the development of a
brandbuilding 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 8140. 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 handson experience in designing and implementing sales programs. The course is also supplemented
with a group project which provides an indepth 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. Prerequisite: MBA 8140, consent of the instructor, good academic standing.

MK 8400 CHANNELS OF DISTRIBUTION 3.0
Channels of Distribution. Prerequisite: MBA 8140. 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 8140. CSP: 1. This is an introductory graduatelevel 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 stateoftheart 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
BusinesstoBusiness Marketing. Prerequisite: MBA 8140. 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 ecommerce tools to improve marketing
strategy with respect to buyerseller relation ships and market efficiency.

MK 8600 INTERNATIONAL MARKETING 3.0
International Marketing. Prerequisite: MBA 8140. This course exposes students to the different sociocultural,
economic, and geopolitical environments that influence firms' international and marketing activities and
performance. Within this context, the course focuses on identifying worldwide marketing opportunities and
formulating global product, pricing, distribution, and promotion strategies.

MK 8620 PRODUCT MANAGEMENT 3.0
Product Management. Prerequisite: MBA 8140. 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 8140. 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 8140. CSP: 1,2,6. Customer Relationship Management (CRM) is a comprehensive set of processes and technologies for managing the relation ships with potential and current customers and business partners across marketing, sales, and services areas regard less of the channel of distribution. This course focuses on the development and implementation of relationship market ing 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 8140. 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 8140. 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 handson 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 8140. 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 8140. 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 8140. 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.

MRM = MATHEMATICAL RISK MANAGEMENT

MRM 8320 STOCHASTIC RISK MGT MODELS 3.0
Stochastic Risk Management Models. Prerequisite: MBA 8130, MBA 8230. This course introduces stochastic models for risk manage ment, broadly defined. The course has two main components. The first component covers singleperiod models including severity models, frequency models, compound distributions, and aggregate loss models. The second component covers multiperiod models by intro ducing stochastic processes with emphasis on Markov chains, Poisson processes, and Brownian motion. Applications to insurance appear throughout the course. The second component adds applications to finance such as the Black/Scholes/Merton model and credit loss models.

MRM 8389 DIRECTED READING IN MRM 1.0 to 3.0
Directed Readings in Mathematical Risk Management. Prerequisite: consent of the instructor, good academic standing.

MRM 8600 THEORY OF RISK SHARING 3.0
Theory of Risk Sharing. Prerequisites: MBA 8130, MBA 8230. Corequisites: FI 8000. This course provides a rigorous introduction to financial economics. The course is comprised of three main components. The first is the analysis of individual behavior under uncertainty and its implications for individual portfolio choice and the demand for insurance in both static and dynamic settings. The second component introduces students to the equilibrium approach to pricing determination in securities and insurance markets. The final section focuses attention on the valuation of interestrate dependent assets.

MRM 8610 FINANCIAL ENGINEERING 3.0
Financial Engineering. Prerequisite: MBA 8130, MBA 8230 and FI 8000 concurrenctly. CSP: 1, 2, 7. This course introduces students to continuoustime financial models essential

for the practice of mathematical risk
management. It begins with a discussion of the funda mental mathematical tools from continuoustime
stochastic processes including Ito's formula, change of measure, and martingales. This provides a framework
for financial con cepts including hedging, complete markets, and incomplete markets. The mathematical tools
and financial concepts are applied to the risk management and valuation of finan cial derivatives based on
stocks and bonds, separately, and insurance company liabilities with embedded financial options. The course
concludes with a consideration of models that jointly value stocks, bonds and nontraded assets.

MRM 8620 FINANCIAL RISK MODEL 3.0
Quantitative Financial Risk Models. Prerequisite: MRM 8600. Corequisite: MRM 8610. This course
introduces several risk management models de signed to allow risk managers of financial institutions to to
measure and manage various sources of financial risk including market risk, interestrate risk, and default risk,
among others. Emphasis is on the development of "handson" experience which includes the calibration of
models and dis cussion of the data issues faced in the application of these models. This course is intended for
all students considering a career in quantitative risk management, whether in the in surance, banking, or
nonfinancial sector.

MRM 8630 INT. RATE & CREDIT MODELS 3.0
Stochastic Interest Rate and Credit Models. Prerequisite: MRM 8600, MRM 8610. CSP: 1, 2, 7. This course
provides a detailed study of pricing of interest rate securities based on stochastic term structure models. A
review of stochastic calculus is given; short rate and HJM models are introduced, developed and compared;
finally credit risky securities are studied.

MUA = MUSIC APPRECIATION

MUA 7059 UNIVERSITY BASKETBALL BAND 1.0
University Basketball Band. Repertoire, performance, and technique for enhancing school spirit and university
athletic activities. Open to all university students who can perform at required level on an appropriate
instrument. Audition required.

MUS = MUSIC

MUS 6010 PERFORMANCE LABORATORY 0.0
Performance Laboratory. Coached chamber ensemble and/or studioclass 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 intermediatelevel 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 computeraided instruction.

MUS 6100 JAZZ COMBO ARRANGING 1.0
Jazz Combo Arranging. Prerequisite: Mus 6070 with grade of B or higher, or consent of instructor.
Contemporary arranging techniques for the small jazz combo; rhythm section and up to five wind instruments;
basic jazz nomenclature and instruments.

MUS 6110 INSTRUMENTATN & ORCHESTRN 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 with grade of B or higher, or consent of instructor. 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 REV HMNY, FORM, 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 ARR FOR LARGE JAZZ ENS 1.0
Arranging for the Large Jazz Ensemble. Prerequisite: Mus 6070 with grade of B or higher, or consent of instructor. Contemporary arranging techniques for rhythm section and two, three, and four wind instruments.

MUS 6180 DEV RHYTHMIC SENSIVITITY 1.0
Developing Rhythmic Sensitivity. Prerequisites: Mus 2450 and 2550 with grades of C or higher. Practical applications of concepts necessary to perform, teach, notate, and take dictation of beginning, intermediate, and advanced rhythmic patterns.

MUS 6190 ARRANGING FOR GUITAR 1.0
Arranging for Guitar. Prerequisite: Mus 6070 with grade of B or higher, or consent of instructor. 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. Prerequisites: Mus 1440 and Mus 1540 with grades of C or higher, or equivalent, or consent of instructor. 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 I 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 with grade of B or higher, or consent of instructor. 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 with grade of B or higher, or equivalent, or consent of instructor. Three lecture hours per week. Advanced structural and stylistic analysis of large onemovement and multimovement works from the commonpractice period.

MUS 6460 ANALYSIS OF POSTTONAL MUSIC 3.0
Analysis of PostTonal Music. Prerequisite: Mus 6160 with grade of B or higher, or consent of instructor. Three lecture hours per week. Theories of musical structure in the posttonal 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 with grade of B or higher, and consent of instructor. Advanced baton techniques, score reading, interpretation, and rehearsal procedures for instrumental conducting.

MUS 6500 HISTORICAL COUNTERPOINT 3.0
Historical Counterpoint. Prerequisite: Mus 6160 with grade of B or higher, or equivalent, or consent of instructor. Three lecture hours per week. Exploration, through composition and analysis, of the style and contrapuntal techniques of the Renaissance (Palestrinastyle modal counterpoint) and Baroque (Bachstyle 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 with grade of B or higher, or equivalent, or consent of instructor. Women composers, performers, and conductors in the nineteenth and twentieth centuries.

MUS 6610 PIANO LITERATURE 3.0
Piano Literature. Prerequisite: Mus 6070 with grade of B or higher, or equivalent, or consent of instructor. 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 with grade of B or higher, or equivalent, or consent of instructor. 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 with grade of B or higher, or equivalent, 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 with grade of B or higher, or equivalent, or consent of instructor.
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 with grade of B or higher, or equivalent, or consent of instructor. 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 musicrelated 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 with grade of B or higher, 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 leadsheet 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 with grade of B or higher, or equivalent, or consent of instructor. 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. Prerequisite: Mus 2780 with grade of B or higher, or consent of instructor. Jazz improvisation including compositional techniques, altered dominant scales, minor iiv7s, ballad interpretation, memorization, and chord substitutions.

MUS 6791 ADV JAZZ IMPROV II 1.0
Advanced Jazz Improvisation II. Prerequisite: Mus 6790 with grade of B or higher, or consent of instructor.
Continuation of Mus 6790. Advanced improvisation concepts and performance skills emphasizing composition, altered dominant scales, minor iiv7s, ballad interpretation, memorization and chord substitutions.

MUS 6792 JAZZ THEORY 2.0
Jazz Theory. Prerequisite: Mus 2450 with grade of B or higher, or equivalent, or consent of instructor. 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, Mus 2780, or Mus 6070 with grade of B or higher, or equivalent, or consent of instructor. 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. Prerequisite: Mus 2450 or Mus 6070 with grade of B or higher, 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 with grade of B or higher, or consent of instructor.
Orchestral literature from 1700 to the present.

MUS 6971 SURVEY ELECTROACOUS MUSIC 3.0
Survey of Electroacoustic Music. Prerequisite: Mus 4730 or 6730 with grade of B or higher, 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 or 6730 with grade of B or higher, 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 or 6730 with grade of B or higher, 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 TPCS COMPUTER MUSIC 3.0
Advanced Topics in Computer Music. Prerequisite: Mus 4981 or 6981 with grade of B or higher, 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 postWorld 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 WIND ORCHESTRA 1.0
Wind Orchestra. Study, rehearsal, and concert performance of wind instrument/band repertoire representing various periods and styles. Open to music majors and nonmajors. 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 7071 COLLABORATIVE PIANO 1.0
Collaborative Piano. Supervised accompanying and chamber music for pianists. Eligible students may count up to two semesters in lieu of large ensemble. May be repeated for credit.

MUS 7080 CHOR ENS: CHOR SOCIETY 1.0
Choral Ensemble: Choral Society. Study, rehearsal, and concert performance of choral literature of various periods and styles. May be repeated for credit.

MUS 7080A CHORAL ENSEMBLE: UNIV SINGERS 1.0
Choral Ensemble: University Singers. Study, rehearsal, and concert performance of choral literature of various periods and styles. May be repeated for credit.

MUS 7080B CHORAL ENSEMBLE: VOCAL JAZZ 1.0
Choral Ensemble: Vocal Jazz. Study and performance of vocal jazz ensemble repertoire.

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 nonmajors. (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 PRINCIPLES OF GENERAL MUSIC 3.0
Principles and Strategies of General Music Instruction. Advanced understanding and practice of general music education. Emphasis on current research 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. Study of score preparation and analysis, advanced work at gesture and baton technique and a comprehensive study of

choral methodology through the active participation in, and observations of, choral rehearsals. Individual instruction will also apply. The seminar will also cover in detail the study of developing an historically informed approach to the performance of choral repertoire of all stylistic periods. May be repeated for credit.

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 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 agerelated 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 COMPASSIST INSTRUCT IN MUSIC 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 socialcultural foundations of music education practice in school and community settings.

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 school choral programs, innovative teaching/learning methods, and applications of research in choral music education.

MUS 7440 ADV CHORAL CONDUCTING 2.0
Advanced Choral Conducting. Hand technique, breath and sound control, articulation, dynamics, and

interpretation of music.

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 & MATSCHL 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. Practicebased 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 onsite observation.

MUS 7600 PERF STYLE/INTERCHOR MUS 2.0
Performance Style and Interpretation in Choral Music. Stylistic practices of choral performance with repertoire from Renaissance through contemporary twentiethcentury 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 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 with grades of B or higher, or equivalents, or consent of instructor. 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 SEMINARGRAD 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 8120 GRAD SUPERVISED INTERNSHIP 3.0 to 6.0
Graduate Supervised Internship. Prerequisites: consent of instructor and approval of School of Music. Practical application of knowledge and skills through independently designed music internship approved by the School of Music. Requires consent of designated faculty supervisor.

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 with grade of B or higher, or consent of 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 with grade of B or higher, or consent of 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 AND ASSESS IN MU ED 3.0
Curriculum and Assessment in Music Education. Prerequisite: Mus 7590 with grade of B or higher, or consent of instructor. Design, development, and evaluation of music curricula, including assessment of student learning, with emphasis on K12 education settings. Correlation with national standards in music education.

MUS 8400 CONTEMP PHIL AND ISSUES MU ED 3.0
Contemporary Philosophies and Issues in Music Education. Prerequisite: Mus 7400 with grade of B or higher, or consent of 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. Onehour performance is required.

MUS 8580 LEADSHP & 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 RECMAJ GRD AP INST/VO 1.0
Solo Recital in Major Graduate Applied Instrument or Voice. Prerequisite: all degree proficiencies must be completed. Onehour 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 singeractor. Performance in “scenes” recital or opera production required.

MUS 8680 SEM IN INSTR CONDUCTING 2.0
Seminar in Instrumental Conducting. Prerequisite: Mus 6490 with grade of B or higher, or equivalent, or consent of instructor. 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/professionallevel ensembles.

MUS 8830 RENAISSANCE MUS 14501600 3.0
Renaissance Music, 14501600. Ockeghem to Palestrina.

MUS 8840 BAROQUE MUSIC, 16001750 3.0
Baroque Music, 16001750. Monteverdi to Bach.

MUS 8850 PRECLASS & CLASS PERIOD 3.0
PreClassical and Classical Periods, 17401825. Domenico Scarlatti to Beethoven.

MUS 8860 ROMANTIC PERIOD 18001900 3.0
Romantic Period, 18001900. Schubert to Mahler.

MUS 8870 TWENTIETH CENTURY 3.0
Twentieth Century. Prerequisite: Mus 6070 with grade of B or higher, or equivalent, or consent of instructor.
Music from Debussy to the present.

MUS 8890 COMPOSITION RECITAL 1.0
Composition Recital. Prerequisites: at least 2 semesters of APCP 8000 with grade of B or higher, or equivalent, and consent of instructor. A concert lasting at least 45 minutes of works written by the student composer while pursuing the composition degree.

MUS 8900 NON THESIS RESEARCH IN MUSIC 3.0 to 6.0
NonThesis Research in Music. Supervised elective research not associated with thesis or directedstudy credit.

MUS 8910 FINAL PROJ IN COMPOSITION 3.0
Final Project in Composition. Prerequisites: at least 2 terms of APCP 8000 with grade of B or higher, 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 with grades of B or higher, or consent of
instructor. 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. Prerequisite: 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, and 8950 with grades of B or
higher, or consent of instructor. 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.

NSCI = NATURAL SCIENCES

NSCI 7000 NATURE AND PROCESS OF SCIENCE 4.0
The Nature and Process of Science. Introduction to the history and philosophy of science, the scientific method,
and scientific experimentation. Recommended for preservice and inservice teachers.

NSCI 7001 INTEG SCI I: PHYS SCI 4.0
Integrated Science I: Physical Science. Integrated science sequence. Description 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 integrated 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.

NURS = 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 IN PROFSNL NURS PRACTICE 3.0
Transitions in Professional Nursing Practice. Prerequisite: Acceptance into the RNMS 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 CARING FOR FAM & COMMUNITIES 6.0
Caring for Families and Communities Prerequisites: NURS 6000 and NURS 6010 for RNMS students. The
course focuses on the acquisition and application of nursing knowledge needed to care for communities in the
promotion, maintenance and restoration of optimal patterns of health. This course will have a theory
component which is assigned 4 credit hours and a clinical practicum component which will be 12 hours per
week for seven weeks in a clinical agency and will be pass/fail for 2 credit hours. Both components have to be
passed to pass the course. The total credit hours for this course are 6 and the grade assigned to the theory
portion will be the final grade for the 6 hours. Four hours lecture, two hours clinical practice (total 90 clinical
practice hours).

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 7010 GERONTOLOGICAL NURSING 3.0
Gerontological Nursing Prerequisites: Nurs 7600 This course provides an overview of aging from societal and
health perspectives. Normal aging process and health care problems common to older people are emphasized.

NURS 7020 ADV PRAC ADULT HLTH NURS 2.0
Adult Health Nursing: Role Functions and Competencies in Advanced Practice Adult Health Nursing.
Prerequisite: Nurs7600. This course examines roles and competencies essential to the clinical nurse specialist
in advanced nursing practice. Included are topics to enhance advanced skills in the roles of educator,
researcher, consultant/collaborator, and manager/administrator.

NURS 7030 CLIN PRACT ADULT HLTH NURS I 7.0
Clinical Practicum in Adult Health Nursing I. Pre or Corequisites: NURS 7310, 7320. This course is designed

for students to impolement advanced nurse practice roles while under the supervision of a clinical preceptor.
Advanced practice interventions will be used to initiate improvement of care to aggregates of acute tertiary care
and the system in which acute illnesses occur. acute illnesses occur will be analyzed. Health care problems

NURS 7040 CLIN PRACT ADULT HLTH NURS II 6.0
Clinical Practicum in Adult Health Nursing II. Prerequisites: NURS 7030. interventions in common acute and
chronic illnesses among institutional and homebased patients of varying ages. This course is designed for
students to function in the advanced nurse practitioner role independently while collaborating with a clinical
preceptor. An analysis and evaluation of advanced nurse practice interventions with regard to patient and fiscal
outcomes in aggregates of acute or chronically ill adults will be emphasized. One hour credit seminar; five hour
credits clinical practice (total 225 clinical practice hours).

NURS 7050 AMBULATORY CARE OF ADULTS 7.0
Ambulatory Care of Adults for Advanced Practice Nurses. Prerequisites: NURS 7310, NURS 7320. In this
course, the student will provide health promotion and maintenance activities for adult clients and their families,
either through direct intervention or by appropriate referral. The student will assess for and manage common
health problems of adult clients in ambulatory health care settings. 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 providers. Content this semester also
focuses on nurse practitioner role socialization. Two credit hours seminar, four credit hours clinical practice
(total 180 clinical practice hours).

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 7070 AMBULATORY CARE OF WOMEN 6.0
Ambulatory Care of Women for Advanced Practice Nurses Prerquisites: Nurs 7050. Health promotion, health
maintenance activiies and management of the woman during the reproductive years and throughout the lifespan
is the focus of this course. Women's health will also be discussed in the context of sociopolitcal and cultural
issues within the environment. The student will integrate and apply theoretical and clinical knowledge from
previous courses. The clinical skills of a nurse practitioner will be refined and evaluated in a collaborative
relationship with nurse practitioners, certified nurse midwives, physicians, and other health care providers.
Three credit hours lecture; three credit hours clinical practice (total 135 clinical practice hours).

NURS 7080 AMBULATORY CARE OF WOMEN 7.0
Advanced Practice in the Ambulatory Health Care of Women Prerequisite: NURS 7500, NURS 7550 Pre or
Corequisites: NURS 7310, NURS 7320. 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. Three credit hours lecture; six credit hours clinical practice (total
270 clinical practice hours).

NURS 7090 ADV PRACT IN CHILDBEAR FAMILY 9.0
Advanced Practice with the Childbearing Family. Prerequisite: 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 childbearing 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 PSYCH MH 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. This course focuses on psychiatricmental 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 PSYCH MH NURS OF FAMILIES 3.0
Psychiatric Mental Health Nursing of Families. 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. 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 6.0
Practicum I in Psychiatric Mental Health Nursing. Prerequisites: NURS 7120, 7140, 7160, 7500, 7550 Pre or
Corequisites: NURS 7310, 7320. 18 hours lab per week including clinical seminar. The course is a supervised
clinical experience. Students 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.
Six credit hours clinical practice (total 250 clinical practice hours).

NURS 7220 PRACTICUM II 6.0
Practicum II in Psychiatric Mental Health Nursing . Prerequisites: NURS 7120, 7140, 7160. Pre or
Corequisites: NURS 7310, 7320. 18 hours lab per week including clinical seminar. The course is a supervised
clinical experience. Students 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.
Six credit hours clinical practice (total 250 clinical practice hours).

NURS 7310 ADV PATHOPHYS NURSING I 3.0
Advanced Pathophysiological Concepts in Nursing, Pt. 1. This one course of two is designed to facilitate the
student's understanding of physiology and pathophysiology related to advanced nursing practice in adults and
children. Physiological and pahtophysiological phenomena are examined from a physical and experiential
perspective. During part 1 the following systems will be addressed: genetics, renal (fluid and electrolyte
abnormalities), cardiovascular, pulmonary, and neurological.

NURS 7320 ADV PATHOPHYS NURSING 2 3.0
Advanced Pathophysiological Concepts in Nursing, Part 2 This one course of two courses designed to facilitate
the student's understanding of physiology and pathophysiology related to advanced nursing practice in adults
and children. Physiological and pathophysiological phenomena are examined from a physical and experiential
perspective. During part 2, the following systems will be addressed: hematology, immunology, endocrinology,
digestive, and musculoskeletal.

NURS 7340 COMMON ADULT HLTH PROBS 10.0
Common Health Problems of Adults. Prerequisite: HHS 7100, Nurs 7500, 7550. Prerequisite or Corequisite:
Nurs 7310, Nurs 7320. Prerequisite for PWH only: 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 pathological changes related to the process of aging. Six credit hours lecture;
four credit hours clinical practice (total 180 clinical practice hours).

NURS 7342 COM HLTH PROBS CHILD/ADOLS 6.0
Common Health Problems of Children and Adolescents. Prerequisites: 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: 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. Three credit hours lecture; three credit hours clinical practice (total 135 clinical
practice hours).

NURS 7360 ADVANCED PRACTICUM 4.0
Advanced Practicum. Prerequisites: 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. Four credit hours
clinical practice (total 100 clinical practice hours).

NURS 7420 PROB/ISSUES CHLDRN & ADOL 9.0
Common Health Problems and Issues Pertinent to Children and Adolescents. Prerequisites: Nurs 7550, 7550.
Pre or Corequisites: Nurs 7310, 7320. 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. Four credit hours
lecture; five credit hours clinical practice (total 225 clinical practice hours).

NURS 7430 CHRON HLTH PROB CHLD/ADOL 7.0
Chronic Health Problems in Children and Adolescents. Prerequisites: NURS 7420. Four hours lecture and 9
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. Four credit hours lecture;
three credit hours clinical practice (total 135 clinical practice hours).

NURS 7440 ADV PRAC IN CHILD HEALTH 10.0
Advanced Practicum in Child Health. Prerequisites: NURS 7430, Corequisites: 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. Two credmit hours lecture; eight credit hours clinical practice (total 360 clinical practice hours).

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. Two credit hours lecture; one credit hour laboratory and clinical practice (total 45 clinical practice
hours).

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 introduce the student to advanced practice nursing. The
role of the advance practice nurse will be emphasized in the context of different health systems and
populations.

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 THEOR FOUND ADVAN PRAC NURSING 3.0
Theoretical Foundations for Advanced Practice Nursing. Prerequisite: Admission to MS program in School of Nursing. 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 Corequisite: 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 Corequisite: 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 2.0
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 15.0
Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count toward degree requirements.

NURS 8012 QUALITATIVE RESEARCH METHODS 3.0
Qualitative Research Methods. Prerequisite: NURS 8035. Corequisite: NURS 8040. 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: NURS 8010, 8035. The focus of this second course in the twocourse 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, NURS 8035. 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 Corequisite: NURS 8120. The first course in a twocourse 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, 8120 Corequisite: NURS 8140. 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. Prerequisites: Admission to PhD program and PH 8001. This course focuses on vulnerable populations from the perspective of health. Selected issues in the conduct of research with vulnerable populations will be discussed. Strategies to foster health promotion, health protection and health restoration will be explored. Students will select a vulnerable population and conduct a critical analysis of the science in a specific topic area.

NURS 8120 UNIVARIATE STATISTICS 3.0
Univariate Statistics for Health Care Professionals Prerequsite: Admission to PhD program or instructor permission. This course focuses on application of univriate statistical analysis methods to answer research questions and test hypotheses about clinical research data. The course includes addressing threats to statistical conclusion validity, determining the level of measurement of study variables and how this influences the choice of statistical tests, formulating an analysis plan based on research questions/hypotheses, and conducting and interreting the output of statisitica analysis. Analyzing actual clinical data using SPSS statistical software is emphasized including alternative analytic approaches such as data transformation, if the data do not meet statistical assumptions.

NURS 8140 MULTIVARIATE STATISTICS 3.0
Multivariate Statistical Analysis for Health Care Professions Prerequisites: NURS 8120 or permission of instructor. The second of a two course sequence in applied statistical analysis, focuses on the application of multivariate statistical analysis methods to answer research questions and test hypotheses about clinical research data. Multivariate statistical approaches in both analysis of variance and linear regression frameworks are presented. In addition, the course addresses complex analytic situations including analysis of change, repeated measures, and multiple correlated dependent variables. Special topics are also covered including metaanalysis, power analysis for multivariate hypotheses and necessary components of data analysis sections of grant proposals. Analyzing actual clinical data using SPSS statistical software is emphasized including alternative analytic approaches such as data transformations, if the data do not meet statistical assumptions.

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 indepth knowledge and critique of research and theoryrelated 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 indepth 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 8230 PHENOMENOLOGICAL INQUIRY 3.0
The focus of this course is to introduce the concept of phenomenological inquiry and to analyze its applications of its use in selected disciplines. The work of Husserl, Heidegger, Sartre and MerleauPonty will be used to develop and understanding of the historical underpinnings of the phenomenological movement. Implications of knowledge development will be examined.

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 1.0 to 9.0
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.

NUTR = 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 or the Integrated Program. This course provides students with 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 or the Integrated Program. This course provides students with additional
experience in clinical, community, and food service settings and an enrichment experience for dietetic interns
in an area of practice selected by the student with guidance from the internship director.

NUTR 6004 SUPERVISED PRACTICE III 1.0 to 6.0
Supervised Practice III. Prerequisite: Entry into the Combined Dietetic Internship/Master's Degree Program or
the Integrated Program. This course provides students with additional experience in clinical, community, and
food service settings and an enrichment experience in an area of practice selected by the student with guidance
from the internship director.

NUTR 6101 NUTRIT RESEARCH METHODS 3.0
Nutrition Research Methods. Prerequisite: HHS 6000 or consent of the instructor. This course provides
students with an understanding of research designs/methodologies and statistical procedures commonly used in
research. Students have handson experience in critiquing literature, developing an IRB consent form,
acquiring reference manager skills, and improving biomedical research writing skills.

NUTR 6102 NUTRITION INTERVENTION 3.0
Nutrition Intervention. Prerequisite: HHS 6000 or consent of the instructor. This course enables students to
critically examine multiple nutrition intervention strategies used primarily in community settings. Emphasis is
placed on systematic analysis of nutrition related health problems and interventions designed to address them.
Students design a futureoriented nutrition intervention for a selected target group.

NUTR 6104 ADVANCED NORMAL NUTRIT 3.0
Advanced Normal Nutrition. Prerequisite: Biochemistry, anatomy and physicology, and anutrition and
metabolism. Students are expected to have a basic knowledge of the various metabolic pathways and the course
builds on this information. This course focuses on the metabolism of macronutrients, including the regulatory
role of vitamins and minerals, from the standpoint of individual systems, namely the gastrointestinal tract, liver,
muscle, adipose tissue, kidney, and red blood cells. Current research and integrative functioning of macro and
micronutrients in the various systems are discussed.

NUTR 6105 NUTR, CULTURE & LIFE CYCLE 3.0
Nutrition, Culture and Life Cycle. Prerequisite: Consent of the instructor. Nutrition assessment, physical
growth and development of various life cycle stages are examined. The course also includes the influence of
culture, ethnicity, and religion on food selection, dietary intake, and nutrition and health status.

NUTR 6106 ADVANCED NORMAL NUTRITION II 3.0
Advanced Normal Nutrition II Prerequisites: NUTR 6104 This course focuses on the metabolism of
micronutrients from the standpoint of individual systems, namely the gastrointestinal tract, liver, muscle,
adipose tissue, kidney, and red blood cells. Current research and integrative functioning of macro and
micronutrients in the various systems are discussed.

NUTR 6200 NUTRI POL & PROG PLANNING 3.0
Nutrition Policy and Program Planning. Prerequisite: None for students accepted into the Health Science degree
program with a specialization in nutrition. Others must seek consent of the instructor. This course focuses on
the policy making process at the federal and state levels and the process of program planning and evaluation, as
related to food and nutrition programs. Group projects and independent assignments are included to help
students develop a conceptual framework for developing, implementing and evaluating nutrition policies and
programs.

NUTR 6201 FOOD SAFETY 3.0
Food Safety. Prerequisite: None for students accepted into the Health Sciences 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
handson experience with various media formats. Students write press releases, plan and practice radio
interviews and TV interviews, and write short nutrition feature stories for print.

NUTR 6990 ENTREPRENEURIAL NUTRITION 3.0
Entrepreneurial Nutrition. Prerequisite: Consent of the instructor. Students 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, Nutr 4200 and Nutr 4250 or course equivalents. This course includes
advanced level study of evidencebased practice guidelines and strength of evidence for medical nutrition
therapy of diseases prevalent in vulnerable populations. Nutrition and laboratory assessment parameters and
food safety issues specific to individual diseases are examined, as well as the role of complementary and
alternative medicine in medical nutrition therapy of individual diseases.

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. 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 adolescent and adult pregnancy, 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: Biol 1110K & 1120K or Biol 2107K & 2108K, Nutr 3500. A systems approach is used to discuss macronutrient requirements in human aging. Topics covered include nutrition assessment, nutrition in chronic disease management, health promotion and disease prevention, food intake patterns, and federal and state nutrition services for older adults.

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 are examined with special emphasis placed on the metabolic basis for these modifications. A large segment of the course is 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 7500 ORG & MGT OF NUTR SVCS 3.0
Organization and Managment of Nutrition Services Prerequisites: Consent of instructor. The study and application of principles and fundamentals of organization and management of nutrition programs are components of this course. Management theories and principles are presented in the context of the environment and how they affect achievement of quality programs.

NUTR 7600 FOOD SERVICE SYSTEMS 4.0
Food Service Systems. Prerequisite: Nutr 7500. The course focuses on the administrative aspect of a food service system including financial management, human resource planning, safety and sanitation, and energy and environmental issues. Practical experiences are provided in menu planning, nutrient analysis, and food service systems analysis.

NUTR 7800 PRACTICUM 3.0
Practicum. Prerequisites: HHS 6000, HHS 8000, Nutr 6104 and consent of the instructor. This course provides opportunities for students to have experience in a practice setting. Choice of setting depends on student's area of specialization.

NUTR 7810 INTERPRETATION LAB VALUES 3.0
Interpretation of Clinical Laboratory Values for Health Professionals Prerequisites: Inorganic chemistry with lab, organic chemistry with lab, AND EITHER human physiology OR biochemistry. The course will provide the student with the opportunity to understand the interrelationship between clinical laboratory test results and the disease process occurring in the patient. Laboratory values from hematology, clinical chemistry and urinalysis, and microbiology/immunology will be interpreted for infectious diseases, liver diseases, kidney diseases, hematologic disorders, and metabolic disorders. appropriate case studies will be used to illustrate clinical significance.

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 7950 TOP ADV MED NUTR THERAPY 3.0
Topics in Advanced Medical Nutrition Therapy. Prerequisites: HHS 6000 or equivalent NUTR 4200 or NUTR 6104 or equivalent and permission of instructor OR Registered Dietitian and permission of instructor.
Advanced studey in an issue of medical nutritin therapy across teh continuum of basic biochemistry and physiology through public health and clinical application. Evidence based practice is stressed, with attention to relationships of basic research to practice, assessment methodologies, targeting specific populations and individuals for appropriate interventions, development of outcome measures, and formation of future research questions. Current recommendations and programs are discussed.

NUTR 7980 RESEARCH PRACTICUM 1.0 to 15.0
Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

NUTR 7990 PORTFOLIO SEMINAR 1.0 to 3.0
Portfolio Seminar Prerequisite: Consent of faculty advisor. This seminar assists students with development of a portfolio, which is an option for students in the professional practice option within the MS in Health Sciences nutrition specialization. Students develop and orally present, explain, and defend their portfolios as part of the seminar. Note: For students beginning their graduate program after Fall 2006, Portfolio Seminar must be taken for a minum of three semesters at one semester hour each.

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. This course includes 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. Note: A minimum of six semester hours must be taken. This course includes individual study of a selected investigation in nutrition or food science under the direction of an approved thesis chair and thesis committee.

PAUS = 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. 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 publicprivate 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 policymaking.

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, computerassisted 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 quasiexperimental designs, sampling, and intermediate statistical techniques including analysis of variance, correlation and regression, and timeseries 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. 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 8111 and PAUS 8121. Analysis of contemporary approaches to the management of public and nonprofit organizations focusing primarily on problemsolving 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 8201 INTL NONGOVERNMENTAL ORGS 3.0
International Nongovermental Organizations This course studies relief and development NGOs in poor countries. The course begins with an overview of the state of the world economy and strategies for economic growth. It then turns to such topics as: the role of NGOs in economic development and the formation of social capital, particularily within the context of globalization and democratization; relationships between NGOs, businesses, and national and international public agencies; and the challenges in accountability, advocacy, management and leadership.

PAUS 8203 NONPROFIT ADVOCACY LAW POLICY 3.0
Nonprofit Advocacy, Law, and Policy Prerequisite: PAUS 8210. Policy directs and shapes the activities of nonprofits in many ways including how they structure themselves, raise funds, and advocate for policy change. This course examines both how policy influences nonprofits as well as how nonprofits impact policy. It will address the role of nonprofit organizations in the public policy process including advocacy strategies and techniques and examine in turn how laws shape nonprofit involvement in that process. The course will also review state and federal policy that enables and regulates nonprofits including legal forms, tax exemption,

fundraising regulations, and employee compensation. Students will gain an understadning of where policy
intersects with nonprofit activities and learn how to operate within a basic nonprofit legal framework.

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 forprofit 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 dif ferences
associated with leading and managing nonprofit organizations as contrasted to forprofit 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, publicprivate partnerships, and account ability. 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 8233 POWER, FAITH, CIVIC LEADERSHIP 3.0
Power, Faith and Civic Leadership. A joint course offered for students from Georgia State University, the
Interdenominational Theological Center, and Columbia Theological Seminary. The course brings together
students who will be leaders in public agencies, nonprofits, and faithbased groups. Its purpose is to examine
various ideas and practices of power as experienced within communities of faith and within local communities.
Special attention is also given to the use of power by leaders within a variety of nonprofit organizations.

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 8251 COMMUNITY ORGANIZING 3.0
Practice of Community Organizing. Newly emerging trends in community organization practice. Models are
presented and skills are developed relevant to issue identification, problem solving, and community action in
community practice. Experimental learning includes case studies, simulation, field work, and roleplay
techniques to develop organizing skills which can be applied directly in the field.

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 longterm 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 environmen al 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 manmade 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 8301 URBAN SOCIOLOGY 3.0
Urban Sociology. (Crosslisted with Soci 8226.) 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 applications of these perspectives.

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. (Crosslisted 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 8361 SEMINAR IN URBAN HISTORY 3.0
Seminar in Urban History. (Crosslisted with Hist 8840.) Readings, analysis, and research on the historical
dimensions of American cities; the roots of urban institutions; and the background of urban problems.
Urbanization is viewed from two perspectives: (1) as a reflection of national history and (2) as a singularly
important phenomenon in itself. Primary emphasis is upon the 19th and 20th centuries.

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 resouce 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 8391 PLANNING WORKSHOP 3.0
Planning Workshop. Prerequisites: PAUS 8021 and consent of the instructor. A seminar in which students
work on an applied planning problem under the instructor's direction.

PAUS 8421 COMPARATIVE ADMIN SYSTEMS 3.0
Comparative Administrative Systems. (Cross listed with Pols 8730.) A crossnational study of administrative
or organizational patterns as they relate to cultural setting and the larger political system.

PAUS 8431 LEADERSHIP & ORG BEHAVIOR 3.0
Management and Organizational Behavior. 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. An analysis of the relatioinships 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. (Crosslisted 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. (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 8471 FUTURE OF PUBLIC ADMIN 3.0
The Future of Public Administration. Prerequisite: PAUS 8111. The course focuses on current and emerging
issues and problems in governmental administration.

PAUS 8481 STATE POLITICS 3.0
State Politics. (Crosslisted with Pols 8110.) A comparative treatment of institutions, authorities, processes, and
policy making in the American states.

PAUS 8491 BUREAUCRATIC POLITICS 3.0
Bureaucratic Politics. (Crosslisted with Pols 8710.) An analysis of the literature on the federal bureaucracy.
Includes a study of institutional perspectives on budgeting, administrative structure and process,
implementation, policy making, and political competition with the other branches of U.S. government.

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, costbenefit
and costeffectiveness 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. (Crosslisted
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 policymaking 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. A study of the policymaking 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; landuse 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 8631 AIR TRANS PLAN & POLICY 3.0
Air Transportation Planning and Policy. This course begins with an advanced introduction to the issues facing air transportation today. Subjects include the implications for projected growth, environmental problems, state of the technology, competition, prospects for reregulation, privatization, outsourcing, and publicprivate partnerships. The course then focuses on the political mechanisms and budgetary methodologies that form the basis for aviation system planning and policymaking in the public sector. It includes the roles of Congress, the executive branch, the interface between federal and state aviation authorities, various independent agencies, and the influence of private sector interests.

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 forprofit 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 publicprivate 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 8681 AVIATION SAFETY 3.0
Aviation Safety. This course focuses on the interface between public policy and the application of systems and technologies employed in the service of safe aircraft operations. Infrastructure technologies such as GPS, ADSB, TDWR, TCAS, air traffic control systems, and airspace management are covered. Airborne technologies and programs such as advanced display systems, CRM, AQP, EGPWS, FOQA, and advanced flight control are also covered. The course also includes an examination of the methodologies, technologies, and processes employed by the NTSB to investigate aircraft accidents.

PAUS 8691 INT'L AVIATION STUDIES 3.0
International Aviation Studies. This course addresses the rules and practices of international aviation operations. Subjects include the ICAO and IATA aviation charters, bilateral and multilateral international agreements, allocation of the oceanic track system, a study of the regulatory organizations and requirements of

foreign countries, international aviation law, customs, and the impact of international air transportation on national economies.

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 publicprivate 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 8711 PUBLIC SECTOR LABOR RELATIONS 3.0
Public Sector Labor Relations. Prerequisite: PAUS 8151. An analysis of labormanagement regulations in the public sector with emphasis upon public policy issues, labor law collective bargaining, contract administration, and third party intervention.

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 intermediatelevel 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 lowtechnology 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 modelbuilding (nonmathematical), and organizational change through the philosophical lenses of General Systems Theory. Analogical reasoning, metaphoric meaningmaking, 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 12.0
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 asssistants 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 quasiexperimental 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, rationalactor, and ethical models. The ethical values underlying cost benefit analysis, paretooptimal 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 policymaking 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 1.0 to 3.0
Special Topics in Public Policy. Prerequisite: consent of instructor. This course provides an advanced, research or theoryoriented 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.

PFP = PERSONAL FINANCIAL PLANNING

PFP 8389 DIRECTED READINGS IN PFP 1.0 to 3.0
Directed Readings in Personal Financial Planning. Prerequisite: 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 7010 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 postretirement 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 wellbeing 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. Prerequisite: 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.

PH = PUBLIC HEALTH

PH 7010 FOUND OF PUB HLTH ADMIN & POL 3.0
Foundations of Public Health Administration and Policy. 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 food borne disease, and establishing the cause of illness outbreaks.

PH 7012 HEALTH PLANNING AND PROG DEVEL 3.0
Health Planning and Program Development. This course introduces the skills and techniques required to research and develop health planning initiatives at the community level and in regional and state systems. Students will be presented with the concepts, processes and techniques used in community health planning and will engage in various planning exercises. The course will provide the student with an understanding of the postplanning phases of program development and evaluation design. Health planning reviews will feature health service and systems promotion activities as well as planning functions employed by regulatory and financing entities.

PH 7013 HEALTH CARE QUALITY 3.0
Health Care Quality Issues and Strategies This course will include a comprehensive review of health care quality and safety (access, process, outcomes, and disparities), patient experience (ability to make care decisions and selfmanage care in a partnership with practitioners and providers), and efficiency (why waste, overuse, and costs of poor care). Additionally, health care quality issues and public and government strategies to address these areas will be discussed.

PH 7014 INTRO TO HIV/STD PUBLIC HEALTH 3.0
Introduction to HIV/STD Public Health. This course will provide a comprehensive overview of the public health of HIV/AIDS and other sexually transmitted diseases (STDs) such

as syphilis, chlamydia, gonorrhea,
and hepatitis. Topics covered will focus on HIV/STD surveillance, epidemiology, behavior, prevention, and
policy but include related aspects of history, medicine, society, politics, law, ethics, evaluation,
advocate/activist community, and emerging developments. Though an international perspective will be
provided, topics will be presented primarily in the context of domestic HIV/STD public health, particularly
within the state of Georgia. HIV/STDs will be studied to assess similarities and differences of acquiring these
infections and strategies/ challenges for their prevention and control. Presentations will be made by expert guest
speakers as they are available and appropriate. By the end of the course, students will gain a comprehensive
and practical understanding of HIV/STD public health and develop/ improve skills that public health
professionals routinely use as scientific writing, speaking, making presentations and critical thinking.

PH 7015 CANCER AND SOCIETY 3.0
Cancer and Society. This course will help students understand the molecular and cellular aspects of cancer
etiology and formulate a biological understanding of the process of cancer. Students will receive sufficient
background to demystify and in some ways depersonalize the occurrence of cancer so as to facilitate discussion
of cancer medicine, psychology, sociology, community programs and support.

PH 7016 INTRO TO HEALTH PROMOTION 3.0
Introduction to Health Promotion. This course examines the philosophical, theoretical, and epidemiological
assumptions underlying the planning, implementation, and evaluation of contemporary health promotion
programs. Emphasis will be given to: (1) major trends in the health promotion practice and research, (2) the
essential skills associated with effective health promotion practice, and (3) the strategic importance of carrying
out health promotion programs and policies in the context of various cultural and organizational entities that
make up a community system.

PH 7019 PUBLIC HEALTH RESEARCH METHODS 3.0
PH 7019. Public Health Research Methods (3.0) Prerequisites: PH 7011, STAT 7010 This course provides
classroom instruction and application of research methods for studying public health problems. It provides
general introduction to research methods, emphasizing systematic approaches to collection and analysis of
qualitative and quantitative data. Students will learn to identify the kinds of research problems for which
qualitative and quantitative methods are appropriate, and to critique research in terms of design, technique,
analysis and interpretation. Topics will include questionnaire design, ethical conduct and informed consent,
sample size determination, data management, manuscript preparation, and grant application methods.

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
Law and Public Health Practice This course will provide nonlaw 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 7140 SOC & BEH ASPECTS PUB HEALTH 3.0
Social and Behavioral Aspects of Public Health. The social and behavioral sciences are a core element of the
practice of public health. Disciplines such as psychology, sociology, economics, anthropology, policy and
communications underpin our understanding of health behavior and help devise interventions to improve
population health. This course will review the contribution of the various social and behavioral sciences
disciplines in improving the public health with special attention to approaches which influence health behavior,
health policies and lead to community participation and empowerment.

PH 7150 ENVIRONMENTAL HEALTH 3.0
Environmental Health (3.0) This course provides a basic multidisciplinary understanding of the science
(biology/toxicology, chemistry, and engineering), practice, and selected laws and policy of environmental
public health sciences (EPH sciences). Topics to be covered include: types and sources environmental
contaminants; exposure assessment including media and pathways; types of microenvironments and role of
human behavior and timelocationactivity patterns; toxicology and the risk assessment paradigm;
environmental and occupational epidemiology; communicating to the public about technical aspects (science,
potential risks) of EPH sciences.

PH 7155 AIR QUALITY & THE ENVIRONMENT 3.0
Air Quality and the Environment (3.0) Prerequisite: PH 7150 This course reviews principles of exposure
assessment and the basic components of risk assessment, management and communication. Students will
explore representative, important historical and contemporary human exposure issues due to the contamination
of the air outdoors (local and regional levels) by criteria pollutants and toxic air contaminants; and, biological,
chemical, physical and radiological agents indoors at industrial and nonindustrial (homes, schools, offices)
settings that people live, work, learn, play and commute in/through. Course work will include critical reviews
of research designs, chosen measurements of exposure, and interpretation of the descriptive and regression
model statistical results.

PH 7160 INTRO TO HEALTHCARE SYSTEM 3.0
Introduction to Health Care System. 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.

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.

PH 7250 HEALTH CARE FINANCE 3.0
Health Care Finance. The course will provide and introduction to health

care finance with a particular emphasis
on public health issues. Students will be presented with the foundations of public and private health care
financing, program operations and parameters with respect to coverage and payment, and the role the states
play in federally supported programs. The course will familiarize students with federal, state, and local funding
mechanisms and outline the tools used to evaluate the impact of insurance programs on the health care delivery
system. The problems of uninsurance, health care coverage and access, scarce health care resource allocation,
and cultural challenges will be discussed, with an emphasis on learning how or if public and private funding
and insurance programs can successfully address such problems.

PH 7265 EPI & PREVENTION OF VIOLENCE 3.0
Epidemiology and Prevention of Violence. This course examines the public health approach to the prevention
of interpersonal and selfdirected violence. This approach has four steps: Defining the problem; identifying the
risk and protective factors; developing interventions or policies to address the problem; and, broadly
implementing effective intervention and prevention programs. This includes a focus on scientific research
which is essential for developing effective intervention and prevention programs. With these basic precepts as
the underpinnings of the course, the areas of violence prevention to be covered are: child maltreatment, youth
violence, intimate partner and sexual violence, elder abuse, and suicidal behavior.

PH 7270 INTERMED EPIDEMIOLOGIC METHODS 3.0
Intermediate Epidemiologic Methods Prerequisites: PH 7011. The methodological issues important to the
design of epidemiologic studies of both infectious and noninfectious disease will be covered at an intermediate
level. The material to be covered is intended to broaden and extend the student's understanding of the elements
of study design, data analysis, and inference in epidemiologic research, including issues related to causation,
bias and confounding. The primary aims of the course are to provide a working knowledge of the fundamentals
of epidemiology as well as to serve as a foundation for more advanced study of epidemiologic methods. The
course will provide the student with a rigorous approach to critical reading of the medical literature. Each week
articles reporting on research using varied designs and methods will be reviewed in order to illustrate the
application of epidemiologic principles. By the end of the course, the student will be able to critique an article
and identify its strengths and weaknesses. The course will consist of lectures.

PH 7275 CHRONIC DISEASE EPI 3.0
Chronic Disease Epidemiology This course focuses on review of major issues in chronic disease epidemiology,
summarization of relevant pathology and analogies of population determinants and strategies for prevention.
Topics include risk factors, trends, interventions and health care issues. An interdisciplinary approach to
prevention and control will be addressed. Readings and discussions on classical and contemporary research
papers in cardiovascular diseases will be emphasized throughout the course.

PH 7280 INFECTIOUS DISEASE EPI 3.0
This course is an indepth course on the epidemiology, surveillance, control, and prevention of current and
emerging infectious diseases. The importance of the HOST (humans), the AGENT (bacteria, viruses, parasites,
fungus, etc...) and the ENVIRONMENT (air, water, vectors, etc...) as well as modes of TRANSMISSION ,
known RISK FACTORS and TREATMENT modalities will be presented through guest lecturers and case
studies. Student presentations on specific infectious diseases and active class discussion will be an integral
aspect of this course.

PH 7290 CASE STUDIES IN EPI 3.0
Case Studies in Epidemiology Prerequisites: PH 7011 This course will utilize real world epidemiologic case
studies to enhance the students' knowledge in outbreak investigations, surveillance systems design and
function, screening programs designs and objectives, the impacts of effect modification and confounding,
vaccine efficacy, forensic epidemiology, and public health ethics. Each topic will be introduced through an
interactive groupbased case study or an in class discussion. The current literature relevant to each of the topics
will also be critically evaluated. Students completing this course will apply theories of epidemiology and gain
hands on experience through real public health data and real public health events.

PH 7295 TOPIS IN ENVIRONMENTAL EPI 3.0
Topics in Environmental Epidemiology (3.0) Prerequisites: PH7011, PH7150 This course will review of the
main types of epidemiological study designs, the principles of exposure assessment (identify hazards, media
and pathways then quantitative and qualitative measures, including before and after physical and/or
educational inventions), and the basic components of health impact/ risk assessment, management and
communication. The course explores important historical and contemporary exposuretodisease relationships
due to the contamination of waters (drinking water, surface water and ground water aquifers) and of air
(outdoors and inside homes, schools, offices and industrial settings). Students will undertake critical reviews of
research study designs, measurement of exposure and health outcomes, and interpretation of the statistical
results.

PH 7298 ISSUES IN OCC ENV HEALTH 3.0
Issues in Occupational and Environmental Health Prerequisites: PH 7150 and PH 7011 This course will
provide structured practice in the development of critical reading, analysis, technical writing, and
presentationoral and written skills applicable across the core disciplines of the prevention sciences track in
the masters of public health program, and generally in the applied health sciences. The reading and writing
tasks will strive to build skills in understanding research designs; expressing the strengths and limitations of the
chosen measurements of exposure and healthrelated outcomes as well as potentially confounding variables and
effect modifiers; and the interpretation of statistical results presented in the text, tables and/or figures. As a
result, students will further develop the ability to express evidencebased arguments clearly and concisely to
various important audiences like peers (students and faculty), government agency staff, policy makers, and the
general public.

PH 7300 URBAN HEALTH 3.0
Urban Health Disparities in health status are increasingly apparent in urban settings. Urban residents tend to
have higher rates of cancer, heart disease, mental illness, substance abuse, HIV/AIDS and violent behavior than
national averages. This course will examine the condition of urban health in America with particular focus on
the health status of those living in the city of Atlanta. In addition, the possible determinants of poor health
outcomes in urban areas will be examined, including issues such as

poverty, housing, access to care, and discrimination. This course will showcase the research of the Georgia State University faculty participating in GSU's "Partnership for Urban Health Research."

PH 7350 BIOLOGICAL BASIS FOR DISEASE 3.0
Biological Basis of Disease (3.0) This course will cover the basic biological concepts of human health and disease. It will present human anatomy and physiology, genetics, immunology, and nutrition in the context of infectious and noninfectious causes of disease. The complex interaction of the human body with agents of disease and with the environment will be presented as it relates to risk factors, methods of prevention, and treatment options.

PH 7500 HEALTH COMMUNICATION 3.0
Health Communication. This course is designed to provide students with an introduction to the dynamically emerging field of health communication the study of human interaction in the health care process. From a clinical perspective, communication is the singularly most important tool health professionals have to provide to their clients. Within public health fields, health communication is the dissemination and interpretation of healthrelated informational messages, persuasive health promotion, and motivational behavior recommendations. This course will explore health information sharing within the intrapersonal, interpersonal, group, organizational, and societal domains. The class will consider and discuss principal theories, rhetorical issues, and health communication practice with special attention to the challenges and perspectives of providerclient, organizational, and health promotion communication.

PH 7521 EVALUATION RESEARCH 3.0
Evaluation Research. 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.

PH 7530 PREVN EFFECT & ECON EVALUATION 3.0
Prevention Effectiveness and Economic Evaluation. This course will provide students with important exposure to the rigorous, standardized approaches used to assess the effectiveness and economic impact of public health prevention interventions. It provides an overview and applied experiences in study design, decision analysis, measures of effectiveness, and measures of cost, including costbenefit analysis, costeffectiveness analysis and costutility analysis.

PH 7600 GLOBAL HEALTH 3.0
Global Health. This course focuses on public health issues resulting from the globalization of the world's economies, cultures, production systems, transnational policies, and increasingly shared environments. As national borders become less restrictive to the movement of people, products, toxins, capital, and lifestyles, enormous changes are resulting in the etiologies of diseases and efforts to promote health across the globe. Responding to the call of the Institute of Medicine, students will consider global views of causation, emerging determinants of health, and the ecological approach to global health problem analysis and solution building.

PH 7650 HP COMMUNITY APPLICATIONS 3.0
Health Promotion: Applications in Community Settings. Prerequisite: PH 7016 This course focuses on the application of health promotion techniques and practices in community settings, including sites and health care organizations. Students will use competencies and skills developed in earlier coursework to review the best practices, programming and research, and to develop and evaluate health promotion efforts in community venues.

PH 7680 BEHAVIORAL HEALTH POLICY 3.0
This course explores the fields of mental health and addictive diseases as components of the broader public health system with the goal of enabling students to analyze major policy initiatives and trends, to apply their understanding to systemic problems and delimmas facing the field, and to strengthen their ability to raise important questions for research in behavioral health. The course will explore federal and state policy formulation and consider issues in managed care, legal and judicial roles, children's services, consumer empowerment, disparities, and other areas related to quality and efficacy. Students also will become familiar with research methods used in mental health and substance abuse services and analyze the emerging research in the fields.

PH 7900 CONTEMP ISSUES IN PUB HEALTH 1.0 to 6.0
Contemporary Issues in Public Health. Prerequisite: Consent of the instructor. This course provides an advanced research or theory oriented treatment of special or emerging topics in public health practice. The course can be repeated when topics vary.

PH 7950 PUBLIC HEALTH INTERNSHIP 3.0 to 6.0
Public Health Internship. Prerequisite: Consent of the Instructor. This course involves supervised field placement for the purpose of utilizing and extending the theories, concepts and practices learned through previous coursework. The work may involve a project.

PH 7960 PUBLIC HEALTH PRACTICUM 3.0 to 6.0
Public Health Practicum Prerequisite: Consent of instructor. The practicum is supervised application of skills, concepts and theories in a chosen public health setting. The work may also involve a research project.

PH 7980 RESEARCH PRACTICUM 1.0 to 15.0
Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

PH 7990 THESIS 3.0
Thesis Prerequisite: Consent of instructor. Individual research and study of a selected topic of public health under the direction of the student's faculty advisory or designated faculty member.

PH 8001 EPIDEMIOLOGY HEALTH PROF 3.0
Epidemiology for Health Professionals. Prerequisites: Permission of Instructor. This course is designed to introduce students to the concepts of epidemiological methods and their practical applications in the understanding of determinants and distributions of healthrelated events. The course will cover basic principles of epidemiology, including disease control, surveillance, screening, study design, risk estimation, bias and causation. The course will demonstrate the multidisciplinary environment and ecological approaches to the understanding of disease etiology and prevention. Additionally, this course will explore the interface between epidemiology and policy development. Both classroom and webbased learning will be utilized in this course.

PH 8100 SPECIAL TOPICS 1.0 to 6.0
Special Topics Indepth exploration of public health issues and research in urban and/or international
environments. Course may be taken again for additional credit if topic varies.

PH 8910 DIRECTED READING 1.0 to 3.0
Directed Reading Directed readings in special Areas.

PHIL = PHILOSOPHY

PHIL 6010 PLATO 3.0
Plato. 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. May be repeated if topic varies. A maximum of six
credit hours may be applied toward the degree.

PHIL 6020 ARISTOTLE 3.0
Aristotle. 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. May be repeated if topic varies. A
maximum of six credit hours may be applied toward the degree.

PHIL 6030 SPEC TOPICSANCIENT PHILOSOPHY 3.0
Special Topics in Ancient Philosophy. 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 six credit hours may be applied toward the degree.

PHIL 6040 AUGUSTINE AND AQUINAS 3.0
Augustine and Aquinas. (Same as RelS 6040. Formerly Phil 6120.) 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. May be repeated if topic varies. A maximum of six credit hours may be applied toward
the degree.

PHIL 6050 TOPICS IN MODERN PHILOSOPHY 3.0
Topics in Modern Philosophy. (Formerly Phil 6150.) Intensive study of works of modern philosophers such as
Descartes, Spinoza, Leibniz, Malebranche, Hobbes, Locke, Rousseau, Berkeley, Hume, Reid, Kant, and Hegel.
The course may be organized around the works of a single philosopher, or it may survey the development of a
particular area of modern philosophy (such as moral philosophy, political philosophy, metaphysics,
epistemology, or aesthetics). May be repeated if topic varies. A maximum of six credit hours may be applied
toward the degree.

PHIL 6055 HUME 3.0
Hume. Advanced introduction to the major areas of Hume's philosophy. Topics may include the relation
between his theoretical and moral philosophy, skepticism, causation, necessity, the foundations of human
knowledge, self consciousness, personal identity, reason, will, sentiment, naturalism, and normativity. A
maximum of six credit hours may be applied toward the degree.

PHIL 6060 KANT 3.0
Kant. (Formerly Phil 6160.) Advanced introduction to the major areas of Kant's theoretical and/or practical
philosophy. Topics may include: Kant's conception of the task and method of philosophical inquiry, the
relation of metaphysics and epistemology to natural science, skepticism, causality, freedom, the moral law, and
the religious, political, and social ramifications of Kant's moral philosophy. May be repeated if topic varies. A
maximum of six credit hours may be applied toward the degree.

PHIL 6070 MARXISM 3.0
Marxism. (Formerly Phil 6790.) 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. May be repeated if topic varies. A maximum of six credit hours may be applied toward the
degree.

PHIL 6075 TOPICS 19TH CENTURY PHILOSOPHY 3.0
Topics in 19th Century Philosophy. Investigation of a specific theme, philosopher, or text, such as Hegel,
Nietzsche, German Idealism, or the emergence of philosophy in America. May be repeated if topic varies, but
only six credit hours may be applied to the major.

PHIL 6080 WITTGENSTEIN 3.0
Wittgenstein. (Formerly Phil 6170.) Intensive study of selected works, including the Tractacus
LogicoPhilosophicus, Philosophical Investigations, On Certainty, and others. May be repeated if topic varies.
A maximum of six credit hours may be applied toward the degree.

PHIL 6085 TOPICS HISTORY OF PHILOSOPHY 3.0
Topics in the History of Philosophy. Investigation of a specific theme, philosopher, or text, such as Scepticism
in Ancient and Modern Philosophy, Anselm, or the Summa Contra Gentiles. May be repeated if topic varies,
but only six credit hours may be applied to the major.

PHIL 6090 SPEC TOP:CONTINENTAL PHILOSPHY 3.0
Special Topics in Continental Philosophy. (Formerly Phil 6190.) Study of works of such authors as Husserl,
Scheler, Heidegger, Sartre, MerleauPonty, and Ricoeur.

PHIL 6095 TOPICS IN ANALYTIC PHILOSOPHY 3.0
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. (Formerly Phil 6420.) 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. (Formerly Phil 6430.) 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 6150 TOPICS IN EPISTEMOLOGY 3.0
Topics in Epistemology. Investigation of selected contemporary or classical topics in epistemology, May be
repeated if topic varies. A maximum of six credit hours may be applied toward the major.

PHIL 6300 METAPHYSICS 3.0
Metaphysics. (Same as RelS 6300. Formerly Phil 6600.) 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. (Formerly Phil 6440.) 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 6350 TOPICS IN METAPHYSICS 3.0
Topics in Metaphysics. Study of specific issues in metaphysics, such as free will, causation, time, personal
identity, possible worlds, existence of God, realism, etc. May be repeated if topic varies. A maximum of six
credit hours may be applied toward the major.

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. (Formerly Phil 6400.)
Efforts in twentiethcentury 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 6610 HINDUISM 3.0
Hinduism. (Same as RelS 6610.) Introduction to the Hindu gods and goddesses, Hindu temple and domestic
worship, and key themes in modern Hinduism. Will include an overview of the development of Hindu thought
and practice from ancient times to the present.

PHIL 6615 BUDDHISM 3.0
Buddhism. (Same as RelS 6615.) 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. (Same as RelS 6620.) Historical introduction to Chinese religion and philosophy,
tracing their 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. (Same as RelS 6625.) Historical introduction to Japanese religion and philosophy, tracing their
developments in Shinto, folk religion, and various Buddhist schools. Special consideration is given to Zen
Buddhism.

PHIL 6650 RELIGION AND ETHICS 3.0
Religion and Ethics. (Same as RelS 6650.) 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. (Same as RelS 6670.) 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. (Same as RelS 6680.) Comparative study of attitudes towars war and peace in major
religious traditions. Topics may include the Christian justwar 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 religiouslymotivated terrorism.

PHIL 6690 TOPICS PHILOSOPHY OF RELIGION 3.0
Topics in Philosophy of Religion. An advanced introduction to the philosophy of religion. May be repeated if
topic varies. A maximum of six hours of credit may be applied toward the degree.

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 6720 ENVIRONMENTAL ETHICS 3.0
Environmental Ethics. A consideration of the challenges environmental problems pose for ethical theory.
Topics covered may include: the moral status of nonhuman animals, environmental preservation and
restoration, environmental sustainability, development, human population growth, ethics as it bears on issues in
nonbiological environmental sciences, and other related issues.

PHIL 6740 ADVANCED BIOMEDICAL ETHICS 3.0
Advanced 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 6750 TOPICS IN ETHICS 3.0
Topics in Ethics. Study of the works of major authors or views in normative ethics and/or metaethics. The
focus will be on contemporary ethics but the course may include some study of historical figures. May be
repeated if topic varies. A maximum of six credit hours nay be applied toward the major.

PHIL 6800 SOCIAL & POLITICAL PHILOSOPHY 3.0
Social and Political Philosophy. (Formerly Phil 6760.) 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. (Formerly Phil 6720.)
Topics such as theories of law, feminist legal theory, the nature of legal reasoning, legal obligation, law and
justice, law and morality.

PHIL 6822 TOPICS IN PHIL OF LAW 3.0
Topics in Philosophy of Law. (Same as LAW 7296.) This course is designed to teach selected topics in the
philosopohy of law.

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 AFRAMER ETHICAL/LEGAL ISSUES 3.0
AfricanAmerican Ethical and Legal Issues. Prerequisite: one course in philosophy or consent of instructor.
(Same as AAS 4750. Formerly Phil 6750.) Application of ethical and legal theories to selected issues, such as
affirmative action, the legality of slavery, civil disobedience, punishment, and reparations.

PHIL 6860 PHIL PERSPECTIVES ON WOMEN 3.0
Philosophical Perspectives on Women. (Same as WSt 6860. Formerly Phil 6870.) 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 antifeminist perspectives.

PHIL 6890 TOPICS SOCIAL & POLITICAL PHIL 3.0
Topics in Social and Political Philosophy. Study of selected issues in social/political philosophy. The focus will
be on contemporary ethics but the course may include some study of historical figures. May be repeated if topic
varies. A maximum of six credit hours may be applied toward the major.

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 8000 SEMINAR IN PHILOSOPHY 3.0
Seminar in Philosophy. Indepth treatment of philosophical issues that are current topics of discussion among
philosophers. May be repeated once if topic varies.

PHIL 8030 SEMINAR IN ANCIENT PHILOSOPHY 3.0
Seminar in Ancient Philosophy. Investigation of a specific theme, philosopher, or text such as Plato's Republic,
Aristotle's metaphysics, Epicurus, Hellenistic ethics, or skepticism in ancient philosophy. 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 8060 SEMINAR IN MODERN PHILOSOPHY 3.0
Seminar in Modern Philosophy. Detailed examination of the writings of one or two of the following
philosophers: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume or Kant. May be repeated once if topic
varies.

PHIL 8090 SEMINAR: CONTINENTAL PHILOSPHY 3.0
Seminar in Continental Philosophy. (Formerly Phil 8600.) 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. (Formerly Phil 8200.) 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 8130 SEMINAR IN PHIL OF SCIENCE 3.0
Seminar in Philosophy of Science. Basic philosophical issues and problems attending any reasonably adequate
discussion of the nature, function and limits of natural science and its relationship to the social sciences.
Includes such topics as the logic of hypothesis construction, testability, criteria of confirmation, physical laws
and their role in scientific explanation, the nature of scientific theories, scientific realism and instrumentalism,
the completability of science, the social sciences, scientism, and the difference between philosophy and
science. May be repeated once if topic varies.

PHIL 8300 SEMINAR IN METAPHYSICS 3.0
Seminar in Metaphysics. (Formerly Phil 8150.) Selected topics such as free will, the nature of the mind,
universals, and causation. May be repeated once if topic varies.

PHIL 8330 SEMINAR IN PHILOSOPHY OF MIND 3.0
Seminar in Philosophy of Mind. Examination of issues in philosophy of mind. Topics may include: dualism,
behaviorism, identify theories, functionalism, eliminative materialism, mental content, mental causation,
consciousness, qualia, subjectivity. May be repeated once if topic varies.

PHIL 8520 SEMINAR IN LOGIC 3.0
Seminar in Logic. Topics may include: metatheory, modal logic, and nonclassical logics. May be repeated
once it topic varies.

PHIL 8530 SEMINAR IN PHIL OF LANGUAGE 3.0
Seminar in Philosophy of Language. Examination of issues in contemporary philosophy of language. Topics
may include: truth, meaning, descriptions, attitude reports. May be repeated once if topic varies.

PHIL 8600 SEMINAR PHILOSOPHY OF RELIGION 3.0
Seminar in Philosophy of Religion. Topics such as proofs of the existence of God, the nature of religious belief,
the relationship between religion and ethics. May be repeated if topic varies. A maximum of six credit hours
may be applied toward the major.

PHIL 8700 SEMINAR IN ETHICS 3.0
Seminar in Ethics. (Formerly Phil 8400.) Topics such as Greek ethics, Kantian ethics, utilitarianism, feminist
ethics, and religious ethics. May be repeated once if topic varies.

PHIL 8740 SEMINAR IN BIOMEDICAL ETHICS 3.0
Seminar in Biomedical Ethics. Examination of contemporary issues in bioethics. Topics may include: research
ethicshuman and nonhuman subjects; endoflife decision making; eugenics and The Human Genome
Project; reproductive technologycloning, freezing embryos, artificial insemination; abortionmaternal/fetal
relations, embryonic stem cell research; and health care disparityrace, gender, and income. May be repeated
once if topic varies.

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 8802 SEM:CLAS/EARLY MOD POL THOUGHT 3.0
Seminar in Classical and Early Modern Political Thought. (Same as Pols 8560.) 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.

PHIL 8804 MODERN POLITICAL THOUGHT 3.0
Seminar in Modern Political Thought. (Same as PolS 8570.) 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.

PHIL 8810 SEMINAR IN SOC & POL PHIL 3.0
Seminar in Social and Political Philosophy. Examination of issues in social and political philosophy. Topics such as democracy, liberalism, liberty, civil rights, and nationalism. May be repeated once if topic varies.

PHIL 8820 SEMINAR IN PHIL OF LAW 3.0
Seminar in Philosophy of Law. Examination of issues in contemporary legal philosphy. Topics include: legal positivism, natural law theory, human rights, and international law, legal interpretation, death penalty, race and the law, freedom of expression, and the right to privacy. May be repeated once if topic varies.

PHIL 8870 SEMINAR IN FEMINIST PHILOSOPHY 3.0
Seminar in Feminist Philosophy. (Same as WSt 8750. Formerly Phil 8500.) 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. Independent study of philosophical texts under the supervision of a faculty member. Not to be used as a substitute for topics normally covered in other graduate courses. May be repeated once for credit.

PHIL 8955 PHILOSOPHY GENERAL EXAMINATION 3.0
Philosophy General Examination. Prerequisite: Enrollment in the Philosophy M.A. program. Philosophy M.A. students must either pass a departmentally administered General Examination or take an additional course which meets the 8000level requirement. The General Examination contains three parts: Ancient, Modern and Contemporary. The exam (or a part of it) may be repeated once following a minimum interval of three months. A student may make no more than two attempts at each part of the exam. If the student does not pass all parts after two attempts, the student must take an additional course which meets the 8000level requirement indicated above.

PHIL 8960 RESEARCH/TEACHING IN PHIL 3.0 to 12.0
Research or Teaching Assistantship in Philosophy. Does not count toward degree requirements. Assisting of philosophy faculty members in their research or teaching classes of one's own under the supervision of a faculty member. Required of all graduate students receiving a stipend. May be repeated for credit.

PHIL 8970 TEACHING PHILOSOPHY 3.0
Teaching Philosophy. (Same as RelS 8970.) Does not count toward degree requirements. Prerequisite for being a graduate teaching assistant. Preparation course for teaching, covering syllabus design, making up tests, grading papers, and other classroom techniques. May not be repeated for credit.

PHIL 8980 TEACHING PHILOSOPHY PRACTICUM 3.0
Teaching Philosophy Practicum. Does not count toward degree requirements. Apprenticeship in teaching for graduate teaching assistants. Required for all graduate teaching assistants in their first semester of teaching. May not be repeated for credit.

PHIL 8985 ADV TEACHING PHILO PRACTICUM 3.0 to 12.0
Advanced Teaching Philosophy Practicum. Does not count toward degree requirements. Apprenticeship in teaching for advanced graduate teaching assistants under faculty supervision. Required for all graduate teaching assistants in their second and subsequent semesters of teaching. GTAs learn how to document and collect materials for Teaching Portfolio. May be repeated for credit.

PHIL 8999 THESIS RESEARCH 1.0 to 6.0
Thesis Research.

PHOT = PHOTOGRAPHY

PHOT 6000 PHOTO I FOR NON MAJOR GRADS 3.0
Photography I for NonMajor Graduates. Introduction to photography within fine arts context. Operation of 35mm camera, black and white film exposure and development, silver print processing, archival presentation.

PHOT 6010 PHOTO II FOR NONMAJOR GRADS 3.0
Photography II for NonMajor Graduates. Prerequisite: Phot 6000 with grade of C or higher. Intermediatelevel course emphasizing technical competency and alternative ways of making photographic imagery. Medium format cameras and introduction to a variety of black and white films and papers.

PHOT 6020 DIGITAL PHOTOGRAPHY 3.0
Digital Photography. Prerequisite: consent of instructor. Introduction to computerassisted imaging. Basic understanding of Macintosh computer operation is essential.

PHOT 6030 DIGITAL VIDEO FOR ARTISTS 3.0
Digital Video for Artists. Prerequisite: consent of instructor. Introduction to computerassisted imaging. Basic understanding of Macintosh operation is essential.

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 fifteen 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 instructor. For students not majoring in Photography. Individual research. May be repeated for a maximum of twelve 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 with grade of C or higher. For the M.F.A. Photography major.
Advanced individual projects on professional topics. May be repeated for a maximum of twentyfour 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.

PHYS = PHYSICS

PHYS 6180 NEUROBIOLOGY LABORATORY 4.0
Neurobiology Laboratory. Prerequisites: Biol 4102 or 6102 or equivalent and consent of instructor. This course will introduce students to computational neuroscience, including computational models of single neurons and synapses, neuronal networks, and behavior. Students will learn to use Matlab, AnimatLab, and Content to test published models, to build and test their own models, to analyze data, and to present their results. During each section of the course, students will develop a project that will accumulate across sections. Presentations will occur at the end of each section.

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 with grade of C or higher, or current enrollment in Phys 6300, or consent of the instructor. One halfhour seminar and two laboratory hours a week. Handson 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. Prerequisite: Math 2215. (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 GaussWeingarten equations; the Egregium Theorem; surfaces of constant curvature and nonEuclidean 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 with a grade of C 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, poer series solution of ordinary differential equations, special functions of mathematical physics, Fourier series, SturmLiouville 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; oneelectron atoms; magnetic moments, spin, and relativistic effects; identical particles; and multielectron atoms.

PHYS 6910 SOLID STATE PHYSICS 3.0
Solid State Physics. Prerequisites: Phys 3401 and 3402 with grades of C or higher, or equivalent, or consent of 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 K8.

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 with grade of C or higher, 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 2211K2212K with grade of C or higher, 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 with grade of C or higher, or equivalent.
Three lecture hours a week. Introduction to xray 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 4.0
Electricity and Magnetism. Prerequisite: Phys 6510 with grade of C or higher, or equivalent. Four lecture hours
a week. Electrostatics, steady currents, magnetic fields, magnetic induction, AC circuits, dielectrics, magnetic
properties of matter, Maxwell's equations, and wave propagation.

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. Prerequisites: Phys 2212K and Math 2215 with grades of C or higher. 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. Prerequisite: Phys 4600 with grade of C or higher, or equivalent, or consent of
instructor. Four lecture hours a week. Newton's laws, conservation laws, manybody systems, Lagrangian
equations, Hamilton's principle; motion in central fields, small oscillations, rotation of rigid bodies, Hamilton
equations, canonical transformations, HamiltonJacobi equation, Poisson's brackets, transition to quantum
mechanics.

PHYS 8100 ELECTROMAGNETIC THEORY I 3.0
Electromagnetic Theory I. Prerequisite: Phys 6520 with grade of C or higher, or equivalent. Three lecture hours
a week. Electrostatics, Poisson's and Laplace's equations, Green's functions; boundaryvalue problems in
electrostatics; multipoles, electrostatics of macroscopic media, dielectrics; and magnetostatics.

PHYS 8110 ELECTROMAGNETIC THEORY II 3.0
Electromagnetic Theory II. Prerequisite: Phys 8100 with grade of C or higher, or equivalent. Three lecture
hours a week. Timevarying 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 with grade of C or higher, or consent of 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 with grade of C or higher, or consent of instructor. Three
lecture hours a week. Postulates, Schroedinger's equation, onedimensional problems, threedimensional
problems, scattering, transformation theory, perturbation theory, Born approximation, and variation method.

PHYS 8220 QUANTUM MECHANICS II 3.0
Quantum Mechanics II. Prerequisite: Phys 8210 with grade of C or higher. Three lecture hours a week. Spin,
relativistic effects, manyelectron 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 with grade of C or higher, or consent of instructor. Three lecture hours
a week. Theory of atomic spectra; scattering theory.

PHYS 8420 MOLECULAR PHYSICS 3.0
Molecular Physics. Prerequisite: Phys 6810 with grade of C or higher. 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 with grade of C or higher, or consent of 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 8540 ORD DIFF EQUAT & DYN SYSTEMS 3.0
Advanced Topics in Ordinary Differential Equations and Dynamic Systems. Prerequisite: Math 4275 or 6275
with grade of C or higher. (Same as Math 8540.) This course is a graduatelevel presentation of the
mathematical theory of ordinary differential equations and nonlinear dynamical systems. It is designed for
students who want to study the advanced topics of qualitative theory of ordinary differential equations and do
research in dynamical systems Topics include existence and uniqueness theorems; IVP and Picard iterates;
stability; variational equation and Floquet theory; Jordan normal form; the center manifold theorem; relaxation
oscillations and method of averaging; Smale horseshoe and transverse homoclinic orbits; Lyapunov exponents
and topological entropy.

PHYS 8550 PHYSICS OF THIN FILMS 3.0
Physics of Thin Films. Prerequisites: Phys 6810 and Phys 8110 with grades of C or higher, 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 with grades of C or higher, and consent of 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 with grades of C or higher, or
consent of 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 with grade of C or higher, or equivalent experience. Two
lecture hours and four laboratory hours a week. Analogtodigital and digitaltoanalog 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.

PMBA = PROFESSIONAL MASTER OF BUSINESS ADMINISTRATON

PMBA 7025 STATISTICAL BUS ANALYSIS 3.0
Statistical Business Analysis. rerequisites: None. CSP: 1,2,4,6, 7. This course deals with the basics of
converting corporate data into actionable information for managerial decision making. Statistical data analysis
techniques in the context of Business Intelligence are covered with applications in various functional areas of
business. Specific techniques include data visualization, descriptive statistics, estimation, hypothesis testing
modeling relationships, basic forecasting techniques, and optimization techniques for decision support. The
contextual topics focus on the implementation of six sigma methodologies for corporate performance
management

PMBA 7035 ECONOMICS FOR MANAGERS 3.0
Economics for Managers. Prerequisite: None. CSP: 1,2,6, 7. This course uses basic macroeconomic concepts to
develop a basic model of the macroeconomy emphasizing real world data and relationships. The goal is for
managers to understand the main forces and trends in the economy, how they are interrelated, and how
policymakers try to affect them. Because changes in the macroeconomy affect industries and firms throughout
the economy, it is important for managers to understand how these changes can affect managerial decisions,
particularly in terms of the concepts discussed in the context of microeconomics. The performance of the
economy is presented in the context of industries and firms studied in microeconomics.

PMBA 8000 MANAGINGGLOBAL ECONOMY 3.0
Managing in the Global Economy. Coprerequisite: PMBA 8005. This cornerstone core course is aimed at
providing an introduction of fundamental business concepts from a global managerial perspective. Students
will gain fundamental insights into key business activities during different stages of a firm's lifecycle through
lectures, case analysis team exercises, and critical evaluation exercises. The course is based on an integrative
framework that especially emphasizes the relationships, connections and dependencies among functional areas
in different lifecycle situations.

PMBA 8005 FUNDAMENTAL SKILLS 0.0
Introduction to Professional Management. Prerequisite: Consent of Manading Director of The Professional
MBA Program. Students encounter and develop basic competence, and in many cases restablish competence,
in fundamental concepts and skills in core areas of business inquiry: Accounting, Economics and Statistics.
These modules are delivered in a "faculty assisted self study" model, and rely heavily on the applicaton of well
developed and widely accepted software in conjunction with complementary course intensives delivered by
specialists faculty. It is designed to be interactive and allows students flexibility in studying the material at their
own pace.

PMBA 8015 STRATEGIC BUSINESS COMM 3.0
Strategic Business Communication. Prerequisite: Consent of director of PMBA program. This course presents
written and oral business communication as a management strategy critical to success in the work place by
introducing a communication model useful to iden tify objectives, analyze audiences, choose information, and
create the most effective arrangement and channel for written and oral messages. Students will practice drafting
and editing clear, precise, and readable written business documents including communications to
executivelevel readers. Students will also develop skills in the effective design and delivery of unwelcome
information, technical information to nontechnical audiences, and group communica tion.

PMBA 8025 FINANCIAL STATEMENT ANAL 3.0
Financial Statement Analysis. Prerequisite: None. CSP: 1, 2 ,4, 6, 7. This course takes a useroriented approach
to the study of financial statements. Students study the role of the financial statements and the annual report in
the financial reporting process. Using ratio analysis, students analyze past firm performance and make forecasts
of future performance. Students also study the effects of differing accounting methods on financial statement
analysis.

PMBA 8030 LEGAL ETHICAL AND REG ENV 3.0
Law Environment: Ethics and Corporate Governance. Prerequisite: None. Companies that ignore their legal and ethical obligations to owners, customers, and consumers open the door to parties who seek legal recourse that can limit their gain or even threaten their existence. Law and Ethics, when incorporated properly into managerial decisionmaking, provide strategic tools to facilitate growth, creativity, competitive advantage, and legal certainty and to reduce legal risk and liability. By examining the application of law and ethics to a variety of business and corporate governance issues, this course offers the master?s student an understanding of how businesses can comply with the law and use an ethical culture as a positive strategy for making successful business decisions.

PMBA 8115 MGR CTRL & COST SYSTEMS 3.0
Managerial Control and Costing Systems. Prerequisites: PMBA 8000, PMBA 8025. Corequisites: PMBA 8015, PMBA 8030. CPS: 1,2,3,6,7, 8. This course examines a wide range of fundamental managerial techniques used by companies in their internal planning and control functions. In particular, it focuses on (a) techniques useful in analyzing and managing costs and profits; (b) control systems (e.g., performance evaluation) that cater to large and decentralized business enterprises. In addition to building a basic knowledge base of managerial control and costing systems, students are expected to develop analytical skills necessary for making costrelated decisions and evaluating alternative design of control systems.

PMBA 8120 INFORMATION SYSTEMS 1.5
Introduction of Information Systems. Prerequisite: Consent of director of PMBA program. This casebased course module serves as an introduction to the relationship between formation systems and business processes in the modern organization, particulary in an international setting. Directed at general managers, the module provides an overview of the cycle of business in vestment in information systems. This cycle begins with a needs assessment stage, identifying opportunities or challenges relating to business processes. Matching information technology resources and applications solutions to these needs is the second stage in the cycle. The third stage is creating and deploying systems, whether these are developed inside the organization or acquired externally; it also covers the retiring of systems. With rapidly changing technology, the information technology industry itself is analyzed for emerging developments and their potential impact on future business operations.

PMBA 8125 INFO TECHNOLOGY MGT 3.0
Information Technology Management. Prerequisite: PMBA 8000, PMBA 8025. Corequisite: MBA 8015, MBA 8030. CSP: 1,6. This course addresses using information technology to position company operations to be effective, efficient and adaptable in the rapidly changing global economy while appropriately handing the challenges, ethical concerns, and risks. Issues and various approaches involved in defining, developing or acquiring, and deploying information systems are studied within both strategic and support roles. Students will examine how information technology can be used as an enabler for business process improvement and service innovation, how to recognize business processes and assess their informationrelated needs, and how to develop organizational agility through business process innovations enabled by information technology.

PMBA 8130 CORP FINANCE FOUNDATIONS 1.5
Foundations of Corporate Finance Prerequisite: Consent of director of PMBA program. This course focuses on the practical and conceptual problems associated with financial management of the nonfinancial corporation. The treatment of all areas involves theo retical concepts and the application of these concepts to contemporary business situations for the purpose of corporate decisionmaking. All topics reflect the impact on the overall value and risk of the company. Topics cover ed include, but not limited to: Time value of money, valuation of debt and equity, domestic and international financial markets, the relationship between risk and return including the capital asset pricing model, and capital budgeting/project evaluation techniques.

PMBA 8135 CORPORATE FINANCE 3.0
Corporate Finance. Prerequisites: PMBA 8000, PMBA 8025. Corequisites: PMBA 8015, PMBA 8030. CSP: 1,2,3,6,7, 8. This course focuses on the financial management of both publiclyheld and private corporations. Students are presented with a conceptual framework for understanding and addressing problems commonly faced by corporate decisionmakers and provided opportunities to apply these concepts to contemporary business situations. Topics covered include, but are not limited to: the valuation and role of debt and equity, capital acquisition and the organization of domestic and international financial markets, the relationship between risk and return including the capital asset pricing model, capital budgeting/project evaluation techniques, cost of capital, cash flow estimation, project risk analysis, real options, company valuation, and capital structure decisions.

PMBA 8140 MARKETING MANAGEMENT 1.5
Marketing Management. Prerequisite: Consent of director of PMBA program. This course explores the managerial aspects of the marketing function. Quantitative and qualitative analysis of the company and its customers and competition will be emphasized through the use of case analysis. This course is organized around the key marketing decision variables promotion, product, pricing and distribution and around the various marketing processes of strategy formulation, organization and implementation.

PMBA 8145 MARKETING MANAGEMENT 3.0
Marketing Management. Prerequisite: PMBA 8000, PMBA 8025. Corequisite: PMBA 8015, PMBA 8030. CSP: 1,2,3,4,7. This course is a study of the managerial aspects of marketing. Emphasis is placed on the quantitative and qualitative criteria used in evaluating marketing alternatives and in choosing among these alternatives. The course includes topics related to market segmentation, marketing research, product/service development, branding, promotion, pricing, channels of distribution, marketing strategy, and global marketing.

PMBA 8150 SYSTEMS AND OPERATIONS MGT 1.5
Systems and Operations Management. Prerequisite: Consent of director of PMBA program. This course focuses on the basic concepts, principles, and techniques for efficient and effective operations. Special emphasis is placed on the planning and execution of the operating systems of an organization. Fundamental operation topics such as operations strategy, capacity, justintime inventory management, resource scheduling, and supply chain management are covered in the context of both the domestic and international marketplace.

PMBA 8155 OPERATIONS MANAGEMENT 3.0
Operations Management. Prerequisite: PMBA 8000, PMBA 8025. Corequisite: PMBA 8015, PMBA 8030.
CSP: 1,2,6, 7. This course focuses on the basic concepts, principles, and techniques for efficient and effective
operations. Special emphasis is placed on process improvement and supply chain management. Topics such as
operations strategy, product and service design, process analysis, lean production, materials and inventory
management, quality management, six sigma, project management, and supply chain management will be
covered in the context of domestic and international marketplaces.

PMBA 8160 PEOPLE IN ORGANIZATIONS 1.5
People in Organizations. Prerequisite: Consent of director of PMBA programs. This course introduces what
managers need to know about organizational structure and people in organizations. The course begins with an
overall framework and then moves into individual topics including a treatment of the functional and potentially
dysfunctional consequences of combining people and organizational structure.

PMBA 8165 LEADERSHIP & ORG BEHAVIOR 3.0
Leadership and Organizational Behavior. Prerequisite: PMBA 8000, PMBA 8025 Corequisite:PMBA 8015,
PMBA 8030 CSP: 1,6, 7. What do managers need to know about organizations and people within
organizations? This class will develop an understanding of the key issues managers need to master in order to
manage the interface between people and organizations. The course begins with a focus on the individual
within the organization, including topics of attitudes, motives, and personality. The course then progresses to a
broader focus on the organization as a whole, including topics of power and political concerns, group and
organizational leadership, and organizational culture.

PMBA 8220 IT FOR PROCESS INNOVATION 1.5
Information Technology for Business Process Innovation. Prerequisite: Consent of director of PMBA program.
This course continues the business process theme of PMBA 8120 and examines how information technology
could be used to substantially improve the performance of business processes. By the end of the course,
students should have the capability to recognize business processes and their informationrelated pathologies
and to identify appropriate forms of information technology that could improve process functioning. To study
these concepts, we introduce a specific process type of current interest, a multitiered supply chain. We then
explore this complex entity with a modeling technique that identifies problems, metrics, and best practices.
This serves as a learning example for how to identify, represent, analyze, and assess business processes, using
current industry practices.

PMBA 8230 CORP FIN APPLICATIONS 1.5
Applications of Corporate Finance. Prerequisite: Consent of director of PMBA program. The course focuses on
selected practical applications of major corporate finance topics. The treatment of all areas involves theoretical
concepts and the applicatin of these concepts to contemporary business situations for the purpose of corporate
decisionmaking. Topics covered include, but are not limited to: Cost of capital, cash flow estimation, project
analysis, company valuation, and capital structure decisions. Further-more some consideration is given to
special aspects of multinational financial management. These topics help the corporate manager understand
how the market values the sources of capital and how these values impact corporate decisions.

PMBA 8240 STRATEGIC MKT TECHNIQUES 1.5
Strategic Marketing Techniques. Prerequisite: Consent of director of PMBA program. This course is focused
on strategic managerial decision making as it relates to the marketing function. It empha sizes developing the
understanding, insights and skills needed to make sound managerial decisions in regards to the marketing
function in both national and global settings. Some of the skills that will be further developed include:
segmenting a market, analyzing the profitability of a pro duct/service, develop promotional plans, and assess a
firm's overall marketing effectiveness and efficiency. These decisions require marketing skills that a manager
may be called on to utilize when evaluating a firm's current marketing efforts.

PMBA 8250 BUSINESS PROCESS MGT 1.5
Business Process Management. Prerequisite: Consent of director of PMBA program. This course focuses on the
design and improvement of the operational system which produces the company's product or service. The
course is centered on a project that develops and analyzes an existing or future process. Best practices in such
topics as product and service system design, project management, and process quality management will be
covered in the context of a firm's need to be globally competitive.

PMBA 8260 LEADERSHIP AND ORG CHANGE 1.5
Leadership and Organizational Change. Prerequisite: Consent of director of PMBA program. This course deals
with issues of organizational behavior. These include working in groups, power and political dy namics,
leadership and organizational culture. The approach of looking at mutiple causal antecedents of organizational
phenomenon introduced in PMBA 8160. People in Organi zations, is continued and extended to these
additional topics.

PMBA 8810 GOVERNANCE PERF ANALYSIS 3.0
Corporate Governance and Performance Analysis. Prerequisite: Consent of director of PMBA program. This
course introduces the students to corporate governance as a means of ensuring that companies are able to
achieve strategic objectives and to analyze techniques to assess how well companies are performing. Students
learn to iden tify risks that the commpany will not achieve its objectives and learn controls over those risks.
Corporate governance is introduced as a system of many components including reg ulators, boards of
directors, and internal control systems over operations, financial reporting and compliance to as sure various
stakeholders that the company's risks are being appropriately evaluated an monitored. Students apply finan
cial statement and business analysis techniques to evaluate company performance and future prospects. An
ability to read and understand financial statements is developed to en sure that the student is able to assess
company performance.

PMBA 8820 GLOBAL COMPETITIVE STRAT 3.0
Global Competitive Strategy. Prerequisite: Consent of director of PMBA program. 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 con ditions, the development of business/corporate strategy
that addresses the international marketplace, and the internal processes required for successful implementation

of that strategy.

PMBA 8830 STRATEGIC LEADERSHIP 3.0
Strategic Leadership: Leading Implementation of Strategy. Prequisites: PMBA 8000, PMBA 8420. CSP: 1,7.
This course focuses on one of the more important areas in strategic management and one of the biggest
challenges in leadership: The role of CEOs and other top managers as the leader of strategy implementation.
The basic objective of this course is to develop a student's ability to understand the role and effect of the leader
on the company's strategy, performance and vitality. Students will increase their capabilities in strategic
leadership when evaluating situations, identifying alternative plans of action, making strategic choices, and
implementing these choices with effectiveness.

PMBA 8860 MGMT PRACTICES RESIDENCY 3.0
Management Practices Residency. Prerequisite: Consent of Managing Director of PMBA program. Students
may selects either a momestic or an internatinal management practices residency. These residencies examine
the interralatedness of economic, financial, political, legal, social, and cultural factors on crosscultural
management issues. Students cultivate a board global mindset and devlelop an understanding of inter national
business challenges relating to management.

POLS = POLITICAL SCIENCE

POLS 6130 AMERICAN CONSTITUTIONAL LAW 3.0
American Constitutional Law. Constitutional structure of the American political system.

POLS 6131 CIVIL LIBERTIES 3.0
Civil Liberties. The Constitution, civil liberties, and civil rights.

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 6220 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, adversarialprecedent and inquisitorial code systems, comparisons of judicial institutionalization,
independence of lawyers and judges, and constitutional accountability are evaluated.

POLS 6225 POLITICAL NEGOTIATION 3.0
Political Negotiation. Examines negotiation and conflict resolution as central elements of the political process,
whether in international diplomacy, collective bargaining in labor disputes, postelection formation of
governments in parliamentary democracies, or administrative budgeting.

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 6420 INTERNATIONAL LAW 3.0
International Law. Prerequisite: PolS 8200 recommended. Analysis of origin, principles, enforcement, and
adjudication of international law.

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 6425 POL. OF INT'L CRIMINAL JUSTICE 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 6427 POL. OF INTERN'L HUMAN RIGHTS 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 6460 INTL RELATIONS OF EUROPE 3.0
International Relations of Europe. This course explores Europe as a regional subsystem in world politcs. It
examines economic, security, and sociopolitical relations across the region through a variety of conceptual
tools: comparative foreign policy, realism, liberal interdependence and institutional theories, regional
integration theory, and social constructivist theories. Particular attention is paid to the unique characteristics,
interests, and values shared by European states, and to the way these factors are expressed at the global level.

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 twentiethcentury 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, postcolonial theory, and revisions to classic Marxist theories of social class.

POLS 6780 PUBLIC LAW & PUBLIC ADMINISTRA 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 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 AFRICANAMER POL PARTCIPATION 3.0
AfricanAmerican Political Participation. Voting behaviors and ideological orientation of AfricanAmericans. Changes in the nature and effectiveness of AfricanAmerican 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, presidentialcongressional relations, and the President as CommanderinChief.

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 Analysis. 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 8223 COMPARATIVE ELECTORAL SYSTEMS 3.0
Comparative Electoral Systems. Examines different election systems used in various democracies. Advantages and disadvantages of particular election systems.

POLS 8228 COMP PARTY SYSTEM DEVELOPMENT 3.0
Comparative Party System Development. Drawing on both theoretical literature and empirical research, this course provides an introduction to the comparative study of party system development in democratic political systems. The course explores the experiences of newly democratized countries as well as that of established democracies. Insights will be drawn from Europe, Africa, Asia, the United States, and Latin America.

POLS 8235 AFRICAN POLITICS 3.0
African Politics. Comparative theoretical analysis of the politics of SubSaharan 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 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 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 spacerelated 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 NorthSouth 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 SECURTY 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 nationstates.

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 laissezfaire, mixed economy, and democratic socialism.

POLS 8530 THEORIES OF NATIONALISM 3.0
Theories of Nationalism. Review of wellestablished 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 laissezfaire, mixed economy, and democratic socialism.

POLS 8555 CONTEMP POLITICAL PHILOSOPHY 3.0
Contemporary Political Philosophy. This course examines contemporary thinking in political philosophy. Particular emphasis is placed on debates within the discipline over matters such as the ethics of war, abortion, civil rights, income distribution, judicial interpretation and homelessness.

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.) Crossnational study of administrativeorganizational 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 anaylsis.

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 STATISTCL 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, highlevel administrative, or policy position for preservice and inservice 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 crosslisted 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 preservice and inservice students interested in collegelevel 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.

PRT = 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 fifteen 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. For students not majoring in Printmaking. Individual
research. May be repeated for a maximum of twelve 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 multicolor printing. May be repeated for a maximum of six 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 twentyfour 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.

PSYC = PSYCHOLOGY

PSYC 6030 CROSSCULTURAL PSYCHOLOGY 3.0
CrossCultural Psychology. Prerequisite: Psyc 1101. The influence of culture on human cognition, emotion,
and behavior with focus on theory and research in developmental personalitysocial, 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. 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 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 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 daytoday 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. (Same as Gero 7610.) Psychological contributions to the
understanding, prevention, and treatment of normal and abnormal changes of later life.

PSYC 7955 INTRO CBN 1.0
Introduction to the Center for Behavioral Neuroscience. Prerequisite: consent of instructor. Orientation to the
research conducted at the Center for Behavioral Neuroscience (CBN). It is intended for members of the CBN.
Permission of the instructor is required.

PSYC 8010 RESEARCH METHODS IN PSYCHOLOGY 3.0
Research Methods in Psychology. Types of research design including experimental designs, quasiexperimental designs, singlecase designs, and case studies; related research issues including aspects of philosophy of science, measurement, reliability, internal and external validity, and artifacts.

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 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 quasiexperimental design, survey research, and epidemiology, and introduces the students to some qualitative methods.

PSYC 8015 THEORIES OF DEVELOPMENT 3.0
Theories of Development. Seminal theories of child development and empirical research derived from those theories will be considered.

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 ISSUESCLIN 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, valueslinked, quasiexperimental design, and benefitcost 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 8280 PSYCHOLOGY AND PUBLIC POLICY 3.0
Psychology and Public Policy. To educate students in the role of psychological research in informing, designing, implementing, and assessing public policy. Focus will be placed on the area of the instructor's substantive policy research (e.g., education, domestic violence).

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 withinsubjects 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 ETHICSPSY 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 8553 ADVANCED DEVELOPMENTAL SEMINAR 3.0
Advanced Developmental Seminar. Indepth examination of contemporary topics and issues in developmental psychology from infancy through adolescence. May be repeated if topic varies.

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 reticularcortical 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 Biol 8040.) Indepth 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 4102 or Biol 6102 with grade of B or higher, or equivalent, or consent of instructor. (Same as Biol 8010.) The unique cellular and molecular properties of neurons and how these properties allow neurons to perform their computational tasks. Topics include neuronal excitability, synaptic communication, and neural development.

PSYC 8617 NEUROBIOLOGY II: INTEGRATIVE 4.0
Neurobiology II: Integrative Neurobiology. Prerequisite: Psyc 8616 or Biol 8010 with grade of B or higher, or consent of instructor. (Same as Biol 8020.) How neurons are organized into neural systems that control behavior. Topics include functional anatomy of sensory systems, sensorimotor integration, central pattern generators, motor and control systems, neuromodulation, neuroethology, and the neural basis of learning and cognition.

PSYC 8618 ADV. BEHAVIORAL NEUROSCIENCE 3.0
Advanced Behavioral Neuroscience. Prerequisites: Psyc 8616 and Psyc 8617, or Biol 8010 and Biol 8020, or consent of instructor. (Same as Biol 8070.) Advanced analysis of functional neural systems involved in the regulation of behavior, emphasizing interactions between limbic, hypothalamic, and cortical brain systems.
Topics include: genetic determinants of behavior, behavioral plasticity: learning and memory, reproductive behavior, sleep and biological rhythms, drinking and eating, emotion, aggression, stress, language and cognition, behavioral disorders (thought, mood, stress, and anxiety), and drug abuse.

PSYC 8620 INTRO TO CLINICAL NEUROPSYCH 3.0
Introduction to Clinical Neuropsychology. Prerequisite: Psyc 8610 or Psyc 8618, 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. (Same as Biol 8065.) 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 (selfdevelopment, 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 cognitivebehavioral 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 8910 TOPICS IN NEUROPSYCHOLOGY 3.0
Topics in Neuropsychology: Theories, Methods, and Interventions. Prerequisite: Psyc 8620 with grade of B or higher. Intensive study of the relevant basic and applied literature relevant to a specific topic in neuropsychology, such as language, memory, reading, or executive function.

PSYC 8956 TOPICS BEHAV NEURO 1.0
Topics in Behavioral Neuroscience. Prerequisite: consent of instructor. May be repeated if topics vary.

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. 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. Prerequisite: 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 PROCESSGROUP INTERACTN 3.0
Basic Processes in Group Interaction. Prerequisite: consent of the instructor. Experientialdidactic 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 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 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.

PT = PHYSICAL THERAPY

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 diseaseproducing 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 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 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 6600 HUMAN GROSS ANATOMY I 4.0
Human Gross Anatomy I. Prerequisite: Entry into Physical Therapy Program, corequisite PT 6610, or consent of instructor. One lecture hour per week and four hours lab per week. This is a combined lecturelaboratory program designed to present an understanding of basic and clinical human anatomy. Detailed regional analyses of the upper and lower extremities will be performed.

PT 6610 FUNCTIONAL ANATOMY I 4.0
Functional Anatomy I. Prerequisite: Entry into Physical Therapy Program, corequisite PT 6600, or consent of instructor. This course introduces the student to the theory and practical application of basic tests and measures related to the anatomical structures in the extremities. Assessment procedures that will be taught include palpation, muscle strength testing, range of motion and flexibility testing. The course is designed to apply content from Human Gross Anatomy (PT 6600) to the functioning human being.

PT 6620 ESSENTIALS OF PHARMACOLOGY 1.0
Essentials of Pharmacology. Prerequisite: Entry into Physical Therapy Program or consent of instructor. This course introduces the basic principles of pharmacology, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Key concepts of drug administration, doseresponse relationships, drug interactions, and factors influencing the effectiveness of medications will be discussed. Using appropriate resources, including the Physician?s Desk Reference and current research, students will answer clinical questions to distinguish the various classes of drugs as well as understand both practical and theoretical implications of drug use for selected populations.

PT 6630 EVIDENCEBASED PRACTICE 1.0
Evidencebased Practice Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This course enhances the efficacy of patient/client interventions and outcome sand promotes best practice paradigms.

PT 6650 CLINICAL INTERNSHIP I 1.0
Clinical Internship I. Prerequisite: Successful completion of all concurrent PT courses. This course provides instruction in the clinical education component of the DPT program, as well as a one week full time clinical internship at the conclusion of the semester. Students learning styles will be determined and discussed, students will role play how to give and receive feedback, and compare and contrast clinical and classroom education. The student is introduced to the Clinical Performance Instrument and other assessment forms, the concept of the reflective practitioner and the role of the clinical instructor. The student will be assigned to a one week full time clinical site under the direct supervision of a clinical instructor. The emphasis of the clinical experience is on professional socialization, documentation, the patient management model, and professional responsibility to participate as a clinical instructor.

PT 6700 CLIN PHYSIOLOGY AND PATHOPHYS 3.0
Clinical Physiology and Pathophysiology I. Prerequisite: Entry into Physical Therapy Program or consent of instructor. 3 lecture hours per week. An introduction to clinical applications of physiology and associated pathologies of the endocrine, reproductive, renal, hepatic/GI/biliary and musculoskeletal systems with emphasis on musculoskeletal function.

PT 6709 PROF PRACTICE: DR PROFESSION 3.0
Professional Practice: The Doctoring Profession. Prerequisite: Entry into Physical Therapy Program or consent of instructor. This is the first in a three course series on professional practice designed to enhance student growth and professional development. This course focuses on written and oral communication issues and skills, and addresses professional and patient perspectives. Students will be introduced to the history of physical therapy, the American Physical Therapy Association and its foundational documents including the Guide to Physical Therapist Practice. Physical therapy professional attributes and professional behaviors will be highlighted. Chart review, medical terminology, and an introduction to 3rd party payer systems practice will be included.

PT 6800 HUMAN GROSS ANATOMY II 3.0
Human Gross Anatomy II. Prerequisite: Successful completion of all previous lower numbered PT courses.
Corequisite PT 6810. This course is designed to present an understanding of basic and clinical human
anatomy. Detailed regional analyses of the head, neck, trunk and spine will be performed.

PT 6810 FUNCTIONAL ANATOMY II 3.0
Functional Anatomy II. Prerequisite: Successful completion of all previous lower numbered PT courses,
corequisite PT 6800. This course introduces the student to the theory and practical application of basic tests
and measures related to the anatomical structures in the spine. Assessment procedures that will be taught
include palpation, muscle strength testing, range of motion and flexibility testing and sensory testing. The
student will also begin to understand the relationships of visceral organs and their role in mimicking
musculoskeletal pain complaints. The course is designed to apply content from Human Gross Anatomy II (PT
6800) to the functioning human being.

PT 6900 PT MANAGEMENT CARDIOPULM 3.0
PT Management of Cardiopulmonary Disorders Prerequisite: Successful completion of all prior Physical
Therapy coursework Physical therapy examination, evaluation, diagnosis, prognosis, and intervention for
patients with primary and secondary disorders of the cardiovascular/pulmonary systems.

PT 6910 EXERCISE PHYSIOLOGY 2.0
Exercise Physiology Prerequisites: Successful completion of all prior physical therapy coursework. This course
provides fundamental knowledge about the adaptability of human physiological systems in meeting a range of
exercise demands. Areas covered include energy transfer during rest and exercise, physiologic and performance
adaptations, and exercise prescription for health adults. Research evidence regarding how exercise and physical
activity impact health and wellness is included.

PT 7010 HUMAN GROSS ANATOMY II 2.0
Human Gross Anatomy II. Prerequisite: Successful completion of all previous professional courses, including
PT 6000. One lecture hour and two laboratory hours per week. A continuation of Human Gross Anatomy I, this
course is a combined lecturelaboratory 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 7025 PT MANAGEMENT MED SURG 3.0
PT Management of Medical Surgical Disorders Prerequisite: Successful completion of all previous lower
numbered PT courses, corequisite PT 7030. This course introduces current theory applied to the physical
therapy management of acute and chronic medical and surgical conditions seen commonly in physical therapy
practice with a focus on conditions encountered frequently in the acute care setting. The pathophysiology,
medical diagnosis, clinical course, medical/surgical/health care team management and prevention will be
presented as a foundation for developing a physical therapy plan of care.

PT 7030 PT INTERVENTIONS I 5.0
PT Interventions I. Prerequisites: Successful completion of all prior physical therapy coursework. This course
will introduce the components and methods of physical therapy interventions such as patient transfers, gait
training with assistive devices, chest physical therapy, wound care management, superficial physical agents,
and passive range of motion.

PT 7040 PT INTERVENTIONS II 2.0
PT Interventions II Prerequisite: Entry into the PT program and successful completion of all prior DPT courses.
This course will introduce the components and methods of physical therapy interventions such as patient
transfers, gait training with assistive devices, chest physical therapy, wound care management, superficial
physical agents, and passive range of motion.

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 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 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 7130 PT INTERVENTIONS III 4.0
PT Interventions II Prerequisite: Successful completion of all prior physical therapy coursework. This course
will focus on physical therapy interventions including exercise prescription, therapeutic modialities, PNF and
mobilization. Emphasis will be on selection of appropriate treatment, modification of intervention according to
response, and evaluation of results.

PT 7140 TAI CHI THERAPEUTIC EXERCISE 3.0
Tai Chi Therapeutic Exercise. PT 7140/4140 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 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 7250 CLINICAL INTERNSHIP II 5.0
Clinical Internship II. Prerequisite: Successful completion of all previous lower numbered PT courses. This is
the second of four clinical internships. The student will complete 10 weeks of a fulltime clinical internship in
an acute or subacute setting. The major emphasis of this course is the application of patient examination,
evaluation, diagnosis, prognosis and physical therapy intervention for the patient with cardiopulmonary and
integumentary dysfunction. Students will develop specific goals and objectives; complete an inservice and
reflective paper.

PT 7301 ELECTROTHRPTIC 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, iontophoreses 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 1.0 to 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 fulltime,
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 entrylevel 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
forcemotion 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 7600 FOUND/RESEARCH METHODOLOGY 3.0
EBP: Foundations/Research Methodology. Prerequisite: Successful completion of all previous lower numbered PT courses. This is the first of a four course sequence on evidence based practice designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question, collect and interpret data, and disseminate results in professional forums. In this course, the student is introduced to principles of evidencebased practice, scientific methods, research design, hypothesis generation and testing, measurement theory, and analysis of data across experimental and survey paradigms.

PT 7610 MEDICAL SCREENING 2.0
Essentials of Medical Screening. Prerequisite: Successful completion of all previous lower numbered PT courses. This course introduces the student to principles of medical screening with emphasis on the evaluation of examination data. The art and science of a patient/client referral to other healthcare professionals is introduced per the APTA Code of Ethics, APTA Guide to Professional Conduct and the Guide to Physical Therapist Practice. The rationale for when and why specific diagnostic imaging and testing procedures are ordered will be presented. Emphasis will be placed on how to relate/ apply the information in clinical decisionmaking by the physical therapist.

PT 7615 MOVEMENT SCIENCES I 3.0
Movement Sciences Prerequisites: Successful completion of all prior physical therapy coursework. This course exposes the student to basic principles of movement science and motor control, kinematics and kinetics related to movement with application of these principles to the study of gait and transitional movements across the lifespan. Biomechanical rationale for movement analysis will be emphasized.

PT 7620 MOVEMENT SCIENCES II 2.0
Movement Sciences II Prerequisite: Successful completion of all prior physical therapy coursework. This course builds on the principles of movement science and motor control by exposing the student to the theories of motor learning and the application of principles of biomechanics and kinesiology to abnormal movement.

PT 7625 PT MANAGEMENT MUSC/SKEL I 3.0
PT Management of Musculoskeletal Disorders I Prerequisite: Successful completion of all prior physical therapy coursework This course introduces the student to common musculoskeletal pathologies of the cervical spine, temperomandibular joint, upper thoracic spine, and rib cage. Information from the foundational sciences of anatomy, functional anatomy, physiology, pathology, pharmacology, and medical screening are linked to various examination and intervention philosophies.

PT 7626 PT MANAGEMENT MUSC/SKEL II 3.0
PT Management of musculoskeletal Disorders II Prerequisites: Successful completion of all prior physical therapy coursework. This course introduces the student to common musculoskeletal pathologies of the upper extremities including shoulder, elbow, wrist and hand. Information from the foundational sciences of anatomy, physiology, pathology, pharmacology, and medical screening are linked to various examination and intervention philosophies.

PT 7630 LIFE SPAN I 2.0
Life Span I Prerequisite: Successful completion of all previous lower numbered PT courses. This course will focus on the growth and development of the individual from conception through senescene. Development for each stage will be examined with attention to the individual differences and variations related to physical, psychosocial, and congnitive changes.

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 7690 RESEARCH APPLICATIONS 2.0
Research Applications Prerequisite: Entry into Physical Therapy Program and successful completion of all prior DPT courses. This course will emphasize the developmental sequence of a research project.

PT 7700 EBP: INVESTIGATIONS 2.0
EBP: Investigations Prerequisite: Successful completion of all previous lower numbered PT courses. Tis is the second in a fourcourse sequence on evidence based practice designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question , collect and interpret data, and disseminate results in professional forums. In this course, students work collaboratively with a faculty member on a research project and present their progress to their fellow classmates.

PT 7709 PROF PRACT II: PSYCHOSOC 3.0

PT 7710 PT MANAGEMENT NEURO I 4.0
PT Management of Neuromuscular Disorders I Prerequisite: Successful completion of all prior physical therapy coursework. This course focuses on the study of structures, organization and function of the nervous and muscular systems.

PT 7725 PT MGT MUSCULOSKEL III 3.0
PT Management of Musculoskeletal Disorders III Lumbar, Pelvis and Hip Prerequisite: Entry into Physical Therapy Program and successful completion of all prior DPT courses. The emphasis of this course is the application of biological and physical sciences in the examination, evaluation, diagnosis, prognosis, and management of patients/clients with musculoskeletal disorders of the lumbar spine, pelvis, and hip.

PT 7726 PT MGT MUSCULOSKEL IV 3.0
Patient Management Musculoskeletal IV Knee, Foot and Ankle Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. The emphasis of this course is the application of biological and physical sciences in the examination evaluation, diagnosis, prognosis and management of patients/clients with musculoskeletal disorders of the knee, foot, and ankle. Their interdependence with the hip and lumbopelvic region are also discussed to facilitate a lower body approach to these regions.

PT 7730 MUSCLOSKELTL SYS II: LOWER LAB 5.0
PT Management of Musculoskeletal System II: Lower Lab. Prerequisite: Successful completion of all previous lower numbered PT courses. Corequisite: PT 7725. This course is designed to provide the student with practical experience of clinical examination skills and inteventions that parallel the content in PT 7725.

PT 7735 MODALITIES: PHYS AGENTS & ELEC 4.0
Modalities: Physical Agents and Electromyography Prerequisite: Successful completion of all previous lower numbered PT courses. This course emphasizes the application of modalities (diathermy, therapeutic heat and cold, therapeutic ultrasound, low power lasers), mechanical modalities (traction, intermittent will be discussed and applied to patient scenarios. In addition electromyography, neuromyography, EMG, NCV, and biofeedback are included.

PT 7800 EVIDENCEBASED PRAC II 1.0
Evidencebased Practice II Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This is a webbased course that is concurrent with Clinical Internship III. The student formulates clinical questions and utilizes strategies learned in EBP I. This enhances the efficacy of patient/client interventions and outcome sand promotes best practice paradigms.

PT 7810 PT MGT NEUROMUSC DISORDER II 3.0
PT Management of Neuromuscular Disorders: Evaluation Prerequisite: Entry into Physical Therapy Program and successful completion of all prior DPT courses. This course is designed to introduce students to the physical therapy examination, evaluation, diagnosis, prognosis, and management of individuals with the movement dysfunction secondary to progressive and nonprogressive acquired neuromuscular disorders. Pathophysiology, clinical manifestations, diagnostic procedures, evidencebased practices, and interdisciplinary management, along with prevention, are included in discussion of brain pathologies commonly encountered in physical therapy practice.

PT 7820 PT MGT: NEUROMUSC DISORDER III 2.0
PT Management of Neuromuscular Disorders: Application Prerequisite: Entry into Physical Therapy Program and successful completion of all prior DPT courses. This course is designed to provide the student with the practical experiences facilitating integration and application of a variety of rehabilitation approaches for individuals with disorders and diseases of the nervous system. Clinical examination skills and interventions that parallel the content in PT 7810 are emphasized. Traditional techniques such as neurodevelopment treatment (NDT), proprioceptive neuromuscular facilitation (PNF), and sensory regulation are presented, practiced, and applied to patient cases.

PT 7825 PROSTHETICS AND ORTHOTICS 2.0
Prosthetics and Orthotics Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This course provides both theory and application of orthodic and prosthetic devices and equipment utilized in physical therapy practice.

PT 7850 CLINICAL INTERNSHP III 5.0
Clinical Internship III. Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This is the third of five clinical internships. The student will complete 8 weeks of a fulltime clinical internship with the major emphasis being the application of patient examination, evaluation, diagnosis, prognosis and interventions to current and completed coursework.

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 7980 RESEARCH PRACTICUM 1.0 to 15.0
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 8140 HEALTH PROMOTION WELLNESS 4.0
Health Promotion and Wellness Prerequisite: Entry into PT program and successful completion of all prior DPT courses. This course focuses on interventions for the prevention of movement impairments and the promotion of health and wellness across the lifespan. This course broadly defines the role of physical therapy in promoting health, reducing health disparities, and improving quality o0f life across the lifespan. The influence of lifestyle and behaviors on health and the physical therapist's ability to screen and intervene with exercise, cardiovascular conditioning, stress reduction, and nutrition counseling is explored.

PT 8600 RESEARCH III: SYNTHESIS 3.0
Research III: Synthesis Prerequisite: Entry into PT program and successful completion of all prior DPT courses. This course is third in a series of four courses designed to continue the inquiry process. These courses emphasize the developmental sequence of a research project from initiation through completion of the process and presentation of the product.

PT 8605 MOTOR CONTROL & MOTOR LEARNING 3.0
Motor Control and Motor Learning. Prerequisite: Successful completion of all previous lower numbered PT courses. This course will introduce the student to the concepts of movement science, in terms of motor control

and motor learning. the course material will be presented and discussed in the context of clinical cases. Motor control and motor learning theories, as well as clinical practice models, will serve as a basis for structuring physical therapy examination of children.

PT 8610 FOUNDATIONS OF PEDIATRICS 3.0
Foundations of Pediatrics. Prerequisite: Successful completion of all previous lower numbered PT courses. This course will provide an overview of typical development from infancy to adolescence, in all developmental domains, with a focus on motor development. The course material will be presented and discussed in the context of clinical cases. Principles of testing, using developmental and functional measures, will be discussed in the context of physical therapy examination of children.

PT 8620 PREVENTION AND WELLNESS 2.0
Prevention and Wellness. Prerequisite: Successful completion of all previous lower numbered PT courses. This course explores the concepts of health, fitness, and wellness as they relate to quality of life issues across the lifespan in a variety of community and healthcare settings. The role of physical therapy in health promotion, prevention and protection are explored. Students are exposed to a variety of learning opportunities, including communitybased service learning, for identifying health needs of target populations, and developing healthrelated resources to meet those needs.

PT 8625 PT MGT OF NEUROMUSCULAR I 2.0
PT Management of Neuromuscular I. Prerequisite: Successful completion of all previous lower numbered PT courses. Corequisite: PT 8630. This course is designed to introduce students to the physical therapy management of individuals with movement dysfunction secondary to progressive and nonprogressive acquired neuromuscular deficits. Content from the foundational sciences of anatomy, physiology, neuroscience, pharmacology, and pathology will be related to comprehensive management of neuromuscular conditions. Phathophysiology, clinical manifestations, diagnostic procedures, evidence based medical/surgical/health care team management and prevention will be included in discussion of brain pathologies commonly encountered in physical therapy practice.

PT 8630 PT MGT OF NEUROMUSCULAR I LAB 2.0
PT Management of Neuromuscular I Lab. Prerequisite: Successful completion of all previous lower numbered PT courses. Corequisite: PT 8625. This course is designed to provide the student with practical experiences facilitating integration and application of a variety of rehabilitation approaches for individuals with disorders and diseases of the nervous system. Clinical examination skills and interventions that parallel the content in PT 8625 will be emphasized.

PT 8670 LIFE SPAN IV GERIATRICS 3.0
Lifespan IV Geriatrics and the Multisystem Patient. Prerequisite: Entry into PT program and successful completion of all prior DPT courses. This course is designed to review theories of physiological and psychological aging and the impact of specific aging changes on the physical therapy management of conditions associated with aging. Agerelated modifications and guidelines for examination and intervention procedures are discussed and applied to case studies representing medical conditions encountered in geriatric physical therapy practice. Pathophysiology, diagnostic procedures, evidencebased and interdisciplinary management, and prevention are included in the context of patient management.

PT 8700 EBP: DISSEMINATION 2.0
EvidenceBased Practice III Prerequisite: Entry into the PT progam and successfull completion of all DPT courses. This is webbased course that is concuyrrent with Clinical Internship V. The studetn will formulate evidencebased practice designed to provide the knowledge and skills necessary to critically analyze and use scientific literature to improve clinical practice, develop a research question, collect and interpret data, and disseminate results in professional forums. Preparation and presentation of the research project is required in poster and platform style. Research will be written up in manuscript format in preparation for submission to a peer reviewed journal.

PT 8709 PROFESSIONAL PRACT: MANAGEMENT 3.0
Professional Practice III: Management. Prerequisite: Successfull completion of all previous lower numbered PT courses. This course is the third course in a three part series designed to introduce physical therapy students to professional practice within the health care arena. This course focuses on the health care system as a whole and is organized around a number of broad concepts and categories including the evolution of third party reimbursement systems and managed care, Medicare/Medicaid, the Balanced Budget Act of 1997, the legal aspects of health care and physical therapy practice, and documentation. Students advance their professional goals and objectives by developing resumes and one, five, and tenyear individual plans. Practical application of managerial and supervisory principles, concerns and techniques are highlighted, including organization operations, financial management, requirements for organizational operations, quality assessment, personnel selection and management, business ethics, communication concerns, and strategies for change in the workplace. An introduction to starting a private practice and creating a formal business plan will be included.

PT 8710 COMPLEMNT AND ALTERN THERAPIES 3.0
Evaluation of Evidence for Complementary and Alternative Therapies. Prerequisite: Successfull completion of all previous lower numbered PT courses. This course is designed to provide students with the current evidence in literature to support or refute Complementary and Alternative Therapies (CAT). The role and scope of CAT in the health care system, and applications of CAT in therapeutic situations will be addressed. The curing medicine and therapeutic modalities in CAT including 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 will be introduced to students. The knowledge obtained from this course will help students understand the current and future trends in health care.

PT 8715 LIFESPAN II : PEDIATRICS 3.0
PT Management: Pediatric Physical Therapy. Prerequisite: Entry into Physical Therapy Program and successful completion of all prior DPT courses. This course provides and overview of examination, evaluation, diagnosis, prognosis, management, and intervention of children with neuromuscular disorders utilizing clinical case examples. Common clinical diagnoses are discussed, including examination and intervention strategies, given various practice settings. Clinical decisionmaking is described in terms of a familycentered, culturallycompetent, team approach.

PT 8720 LIFESPAN III: PEDIATRICS APPL 1.0
PT Management: Pediatric Physical Therapy Lab. Prerequisite: Successfull completion of all previous lower numbered PT courses. Corequisite: PT 8715. This laboratory course will provide practical experiences of clinical examination and intervention skills that parallel the lecture component of the course. The course will emphasize concepts of clinical decisionmaking for children with disabilities.

PT 8725 PT MGT OF NEUROMUSC DIS IV 3.0
PT Management of Neuromuscular Disorders: CNS and PNS Prerequisite: Entry into PT program and successful completion of all prior DPT courses. This course focuses on the examination, evaluation, diagnosis , prognosis and management of patients/clients with neuromuscular disorders affecting the spinal cord and peripheral nervous system. Pathophysiology, clinical manifestations, diagnostic and imaging procedures, evidencebased practice, and interdisciplinary team management, and prevention are included in the discussion of pathologies of the spinal cord and peripheral nervous system.

PT 8730 PT MGT OF NEUROMUSC DIS V 2.0
PT Management of Neuromuscular Disorders: CNS and PNS Applications Prerequisite: Entry into PT program and successful completion of all prior DPT courses. This application course is designed to provide the student with practical experiences facilitating integration and application of the physical therapy interventions and a variety of rehabilitation approaches for individuals with disorders of the spinal cord and peripheral nervous system.

PT 8763 ADVANCED PEDIATRIC PT 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 clinicaldecision making and evidence based practice

PT 8825 PT MGT MUSCULOSKEL V 4.0
PT Management of Musculoskeletal Disorders V Manipulation Thrust and Nonthrust. Prerequisite: Entry into PT program and successful completion of all prior DPT courses. This course emphasizes the best practice models for the examination, evaluation, diagnosis, prognosis, and management of patients/clients with musculoskeletal disorders. A variety of classification systems are presented to identify patients who will most likely benefit from selected interventions. Interventions emphasized include thrust and nonthrust manipulations of the extremities and axial skeleton.

PT 8850 CLINICAL INTERNSHIP IV 8.0
Clinical Internship IV. Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This is the fourth of five clinical internships. The student will complete 12 weeks of fulltime clinical internship in a rehabilitation setting. The major emphasis of this course is the application of patient examination, evaluation, diagnosis, prognosis and physical therapy intervention for the patient with neuromuscular dysfunction across the lifespan. Students will develop specific goals and objectives; complete an inservice and reflective paper. Students are expected to have mastered basic knowledge and integrate and apply this knowledge to the patient with marketing and fiscal activities. The student is expected to function independently with only occasional guidance from the clinical instructor.

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. Structurefunction 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, forcevelocity, and forcefrequency 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. Delayedonset 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.

PT 9000 COMPREHENSIVE EXAMINATION 1.0
Comprehensive Examination. Prerequisite: Successful completion of all previous lower numbered PT courses. The comprehensive examination is required for completion of the DPT program. The purpose of the comprehensive examination is to ascertain the student's readiness to graduate and to sit for the national licensing examination, a maximum of two attempts is allowed.

RE = 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, ecommerce is incorporated into the course material. The course is accentuated with exercises in the use of the financial calculator, the spreadsheet soft ware, 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. Decisionmaking 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 LglS 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 decisionmaking process. Applications of legal data sources, both traditional and electronic, are examined as a part of the decisionmaking 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 lifecycle 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 ecommerce, 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. Prerequisite: 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. Prerequisite: RE 8020, RE 8030, RE 8060. CSP: 1,2,6. The full scope of real estate decisionmaking 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 sig nificance.

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 nonreal 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 tech nology, 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 man agement 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. Prerequisite: 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 propertyspecific
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 mixeduse de velopments 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 compe tition within urban areas, emphasizing the role of real pro perty development as an
integral component of the urban pro cess. Land use theory, traditional and contemporary metro politan
development patterns, and transportation and environmental issues are considered. Consideration is also given
to the impact of decision choices, investment objec tives, changing technology, telecommunication, and socio
economic and market activities on both urban form and struc ture. 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. Prerequisite: 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 evalation. Current research is
surveyed, and the student is required to develop a dissertationquality research proposal.

RE 9490 SEM IN RE FIN & LAND ECON 3.0
Seminar in Real Estate Finance and Land Economics Research. Prerequisite: RE 8020, RE 8030, MGS 9940,
MGS 9950, and MGS 9960; 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.

RELS = RELIGIOUS STUDIES

RELS 6040 AUGUSTINE AND AQUINAS 3.0
Augustine and Aquinas. (Same as Phil 6040.) 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.

RELS 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 AfricanAmerican religion.

RELS 6210 SPIRITUALITY IN AMERICA 3.0
Spirituality in America: Native Americans to New Age. Examination of the recent history of spirituality in
American culture, stressing the lives of seers, mystics, and American prophets from the last hundred years.
Topics include Native American spiritual practices, western ("New Age") appropriations of native spiritualities,
mysticism, meditation, religious eclecticism, the problems of interpreting ecstatic behaviors, altered states of
consciousness, and new religious movements in America.

RELS 6215 UTOPIAN/RADICAL/REVOLUTIONARY 3.0
Utopians, Radicals and Revolutionaries: Religious Reformers in America. Exploration of how religious
reformers set out to change, revive or revolutionize American society. Examination of questions including:
What does it mean to create the "good society" in a setting where the people rule? What kinds of personal
qualities (virtues) and social institutions must be sustained in order to hold such a society together? How is it
possible to educate or otherwise equip American citizens to rule themselves and their society?

RELS 6220 THEORIES OF RELIGION 3.0
Theories of Religion. Critical investigation into the nature of religion and the methods for studying it.
Consideration given to psychological, anthropological, sociological, phenomenological, philosophical,
dialogical, feminist, and comparative approaches.

RELS 6240 DEATH AND THE AFTERLIFE 3.0
Death and the Afterlife. Introduction to the general beliefs and

practices associated with death and the afterlife in several world religious traditions. Topics may include religious perspectives on the process of dying, treatment of the body, methods of grieving, views of suicide and martyrdom, and contemporary issues surrounding death and the afterlife.

RELS 6250 AFRICANAMERICAN RELIGION 3.0
AfricanAmerican Religion. Survey of the development of AfricanAmerican religion from colonial times to the present, including an examination of both theological arguments and spiritual experiences.

RELS 6260 RELIGION AND LITERATURE 3.0
Religion and Literature. (Same as Engl 6260.) 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.

RELS 6270 WOMEN AND RELIGION 3.0
Women and Religion. (Same as WSt 6270.) Multicultural exploration of the role of women and female divinities in diverse religious traditions; readings from ancient myths to contemporary feminist theology.

RELS 6290 PILGRIMAGE 3.0
Pilgrimage. Exploration of the central role played by pilgrimage in world religious traditions, including study of its vital social and religious functions. Examples from Judaism, Christianity, Islam, Hinduism, Buddhism, as well as theoretical readings on the phenomenon of pilgrimage.

RELS 6295 RELIGION, SPORT & SPIRITUALITY 3.0
Religion, Sport and Spirituality. A comparative study of the ancient and modern Olympics with an emphasis on the religious character of these games. Questions explored may include: why were the games shut down by the newly Christianized Roman Empire for religious reasons, and why were they revived in the nineteenth century?

RELS 6300 METAPHYSICS 3.0
Metaphysics. (Same as Phil 6300.) 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.

RELS 6450 MODERN JUDAISM 3.0
Modern Judaism. 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.

RELS 6460 JUDAISM IN THE SOUTH 3.0
Judaism in the South. Examination of the historical and cultural development of Judaism in the American south. Topics may include Jewish immigrants, issues of assimilation, Jews and the Civil War, Jewish involvement in the Civil Rights Movement, the Leo Frank case, the Temple bombing in Atlanta, and contemporary issues in Southern Jewish life.

RELS 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.

RELS 6490 TOPICS IN JUDAISM 3.0
Topics in Judaism. Examination of selected topics in Judaism. May be repeated if topic varies.

RELS 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.

RELS 6580 LIFE OF MUHAMMAD 3.0
Life of Muhammad. Study and contrast of various perspectives of the life of the Prophet Muhammad, including medieval Muslim hagiographies, medieval European polemics, and modern reinterpretations by both Muslims and nonMuslims.

RELS 6610 HINDUISM 3.0
Hinduism. (Same as Phil 6610.) Introduction to the Hindu gods and goddesses, Hindu temple and domestic worship, and key themes in modern Hinduism. Will include an overview of the development of Hindu thought and practice from ancient times to the present.

RELS 6612 GITA, YOGASUTRA, HINDU TEXTS 3.0
Bhagavad Gita, Yogasutra, and Other Hindu Texts. Introduction to the classic religious text in the Hindu tradition. Readings include selections from the Rig Veda, the Upanishads, the Satapatha Brahmana, the Yogasutras, the Mahabharata (including the Bhagavad Gita), devotional poetry, and writings from several modern Hindu religious leaders. All reading in English translation; no prior knowledge of Hinduism necessary.

RELS 6615 BUDDHISM 3.0
Buddhism. (Same as Phil 6615.) Historical introduction to the Buddhist tradition, tracing its developments in India, Southeast Asia, Tibet, China, Japan, and the West.

RELS 6620 CONFUCIANISM AND TAOISM 3.0
Confucianism and Taoism. (Same as Phil 6620.) Historical introduction to Chinese religion and philosophy, tracing their developments in Confucianism and Taoism. Some consideration is given to Chinese Buddhism and popular religion.

RELS 6625 ZEN AND SHINTO 3.0
Zen and Shinto. (Same as Phil 6625.) Historical introduction to Japanese religion and philosophy, tracing their developments in Shinto, folk religion, and various Buddhist schools. Special consideration is given to Zen Buddhism.

RELS 6628 TOPICS IN ASIAN RELIGION 3.0
Topics in Asian Religion. Investigation of a selected topic within Hindu, Buddhist, Chinese, and/or Japanese religion. Possible topics include classical Taoist philosophy, new religions in Japan, Tibetan Buddhist texts, and human rights in Asian religion. May be repeated if topic varies.

RELS 6630 COMPARATIVE STUDY OF MYSTICISM 3.0
Comparative Study of Mysticism. Indepth study of mystical texts and traditions, with special attention given to theoretical and methodological inquiry. Readings drawn from a range of traditions and historical periods, as

well as from works in contemporary critical theory in the study of religion.

RELS 6640 RELIGION AND SEXUALITY 3.0
Religion and Sexuality: The Problem of the Erotic. Beginning with a reconstruction of ancient Greek and
Roman sexual attitudes, the course examines how these attitudes and practices were inherited by, changed by,
later Jewish and Christian communities. After a study of the new medieval language of heresy and expulsion in
Europe, the course turns to modern rehabilitations of Classical ideas in thinkers such as Freud and Foucault.

RELS 6650 RELIGION AND ETHICS 3.0
Religion and Ethics. (Same as Phil 6650.) 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.

RELS 6670 CHURCH AND STATE 3.0
Church and State. (Same as Phil 6670.) 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.

RELS 6680 WAR, PEACE, AND RELIGION 3.0
War, Peace, and Religion. (Same as Phil 6680.) Comparative study of attitudes towards 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 religiouslymotivated terrorism.

RELS 6690 SECULARISM, LIBERALISM & RELI 3.0
Secularism, Liberalism and Religion. Exploration of the role of religion and religious values in the modern,
secular state with an emphasis on the past thirty years. Topics may include the defense of the principles of
modern Liberalism from within religious traditions and critiques made by communitarians, Marxists, and
NeoTraditionalists.

RELS 6700 ISSUES IN RELIGIOUS STUDIES 3.0
Issues in Religious Studies. Examination of a selected topic in religion. May be repeated if topic varies, but
only six credit hours may be applied toward the major.

RELS 8210 SEMINAR IN 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.

RELS 8950 DIRECTED READINGS 1.0 to 3.0
Directed Readings. Prerequisite: consent of instructor. Designed to provide students with the opportunity to do
more advanced work in an area of their choice. Not to be used as a substitute for topics normally covered in
other graduate courses. May be repeated once for credit.

RELS 8960 RESEARCH IN RELIGIOUS STUDIES 3.0 to 9.0
Research in Religious Studies. Does not count toward degree requirements. Authorization required. May be
repeated for credit.

RELS 8970 TEACHING PHILOSOPHY 3.0
Teaching Philosophy. (Same as Phil 8970.) Does not count toward degree requirements. Preparation course for
teaching, covering syllabus design, making up tests, grading papers, and other classroom techniques.
Prerequisite for being a graduate teaching assistant. May not be repeated for credit.

RELS 8980 TEACHING PRACTICUM 3.0
Teaching Practicum. Does not count toward degree requirements. Apprenticeship in teaching for graduate
teaching assistants under faculty supervision. Required for all graduate teaching assistants in their first
semester of teaching. May not be repeated for credit.

RELS 8985 ADVANCED TEACHING PRACTICUM 3.0 to 12.0
Advanced Teaching Practicum. Does not count toward degree requirements. Apprenticeship in teaching for
advanced graduate teaching assistants under faculty supervision. Required for all graduate teaching assistant in
their seond and subsequent semesters of teaching. GTAs learn how to document and collect materials for
Teaching Portfolio. May be repeated for credit.

RELS 8999 THESIS RESEARCH 1.0 to 6.0
Thesis Research.

RMI = 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 spreadsheetbased
course surveys the principles of probability theory and mathematical finance for solving a diverse set of risk
management problems related to the valu ation and measurement of operational and financial risk exposures of
the firm. The course is designed for all stu dents 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 proper ty 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 8130, MBA 8230. CSP: 1, 2, 6, 7. Business organizations are
exposed to losscausing 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 lossforecasting 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, losssensitive insurance,
cashflow plans, selfinsurance, 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: Mgs 3400. 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: Mgs 3400. 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 view-points.

RMI 8320 MGT OF INS INSTITUTIONS 3.0
Management of Insurance Institutions. (Replaces RMI 8170 and RMI 8310.) Prerequisite: MBA 8130, MBA
8230. 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 organiza tion 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 8130, MBA 8230. 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 8380 INSURANCE REGULATION 3.0
Insurance Regulation and Public Policy. Prerequisite: MBA 7020 or Math 1070, MBA 7030 or Econ 2106.
CSP: 1, 2, 6, 7. This course provides students the conceptual and institut ional foundations underlying the
regulation of the insurance industry at the national and international level. The conceptual portion of the course
includes topics in norma tive and positivistic theories of regulation, the economics of insurance markets, and
market failures. The institutional portion of the course applies regulatory concepts in examin ing the financial
oversight of insurers and the regulation of insurance prices, products and market conduct. Additio nally, the
course reviews government policies towards insurance in areas such as mandated coverage, antitrust, taxation,
government insurance program and inter national trade.

RMI 8389 DIR READ IN RISK MGT/INS 1.0 to 3.0
Directed Readings in Risk Management and Insurance. Prerequisite: 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. Prerequisite: CIS 8110, CIS 8660, Econ 8700, MBA 8140,
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. Prerequisite: RMI 8000 and at least two other
8000level 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.

RT = 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 patientventilator 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 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 inpatient and outpatient 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 indepth 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 15.0
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. .

SCUL = 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 threedimensional forms. May be repeated for a maximum of fifteen credit hours.

SCUL 6980 DIRECTED STUDY 3.0 to 6.0
Directed Study. Prerequisite: consent of the instructor. For students not majoring in Sculpture. Individual research. May be repeated for a maximum of twelve 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 six credit hours.

SCUL 8100 DIRECTED STUDY SEMINAR 3.0
Directed Study Seminar. Prerequisite: consent of instructor. For M.F.A. Sculpture major. Conceptual development in studio/seminar format using a variety of traditional and experimental approaches to ceramics. May be repeated for a maximum of 12 credit hours.

SCUL 8500 DIRECTED STUDY 3.0 to 9.0
Directed Study. Prerequisite: Scul 8000 with grade of C or higher. For the M.F.A. Sculpture major. Conceptualization and creation of threedimensional forms. May be repeated for a maximum of twentyfour 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 six credit hours.

SCUL 8999 THESIS RESEARCH 3.0 to 12.0
Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

SOCI = 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 AFRICANAMERICAN WOMEN IN U.S. 3.0
AfricanAmerican Women in the United States. 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.) Feminist analyses of who girls are and how they are socialized in
our society. Girls' experiences with social institutions, growth and development issues, selfesteem and body
image, sexuality, culture and media, thirdwave 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. (Same as Gero 7110.) Overview of aging policy, services, and programs with
emphasis on legislation, funding, planning, the aging network, and the longterm care system.

SOCI 8000 PROSEMINAR IN SOCIOLOGY 2.0
Proseminar in Sociology. Prerequisite: consent of Director of Graduate Studies. 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 with grade of B or higher, or its equivalent.
Parametric and nonparametric statistical topics pertinent to sociological research.

SOCI 8020 RESEARCH METHODOLOGY 3.0
Research Methodology. Prerequisite: Soci 8010 with grade of B or higher, or consent of 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. (Same as WSt 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, grandparenting, caregiving, and alternative families.

SOCI 8102 LIFE COURSE SOCIOLOGY 3.0
Life Course Sociology. (Same as Gero 8102 and WSt 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.

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. (Same as Gero 8116 and WSt 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.

SOCI 8118 AGING, HEALTH, AND DISABILITY 3.0
Aging, Health, and Disability. (Same as Gero 8118.) 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, patientpractitioner
interaction, and health promotion behavior.

SOCI 8119 GLOBAL AGING AND SOC POLICIES 3.0
Global Aging and Social Policies. (Same as Gero 8119.) This course examines issues of aging and social
policies in global perspective. Topics include global and comparative studies of demographic changes, aging
and social inequality, retirement and social security, intergenerational exchange, and health care and elder care.

SOCI 8120 AGING AND LONG TERM CARE 3.0
Aging and Long Term Care. (Same as Gero 8120.) Analysis of the longterm health care system, emphasizing
care of the elderly and client, practitioner, and therapeutic issues in institutional and communitybased settings.

SOCI 8122 DEATH, DYING, AND LOSS 3.0
Death, Dying, and Loss. (Same as Gero 8122.) Death and dying; loss; and the cultural processes of grief,
mourning, and bereavement.

SOCI 8124 ETHNICITY AND AGING 3.0
Ethnicity and Aging. (Same as Gero 8124.) 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 lifecourse, "lifechance," and socializaiton 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:CROSSCULTURAL PERSP 3.0
Families in CrossCultural Perspective. Families in different countries, emphasizing the economic,
technological, ideological, and political factors that account for crosssocietal 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, statifications, training, career patterns, clientcolleague 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 GENDER AND SOCIETY 3.0
Gender and Society. (Same as WSt 8216.) Social construction of gender, genderbased 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 with grade of B or higher, or consent of instructor.
Methodological strategies in sociological research involving participant observation, indepth 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 textbased 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 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 three credit hours may be applied
toward the degree program required hours.) Apprenticeship in research or teaching under faculty supervision.

SOCI 8990 RESEARCH PRACTICUM 1.0 to 18.0
Research Practicum. Prerequisite: consent of graduate director. Apprenticeship in research for GRAs and GLAs
under faculty supervision.

SOCI 8991 TEACHING PRACTICUM 1.0 to 18.0
Teaching Practicum. Prerequisite: consent of Director of Instruction. Apprenticeship in teaching for GTAs
under faculty supervision.

SOCI 8998 THESIS PROPOSAL 1.0 to 18.0
Thesis Proposal.

SOCI 8999 THESIS RESEARCH 1.0 to 18.0
Thesis Research.

SOCI 9000 TEACHING SOCIOLOGY 3.0
Teaching Sociology. Prerequisites: Soci 8010, 8020, and 8030, or 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 with grade of B or higher. Faculty supervision and guidance for
graduate students teaching an undergraduate course. For doctoral students interested in collegelevel teaching.

SOCI 9002 WRITING FOR PUBLICATION 3.0
Writing for Publication. Prerequisites: Soci 8000, 8010, 8020, 8030, 8998, and 8999, or equivalents, and
consent of instructor. This seminar provides instruction in applied writing techniques for publication in
sociological journals.

SOCI 9010 MULTIVARIATE SOC DATA ANALYSIS 4.0
Multivariate Sociological Data Analysis. Prerequisite: Soci 8010 with grade of B or higher. 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 with grade of B or higher, or consent of 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 with grade of B or higher, 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 1.0 to 18.0
Readings for Qualifying Examinations. Prerequisite: consent of Graduate Director. Intensive reading on
specific topics in preparation for the qualifying examinations under faculty supervision.

SOCI 9998 DISSERTATION PROPOSAL 1.0 to 18.0
Dissertation Proposal.

SOCI 9999 DISSERTATION RESEARCH 1.0 to 18.0
Dissertation Research.

SPAN = 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 nontechnical 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. For native and nonnative speakers of Spanish. Critical analysis of the prescribed rules of Spanish grammar and syntax with a special consideration of how they often differ from real language (written and oral). Students will explore alternative approaches to traditional grammarbased language learning and teaching.

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. Study of particular aspects or periods of Spanish, Latin American, and other Spanish speaking communities. May be repeated if topics vary.

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 nontechnical texts from Spanish to English and from English to Spanish.

SPAN 7140 GENERAL TRANSLATION 3.0
General Translation. Prerequisite or corequisite: 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. Essential Spanish grammar and vocabulary building with emphasis on cognate recognition and idiomatic expressions for development of reading knowledge. For graduate students preparing for the Graduate Reading Examination. Not open to Spanish majors or native speakers of Spanish.

SPAN 7152 MEDICAL INTERPRETATION 3.0
Medical Interpretation. Prerequisite or corequisite: Span 7150. The protocol and procedures of the medical interpreter. Practice with medical texts and develop medical glossaries.

SPAN 7154 INTERPRETATION II 3.0
Interpretation II. Prerequisite: Span 7150 with grade of B or higher. Development of consecutive, simultaneous and sight interpretation to the professional level. Focus on legal, medical and social services vocabulary, documents, and protocol.

SPAN 7157 STATE & MUN COURT INTERPRETATN 3.0
State and Municipal Court Interpretation. Prerequisite: Span 7150. Corequisite: Span 7154. 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 7765 PRACTICUM IN TRANSLATION 1.0 to 6.0
Practicum in Translation. Prerequisite: consent of instructor. Directed work in special projects; field experience; internships. May be repeated up to six hours.

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. Study of particular aspects or periods of Golden Age Literature. May be repeated if topics vary.

SPAN 8815 SEMINAR ON CERVANTES 3.0
Studies in Cervantes. May be repeated for credit if topics vary.

SPAN 8820 18THCENT SPAN LITERATURE 3.0
EighteenthCentury Spanish Literature. Neoclassical and preRomantic Spanish literature with emphasis on the
Enlightenment and its cultural background.

SPAN 8825 19THCENT SPAN LITERATURE 3.0
NineteenthCentury Spanish Literature. Study of particular aspects of Nineteenth Century Spanish Literature.
May be repeated if topics vary.

SPAN 8830 GENERATION OF '98 3.0
Generation of '98. Early twentiethcentury 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. Study of particular aspects of Contemporary Spanish Literature. May be
repeated if topics vary.

SPAN 8840 TRAUMA, MEMORY & ART 3.0
Trauma, Memory, and Artistic Representation: State Terror in Argentina (1976 83). A look at how different
artistic expressions (literature, film, music, visual arts) have represented state terror and the trauma of the
"desaparecidos" in the decades following the 197683 military dictatorship in Argentina.

SPAN 8845 LATAM LIT: CONQ TO 1900S 3.0
LatinAmerican Literature from the Conquest to the 1900s. A survey of Colonial literature from the first
chronicles of Colon and Cortes to the 1900s.

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 postBoom novel since the mid1970s 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. Study of particular aspects and periods of Latin American Poetry. May be repeated if
topics vary.

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. May be
repeated if topics vary.

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 influencial 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. Inservice 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.

STAT = STATISTICS

STAT 7010 BIOSTAT FOR PUBLIC HEALTH 3.0
Biostatistics for Public Health. Prerequisites: a collegelevel algebra course and a statistics or a research design
course. Three lecture hours a week. An introduction to biostatistics covering topics of interest for public health
fields, including descriptive statistics, proportions, relative risks, probability, estimation and hypothesis testing
applications, regression, and categorical data analysis. Applications will include use of the statistical software
SAS.

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 STATISTCS 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 METHODLGS IN BIOSTATISTICS 3.0
Advanced Methodologies in Biostatistics. Prerequisites: Math 6752. General overview of S language, using
Splus for distributions and data summaries, linear statistical models, generalized linear models, nonlinear
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; BoxJenkins 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 lecture hours 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. Highlevel 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. Prerequisites: Math 4752/6752, and the ability to program in a highlevel
language. Numerical stability of statistical package program algorithms for general linear models; influential
observations; principles of Monte Carlo methods; crossvalidation, jackknife, and bootstrap methods of data
analysis with applications to regression and discriminant analysis; and use of a statistical computer package.

STAT 8674 MONTE CARLO METHODS 3.0
Monte Carlo Methods. Prerequisite: Math 6752 with grade of C or higher. Topics included are the Monte Carlo
method for integration, MetropolisHastings algorithms, the Gibbs sampler and other Markov chainbased
methods, importance sampling, simulated tempering, perfect sampling, and other related subjects. Some
applications will be illustrated by real examples. Applications include use of a statistical computer package.

STAT 8678 SAS PROGRAMMING 3.0
SAS Programming. A comprehensive overview of programming using the SAS statistical software package.
Topics included are data management, matrix operations, descriptive and inferential statistics, macro
programming and graphs.

STAT 8680 APPLIED NONPARAMETRIC METHODS 3.0
Applied Nonparametric Methods. Prerequisite: Math 4752/6752. Three lecture hours a week. Nonparametric
testing and estimation procedures are introduced. Topics include rank methods for one sample and two sample
problems, rank tests for oneway layouts, linear regression and independence problems, robust estimates,
goodnessoffit test, Ustatistics, recent developments in nonparametric statistics.

STAT 8690 TOPICS IN STATISTICS 3.0
Topics in Statistics. May be repeated for credit if topics vary.

STAT 8691 GRADUATE RESEARCH IN STATS 1.0 to 15.0
Graduate Research in Statistics. May be repeated for credit.

STAT 8692 GRADUATE LAB IN STATISTICS 1.0 to 15.0
Graduate Laboratory in Statistics. May be repeated for credit.

STAT 8700 CATEGORICAL DATA ANALYSIS 3.0
Categorical Data Analysis. Prerequisite: Math 4752 or 6752. Analysis of Multinomial Data and Contingency
tables, loglinear model for count data, model selection procedures; applications include use of statistical
software packages, like SAS and S+.

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 8800 STATISTICAL CONSULTING 2.0
Statistical Consulting. This course is designed to help students develop skills needed by a successful statistical
consultant. Topics include consulting philosophy, effective problem identification, positive interaction with
clients, and interpersonal communication skills, etc. This course provides students with experience in
consulting on statistical problems with researchers in other disciplines.

STAT 8820 RESEARCH 3.0
Research. Prerequisite: consent of 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 18.0
Thesis Research. Prerequisite: thesis option.

SW = SOCIAL WORK

SW 7100 FOUND OF COMMUNITY PARTNERSHPS 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 knowledgeon 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 interrelationships between small and large social systems will be explored, as well as the influence of biopsychosocial 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 MALTREATMENT 3.0
Child Maltreatment. 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 AGING PRACTICE 3.0
Aging Practice, Policy, and Research Issues. This course is designed to provide the basic knowledge and entrylevel 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 SUBSTANCE ABUSE PRACTICE 3.0
Substance Abuse Practice, Policy, and Research Issues. 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 RESOURSES & 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 CHILD WELFARE PRACTICE 3.0
Child Welfare Practice, Policy, and Research Issues. 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 atrisk 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, selfhelp 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 7360 FORENSIC SOCIAL WORK 3.0
The course will introduce students to social work issues that are encountered by social workers, attorneys, and other specialists in a forensic setting. The course will include a critical analysis and study of particular social issues and the impact of those issues on the purposes and the effectiveness of organizations and individuals who work within the legal system. The course will address social work skills and ethical issues in a forensic setting.

SW 7370 PSYCHOPATHOLOGY 3.0
The purpose is to acquaint students with the major types of psychopathology. Students should recognize those descriptions that are the defining features of each of the major pathologies.l Theories as to the etiology considering both biochemical and social explantions will be reviewed. Contrasting perspectives of the ways in which a society can label and address deviant behavior will be presented.

SW 7380 DISABILITIES PRACTICE 3.0
Disabilities Practice, Policy, and Research Issues This course will provide students with the opportunity to develop their knowledge of the impact of both physical and developmental disabilities on individuals and families. Focus is on responses to those disabilities diagnosed at birth or acquired through illness or injury. Emphasis is placed on utilizing appropriate social work interventions, while recognizing such variables as age, socioeconomic status, family constellation, cultural issues, and premorbid conditions. Understanding disabilities from a human rights perspective and the impact of oppression on people with disabilities will be explored. A historical perspective on how disability has been perceived and addressed by societal institutions will be presented.

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 agencybased social work practice. This experience incorporates an agencybased 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 15.0
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, forprofit and nonprofit 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 communitybased 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.

TEXT = TEXTILES

TEXT 6050 TEXTILES 3.0
Textiles. For graduate students not majoring in Textiles. Textile techniques either in loom, nonloom, or surface design explored from design principles and technical application. May be repeated for a maximum of fifteen 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. For students not majoring in Textiles. Individual

research. May be repeated for a maximum of twelve 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 eighteen 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.

TSLE = 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 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.

TX = 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 indepth 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 taxexempt entities. Some time also is devoted to tax planning, ethical practices, taxation of crossborder ebusiness 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 eresources.

TX 8040 TAX PRACTICE & PROCEDURES 3.0
Tax Practice and Procedures. Prerequisite: Tx 8020; Prerequisite or Corequisite: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 Corequisite: 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. Prerequisite: 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 & SHAREHOLDRS 3.0
Taxation of Corporations and Shareholders. Prerequisite: Tx 8020; Prerequisite or Corequisite: 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. Prerequisite: Tx 8020, Tx 8030; Prerequisite or Corequisite: 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 TAXPEN/PRO SHAR/DEF COMP 3.0
Taxation of Pension, ProfitSharing, and Deferred Compensation Plans. Prerequisite: Tx 8020; Prerequisite or Corequisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of income tax laws relating to pension, profitsharing, and deferred compensation plans as such laws affect employers, employees, selfemployed individuals and fiduciaries.

TX 8180 CURRENT TOPICS IN TAX 3.0
Current Topics in Taxation. Prerequisite: 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 cuttingedge issues that arise in the new ebusiness 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 Corequisite: 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 Corequisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of federal estate and gift tax laws involved in intervivos and testamentary transfers of proper ty. Additionally, the course focuses on estate planning techniques.

TX 8270 STATE & LOCAL TAXATION 3.0
State and Local Taxation. Prerequisite: Tx 8020; Prerequisite or Corequisite: 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. Ebusiness 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 Corequisite: 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. Ebusiness issues also are explored.

TX 8320 INCOME TAX AC PER & METH 3.0
Income Tax Accounting Periods and Methods. Prerequisite: Tx 8020; Prerequisite or Corequisite: 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 longterm 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. Prerequisite: 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 fulltime faculty member to sponsor a student's research.

TX 8390 ADV CASES STUDIES IN TAX 3.0
Advanced Case Studies in Taxation. Prerequisite: 3.0 or higher GPA and B grade or higher in Acct 4510; or consent of instructor. In this course students will use advanced real world cases to identify tax accounting and tax planning issues in unique fact patterns, select and apply appropriate tax laws to unique fact patterns and make decisions requiring knowledge of the tax law and its effect.

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, employersite learning experience. In this experience, students have the opportunity to apply taxrelated 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 ISSUES IN INDIVIDUAL TAX 3.0
Issues in Individual Taxation. Prerequisite: None. 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.

WST = WOMEN'S STUDIES

WST 6040 GEN/RACE/CLASS IN COMPLEX SOC 3.0
Gender/Race/Class in Complex Societies. (Same as Anth 6060). Experiential learning in the urban setting through direct exposure to and experience in an ethnic community. Informed awareness of the knowledge, attitudes, and practices of ethnic communities within the community and larger society.

WST 6050 GLOBAL PERS ON VIOL AGNST WOM 3.0
Global Perspectives on Violence Against Women. Comparative course investigating women's experiences of violence inside and outside the home, examining the reasons why women are disproportionately the victims of certain types of violence worldwide. Rates and types of violence against women are compared for various societies and strategies for ending violence explored.

WST 6070 FAM VIOLENCE & CRIM JUSTICE 3.0
Family Violence and Criminal Justice. (Same as CRJU 6070). This course examines how the justice system responds to family violence.

WST 6210 WOMEN IN CROSSCULTURAL PERSP 3.0
Women in CrossCultural Perspective. (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.) Feminist analyses of who girls are and how they are socialized in our society. Girls' experiences with social institutions, growth and development issues, selfesteem and body image, sexuality, culture and media, thirdwave feminism, and girls' movements.

WST 6312 AFRICANAMER 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 6270 and RelS 6270.) Multicultural 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. 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. (Same as Anth 6500 and Gero 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 6520 FEMINISM AND TECHNOLOGY 3.0
Feminism and Technology. (Same as Engl 6520). Examines recent feminist cultural studies of science and technology. May include feminist theories of science, women's technological work, and cyberfeminism, and may require projects involving film, popular culture, new media, and online activism.

WST 6590 CULTURAL STUDIES OF GENDER 3.0
Cultural Studies of Gender. Introduces students to cultural studies as methodological approach to studying gender and culture. The topics vary each year; however, the course will consistently examine how popular

culture provides a means for understanding social negotiation, politics and identity construction that people enact in everyday activities with a special focus on the role of gender.

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 6740 WOMEN ARTISTS 3.0
Women Artists. (Same as AH 6750). A survey of women artists from prehistory to the present.

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 3.0
Activism: History and Theory. Theoretical and historical perspectives on activism, focusing on how various types of activism are intertwined, the emergence of secondwave feminism within the context of civil rights and antiwar movements, and current feminist activisms 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 6780 AFAM LESBIAN AND GAY ACTIVISM 3.0
AfricanAmerican Lesbian and Gay Activism. Examines the speeches, writings, and other public communication of AfricanAmerican lesbians and gay men who promote democratic ideals. Surveys historical and contemporary issues confronting this marginalized population. Emphasis on thematic and cultural critical approaches.

WST 6790 WOMANISM 3.0
Womanism. Explores womanism as a perspective distinct from feminism. Examines the multiple origins of womanism within global Africana discourse. Covers theoretical and activist dimensions of womanism across multiple disciplines and in popular culture.

WST 6810 FEMINISM AND FOUCAULT 3.0
Feminism and Foucault. Provides a broad overview of the works of the French philosopher, Michel Foucault, and emphasizes feminist/womanist use of his theories and methods to analyze domination and resistance.

WST 6820 FEMINISM AND QUEER THEORY 3.0
Feminism and Queer Theory. Analyzes the relations of sexuality and gender identity, as well as the interrelationships among these identities and other institutions, such as capitalism, globalization, art and performance, the law, media, and academia.

WST 6830 CLASS MATTERS 3.0
Class Matters. Investigates the complexities of class in the U.S., where it is elusive because we often imagine ourselves free from the fixed hierarchies of other societies or, at the very least, overestimate our class mobility.
Connects issues of social stratification to other systemic oppressions, such as race and gender, in the context of increasing globalization.

WST 6860 PHILO PERSPECTIVES ON WOMEN 3.0
Philosophical Perspectives on Women. (Same as Phil 6860.) 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 antifeminist perspectives.

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 7260 SOCIAL WORK WITH THE AGING 3.0
Social Work with the Aging. (Same as SW 7260 and Gero 7260.) This course is designed to provide the basic knowledge and entrylevel 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 poststructural/postmodernist feminist thought. Investigation will be framed and complemented by readings that provide an overview of feminist activism of the nineteenth and twentieth centuries.

WST 8002 GLOBALIZATION & GENDER 3.0
Globalization and Gender. Introduction to theories in feminism, such as thirdworld feminisms, postcolonial theory, and poststructuralism 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.

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.

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 the first draft of a thesis proposal in Women's Studies or a related discipline.

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, grandparenting, caregiving, and alternative families.

WST 8102 LIFE COURSE SOCIOLOGY 3.0
Life Course Sociology. (Same as Soci 8102 and Gero 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 and Gero 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 GENDER AND SOCIETY 3.0
Gender and Society. (Same as Soci 8216.) Social construction of gender, genderbased stratification, and power dynamics.

WST 8500 ACTIVISM PRACTICUM 5.0
Activism Practicum. Corequisite: WSt 8510. Supervised, fieldbased work in a socialchange 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 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 8750 SEMINAR IN FEMINIST PHILOSOPHY 3.0
Seminar in Feminist Philosophy. Philosophical topics or figures in feminist theory, such as a study of teh ways feminist theory has challenged traditional philosophical thought, feminist ethics, or the thought of Andrea Dworkin. May be repeated once if topic varies.

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. Topics vary according to instructor; may be repeated if topics vary.

WST 8920 SPEC TOPICS IN WOMEN'S STUDIES 3.0 to 4.0
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 9.0
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 research universities, two regional universities, 13 state universities, three state colleges, and 13 two-year colleges. These 35 public institutions are located throughout the state.

A 18-member constitutional Board of Regents governs the University System, which has been in operation since 1931. Appointments of board members, five from the state-at-large and one from each of the state's thirteen 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 non-degree activities, primarily, and special types of college degree credit courses. The non-degree 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

Research Universities

Athens	University of Georgia
Atlanta	Georgia Institute of Technology
Atlanta	Georgia State University
Augusta	Medical College of Georgia

Regional Universities

Statesboro	Georgia Southern University
Valdosta	Valdosta State University

State Universities

Albany	Albany State University
Americus	Georgia Southwestern State University
Augusta	Augusta State University
Carrollton	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 State University
Savannah	Armstrong Atlantic State University
	Savannah State University

State Colleges

Dalton	Dalton State College
Lawrenceville	Georgia Gwinnett College
Macon	Macon State College

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
Decatur	Georgia Perimeter College
Douglas	South Georgia College
Gainesville	Gainesville State College
Rome	Georgia Highlands 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

Hugh A. Carter, Jr., Atlanta	State-at-Large	2000-2009
Felton A. Jenkins, Madison	State-at-Large	2006-2013
Doreen Stiles Poitevint, Bainbridge	State-at-Large	2004-2011
Donald M. Leebern, Jr., McDonough	State-at-Large	2005-2012
William H. Cleveland, Atlanta	State-at-Large	2001-2009
W. Mansfield Jennings, Jr., Hawkinsville	1st District	2006-2013
Julie Ewing Hunt, Tifton	2nd District	2004-2013
Benjamin J. Tarbutton, Sandersville	3rd District	2006-2013
Wanda Yancey Rodwell, Stone Mountain	4th District	2005-2012
Elridge W. McMillan, Atlanta	5th District	2003-2010
Michael J. Coles, Kennesaw	6th District	2001-2008
Richard L. Tucker, Lawrenceville	7th District	2005-2012
Robert F. Hatcher, Macon	8th District	2006-2013
Patrick S. Pittard, Atlanta	9th District	2003-2008
James R. Jolly, Dalton	10th District	2003-2008

Willis J. Potts, Rome	11th District	2006-2013
J. Timothy Shelnut, Augusta	12th District	2000-2007
Allan Vigil, Morrow	13th District	2003-2010

10,020.20 Officers and Administrative Staff

Allan Vigil, Chair
William H. Cleveland, Vice Chair

Erroll B. Davis, Jr., Chancellor
Demetra Morgan, Executive Assistant to the Chancellor
Rob Watts, Chief of Staff
Julia Murphy, Secretary to the Board
Jennifer Fairchild-Pierce, Associate Secretary to the Board
Ronald B. Stark, Chief Audit Officer & Associate Vice Chancellor, Internal Audit

Thomas E. Daniel, Interim Chief Operating Officer & Executive Vice Chancellor—Office of Administrative & Fiscal Affairs
Elizabeth E. Neely, Associate Vice Chancellor—Legal Affairs
J. Burns Newsome, Assistant Vice Chancellor—Legal Affairs (Prevention)
Daryl Griswold, Assistant Vice Chancellor—Legal Affairs (Contracts)
Dorothy Roberts, Interim Associate Vice Chancellor—Human Resources
Sherea Frazer, Director of Human Resources
Lamar Veatch, Assistant Vice Chancellor—Georgia Public Library Service
Joy Hymel, Executive Director—Office of Economic Development
Terry Durden, Director of ICAPP Operations
John Millsaps, Interim Associate Vice Chancellor—Media and Publications
Diane Payne, Director of Publications
Linda M. Daniels, Vice Chancellor—Facilities
Peter J. Hickey, Assistant Vice Chancellor—Real Properties
Sharon Britton, Acting Assistant Vice Chancellor—Design and Construction
Alan Travis, Director of Planning
Mark Demyanek, Director of Environmental Safety
William Bowes, Vice Chancellor—Office of Fiscal Affairs
Usha Ramachandran, Assistant Vice Chancellor—Fiscal Affairs
David Dickerson, Assistant Budget Director
Sherea Frazer, Executive Director of Human Resources, Payroll & Benefits
Debra Lasher, Executive Director—Business and Financial Affairs
Mike McClearn, Director of University System Purchasing
Lee Wates, Assistant Director—Financial Services and Systems

Beheruz N. Sethna, Interim Chief Academic Officer & Executive Vice Chancellor—Office of Academics
Frank A. Butler, Vice Chancellor—Academics, Faculty and Student Affairs
Daniel W. Rahn, Senior Vice Chancellor—Health and Medical Programs & President, Medical College of Georgia
Bettie Horne, Interim Associate Vice Chancellor—Faculty Affairs
Tonya Lam, Associate Vice Chancellor—Student Affairs
Marci Middleton, Director of Academic Program Coordination
Jan Kettlewell, Associate Vice Chancellor—P-16 Initiatives/Executive Director of USG Foundation
Dorothy Zinsmeister, Assistant Vice Chancellor—Academic Affairs/Associate Director for Higher Education, PRISM Initiative
Richard C. Sutton, Senior Adviser for Academic Affairs/Director-International Programs
Cathie M. Hudson, Associate Vice Chancellor—Strategic Research and Analysis
Anoush Pisani, Senior Research Associate
Susan Campbell, Policy Research Associate

Tom Maier, Interim Vice Chancellor—Information and Instructional Technology/CIO
Jim Flowers, Special Assistant to the CIO
Kris Biesinger, Assistant Vice Chancellor—Advanced Learning Technologies

Diane Chubb, Associate Director of Special Projects
Brian Finnegan, Director of Emerging Instructional Technologies
Catherine Finnegan, Associate Director of Assessment and Public Information
David Disney, Director of Information Services
John Graham, Executive Director—Enterprise Applications Systems
Matthew Kuchinski, Director of System Office Systems Support
Ray Lee, Director of Information & Web Services
Merryll Penson, Executive Director—Library Services
John Scoville, Executive Director—Enterprise Infrastructure Services
Jessica Somers, Executive Director of Academic Innovation
Lisa Striplin, Director of Administrative Services

10,030 Georgia State University Administration

Carl V. Patton, Ph.D., President

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
Jerry J. Rackliffe, M.B.A., Vice President for Finance and Administration
Robert D. Morris, Ph.D., Vice President for Research
Douglass F. Covey, Ph.D., Vice President for Student Services

Roy W. Bahl, Jr., Ph.D., Dean, Andrew Young School of Policy Studies
Lauren B. Adamson, Ph.D., Dean, College of Arts and Sciences
Fenwick H. Huss, Ph.D., Dean, J. Mack Robinson College of Business
Ronald P. Colarusso, Ed.D., Dean, College of Education
Susan J. Kelley, Ph.D., Dean, College of Health and Human Sciences
Steven J. Kaminshine, J.D., Dean, College of Law
Charlene S. Hurt, M.L., Dean, Libraries

J.L. Albert, M.S., Associate Provost for Information Systems and Technology
Joan G. Carson, Ph.D., Associate Provost for Institutional Effectiveness
William J. Fritz, Ph.D., Associate Provost for Academic Programs
John F. Hicks, M.A., Assistant Provost for International Affairs

Elizabeth R. Jones, M.B.A., Acting Associate Vice President for Finance
Robert H. Curry, Ph.D., Associate Vice President for Research Integrity
Amy R. Lederberg, Ph.D., Associate Vice President for Research
Dene H. Sheheane, M.B.A., Associate Vice President for State Relations
Rebecca Y. Stout, Ph.D., Associate Vice President for Student Services and Dean of Students

Wayne E. Reed, M.S.M., Assistant Vice President for Auxiliary and Support Services
Cherise Y. Peters, M.H.R.M., Assistant Vice President for Enrollment Services and Registrar
Harvey F. Shumpert, M.S., Assistant Vice President for Facilities Management
Mary Ann Simpkins, M.B.A., Acting Assistant Vice President for Finance and Comptroller
Ellen C. Burgin, M.B.A., Assistant Vice President for Finance and Operations, GSU Foundation
Linda J. Nelson, M.S., Assistant Vice President for Opportunity Development and Diversity Education Planning and Acting Assistant Vice President for Human Resources
Nannette Commander, Ph.D., Assistant Vice President for Recruitment and Retention
Albertha W. Barrett, M.B.A., Assistant Vice President for Research and Awards Administration
DeAnna J. Hines, B.S., Assistant Vice President for University Relations

John D. Marshall, J.D., University Attorney

David R. Bledsoe, M. Ed., Director of Financial Aid
Marolyn C. Wells, Ph.D., Director of the Counseling Center

Timothy J. Woltering, M.S., Director of the Student Advisement Center
Mary McElroy, M.S., Director of Intercollegiate Athletics

Mailing addresses for university administrators are available at **https://auxweb.gsu.edu/pobox**.

10,040 Faculty

Adamson, Lauren B., Ph.D. (University of California, Berkeley), Professor of Psychology and Dean of the College of Arts and Sciences
Agarwal, Vikas, Ph.D. (London Business School), Assistant Professor of Finance
Ainsworth, James, Ph.D. (Ohio State University), Associate Professor Sociology
Akinyela, Makungu, Ph.D. (Emory University), Associate Professor of African-American Studies
Albers, H. Elliott, Ph.D. (Tulane University), Regents' Professor of Biology and Psychology and Director of the Center for Behavioral Neurosciences
Albers, Margaret M., Ph.D. (Indiana University), Associate Professor of Middle-Secondary Education and Instructional Technology
Albo, Francisco J., M.A. (City College of New York, CUNY), Lecturer of the School of Music
Alberto, Paul A., Ph.D. (Georgia State University), Research Professor of Educational Psychology and Special Education
Alcocer, Rudyard J., Ph.D. (University of Iowa), Assistant Professor of Modern and Classical Languages
Alexander, Margo, Ph.D. (Georgia State University), Senior Lecturer of Mathematics and Statistics
Ali, Mohammed Hassan, Dipl., Ph.D. (University of London), Associate Professor of History
Allensworth, John, Ph.D. (Kent State University), Lecturer of Geosciences
Alleyne, Mark D., D.Phil. (Oxford University), Associate Professor of Communication
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
Altman, Andrew, Ph.D. (Columbia University), Professor of Philosophy and Director of the Jean Beer Blumenfeld Center for Ethics
Alves, Melissa A., Ph.D. (Georgia School of Professional Psychology, Clinical Assistant Professor of Counseling Center
Ambrose, Robert J., D.M. (Northwestern University), Assistant Professor of Music
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, Page L., Ph.D. (University of Georgia), Assistant Professor of Psychology
Apalkov, Vadym M., Ph.D. (University of Utah), Assistant Professor of Physics and Astronomy
Appeadu, Charles E., Ph.D. (University of Washington, Seattle), Assistant Professor of Finance
Appleberry, Cheryl L., M.S. (Georgia State University), Temporary Clinical Instructor of Kinesiology and Health
Arav, Marina, Ph.D. (Technion-Israel Institute of Technology), Assistant Professor of Mathematics and Statistics
Ari, Arzu, Ph.D. (Georgia State University), Assistant Professor of Respiratory Therapy
Ariail, Mary, Ph.D. (University of Georgia), Assistant Professor of Middle-Secondary Education and Instructional Technology
Arikan, Asli, Ph.D. (Ohio State University), Assistant Professor of Managerial Sciences
Arikan, Ilgaz, Ph.D. (Ohio State University), Assistant Professor of International Business
Armistead, Lisa, Ph.D. (University of Georgia), Associate Professor of Psychology
Arthur, Gary L., Ed.D. (Auburn University), Part-Time Professor of Counseling and Psychological Services
Ashby, Jeffrey S., Ph.D. (Pennsylvania State University), Professor of Counseling and Psychological Services
AshShareef, Teirab, Ph.D. (Indiana University, Bloomington), Assistant Professor of the Middle East Institute
Attanasio, Roberta, D. Res. (University of Rome), Associate Professor of Biology
Aycock, Dawn, M.S.N. (Emory University), Clinical Instructor in Nursing
Austin, Gayle M., Ph.D. (City University of New York), Associate Professor of Communication
Babaie, Hassan A., Ph.D. (Northwestern University), Associate Professor of Geosciences and Undergraduate Director for Geology
Bacon, E. JoAnn, M.P.H. (University of Tennessee), Academic Professional in Nursing
Bagnuolo, William G., Ph.D. (California Institute of Technology), Associate Professor of Physics and Astronomy
Bahl, Roy W., Jr., Ph.D. (University of Kentucky), Regents Professor, Dean of the Andrew Young School of Policy Studies and member of the faculty of the Department of Public Administration and Urban Studies

Baker, H. Robert, Ph.D. (University of California, Los Angeles), Assistant Director of History
Bakonyi, Mihai, Ph.D. (College of William and Mary), 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 of Women's Studies
Banzhaf, H. Spencer, Ph.D. (Duke University), Associate Professor of Economics
Barfuss, Delon W., Ph.D. (University of Arizona), Professor of Biology
Barker, Angela, Ph.D. (University of Oklahoma), Assistant Professor of Music
Barksdale, Hiram C., Jr., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Marketing
Baro, Deborah, Ph.D. (University of Illinois), Associate Professor of Biology
Barr, Pamela S., Ph.D. (University of Illinois, Urbana-Champaign), Associate Professor of Managerial Sciences
Barrett, David M., Jr., Ph.D. (Georgia State University), Assistant Professor of Decision Sciences
Barrow, Doyle, Ph.D. (Georgia State University), Lecturer of Chemistry
Barthlow, Douglas, Ph.D. (University of Georgia), Senior Lecturer of 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
Bates, Teresa, M.N. (Medical College of Georgia), Clinical Instructor in Nursing
Baumstark, Alfons L., Ph.D. (Harvard University), Professor and Chair of the Department of Chemistry and Co-director of the Center for Biotechnology and Drug Design
Baumstark, Barbara R., Ph.D. (Massachusetts Institute of Technology), Professor of Biology
Baunach, Dawn, Ph.D. (University of Virginia), Associate Professor of Sociology
Baxter, Delia Hanson, Ph.D. (Georgia State University), Associate Professor of Nutrition
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
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 Director of the Digital Arts and Entertainment Laboratory
Belcher, Diane D. Ph.D. (Ohio State University), Associate Professor of Applied Linguistics and English as a Second Language
Belinsky, Rachel, Ph.D. (St. Petersburg University, Russia), Lecturer of Mathematics and Statistics
Belkasim, Saeid, Ph.D. (University of Windsor), Associate Professor of Computer Science
Bellenger, Danny N., Ph.D. (University of Alabama), Professor of Marketing
Bello, Daniel C., Ph.D. (Michigan State University), Professor of Marketing
Bellon, Joseph, Ph.D. (University of Georgia), Senior Lecturer of Communication
Bell-Pringle, Virginia, Ph.D. (Georgia State University), Clinical Assistant Professor of the Counseling Center
Belykh, Igor, Ph.D. (University of Nizhny Novgorod, Russia), Assistant Professor of Mathematics and Statistics
Benardot, Dan, Ph.D. (Cornell University), Associate Professor of Nutrition
Bennett, Catherine M., J.D. (University of Georgia), Lecturer in Law
Bennett, Jeffrey A., Ph.D. (Indiana University), Assistant Professor of Communication
Benson, Gwen, Ph.D. (University of Kansas), Associate Professor of Educational Psychology and Special Education, Associate Dean for School & Community Partnerships, and Director of the Alonzo A. Crim Center for Urban Educational Excellence
Bernhardt, Kenneth Lee, Ph.D. (University of Michigan), Regents' Professor of Marketing and Assistant Dean for Corporate Relations, J. March Robinson Colege of Business
Bernstein, Arla, Ph.D. (University of Florida), Assistant Professor of Communication
Berry, Jessica N., Ph.D. (University of Texas, Austin), Assistant Professor of Philosophy
Beyah, Abdul R., Ph.D. (Georgia Institute of Technology), Assistant Professor of Computer Science
Bhola, Jaman, M.S. (Georgia State University), Instructor of 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)Associate Professor of Criminal Justice
Blasi, Ronald W., LL.M. (New York University), Professor of Law
Blaustein, David, Ph.D. (Georgia State University), Academic Professional of Biology
Blumi, Isa, Ph.D. (New York University), Assistant Professor of History

Boex, Jameson, Assistant Research Professor of Economics
Bogner, William C., Ph.D. (University of Illinois, Urbana-Champaign), Associate Professor of Managerial Sciences and Associate Chair of Managerial Sciences
Bohan, Chara, Ph.D. (University of Texas, Austin), Assistant Professor of Middle-Secondary Education and Instructional Technology
Bolia, Ly, M.F.A. (New York University), Assistant Professor of Communication
Boles, James S., Ph.D. (Louisiana State University), Professor of Marketing
Boozer, Jack S., Ph.D. (Emory University), Associate Professor of Communication
Bonnet, Solange S., Ph.D. (Columbia University), Lecturer of Modern and Classical Languages
Borek, Lois, Ed.S. (Liberty University), Lecturer of Biology
Borthick, A. Faye, D.B.A. (University of Tennessee, Knoxville), Professor of Accountancy and Director of the Center for Teaching and Learning in Technology
Bottoms, David, Ph.D. (Florida State University), Professor of English, ~~Associate Dean for the College of Arts and Sciences~~, and Director of the Center for Interdisciplinary and Collaborative Arts
Bourdeaux, Carolyn, Ph.D. (Syracuse University), Assistant Professor of Public Administration and Urban Studies
Bourgeois, Anu, Ph.D., (Louisiana State University), Associate Professor of Computer Science
Bowie, Jennifer, Ph.D. (Texas Technical University), Assistant Professor of English
Boyles, Deron R., Ph.D. (Vanderbilt University), Professor of Educational Policy Studies
Brack, Catherine J. Ph.D. (Indiana University, Bloomington), Professor of Counseling and Associate Director of the Counseling Center
Brack, Gregory, Ph.D. (Indiana University, Bloomington), Associate Professor of Counseling and Psychological Services
Bramlette, Teresa, M.F.A. (Virginia Commonwealth University), Lecturer of Art and Design
Brandon, Leslie Jerome, Ph.D. (University of Illinois, Urbana-Champaign), Professor of Kinesiology and Health
Brattain, Michelle, Ph.D. (Rutgers State University, New Brunswick), Associate Professor and Associate Chair of the Department of History
Braunrot, Bruno, Ph.D. (Yale University), Professor of Modern and Classical Languages
Breault, Donna A., Ph.D. (Georgia State University), Assistant Professor of Educational Policy Studies
Brinton, Margo A., Ph.D. (University of Pennsylvania), Regents' Professor of Biology
Brooks, Fred P. III, Ph.D. (University of Georgia), Associate Professor of Social Work
Bross, James L., LL.M. (University of Pennsylvania), Professor of Law
Brown, Lawrence D., Ph.D. (University of Rochester), Professor of Accountancy and Holder of the J. Mack Robinson Distinguished Professorship in Accountancy
Brown, Murray L., Ph.D. (University of Nebraska, Lincoln), Associate Professor of English
Brown, Nancy, Ph.D. (Georgia State University), Clinical Instructor of Middle-Secondary Education and Instructional Technology
Browning, Barbara, M.S. (University of Rochester) Clinical Assistant Professor of Nursing
Bruce, David C., Ph.D. (University of Michigan), Professor of International Business
Bruner, Michael L., Ph.D. (University of Washington), Associate Professor and Area Director of Graduate Studies of Communication
Budnitz, Mark E., J.D. (Harvard University), Professor of Law
Bullen, Maria L., Ph.D. (University of California, Los Angeles), Associate Professor of Accountancy
Bunch, Kay J., Ph.D. (Georgia State University), Instructor of Managerial Sciences
Bunting, John, M.A. (Georgia State University), Lecturer of Applied Linguistics and English as a Second Language
Burgess, Elizabeth, Ph.D. (University of Southern California), Associate Professor of Sociology
Burke, Jennifer, M.S. (Georgia State University), Lecturer of Applied Linguistics and English as a Second Language
Burmester, Elizabeth, T., Ph.D. (University of Illinois, Chicago), Assistant Professor of English
Burk, Kathleen, Ph.D. (Florida State University), Assistant Professor of Educational Policy Studies and Director of the Regents' Testing Program
Burleson, Mark, M.F.A. (Mills College), Assistant Professor of Art and Design
Burnley, Pamela C., Ph.D. (University of California Davis), Associate Professor of Geosciences
Burns, Janet L., Ph.D. (Georgia State University), Clinical Associate Professor of Middle-Secondary Education and Instructional Technology
Burrison, John A., Ph.D. (University of Pennsylvania), Regents' Professor of English
Butler, Deborah S., Ph.D. (Georgia State University), Assistant Professor of Managerial Sciences
Byrd, Hazel Patricia, Ph.D. (University of Florida), Professor of Applied Linguistics and English as a Second Language
Cadenhead, Catherine P., Ph.D. (Georgia State University), Clinical Assistant Professor of Counseling and Psychological Services

Calandra, Brendan D., Ph.D. (University of South Florida), Assistant Professor of Middle-Secondary Education and Instructional Technology

Caldwell, Tanya, Ph.D. (University of Toronto), Associate Professor of English

Calegari, Michael J., Ph.D. (University of Arizona), Assistant Professor of Accountancy

Calhoon, Mary, Ph.D. (Vanderbilt University), Assistant Professor of Educational Psychology and Special Education

Calhoun-Brown, Allison, Ph.D. (Emory University), Associate Professor of Political Science

Calloway, Jimmy, Ph.D. (University of Maryland), Associate Professor of Kinesiology and Health

Camp, Damon D., Jr., Ph.D. (Claremont Graduate School), Associate Professor of Criminal Justice

Cannon, Debra Franklin, Ph.D. (Georgia State University), Associate Professor of Hospitality Administration and Director of the Cecil B. Day School of Hospitality Administration

Cantrell, Cecilia H., Ph.D. (The Ohio State University), Associate Professor of Sociology and Nursing

Carey, George J., LL.M. (Harvard University), Professor of Law

Carey, Henry F., Ph.D. (Columbia University), Associate Professor of Political Science

Carey, Stephen, Ph.D. (Washington State University), Assistant Professor of Modern and Classical Languages

Carlson, Carolyn S., Ph.D. (Georgia State University), Lecturer of Communication

Carmon, Myra, Ed.D. (University of Georgia), Associate Professor of Nursing

Carr, Amelia S., Ph.D. (Arizona State University), Assistant Professor of Management

Carrillo, Pedro, M.I. P.P. (The Johns Hopkins University), Instructor in International Business

Carruth, Laura, Ph.D. (University of Colorado, Boulder), Assistant Professor of Biology

Carson, Joan G., Ph.D. (Northwestern University), Professor of Applied Linguistics and English as a Second Language

Carter, Carol E., Ph.D. (Ohio State University), Associate Professor of Computer Information Systems

Carter, Joya A., Ph.D. (Syracuse University), Assistant Professor of Early Childhood Education

Carter, Marva, Ph.D. (University of Illinois at Urbana), Associate Professor of Music

Cash, Annette, Ph.D. (Ohio State University), Senior Lecturer of Modern and Classical Languages and Director of Translation and Interpretation Program for the Department of Modern and Classical Languages

Cavusgil, Sharon, M.A. (Michigan State University), Senior Lecturer of Applied Linguistics and English as a Second Language and the ESL Services Program

Chang, Catherine, Ph.D. (University of North Carolina, Greensboro), Associate Professor of Counseling and Psychological Services

Chase, Nancy, Ph.D. (Emory University), Associate Professor of English

Chen, Guantao, Ph.D. (University of Memphis), Professor of Mathematics and Statistics

Chen, Huey-Jen, Ph.D. (University of South Florida), Visiting Assistant Professor

Chen, Lei Tony, Ph.D. (University of Texas-Dallas), Assistant Professor of Accountancy

Cheshier, David, Ph.D. (University of Iowa), Associate Professor and Chair of the Department of Communication

Chiovaro, Jennifer, J.D. (Georgia State University), Lecturer in Law

Chin, Kuk Jeong, Ph.D. (Universitat Konstant, Germany), Assistant Professor of Biology

Chung, Jin Soo, Ph.D. (University of Maryland, College Park) Assistant Professor of Middle-Secondary Education and Instructional Technology

Chung, Y. Barry, Ph.D. (University of Illinois), Associate Professor of Counseling and Psychological Services

Ciccotello, Conrad S., Ph.D. (Pennsylvania State University), Associate Professor of Risk Management and Insurance

Clancy, Andrew, Ph.D. (University of Texas, Austin), Senior Lecturer of Biology

Clark, Kris J., M.Acc. (University of Arizona), Instructor in Accountancy

Clark, Patricia, Ph.D. (University of Rochester), Associate Professor of Nursing

Clarkson, Marsha G., Ph.D. (University of Florida), Associate Professor of Psychology

Cobb-Walgren, Cathy J., Ph.D. (University of Texas, Austin), Associate Professor of Marketing

Cody, Mildred McInnis, Ph.D. (Rutgers University), Associate Professor of Nutrition and Head, Division of Nutrition

Cohen, Andrew I., Ph.D. (University of NC, Chapel Hill), Assistant Professor of Philosophy

Cohen, Andrew J., Ph.D. (Georgetown University), Assistant Professor of Philosophy

Cohen, Lindsey, Ph.D. (University of Georgia), Assistant Professor of Psychology

Cohen, Rachelle, J., (University of Georgia), Lecturer of Psychology

Colarusso, Ronald P., Ed.D. (Temple University), Professor of Educational Psychology and Special Education and Dean of the College of Education

Coleman, William, M.M. (Northwestern University), Professor of Music

Collins, C. Brennan, Ph.D. (Georgia State University), Academic Professional of English

Collins, Mattie Sue Carter, Ph.D. (Florida State University), Assistant Professor of Criminal Justice
Commander, Nannette, Ph.D. (Georgia State University), Associate Professor of the Counseling Center and Educational Psychology and Special Education
Cook, Sarah, Ph.D. (University of Virginia), Associate Professor of Psychology
Cox, James C., Ph.D. (Harvard University), Professor of Economics and Holder of the Noah Langdale, Jr. Eminent Scholar and the Georgia Research Alliance Eminent Scholar Chair
Cox, Samuel H., Ph.D. (Louisiana State University), Professor of Actuarial Science and Holder of the Thomas P. Bowles Jr. Chair of Actuarial Science
Crampton, Jeremy, Ph.D. (Pennsylvania State University), Associate Professor of Geosciences and Director of Graduate Studies in Geography
Cranwell-Bruce, Lisa, M.S. (Georgia State University), Clinical Instructor in Nursing
Gregoire, Denis, Ph.D. (University of Colorado), Assistant Professor of Managerial Sciences
Crenshaw, D. Michael, Ph.D. (Ohio State University), Associate Professor of Physics and Astronomy
Crimmins, Timothy James, Ph.D. (Emory University), Professor of History and Director of the Center for Neighborhood and Metropolitan Studies
Crow, Sidney A., Jr., Ph.D. (Louisiana State University), Professor of Biology, Director of the Center for Environmental Research
Culley, Marci, Ph.D. (University of Missouri, Kansas City), Assistant Professor of Psychology
Curasi, Carolyn F., Ph.D. (University of South Florida), Associate Professor of Marketing
Curcio, Andrea A., J.D. (University of North Carolina), Associate Professor of Law
Curlette, William Lynch, Ph.D. (Syracuse University), Professor of Educational Policy Studies and Counseling and Psychological Services
Curry, Robert H., M.D. (University of Miami), Visiting Professor of Health Administration
Custer, William S., Ph.D. (University of Illinois, Urbana-Champaign), Associate Professor of Health Administration and Risk Management and Insurance
Cymbalyuk, Gennady, Ph.D. (Moscow State University, Russia) Assistant Professor of Physics and Astronomy
Dabney, Dean A., Ph.D. (University of Florida), Associate Professor of Criminal Justice
Dadzie, Kofi Q., Ph.D. (Ohio State University), Associate Professor of Marketing
Daily, Nancy, Ph.D. (Georgia State University), Clinical Assistant Professor of Middle-Secondary Education and Instructional Technology
Dakhli, Mourad, Ph.D. (University of South Carolina), Assistant Professor of International Business
Danis, Wade, Ph.D. (Indiana University), Assistant Professor of International Business
Dangel, Harry L., D. Ed. (Pennsylvania State University), Associate Professor of Educational Psychology and Special Education and Director of the Center for Teaching and Learning
Dangel, Julie A., Ph.D. (Georgia State University), Associate Professor of Early Childhood Education
Darnell, Kim, Ph.D. (Ohio State University), Senior Lecturer of Psychology
Darsey, James F., Ph.D. (University of Wisconsin, Madison) Associate Professor of Communication
Davidson, Denise, Ph.D. (University of Pennsylvania), Assistant Professor of History
Davis, Douglas R., Ph.D. (Louisiana State University), Assistant Professor of Educational Policy Studies
Davis, George J., Ph.D. (University of New Mexico), Associate Professor of Mathematics and Statistics
Davis, Phillip, Ph.D. (University of California, Los Angeles), Associate Professor of Sociology
Day, Diane, Ph.D. (Georgia State University), Lecturer of Biology
Dear, Renanda Wood, M.S.W. (University of Georgia), Academic Professional in Social Work
Decker, Scott, Ph.D. (Ball State University), Assistant Professor of Counseling and Psychological Services
de Koning, Alice J., Ph.D. (INSEAD), Assistant Professor of Managerial Sciences
Delk, Cheryl, M.A. (Michigan State University), Senior Lecturer of Applied Linguistics and English as a Second Language and Director of Intensive English Program
del Rio Parra, Elena, Ph.D. (Brown University), Assistant Professor of Modern and Classical Languages
Deming, Mary, Ph.D. (Georgia State University), Associate Professor of Middle-Secondary Education and Instructional Technology
Demos, Nick, D.M.A. (Cleveland Institute of Music), Associate Professor of Music and Director of the Center for Hellenic Studies
Derby, Charles D., Ph.D. (Boston University), Professor of Biology and Associate Dean of the College of Arts and Sciences
Dew, Brian J., Ph.D. (The University of North Carolina), Assistant Professor of Counseling and Psychological Services
Dhawan, Rajeev, Ph.D. (University of California, Los Angeles), Director of the Economic Forecasting Center
Diabote, Amota, Ph.D. (University of Tennessee, Knoxville), Visiting Professor of Economics

Dias, Laurie B., Ph.D. (Georgia State University), Assistant Professor of Middle-Secondary Education and Instructional Technology

Diaz, Julian, III, Ph.D. (Georgia State University), Professor of Real Estate, Chair of the Department of Real Estate and Holder of the Richard Bowers & Company Professorship in Real Estate

Diem, Jeremy E., Ph.D. (University of Arizona, Tucson), Assistant Professor of Geosciences and Undergraduate Director for Geography

DiFalco, Nancy A., M.S.N. (University of Pennsylvania), Academic Professional in Nursing

Dietz, Nikolaus, Ph.D. (Technical University Berlin), Associate Professor of Physics and Astronomy

Ding, Lifeng, Ph.D. (University of Georgia), Associate Professor of Mathematics and Statistics

Dix, Richard D., Ph.D. (Baylor College of Medicine), Professor of Biology

Dixon, Dabney W., Ph.D. (Massachusetts Institute of Technology), Professor and Associate Chair of the Department of Chemistry

Dixon-Gordon, Gayle, Ed.D. (Columbia University), Lecturer of Mathematics and Statistics

Dixon, Patricia, Ph.D. (Temple University), Associate Professor of African-American Studies

Dobbs, Randall F., Ed.D. (Vanderbilt University), Clinical Associate Professor of Educational Policy Studies

Dobranski, Stephen, Ph.D. (University of Texas, Austin), Associate Professor of English

Doerr, Bridget T., D.N. Sc. (University of Pennsylvania), Clinical Associate Professor of Nursing

Doig, Kathleen Hardesty, Ph.D. (Fordham University), Professor and Chair of the Department of Modern and Classical Languages

Dongoski, Craig, M.F.A. (University of South Dakota), Associate Professor of Art and Design

Donnelly, Denise A., Ph.D. (University of Florida), Associate Professor of Sociology

Donnelly, Joseph M., D.H.S. (University of Indianapolis), Clinical Assistant Professor of Physical Therapy

Donthu, Naveen, Ph.D. (University of Texas, Austin), Professor of Marketing

Dooley, Caitlin, Ph.D. (University of Texas, Austin) Assistant Professor of Early Childhood Education

Downs, William Murray, Ph.D. (Emory University), Associate Professor and Chair of the Department of Political Science

Doyle, James Andrew, Ph.D. (The Ohio State University), Associate Professor of Kinesiology and Health and Chair of Kinesiology and Health

Dri, Ellen A., M.S. (State University of New York), Clinical Assistant Professor of Nursing

Duffield, John S., Ph.D. (Princeton University), Professor of Political Science

Duhaime, Irene M., Ph.D. (University of Pittsburgh), Professor of Managerial Sciences and Associate Dean of the J. Mack Robinson College of Business

Dwyer, Sandra, Ph.D. (Emory University), Lecturer of Philosophy

East, Cynthia E., M.S.W. (University of Georgia), Clinical Assistant Professor of Social Work

Easterbrooks, Susan R., Ed.D. (University of Georgia), Professor of Educational Psychology and Special Education

Edmundson, William A., J.D. (Duke University), Professor of Law

Edwards, Donald H., Jr., Ph.D. (Yale University), Professor of Biology and Physics and Astronomy and Director of the Brains and Behavior Program

Eger III, Robert S., Ph.D. (University of Kentucky), Associate Professor of Public Administration and Urban Studies

Eichenbaum, Zehava, Ph.D. (Wiezmann Institute of Science, Rehovot, Israel), Associate Professor of Biology

Eilertson, Carmen, Ph.D., (North Dakota State University), Senior Lecturer of Biology

Eisemann, Peter C., Ph.D. (University of Michigan, Ann Arbor), Professor of Finance

Eisterhold, Jodi, Ph.D. (University of Florida), Assistant Professor of Applied Linguistics and English as a Second Language

Elger, John F., J.D. (University of Texas), Associate Professor of Risk Management and Insurance and Legal Studies

Ellen, Pam Scholder, Ph.D. (University of South Carolina, Columbia), Associate Professor of Marketing

Elliott, Lori, Ph.D. (Georgia State University), Clinical Instructor of Middle-Secondary Education and Instructional Technology

Elliott, W. Crawford, Ph.D. (Case Western Reserve University), Associate Professor of Geosciences

El-Mayas, Hanan, Ph.D. (University of East Anglia, England), Lecturer of Biology

Emanuel, Anne S., J.D. (Emory University), Professor of Law

Emshoff, James G., Ph.D. (Michigan State University), Associate Professor of Psychology

Enescu, Florian Ph.D. (University of Michigan, Ann Arbor), Assistant Professor of Mathematics and Statistics

Engstrom, Richard, Ph.D. (Rice University), Assistant Professor of Political Science

Erickson, Wayne, Ph.D. (University of New Mexico), Associate Professor of English

Eriksen, Michael P., Sc.D. (Johns Hopkins University), Professor of Public Health and Director of the Institute of Public Health

Eroglu, Sevgin A., Ph.D. (Michigan State University), Associate Professor of Marketing

Eskew, Glenn, Ph.D. (University of Georgia), Associate Professor of History

Esposito, Jennifer, Ph.D. (Syracuse University), Assistant Professor of Educational Policy Studies
Eastman, Vedicia, M.S.N. (Duke University), Clinical Assistant Professor of Nursing
Eubanks, Paula, Ed.D (University of Georgia), Associate Professor of Art and Design
Evans, Gary A., Captain, B.S. (University of Tennessee in Chattanooga), Assistant Professor of Military Sciences
Eyler, Kel-Ann S., Ph.D. (Georgia State University), Assistant Professor of Accountancy
Farnham, Paul G., Ph.D. (University of California, Berkeley), Associate Professor of Economics
Fazlollahi, Bijan, Ph.D. (Syracuse University), Professor of Managerial Sciences and International Business
Feldhaus, William R., Ph.D. (Georgia State University), Associate Professor of Risk Management and Insurance
Feinberg, Joseph, Ph.D. (University of Georgia), Assistant Professor of Middle-Secondary Education and Instructional Technology
Fendler, Richard J., Ph.D. (University of Alabama), Assistant Professor of Finance
Fenn, Christopher J., M.Tx. (Georgia State University), Instructor in Accountancy
Fernández-L'Hoeste, Héctor, Ph.D. (State University of New York, Stony Brook), Associate Professor and Associate Chair of the Department of Modern and Classical Languages, and Co-director of the Center for Latin American and Latino Studies
Ferraro, Paul J., Ph.D. (Cornell University), Associate Professor of Economics
Ferreira, Raymond R., Ph.D., (University of Maryland), Associate Professor of Hospitality Administration
Finn, Mary A., Ph.D., (State University of New York, Albany), Professor of Criminal Justice
Firestone, Elizabeth E., Ed.S. (Georgia State University), Clinical Assistant Professor of the Counseling Center
Firestone, Susan A., M.S. (Georgia State University), Senior Lecturer of Applied Linguistics and English as a Second Language
Flatt, Victor B., J.D. (Northwestern University), Associate Professor of Law
Fletcher, Ian C., Ph.D. (Johns Hopkins University), Associate Professor of History
Flint, Amy, Ph.D. (University of California, Berkeley) Assistant Professor of Middle-School Education and Institutional Technology
Flowers, Timothy R., M.F.A. (Rhode Island School of Design), Lecturer of Art and Design
Floyd, Frank, Ph.D. (Bowling Green State University), Professor of Psychology
Floyd, Nancy, M.F.A. (California Institute of the Arts), Associate Professor of Art and Design
Flynn, Sheryl M., Ph.D. (University of Florida), Assistant Professor of Physical Therapy
Forquer, David R., M.B.A. (Georgia State University), Lecturer in Managerial Sciences and Assistant Dean for Executive Education
Fournillier, Janice, Ph.D. (University of Georgia), Assistant Professor of Educational Policy Studies
Fowler, Linda P., M.S. (Florida State University), Assistant Professor of Educational Psychology and Special Education
Fox, Dana L., Ph.D. (University of Missouri, Columbia), Associate Professor of Middle-Secondary Education and Instructional Technology
Frackenpohl, David, M.M. (University of North Texas), Instructor of Music
Franklin, Daniel P., Ph.D. (University of Texas, Austin), Associate Professor of Political Science
Franklin, Paul, Ph.D. (Columbia University), Senior Lecturer of Chemistry
Frantz, Kyle, J., Ph.D. (University of Florida), Assistant Professor of Biology
Fredrick, Laura D., Ph.D. (Georgia State University), Associate Professor of Educational Psychology and Special Education
Fredriksen, Brandt, D.M.A. (State University of New York, Stony Brook), Assistant Professor of the School of Music
Freeman, Eric, Ph.D. (North Carolina State University), Assistant Professor of Educational Policy Studies
Freer, Patrick K., Ph.D. (Columbia University), Assistant Professor of Music
Frey, Teryl K., Ph.D. (California Institute of Technology), Professor and Associate Chair of the Department of Biology
Friedman, Edward, Ph.D. (Duke University), Associate Professor of Communication and Director of the Molecular Basis of Disease Program
Friedmann, Robert R., Ph.D., (University of Minnesota), Professor of Criminal Justice
Fritz, William Jon, Ph.D. (University of Montana), Professor of Geosciences and Associate Provost for Academic Programs
Frost, Shelby, Ph.D. (University of Colorado, Boulder), Clinical Assistant Professor of Economics
Fujioka, Yuki, Ph.D. (Washington State University), Associate Professor of Communication
Fuller, Kathryn K., Ph.D. (Johns Hopkins University), Associate Professor and Associate Chair of Communication
Furlow, Carolyn, Ph.D., (University of Texas at Austin), Assistant Professor of Educational Policy Studies
Gabel, Joan T. A., J.D. (University of Georgia), Associate Professor of Legal Studies and Interim Director, Institute of International Business
Gabler-Hover, Janet, Ph.D. (Ohio State University), Professor of English
Gadda, Giovanni, Ph.D. (University of Milan, Milan, Italy), Assistant Professor of Chemistry
Gaensler, Isobel, Ph.D. (Georgia State University), Lecturer of Mathematics and Statistics

Gagne, Phillip E., Ph.D. (University of Maryland), Assistant Professor of Educational Policy Studies
Gaillet, Lynée Lewis, Ph.D. (Texas Christian University), Associate Professor of English
Gaines, Sherry K., Ph.D. (Georgia State University), Associate Professor of Nursing
Galchinsky, Michael, Ph.D., (University of California, Berkeley), Associate Professor of English
Gallagher, Charles, Ph.D. (Temple University), Assistant Professor of Sociology
Gallagher, Peggy L., Ph.D. (University of North Carolina, Chapel Hill, Professor of Educational Psychology and Special Education and Chair of Educational Psychology and Special Education
Gallant, Christine, Ph.D. (University of Minnesota), Professor of English
Gallimore, Paul. Ph.D. (University of Keele), Professor of Real Estate
Gallivan, Michael, Ph.D. (Massachusetts Institute of Technology), Associate Professor of Computer Information Systems
Gallo, Sergio, D.M. A. (University of California, Santa Barbara), Assistant Professor of Music
Gardenhire, Douglas S., M.S. (Pittsburg State University), Clinical Instructor in Respiratory Therapy
Garfin, Deborah, Ph.D. (University of Minnesota-Twin Cities), Lecturer of Psychology
Gaunt, Deborah S., M.Ins. (Georgia State University), Instructor in Risk Management and Insurance
Gay, Gerald D., Ph.D. (University of Florida), Professor of Finance and Chair of the Department of Finance
Gayles, Jonathan, E.D.D. (University of South Florida), Assistant Professor of African-American Studies
Gebhardt, Mary Catherine, Ph.D. (University of Georgia), Assistant Professor of Nursing
Geil, Mark, Ph.D. (Ohio State University), Assistant Professor of Kinesiology and Health
Geisler, Gregory C., Ph.D. (University of North Carolina, Chapel Hill), Assistant Professor of Accountancy
Gerber, Stuart, D.M. (University of Cincinnati), Assistant Professor of Music
Germann, Markus W., Ph.D. (University of Calgary, Canada), Associate Professor of Chemistry
Gerschefski, Martha, Diploma (Juilliard School), Lecturer of Music
Gibbons, Deborah F., Ph.D. (Carnegie Mellon University), Assistant Professor of Management
Gibler, Karen M., Ph.D. (Georgia State University), Associate Professor of Real Estate
Gibson, Thomas S., D.M. (Catholic University of America), Assistant Professor of Music
Gies, Douglas R., Ph.D. (University of Toronto), Professor of Physics and Astronomy
Gieseker, Karen, Ph.D. (University of Colorado at Boulder), Assistant Professor of Public Health
Gilbert, Eric, Ph.D. (University of California, Riverside), Assistant Professor of Biology
Gilbert, Brett, Ph.D. (Indiana University), Assistant Professor of Managerial Sciences
Gilbert, Ralph, M.F.A. (University of California, Santa Barbara), Associate Professor of Art and Design and Associate Dean for the College of Arts and Sciences
Gindhart, Maria P., Ph.D. (University of Pennsylvania), Assistant Professor of Art and Design
Giovinazzo, Vincent J., Ph.D. (New York University), Professor of Accountancy
Girth, Marjorie L., LL.B. (Harvard University) Professor of Law
Glass, Gary D., Ph.D. (University of Memphis), Clinical Assistant Professor of the Counseling Center
Gobron, Louise M., M.A. (Georgia State University), Lecturer of Applied Linguistics and ESL
Goldsleger, Cheryl, M.F.A. (Washington University), Assistant Professor and Director of the School of Art and Design
Goode, Christopher T., Ph.D. (University of Washington), Lecturer of Psychology
Goodfellow, Lynda L., Ed.D. (University of Georgia), Associate Professor of Respiratory Therapy, Director of the School of Health Professions and Head, Division of Respiratory Therapy
Goodman, Audrey, Ph.D. (Columbia University), Associate Professor of English
Gordon, Paula, M.S. (Georgia State University), Clinical Instructor in Nursing
Gormley, Barbara, Ph.D. (Michigan State University), Assistant Professor of Counseling and Psychological Services
Gowen, Sheryl A., Ph.D. (Georgia State University), Associate Professor of Educational Policy Studies and Chair of Educational Policy Studies
Grace, Martin F., Ph.D. (University of Florida), Professor of Risk Management and Insurance and Legal Studies and Holder of the James S. Kemper Professorship
Grant, Kathryn B., Ph.D. (Columbia University), Associate Professor of Chemistry
Grantham, Carol A., Ph.D. (University of Michigan), Clinical Assistant Professor of Nursing
Graves, Scott E., Ph.D. (SUNY, Stony Brook), Assistant Professor of Political Science
Gray, Jacquelyn Gray, Ph.D. (Emory University), Clinical Assistant Professor of Educational Psychology and Special Education
Greenberg, Daphne, Ph.D. (City University of New York), Assistant Professor of Educational Psychology and Special Education
Greene, Jason T., Ph.D. (Indiana University), Associate Professor of Finance

Greene, Oliver, Ph.D. (Florida State University), Assistant Professor of Music
Greer, Susanna, Ph.D. (University of Alabama, Birmingham), Assistant Professor of Biology
Gregoire, Denis, Ph.D.(University of Colorado),Assistant Professor of Managerial Sciences
Gregory, William A., J.D. (Harvard University) Professor of Law
Griffith, Janice C., J.D. (University of Chicago), Professor of Law and Dean of the College of Law
Grindel, Cecelia M. Gatson, Ph.D. (University of Maryland), Professor of Nursing and Associate Director of Graduate Programs in the Byrdine F. Lewis School of Nursing
Grindstaff, Davin, Ph.D. (Pennsylvania State University), Lecturer of Communication
Grissom, Terry V., Ph.D. (University of Wisconsin), Professor of Real Estate
Grober, Matthew, Ph.D., (University of California, Los Angeles), Associate Professor of Biology
Groves, Darrell, M.Ed. (Georgia State University), Temporary Clinical Instructor of Educational Policy Studies
Gryc, William E., Ph.D. (Cornell University), Lecturer of Mathematics and Statistics
Gu, Baotang, Ph.D. (Purdue University), Assistant Professor of English
Guano, Emanuela, Ph.D. (University of Texas, Austin), Assistant Professor of Anthropology
Gullette, Gregory S., Ph.D. (University of Georgia), Lecturer of Anthropology
Gunhouse, W. Glenn, Ph.D. (John Hopkins University), Lecturer of Art and Design
Gurewicz, Rachael, Ph.D., (West Virginia University), Assistant Professor of Kinesiology and Health
Gurmu, Shiferaw, Ph.D. (Indiana University), Associate Professor of Economics
Gylys, Beth, Ph.D. (University of Cincinnati), Associate Professor of English
Haase, Milton R., B.S. (Hofstra University), Instructor in Computer Information Systems
Haberlen, John B., D.M.A. (University of Illinois, Urbana-Champaign), Professor and Director of the School of Music
Hall, Frank J., Ph.D. (North Carolina State University), Professor of Mathematics and Statistics
Han, Jun, Ph.D. (University of SC-Columbia), Assistant Professor of Mathematics and Statistics
Hankla, Charles, Ph.D. (Emory University), Assistant Professor of Political Science
Hankins, Katherine B., Ph.D. (University of Georgia), Assistant Professor of Geosciences
Hanley, Julia, Ph.D. (Emory University), Lecturer of Modern and Classical Languages
Hannan, R. Lynn, Ph.D. (University of Pittsburgh), Assistant Professor of Accountancy
Hansen, Carol D., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Public Administration and Urban Studies and Member of the W.T. Beebe Institute of Personnel and Employment Relations
Harden, Donald, M.S. (Georgia State University), Instructor of Mathematics and Statistics
Harmon, Stephen W., Ed.D. (University of Georgia), Associate Professor of Middle-Secondary Education and Instructional Technology and Associate Chair of Middle-Secondary Education and Instructional Technology
Harper, Margaret Mills, Ph.D. (University of North Carolina, Chapel Hill), Professor of English
Harper, Steven A., Ph.D. (University of Texas at Austin), Assistant Professor of Music
Harris, Sidney E., Ph.D. (Cornell University), Professor of Computer Information Systems
Harrison, Robert, Ph.D. (Yale University), Professor of Computer Science and Biology
Hart, Lynn C., Ph.D., (Georgia State University), Associate Professor of Early Childhood Education and Mathematics and Statistics
Hartfield, Bernadette Weston, J.D. (University of California, Berkeley), Associate Professor of Law
Hartgrove, Mary Kathryn, M.M. (Northwestern University), Assistant Professor of Music
Hartley, Christie J., Ph.D. (University of Michigan), Assistant Professor of Philosophy
Hartwig, Melinda, Ph.D. (New York University), Assistant Professor of Art and Design
Harvey, Adia M., Ph.D. (Johns Hopkins University), Assistant Professor of Sociology
Harwood, Robert J., M.S.A. (Central Michigan University), Clinical Assistant Professor of Respiratory Therapy
Hastings, Gary, Ph.D. (Imperial College of Science and Technology), Associate Professor of Physics and Astronomy
Haston, Warren A., Ph.D. (Northwestern University), Assistant Professor of Music
Hatcher, Bernice S., M.Ed. (Georgia State University), Temporary Clinical Instructor of Middle-Secondary Education and Instructional Technology
Hattingh, Johannes, Ph.D. (Rand Afrikaans University), Professor and Chair of the Department of Mathematics and Statistics
Hayashi, Kentaro, Ph.D. (University of North Carolina, Chapel Hill), Assistant Professor of Educational Policy Studies
Haydon, Geoffrey, D.M.A. (University of Texas-Austin), Associate Professor of Music
Education and Instructional Technology
Hayes, Carol. MN (Emory University), Clinical Assistant Professor of Nursing
He, Xiaochun, Ph.D. (University of Tennessee), Associate Professor of Physics and Astronomy

Heflin, L. Juane, Ph.D. (University of North Texas), Associate Professor of Educational Psychology and Special Education
Heller, Kathryn W., Ph.D. (Georgia State University), Professor of Educational Psychology and Special Education
Helling, Amy, Ph.D. (Emory University), Assistant Professor of Public Administration and Urban Studies
Henrich, Christopher, Ph.D. (Yale University), Assistant Professor of Psychology
Henry, Gary T., Ph.D. (University of Wisconsin, Milwaukee), Professor of Public Administration and Urban Studies and Political Science
Henry, Louis, M.S. (University of Maryland), Instructor of Computer Science
Henry, Ronald J., Ph.D. (Queen's University of Belfast, Northern Ireland), Professor of Physics and Astronomy and Provost
Henry, Todd, Ph.D. (University of Arizona), Professor of Physics and Astronomy
Hensel, Wendy F., J.D. (Harvard University), Lecturer in Law
Hepburn, Valerie, Ph.D.. (University of Georgia), Clinical Assistant Professor of Public Health
Herb, Michael, Ph.D. (University of California, Los Angeles), Associate Professor of Political Science
Herman, Jonathan, Ph.D. (Harvard University), Associate Professor of Religious Studies
Heuring, Christine, Ph.D. (University of South Australia), Instructor of Marketing
Hewell, Sandra W., Ph.D. (Georgia State University), Clinical Assistant Professor of Nursing
Higbie, Elizabeth J., Ph.D. (University of Georgia), Associate Professor of Physical Therapy and Kinesiology and Health
Hill, Craig A., Ph.D. (Vanderbilt University), Assistant Professor of Managerial Sciences
Hill, Joseph A., Ph.D. (University of Georgia), Clinical Assistant Professor of Counseling and Psychological Services
Hill, Michele B., Ph.D. (Georgia State University), Clinical Assistant Professor of the Counseling Center
Hilliard, Asa G., III, Ed.D. (University of Denver), Fuller E. Callaway Professor of Urban Education and Professor of Counseling and Psychological Services, Early Childhood Education, Educational Policy Studies, and Educational Psychology and Special Education
Hilliard, Julia, Ph.D. (Baylor College of Medicine), Professor of Biology, and Eminent Scholar in Molecular Genetics, and Director of the Viral Immurology Center
Hirsh, James, Ph.D. (University of Washington), Professor of English
Hocks, Mary E., Ph.D. (University of Illinois, Urbana-Champaign), Associate Professor of English
Hoffner, Cynthia, Ph.D. (University of Wisconsin-Madison), Associate Professor of Communication
Hogue, L. Lynn, J.D. (Duke University), Professor of Law
Holman, John, Ph.D. (University of Southern Mississippi), Professor of English
Holmes, Shirlene, Ph.D. (Southern Illinois University, Carbondale), Associate Professor of Communication
Hopkins, Barbara Lee, M.M.Sc. (Emory University), Clinical Assistant Professor of Nutrition
Horne, Eva M., M.N. (Emory University), Clinical Assistant Professor of Nursing
Houchins, David E., Ph.D. (University of Florida), Associate Professor of Educational Psychology and Special Education
Houghton, John E., Ph.D. (Texas A&M University), Associate Professor of Biology
Houghton, Susan M., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Managerial Sciences
Howard, Robert M., Ph.D. (State University of New York, Stony Brook), Associate Professor of Political Science
Howell, Carol Ann, Ph.D. (Georgia State University), Associate Professor of Nursing
Hsu, Yu-Sheng, Ph.D. (Purdue University), Professor of Mathematics and Statistics
Hu, Xiaoling, Ph.D. (University of Arizona), Assistant Professor of Computer Science
Huang, Zhen, Ph.D. (Swiss Federal Institute of Technology, Switzerland), Associate Professor of Chemistry
Hubona, Geoffrey S., Ph.D. (University of South Florida), Associate Professor of Computer Information Systems
Hudson, Hugh D., Jr., Ph.D. (University of North Carolina, Chapel Hill), Professor and Chair of the Department of History
Hugon, J. Artur, Ph.D. (University of Southern California), Assistant Professor of Accountancy
Huff, Robin Y., Ph.D. (Emory University), Lecturer of Modern and Classical Languages
Huhman, Kim, Ph.D. (University of Georgia), Professor of Psychology
Hundewale, Nisar, M.Sc. (University of Wollongong), Instructor of Computer Science
Huss, H. Fenwick, D.B.A. (University of Tennessee, Knoxville), Dean of the J. Mack Robinson College of Business
Hutcheson, Philo A., Ph.D. (University of Chicago), Associate Professor of Educational Policy Studies
Ingalls, Christopher P., Ph.D. (Texas A&M University), Assistant Professor of Kinesiology and Health and Physical Therapy
Irving, Miles A., Ph.D. (University of California, Santa Barbara), Assistant Professor of Educational Psychology and Special Education
Iskander, John, Ph.D. (University of California, Santa Barbara), Assistant Professor of Religious Studies
Ivery, Jan, Ph.D. (Virginia Commonwealth University), Assistant Professor of Social Work
Jackson, Leslie, Ph.D. (California School of Professional Psychology), Clinical Professor of Psychology

Jacobs, Fred A., Ph.D. (University of Georgia), Professor of Accountancy
Jacobson, Stephen, Ph.D. (University of Michigan, Ann Arbor), Senior Lecturer of Philosophy
James, Kimberly M., Ph.D. (University of Michigan-Ann Arbor), Assistant Professor of Political Science
Jang, Nan, Ph.D. (University of Arizona), Assistant Professor of Applied Linguistics and ESL
Jaret, Charles L., Ph.D. (University of Chicago), Professor of Sociology
Jarmakani, Amira J., Ph.D. (Emory University), Assistant Professor of Women's Studies
Jarrett, Olga S., Ph.D. (Georgia State University), Associate Professor of Early Childhood Education
Jefferson, Julie, DPT (University of Central Arkansas), Clinical Assistant Professor of Physical Therapy
Jenkins, Major Logan M., M.A.S. (Central Michigan University), Assistant Professor of Military Science
Jernigan, Jan., Ph.D. (University of Pittsburgh), Visiting Assistant Professor of Public Health
Jiang, Chun, Ph.D. (Shanghai Brain Research Institute), Professor of Biology
Jiang, Nan, Ph.D. (University of Arizona), Associate Professor of Applied Linguistics and English as a Second Language
Joe, Jennifer R., Ph.D. (University of Pittsburgh), Assistant Professor of Accountancy
Johanson, Misty M., Ph.D. (Michigan State University), Assistant Professor of Hospitality Administration
Johnson, Benjamin F., Ed.D. (University of Kentucky), Associate Professor of Kinesiology and Health and Physical Therapy
Johnson, Nancy P., M.L.S., J.D. (Georgia State University), Law Librarian and Professor of Law
Johnson, Roy D., Ph.D. (University of Oregon), Associate Professor of Computer Information Systems
Johnston, Wesley J., Ph.D. (University of Pittsburgh), Professor of Marketing and Director of the Center for Business and Industrial Marketing
Jolivette, Kristine, Ph.D. (Vanderbilt University), Assistant Professor of Educational Psychology and Special Education
Jones, Charles, Ph.D. (Washington State University), Associate Professor and Chair of the Department of African-American Studies
Jones, Donald R., Ph.D. (University of Texas, Austin), Assistant Professor of Accountancy
Jordan, Lynne Q., Ed.S. (Georgia State University), Clinical Instructor of Early Childhood Education
Joseph, Sheri L., Ph.D. (University of Georgia), Associate Professor of English
Juergensmeyer, Julian C., J.D. (Duke University), Ben F. Johnson Chair in Law
Junor-Clarke, Pier., Ph.D. (University of Toronto), Assistant Professor of Middle-Secondary Education and Institutional Technology
Jurkovic, Gregory J., Ph.D. (University of Texas), Associate Professor of Psychology
Kadish, Mark J., LL.B. (New York University), Associate Professor of Law
Kahnweiler, William M., Ph.D. (Florida State University), Associate Professor of Public Administration and Urban Studies and Member of the W. T. Beebe Institute of Personnel and Employment Relations
Kale, Jayant R., Ph.D. (University of Texas, Austin), Professor of Finance and Board of Advisors Professor of Global Financial Markets
Kaminshine, Steven J., J.D. (DePaul University), Associate Professor of Law and Associate Dean of the College of Law
Kantner, John, Ph.D. (University of California, Santa Barbara), Associate Professor of Anthropology
Kartasheva, Anastasia, Ph.D. (University of Toulouse, France), Assistant Professor of Risk Management and Insurance
Kassens, Jane, M.S.N. (Emory University), Clinical Instructor in Nursing
Katz, Paul, Ph.D. (Cornell University), Professor of Biology and Director of the Center for Neural Communication and Computation
Kaufman, Bruce E., Ph.D. (University of Wisconsin), Professor of Economics
Kaufmann, Jodi, Ph.D. (University of Georgia), Assistant Professor of Educational Policy Studies
Kaur, Parjit, Ph.D. (Panjab University, India), Professor of Biology
Keatley, Richard E., Ph.D. (Yale University), Lecturer of Modern and Classical Languages
Keil, Mark, D.B.A. (Harvard University), Professor of Computer Information Systems and holder of the Board of Advisors Professor in Computer Information Systems
Kelley, Susan J., Ph.D. (Boston College), Professor of Nursing and Dean of the College of Health and Human Sciences
Kennedy, G. Davon, Ph.D. (Emory University), Associate Professor of Chemistry
Kerlin, Janelle A., Ph.D. (Syracuse), Assistant Professor of Public Administration and Urban Studies
Kesner, John E., Ph.D. (The Ohio State University), Associate Professor of Early Childhood Education
Ketsche, Patricia G., Ph.D. (Georgia State University), Associate Professor of Health Administration
Kibler-Herzog, Laura, Ph.D. (Georgia State University), Senior Lecturer of Chemistry
Kicklighter, Jana R., Ph.D. (Emory University), Associate Professor of Nutrition
Kii, Toshi, Ph.D. (University of Minnesota), Associate Professor of Sociology

Kim, Jung, Ph.D. (Georgia State University), Senior Lecturer of Sociology
Kimble, Laura, Ph.D. (University of Rochester), Associate Professor of Nursing
King, Kathryn, M.F.A. (University of Florida), Associate Professor of Art and Design
King, Kimberly N., Ph.D. (University of California, Berkeley), Associate Professor of Computer Science
King, Joyce, Ph.D. (Stanford University), Professor of Educational Policy Studies and Benjamin E. Mays Chair of Urban Teaching, Learning, & Leadership
Teaching, Learning, & Leadership
King, Tricia Zawacki, Ph.D. (University of Florida), Assistant Professor of Psychology
Kini, Omesh, Ph.D. (Purdue University), Professor of Finance
Kinkopf, Neil, J.D. (Case Western Reserve University), Assistant Professor of Law
Kinuthia, Wanjira, Ph.D. (University of South Alabama), Assistant Professor of Middle-Secondary Education and Institutional Technology
Kirkpatrick, David Adam, DMA (Florida State University), Assistant Professor of Music
Kitsul, Yuriy, Ph.D. (University of North Carolina), Assistant Professor of Economics
Klausner, Debra, M.S.W. (University of Georgia), Academic Professional in Social Work
Kleider, Heather M., Ph.D. (Arizona State University), Assistant Professor of Psychology
Klein, Robert W., Ph.D. (Michigan State University), Associate Professor of Risk Management and Insurance and Director of the Center for Risk Management and Insurance Research
Knowles, Marjorie Fine, LL.B. (Harvard University), Professor of Law
Kocela, Christopher P., Ph.D. (McGill University), Assistant Professor of English
Koci, Anne C., Ph.D. (Emory University), Assistant Professor of Nursing
Kozaitis, Kathryn A., Ph.D. (University of Michigan, Ann Arbor), Associate Professor and Chair of the Department of Anthropology
Kreuter, Marshall, Ph.D. (University of Utah), Professor of Public Health
Krogstad, Eirik J., Ph.D. (SUNY at Stony Brook), Associate Professor of Geosciences
Kropf, Nancy P., Ph.D. (Virginia Commonwealth University), Professor of Social Work and Director of the School of Social Work
Kruger, Ann C., Ph.D. (Emory University), Associate Professor of Educational Psychology and Special Education
Krupka, Douglas, Ph.D. (University of Chicago), Assistant Professor of Economics
Kubala, Juliana, Ph.D. (Emory University), Lecturer of Women's Studies
Kuhn, Clifford M., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of History
Kuperminc, Gabriel, Ph.D. (University of Virginia), Associate Professor of Psychology
Lakes, Richard D., Ph.D. (The Ohio State University), Associate Professor of Educational Policy Studies
Lamb, Mary R., Ph.D. (Texas Christian University), Lecturer of English
Lambert, Lisa, Ph.D. (University of North Carolina) Assistant Professor of Managerial Sciences
Landau, Michael B., J.D. (University of Pennsylvania), Professor of Law
Landesberg, Amy, M.Arch (Yale University), Assistant Professor of Art and Design
Langford, Beverly Y., Ph.D. (Georgia State University), Instructor of Marketing
Lanier, E. Ray, J.D. (Emory University), Professor of Law and Legal Studies and Member of the W.T. Beebe Institute of Personnel and Employment Relations
Larkins, Ernest R., Ph.D. (Virginia Polytechnic Institute and State University), Professor of Accountancy and Holder of the School of Accountancy Alumni Professorship
LaRossa, Ralph E., Ph.D. (University of New Hampshire), Professor of Sociology
Larsson, L. Margareta, M.S. (Georgia State University), Lecturer of Applied Linguistics and English as a Second Language
LaTour, Timothy E., Ph.D. (University of Western Ontario), Associate Professor and Chair of the Department of Geosciences
Laub, Richard, M.P. (University of Virginia), Lecturer and Director of the Heritage Preservation Program
Laures-Gore, Jacqueline, Ph.D. (University of Wisconsin, Madison), Assistant Professor of Educational Psychology and Special Education
Laury, Susan K., Ph.D. (Indiana University), Associate Professor of Economics
Lazarus, Jeffrey, L., Ph.D. (University of California, San Diego), Assistant Professor of Political Science
Le Calvez, Eric J., Doctorate (University of Paris, III), Associate Professor of Modern and Classical Languages
Lederberg, Amy R., Ph.D. (University of Minnesota), Professor of Educational Psychology and Special Education
Lee, Shih-Yu Sylvia, Ph.D. (University of California, San Francisco), Assistant Professor of Nursing
Lee, Yen-Jung, Ph.D. (Michigan State University), Assistant Professor of Accountancy
Lemley, K. Christopher, M.B.A. (Georgia State University), Instructor in Marketing
Lemons-Smith, Shonda, Ph.D. (Indiana University), Assistant Professor of Early Childhood Education

Levine, Kenneth C., D.B.A. (Nova Southeastern University), Instructor of Managerial Sciences
Levy, Diane, Ph.D. (Georgia State University), Clinical Assistant Professor of Counseling and Psychological Services
Lewis, Gregory, Ph.D. (Syracuse University), Professor of Public Administration and Urban Studies and Director of the Joint Ph.D. Program in Public Policy
Li, Yingshu, Ph.D. (University of Minnesota-Twin Cities), Assistant Professor of Computer Science
Li, Zhongshan, Ph.D. (North Carolina State University), Associate Professor of Mathematics and Statistics
Liegle, Jens O., Ph.D. (Kent State University), Assistant Professor of Computer Information Systems
Lightsey, Scott, Ph.D. (University of Delaware), Assistant Professor of English
Lilenfeld, Lisa, Ph.D. (University of Minnesota), Associate Professor of Psychology
Lindeman, Stephanie, Ph.D. (University of Michigan, Ann Arbor), Assistant Professor of Applied Linguistics and English as a Second Language
Lindsay, Peter, Ph.D. (University of Toronto), Associate Professor of Political Science and Philosophy
Lipp, Astrid, Ph.D. (University of Georgia), Assistant Professor of Computer Information Systems
Lisby, Gregory C., Ph.D. (University of Tennessee, Knoxville), Professor of Communication
Littrell, Jill, Ph.D. (Arizona State University), Associate Professor of Social Work
Liu, Jiawei, Ph.D. (Pennsylvania State University), Assistant Professor of Mathematics and Statistics
Liu, LeighAnne, Ph.D. (Vanderbilt University), Assistant Professor of International Business
Liu, Yuan, Ph.D. (University of South Alabama), Assistant Professor of Biology
Liu, Zhi-Ren, Ph.D. (Florida State University), Associate Professor of Biology
Livingston, Arletha, Ph.D. (Temple University), Assistant Professor of African-American Studies
Loch, Karen D., Ph.D. (University of Nebraska, Lincoln), Associate Professor of Managerial Sciences and Director of Global Partners
Locklin, Deon, M.Ed. (Auburn University), Director of the Program for Rehabilitation Leadership ~~Leadership~~ and Adjunct Instructor for Public Administration and Urban Studies
Logan, Beatrice, Ph.D. (Atlanta University), Academic Professional in Student Advisement Center
Lohtia, Ritu, Ph.D. (University of Maryland), Associate Professor of Marketing
Lomax, Edward Ph.D. (University of Pittsburgh, Main), Assistant Professor of Middle-Secondary Education and Instructional Technology
Long, Alecia, Ph.D. (University of Delaware), Assistant Professor of History
Long, Kenneth A., D.M.A. (State University of New York, Stony Brook), Assistant Professor of the School of Music
Longobardi, Pam, M.F.A. (University of Georgia), Associate Professor of Art and Design
Lopez, Elizabeth, Ph.D. (Purdue University), Associate Professor of English
Lopez, Thomas J., Ph.D. (Arizona State University), Assistant Professor of Accountancy
Louis, Charles, Ph.D. (Oxford University), Professor of Biology and Vice President for Research and Sponsored Programs
Lu, Chung-Dar, Ph.D. (Georgia State University), Professor of Biology
Lukens, Jonathan, M.F.A. (Parsons School of Design), Assistant Professor of Art and Design
Lund, Jacalyn, L., Ph.D. (Ohio State University), Associate Professor of Kinesiology and Health
Lupi, Aldo Ph.D. (University of Rome, Italy), Lecturer of Modern and Classical Languages
Lutz, Christine A., Ph.D. (Georgia State University), Lecturer of History
Lyons, Peter, Ph.D. (State University of New York, Buffalo), Associate Professor of Social Work
Mahani, Reza S., Ph.D. (University of Illinois at Urbana-Champaign), Assistant Professor of Finance
Maher, Ruth M., M.P.T. (Georgia State University), Academic Professional in Physical Therapy
Malamud, Randy, Ph.D. (Columbia University), Professor and Associate Chair of the Department of English
Mani, Ramesh G., Ph.D. (University of Maryland), Associate Professor Physics and Astronomy
Manning, Carrie, Ph.D. (University of California, Berkeley), Associate Professor of Political Science
Mansfield, Jon L., Ph.D. (Georgia State University), Clinical Associate Professor of Economics
Mansfield, Nancy Reeves, J.D. (University of Georgia), Associate Professor of Legal Studies
Manson, Steven Trent, Ph.D. (Columbia University), Regents' Professor of Physics and Astronomy
Many, Joyce E., Ph.D. (Louisiana State University), Professor of Middle-Secondary Education and Instructional Technology, and Associate Chair of Middle-Secondary Education and Instructional Technology
Marsh-Lockett, Carol, Ph.D. (Howard University), Associate Professor of English
Martin-Hansen, Lisa, M., Ph.D. (University of Iowa), Assistant Professor of Middle-Secondary Education and Instructional Technology
Martin, Kameelah, L., Ph.D. (Florida State University), Assistant Professor of English

Martinez-Vazquez, Jorge L., Ph.D. (Washington University), Professor of Economics and Director of the International Studies Program

Marvin, Charles A., M.Comp.L. (University of Chicago), Professor of Law

Massey, Ann T., Ph.D. (University of Texas-Austin), Academic Professional of Biology

Matheny, Kenneth B., Ph.D. (Michigan State University), Regents' Professor of Counseling and Psychological Services

Mathiassen, Lars, Ph.D. and Dr. of Technology (Oslo University, Norway and Aalborg University, Denmark), Professor of Computer Information Systems and the Georgia Research Alliance Eminent Scholar

Matthews, Lou, Ph.D. (Illinois State University), Assistant Professor of Early Childhood Education and Middle- Secondary Education and Instructional Technology

Matthews, Ramona W., Ph.D. (University of Georgia), Associate Professor of Early Childhood Education

Mattingly, Basil H., J.D., (University of Kentucky), Associate Professor of Law

Maurer, Todd, Ph.D., (University of Akron), Professor of Managerial Sciences and Chair of Managerial Sciences

Maxwell, Robert A., Ph.D. (Georgia State University), Academic Professional of Biology

McAlister, Harold, Ph.D. (University of Virginia), Regents' Professor of Physics and Astronomy and Director of the Center for High Angular Resolution Astronomy

McCarroll, Catherine S., M.P.H. (University of North Carolina, Chapel Hill), Visiting Instructor in Nutrition

McClure, Erin, Ph.D. (Emory University), Assistant Professor of Psychology

McClurg, Lucy Newton, Ph.D. (Georgia State University), Associate Professor of Managerial Sciences

McClymond, Kathryn, Ph.D. (University of California, Santa Barbara), Associate Professor of Religious Studies

McCombie, Susan, Ph.D. (University of Arizona), Associate Professor of Anthropology

McCoy, Jennifer, Ph.D. (University of Minnesota), Professor of Political Science and Senior Associate in the Andrew Young School of Policy Studies

McCray, Carlos, Ed.D. (Bowling Green State University), Assistant Professor of Educational Policy Studies

McCreery, David J., Ph.D. (Tulane University), Professor of History

McDaniel, Ken, M.P.A. (Georgia State University), Instructor in Accountancy

McDonald, David S., Ph.D. (Georgia State University), Associate Professor of Computer Information Systems and Academic Program Director

McFarland, Mark J., Ph.D. (University of California-Santa Barbara), Assistant Professor of Music

McGinnis, Jeffrey, M.F.A. (East Carolina University), Associate Professor of Art and Design

McGrail, Ewa, Ph.D. (Syracuse University), Assistant Professor and Middle-Secondary Education and Instructional Technology

McHaney, Pearl, Ph.D. (Georgia State University), Associate Professor of English

McHaney, Thomas L., Ph.D. (University of South Carolina), Professor of English and the Kenneth M. England Professor of Southern American Literature

McKaskill, Thomas P., Ph.D. (London Business School), Visiting Professor of International Busines

McKay, Amy Ph.D. (Duke University), Assistant Professor of Political Science

McKee, Michael, Ph.D. (Carleton University), Visiting Associate Professor of Economics

McLean, Ephraim R., Ph.D. (Massachusetts Institute of Technology), Regent's Professor of Computer Information Systems and Holder of the George E. Smith Eminent Scholar's Chair in Information Systems

McMahon, Henry G., III, M.Ed. (University of Virginia), Assistant Professor of Counseling and Psychological Services

McNeal, Kezia, R., Ph.D. (Emory University), Assistant Professor of Middle-Secondary Education and Instructional Technology

McNeal, Laura, Ph.D. (Illinois State University), Assistant Professor of Educational Policy Studies

Meeks, Chet E., Ph.D. (State University of New York, Albany), Assistant Professor of Sociology

Meinersmann, Krista M., Ph.D. (Georgia State University) Clinical Associate Professor of Nursing and Associate Director of Undergraduate Programs in the Byrdine F. Lewis School of Nursing

Mendez, Hugo, Ph.D. (University of Virginia), Associate Professor of Modern and Classical Languages

Merritt, Melissa Ph.D. (University of Pittsburgh), Assistant Professor of Philosophy

Meso, Peter N., Ph.D. (Kent State University), Assistant Professor of Computer Information Systems

Messier, William F., Jr., D.B.A. (Indiana University), Professor of Accountancy, and Holder of the Deloitte and Touche Professorship of Accountancy

Mettler, Alfred, Ph.D. (University of Zurich), Assistant Professor of Finance and Director of the Center for Enterprise Risk Management and Assurance Services

Metzler, Michael W., Ph.D. (The Ohio State University), Professor of Kinesiology and Health, Associate Dean for Academic Programs, Director of Graduate Studies, and Director of the Instructional Technology Center

Metzler, Theresa M., M.Ed. (Georgia State University), Clinical Instructor of Kinesiology and Health

Meyers, Barbara, Ed.D. (Temple University), Associate Professor of Early Childhood Education and Chair

of Early Childhood Education
Meyers, Joel, Ph.D. (University of Texas), Professor of Counseling and Psychological Services
Meyers, Marian J., Ph.D. (University of Iowa), Associate Professor of Communication
Meyers, Laura, E., Ph.D. (Purdue University), Assistant Professor of Early Childhood Education
Michael, Deborah, D.P.T.. (Washington University in St. Louis), Clinical Assistant Professor of Physical Therapy
Miles, Edward W., Ph.D. (University of Georgia), Associate Professor of Managerial Sciences
Milich, Paul S., J.D. (Georgetown University), Professor of Law
Millbrandt, Melody, Ph.D. (Florida State University), Associate Professor of Art and Design
Miller, Frank, Ph.D. (Ohio State University), Lecturer of Communication
Miller, Hugh Richard, Ph.D. (University of Florida), Professor and Chair of the Department of Physics and Astronomy
Miller, Scott, Psy.D. (Georgia School of Professional Psychology), Clinical Assistant Professor of the Counseling Center
Miller, Valerie A., Ph.D. (University of South Carolina, Columbia), Associate Professor of Mathematics and Statistics and Senior Faculty Associate for Student Learning Outcomes
Mills, Douglas, Ph.D. (University of Maryland), Lecturer of Biology
Minick, M. Ptlene, Ph.D. (Medical College of Georgia), Associate Professor of Nursing
Minyard, Karen J., Ph.D. (Georgia State University), Director of the Georgia Health Policy Center and Associate Research Professor for Public Administration and Urban Studies
Moloney, Margaret, Ph.D. (Georgia State University), Associate Professor of Nursing
Montiel, Marian, Ph.D. (University of New Hampshire), Assistant Professor of Mathematics and Statistics
Moore, Melody M., Ph.D. (Georgia Institute of Technology), Associate Professor of Computer Information Systems
Moore, Robert E., Ph.D. (Cornell University), Associate Professor of Economics and Associate Dean of the Andrew Young School of Policy Studies
Moreno, Oscar, Ph.D. (University of Southern California), Lecturer of Modern and Classical Languages
Morgan, Patricia T., J.D. (Emory University), Professor of Law
Morris, Mary K., Ph.D. (University of Florida), Associate Professor and Director of the Regents' Center for Learning Disorders
Morris, Merrill, Ph.D. (Indiana University, Bloomington), Assistant Professor of Communication
Morris, Robert D. (Robin), Ph.D. (University of Florida), Regents' Professor of Psychology and Educational Psychology and Special Education and Vice President for Research
Moschis, George P., Ph.D. (University of Wisconsin), Professor of Marketing and Director of the Center for Mature Consumer Studies
Mullis, Frances Y., Ph.D. (Georgia State University), Associate Professor of Counseling and Psychological Services
Murphy, Anne Z., Ph.D. (University of Cincinnati), Associate Professor of Biology
Murphy, John M., Ed.D. (Columbia University), Professor of Applied Linguistics and English as a Second Language
Murrell, Michael, M.F.A. (Maryland Institute College of Art), Associate Professor of Art and Design
Mushett-Johnson, Carol, M.Ed. (Georgia State University), Clinical Instructor of Kinesiology and Health
Mutchler, Jane F., Ph.D. (University of Illinois, Urbana-Champaign), Professor of Accountancy; Director of the School of Accountancy, Robinson College of Business; and Holder of the Ernst & Young, J.W. Holloway Memorial Alumni Professorship
Myers, Carol, M.Ed. (Georgia State University), Lecturer of Mathematics and Statistics
Myers, David E., Ph.D. (University of Michigan, Ann Arbor), Professor of Music, Associate Director of the School of Music, and Director of the Center for Educational Partnerships in Music
Nahmias, Edward, Ph.D. (Duke University), Assistant Professor of Philosophy
Naim, S. Rashid, Ph.D. (University of Illinois at Urbana-Champaign), Lecturer of Political Science
Nargundkar, Satish V., Ph.D. (Clemson University), Assistant Professor of Managerial Sciences
Nasser, David L., Ph.D. (University of Minnesota), Instructor in Marketing
Nathan, Siva, Ph.D. (State University of New York at Buffalo), Associate Professor of Accountancy
Nelson, David Graham, M.B.A. (Duke University), Instructor in Business Administration
Nelson, Gayle L., Ph.D. (University of Minnesota), Associate Professor and Chair of the Department of Applied Linguistics and English as a Second Language
Nelson, William H., Ph.D. (Duke University), Professor of Physics and Astronomy and Associate Dean of the College of Arts & Sciences
Netzel, Thomas L., Ph.D. (Yale University), Professor of Chemistry
Newman, Harvey K., Ph.D. (Emory University), Professor of Public Administration and Urban Studies and Member of the W. T. Beebe Institute of Personnel and Employment Relations
Nguyen, Ken D., M.S. (Georgia State University), Lecturer of Computer Science

Nichols, William, Ph.D. (Michigan State University), Assistant Professor of Modern and Classical Languages
Nigro, Lloyd G., Ph. D. (University of Southern California), Professor of Public Administration and Urban Studies and Political Science
Nixon, David, Ph.D. (Washington University), Associate Professor of Political Science
Norsworthy, Alison, B.S. (Georgia State University), Academic Professor of Kinesiology and Health
Norwood, Romney, Ph.D. (Pennsylvania State University), Assistant Professor of Sociology
Nosegbe, Clara, Ph.D. (Indiana University), Assistant Professor of Middle-Secondary Education and Instructional Technology
O'Connell, David, Ph.D. (Princeton University), Professor of Modern and Classical Languages
O'Keefe, Timothy S., Ph.D. (University of Texas, Austin), Associate Professor of Philosophy
O'Rourke, Colleen M., Ph.D. (Wayne State University), Associate Professor of Educational Psychology and Special Education
Oakley, Ellwood F., III, J.D. (Georgetown University), Associate Professor of Legal Studies
Ohmer, Mary, Ph.D. (University of Pittsburgh), Assistant Professor of Social Work
Okosun, Solomon Ike, Ph.D. (University of Pittsburgh), Associate Professor of Public Health
Orr, Jonathan, Ph.D. (University of New Orleans), Assistant Professor of Counseling and Psychological Services
Orr, Nathaniel L., Ph.D. (University of North Carolina, Chapel Hill), Professor of Music
Oshima, T. Chris, Ph.D. (University of Florida), Associate Professor of Educational Policy Studies
Ouzts, Erin H., M.B.A. (Georgia State University), Instructor in Management
Oviatt, Benjamin M., Ph.D. (University of South Carolina), Professor of Managerial Sciences and Director of the Herman J. Russell Sr. International Center for Entrepreneurship
Owen, Sandra L., M.Ed. (Georgia State University), Clinical Instructor of Kinesiology and Health
Owers, James E., Ph.D. (The Ohio State University), Professor of Finance
Owren, Magne J., Ph.D. (Indiana University-Bloomington), Associate Professor of Psychology
Paden, Jeremy D., Ph.D. (Emory University), Assistant Professor of Modern and Classical Languages
Palladi, Rhonda, Ph.D. (Walden University), Instructor of Managerial Sciences
Pallas, Sarah, Ph.D. (Cornell University), Professor of Biology
Palma, Stefanie D., M.Ed. (Georgia State University), Academic Professional in Physical Therapy
Palmer, Edwin K., J.D. (Tulane University School of Law), Assistant Professor of Legal Studies
Palmer, Michael D., B.M. (Indiana University, Bloomington), Associate Professor of Music
Pan, Yi, Ph.D., (University of Pittsburgh), Professor and Chair of the Department of Computer Science
Parent, Marise, Ph.D. (University of California, Irvine), Associate Professor of Psychology
Park, H. J., Ph.D. (Cornell University), Assistant Professor of Managerial Sciences
Parrott, Dominic, Ph.D. (University of Georgia), Assistant Professor of Psychology
Pascoe, Keith, Ph.D. (University of West Indies, Jamaica), Senior Lecturer of Chemistry
Patterson, Nikita D., Ph.D. (North Carolina State University) Assistant Professor of Mathematics and Statistics
Patonay, Gabor, Ph.D. (Technical University of Budapest), Professor of Chemistry
Patton, Beverly, M.Ed. (Georgia State University), Temporary Clinical Instructor for Educational Psychology and Special Education
Patico, Jennifer, Ph.D. (New York University), Assistant Professor of Anthropology
Patton, Carl V., Ph.D. (University of California, Berkeley), Professor of Public Administration and Urban Studies, Professor of Geosciences, and University President
Patton-Terry, Nicole, Ph.D. (Northwestern University), Assistant Professor of Educational Psychology and Special Education
Patyi, Imre, Ph.D. (Purdue University), Assistant Professor of Mathematics and Statistics
Pavesic, David V., Ph.D. (Florida State University), Professor of Hospitality Administration and Director of Graduate Programs, Cecil B. Day School of Hospitality Administration
Pearman, Ann, Ph.D. (Washington University), Assistant Professor of the Gerontology Institute
Penumetcha, Meera, Ph.D. (Emory University), Assistant Professor of Nutrition
Peragine, Joseph, M.F.A. (Georgia State University), Assistant Professor of Research, School of Art and Design
Perelygin, Andrey, Ph.D. (Russian Academy of Sciences), Assistant Research Professor of Biology
Perelygina, Ludmilla, Ph.D. (Institute of Cytology), Assistant Research Professor of Biology
Perera, Unil A. G., Ph.D. (University of Pittsburgh), Professor of Physics and Astronomy
Perilla, Julia, Ph.D. (Georgia State University), Associate Professor of Psychology and Director of El Centro: National Latino Research Center on Domestic Violence
Perla, George A., Ph.D. (University of California, Los Angeles), Associate Professor of Modern and Classical Languages
Perren, Alisa, Ph.D. (University of Texas-Austin), Assistant Professor of Communication

Perry, Joseph, Ph.D. (University of Illinois), Assistant Professor of History
Peter, Klara Sabirianova, Ph.D. (University of Kentucky), Assistant Professor Economics
Peterson, John L., Ph.D. (University of Michigan), Associate Professor of Psychology
Petrie, Ragan, Ph.D. (University of Wisconsin, Madison), Assistant Professor of Economics
Petrulis, Aras, Ph.D. (Cornell University), Assistant Professor of Psychology
Phillips, David E. Ed. (Columbia University), Senior Lecturer of Mathematics and Statistics
Phillips, Layli, Ph.D. (Temple University), Associate Professor of Women's Studies
Phillips, Richard D., Ph.D. (University of Pennsylvania), Associate Professor of Risk Management and Insurance and Holder of the Bruce A. Palmer Professorship
Pickering, Lucy, Ph.D. (University of Florida), Assistant Professor of Applied Linguistics and ESL
Pierce, George, Ph.D. (Rensslelaer Polytechnic Institute), Professor of Biology
Pilling, Bruce K., Ph.D. (Arizona State University), Associate Professor of Marketing
Pinello, Arianna, Ph.D. (Florida State University), Assistant Professor of Accountancy
Pitts, Brenda G., Ed.D. (University of Alabama), Professor of Kinesiology and Health
Pitts, David, Ph.D. (University of Georgia), Assistant Professor of Public Administration and Urban Policy Studies
Podgor, Ellen S., LL.M., (Temple University), Professor of Law
Pogorzelski, Wendy, Ph.D. (The State University of New York at Albany), Assistant Professor of Criminal Justice
Poister, Theodore H., Ph.D. (Syracuse University), Professor of Public Administration and Urban Studies
Poley, Jared C., Ph.D. (University of California – Los Angeles), Assistant Professor of History
Pollack, Junco, M.F.A. (Rochester Institute of Technology), Associate Professor of Art and Design
Pomeroy, D. Boyd, Ph.D. (Cornell University), Assistant Professor of Music
Poole, Therese, Ph.D. (University of Wisconsin, Madison), Senior Lecturer of Biology
Porter, Thomas L., Ph.D. (University of Washington), Assistant Professor of Accountancy
Powell, Cindy D., M.D. (Emory University), Clinical Associate Professor and Medical Director of the Division of Respiratory Therapy
Prasad, Sushil K., Ph.D. (University of Central Florida), Professor of Computer Science
Preethy, A. P., Ph.D. (Nanyang Technological University), Assistant Professor of Computer Science
Presley, Cora, Ph.D. (Stanford University), Associate Professor of African-American Studies
Pullman, George L., Ph.D. (Rensselaer Polytechnic Institute), Associate Professor of English and Director of Writing Across the Curriculum
Qin, Gengsheng, Ph.D. (Hong Kong University of Science and Technology), Assistant Professor of Mathematics and Statistics
Rabianski, Joseph S., Ph.D. (University of Illinois, Urbana-Champaign), Professor of Real Estate
Radford, Mary F., J.D. (Emory University), Professor of Law
Rai, Arun, Ph.D. (Kent State University), Harkins Professor of–Computer Information Systems
Rainbolt, George W., Ph.D. (University of Arizona), Professor and Chair of the Department of Philosophy
Rambow, Mary W., M.A. (University of Kansas), Clinical Instructor of Educational Psychology and Special Education
Ramesh, Balasubramaniam, Ph.D. (New York University), Professor of Computer Information Systems
Rand, Sebastian, Ph.D. (Northwestern University), Assistant Professor of Philosophy
Ransopher, Tad D., M.Tx. (Georgia State University), Assistant Professor of Accountancy
Rapp, Stephen, Ph.D. (University of Michigan, Ann Arbor), Associate Professor of History
Rashad, Inas, Ph.D. (The City University of New York Graduate Center), Assistant Professor of Economics
Ray, Gigi, Ph.D. (Princeton University), Lecturer of Chemistry
Reati, Fernando O., Ph.D. (Washington University), Associate Professor and Associate Chair of Modern and Classical Languages and Director of Center for Latin American and Latino Studies
Reed, Mark D., Ph.D. (State University of New York, Albany), Associate Professor of Criminal Justice
Rehder, Vincent, Ph.D. (Free University, Berlin), Professor of Biology
Reid, Alavica, Ph.D. (University of Florida), Clinical Assistant Professor of the Counseling Center
Reid, Lesley, Ph.D (Tulane University), Associate Professor of Sociology
Reid, Michele, Ph.D. (University of Texas, Austin), Assistant Professor of History
Reilly, Barbara A., Ph.D. (Bowling Green State University), Assistant Professor of Managerial Sciences
Reimann, Kim, Ph.D. (Harvard University), Assistant Professor of Political Science
Reitzes, Donald C., Ph.D. (Indiana University), Professor and Chair of the Department of Sociology
Renick, Timothy M., Ph.D. (Princeton University), Associate Professor and Chair of the Department of Religious Studies

Restivo, Angelo, Ph.D. (University of Southern California) Assistant Professor and Area Director of Graduate Studies of Communication
Reynolds, Douglas R., Ph.D. (Columbia University), Professor of History
Richards, Robert W., M.Tx. (Georgia State University), Instructor in Accountancy
Richardson, David P., Ph.D. (Boston College), Assistant Professor of Risk Management and Insurance
Richardson, Hayward, Ed.D. (Wayne State University), Assistant Professor of Educational Policy Studies
Richardson, LeeAnne, Ph.D. (Indiana University), Associate Professor of English
Richardson, Susan, E., Ph.D. (The University of Texas, Austin), Assistant Professor of Art and Design
Richey, Sean, Ph.D. (City University of New York), Assistant Professor of Political Science
Richtarik, Marilyn J., D.Phil. (University of Oxford), Associate Professor of English
Rider, Mark, Ph.D. (Georgia State University), Associate Professor of Economics
Rigdon, Edward E., Ph.D. (University of Alabama), Professor of Marketing and Chair of the Department of Marketing
Rioja, Felix K., Ph.D. (Arizona State University), Associate Professor of Economics
Ripley, Karen N., Ph.D. (Georgia State University), Clinical Assistant Professor of Counseling and Psychological Services
Ristvet, Lauren, Ph.D. (University of Cambridge), Assistant Professor of History
Roach, Andrew, Ph.D. (University of Wisconsin, Madison) Assistant Professor of Counseling and Psychological Services
Robbe, Deborah, M.S. (Colorado State University), Instructor of Hospitality Administration
Roberts, James, Ph.D. (Pennsylvania State University), Lecturer of Communication
Robey, Daniel, D.B.A. (Kent State University), Professor of Computer Information Systems and Managerial Sciences and Holder of the John B. Zellar Chair in Information Systems
Robins, Diana, Ph.D. (University of Connecticut), Assistant Professor of Psychology
Robinson, Linda, J.D. (Emory University), Lecturer in Law
Robinson, William N., Ph.D. (University of Oregon), Associate Professor of Computer Information Systems
Roch, Christine H., Ph.D. (State University of New York at Stony Brook), Associate Professor Public Administration and Urban Studies
Rodrigo, Victoria, Ph.D. (University of Southern California), Associate Professor of Modern and Classical Languages
Rogers, Rebecca, Ph.D. (Florida Institute of Technology), Lecturer of Mathematics and Statistics
Rogers, Werner F., Ed.D. (University of Georgia), Temporary Part-Time Professor of Educational Policy Studies
Roman, Susan B., M.M.Sc. (Emory University), Assistant Professor of Nutrition
Romski, Mary Ann, Ph.D. (University of Kansas, Lawrence), Professor of Communication, Psychology, and Educational Psychology and Special Education, Associate Dean of the College of Arts and Sciences, and Director of the Center for Research on Atypical Development and Learning
Rork, Jonathan, Ph.D., (Stanford), Assistant Professor of Economics
Rose, Seth E., Ph.D. (University of Arizona), Associate Professor of Geosciences
Rosenbloom, Christine Ann, Ph.D. (Georgia State University) Professor in Nutrition and Associate Dean of the College of Health and Human Sciences
Ross, Glenwood, Ph.D. (Georgia State University), Adjunct Associate Professor of Economics
Ross, Mariama, Ph.D. (Indiana University, Bloomington), Assistant Professor of Art and Design
Roudané, Matthew C., Ph.D. (University of Oregon), Professor and Chair of the Department of English
Rouse, Jacqueline A., Ph.D. (Emory University), Associate Professor of History
Royes, Gillian, Ph.D. (Emory University), Instructor of Marketing
Ruel, Erin, Ph.D. (University of Illinois-Chicago), Assistant Professor of Sociology
Ruff, Craig K., Ph.D. (Virginia Polytechnic Institute and State University), Clinical Assistant Professor of Finance
Rupp, Jeffrey C., Ph.D. (The Ohio State University), Associate Professor of Kinesiology and Health
Ruprecht, Louis, Jr., Ph.D. (Emory University), Associate Professor of Religious Studies and William M. Suttles Chair of Religious Studies
Russell, Joshua T., M.F.A. (Louisiana State University, Baton Rouge), Assistant Professor of English
Ryan, Harley E., Jr., Ph.D. (Georgia State University), Associate Professor of Finance
Saito, Natsu, J.D. (Yale University), Associate Professor of Law
Samaddar, Subhashish, Ph.D. (Kent State University), Associate Professor of Managerial Sciences
Sadiraj, Vjollca, Ph.D. (University of Amsterdam), Assistant Professor Economics
Sattelmeyer, Robert, Ph.D. (University of New Mexico), Regents' Professor of English and Director of the College of Arts and Sciences Honor's Program
Saxton, Ruth, Ph.D. (University of California, Berkeley), Clinical Assistant Professor of Early Childhood Education
Saylor, Sharon, Ph.D. (Georgia State University), Lecturer of Mathematics and Statistics

Scarantino, Andrea, Ph.D. (University of Pittsburgh), Assistant Professor of Philosophy
Schafer, Nancy, Ph.D. (Georgia State University), Temporary Clinical Instructor of Early Childhood Education
Schatteman, Renée , Ph.D. (University of Massachusetts), Associate Professor of English
Schiffer, Sheldon, M.F.A. (University of California), Associate Professor of Communication
Schippits, Kim M., M.S. (Purdue University), Clinical Assistant Professor of Nursing
Schlig, Carmen, Ph.D. (University of Texas, Austin), Associate Professor of Modern and Classical Languages
Schmidman, John, Ph.D. (University of Wisconsin), Member of the W.T. Beebe Institute of Personnel and Employment Relations
Schmidt, Paul H., Ph.D. (University of Minnesota), Associate Professor of English
Schneider, Lorilee A., Ph.D. (Georgia State University), Assistant Professor of Risk Management and Insurance
Schober-Peterson, Debra L., Ph.D. (University of Illinois, Urbana-Champaign), Clinical Associate Professor of Educational Psychology and Special Education
Schutz, Rodney K., Ph.D. (University of Michigan, Ann Arbor), Instructor of Managerial Sciences
Scott, Charity, J.D. (Harvard University), Professor of Law
Scott, Lionel D., Jr., Ph.D. (The Ohio State University), Assistant Professor of Social Work
Seaman, Bruce A., Ph.D. (University of Chicago), Associate Professor of Economics
Seelman, Marilyn M., D.M.A. (University of Miami), Assistant Professor of Music
Segall, Eric J., J.D. (Vanderbilt University), Professor of Law
Selwood, Jacob, Ph.D. (Duke University), Assistant Professor of History
Semonsky, Carol, Ph.D. (University of Georgia), Associate Professor of Modern and Classical Languages
Senn, James A., Ph.D. (University of Minnesota), Professor of Computer Information Systems
Sergo, John, Ph.D. (Purdue University), Assistant Professor of Computer Information Systems
Sevcik, Galen R., Ph.D. (University of Minnesota), Associate Professor of Accountancy
Sevcik, Rose, Ph.D. (Georgia State University), Professor of Psychology
Shaffer, Kay L., Ph.D. (Emory University), Assistant Director of the Georgia Career Information Service
Shamsi, Shahab, Ph.D. (Miami University), Associate Professor of Chemistry
Shaner, Jaynette L., Ph.D. (University of Kansas), Associate Professor of Communication
Shapiro, Deborah, Ph.D. (Indiana University), Assistant Professor of Kinesiology and Health
Sheard, Meryl, M.S. (Georgia State University), Academic Professional in Respiratory Therapy
Sheff, Elizabeth, Ph.D. (University of Colorado, Boulder), Assistant Professor of Sociology
Shendell, Derek, Ph.D. (University of California, Los Angeles), Assistant Professor of Public Health
Sherman, Peggy B., J.D. (Vanderbilt University), Assistant Professor of Legal Studies
Shilnikov, Andrey, Ph.D. (Nizhny Novgorod State University, Russia), Associate Professor of Mathematics and Statistics
Shippen, Margaret E., Ph.D., (Auburn University), Assistant Professor of Educational Psychology and Special Education
Shoffner, Mary B., Ph.D (Kent State University), Associate Professor of Middle-Secondary Education and Instructional Technology
Shrikhande, Milind M., Ph.D. (University of Pennsylvania), Clinical Associate Professor of Finance
Silloway, LoRee P., MBA (Loyola University), Instructor in International Business
Simonds, Wendy, Ph.D. (City University of New York), Associate Professor of Sociology
Sims, Traci T., M.S. (Georgia State University), Clinical Instructor in Nursing
Singer, Martha, Ph.D. (Georgia State University), Associate Professor of English
Sinnot, Megan, Ph.D. (University of Wisconsin, Madison), Assistant Professor of Women's Studies
Sjoquist, David L., Ph.D. (University of Minnesota), Professor of Economics, Director of the Domestic Studies Programs and Executive Director of Research Atlanta
Skipper, Harold D., Jr., Ph.D. (University of Pennsylvania), Professor of Risk Management and Insurance, and Holder of the C.V. Starr Chair of International Insurance
Skwiot, Christine, Ph.D. (Rutgers University), Assistant Professor of History
Smirnova, Alexandra, Ph.D. (Kansas State University), Associate Professor of Mathematics and Statistics
Smith, Andrew J., Ph.D. (Georgia State University), Clinical Assistant Professor of Middle-Secondary Education and Instructional Technology
Smith, Gregory M., Ph.D. (University of Wisconsin, Madison), Associate Professor of Communication
Smith, Jerry C., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Chemistry
Smith, Laura H., Ph.D. (University of South Carolina), Clinical Assistant Professor of Early Childhood Education
Smith, Matthew L., Psy.D. (Forest Institute of Professional Psychology), Clinical Assistant Professor of Counseling
Smith, Robert W., Ph.D. (Louisiana State University, Baton Rouge), Assistant Professor of Accountancy

Smith, Stephanie, Z., Ph.D. (University of Wisconsin-Madison), Assistant Professor of Early Childhood Education
Smith, Stephen D., Ph.D. (University of Florida), Professor of Finance
Smith, Struan, Ph.D. (University of Georgia), Lecturer of Biology
Smolinski, Reiner, Ph.D. (Pennsylvania State University), Professor of English
Snell, Debra, M.S. (Georgia State University), Senior Lecturer of Applied Linguistics and English as a Second Language
Snow, Malinda, Ph.D. (Duke University), Associate Professor of English
Sobelson, Roy M., LL.M. (Temple University), Professor of Law
Springer, Carol W., M.S. (University of Virginia), Instructor in Accountancy
Sriram, Ram S., Ph.D. (University of North Texas), Professor of Accountancy and Holder of the Controllers RoundTable Systems Professorship
Srivastava, Alok, Ph.D. (Clemson University), Associate Professor of Managerial Sciences
Srivastava, Sanjay, Ph.D. (Massachusetts Institute of Technology), Professor of Risk Management and Insurance, Chair of the Department of Risk Management and Insurance, and Holder of the Kenneth Black, Jr. Chair of Insurance
Stanford, Ruth, M.F.A. (Carnegie-Mellon University), Assistant Professor of Art and Design
Steffen, Charles G., Ph.D. (Northwestern University), Professor of History
Stephens, Corneill A., J.D. (University of Chicago), Associate Professor of Law
Steventon, Candace E., Ed.S. (Nova Southeastern University), Temporary Clinical Instructor of Educational Psychology and Special Education
Stewart, Dona J., Ph.D. (University of Florida), Associate Professor of Geosciences and Director of the Middle East Institute
Steward, John A., M.P.H. (University of Michigan), Academic Professional in Public Health
Stewart, Michael, Ph.D. (University of Illinois), Assistant Professor of Mathematics and Statistics
Stewart, Tracie L., Ph.D. (Purdue University), Assistant Professor of Psychology
Steigerwalt, Amy L., Ph.D. (University of California, Berkeley), Assistant Professor of Political Science
Stillman, Benjamin S., Psy.D. (Loyola College in Maryland), Clinical Assistant Professor of Counseling
Stinson, David, W., M.Ed. (Georgia State University), Assistant Professor of Middle-Secondary Education and Instructional Technology
Stockman, Mark I., D.Sc. (Institute of Automation and Electrometry of the Russian Academy of Sciences), Professor of Physics and Astronomy
Stokesbury, M. Leon, Ph.D. (Florida State University), Associate Professor of English
Stombler, Mindy, Ph.D. (Florida State University), Senior Lecturer of Sociology
Storey, Veda C., Ph.D. (University of British Columbia), Professor of Computer Information Systems and Tull Professor in Computer Information Systems
Stowe, John, M.A. (Georgia State University), Lecturer of Applied Linguistics and English as a Second Language
Straub, Detmar W., D.B.A. (Indiana University), Professor of Computer Information Systems, Holder of the J. Mack Robinson Chair, and Director of the Doctoral Program, Robinson College of Business
Streib, Gregory, Ph.D. (Northern Illinois University), Professor Public Administration and Urban Studies and Political Science and Chair of the Department of Public Administration and Urban Studies
Strekowski, Lucjan, Ph.D. (Institute of Organic Chemistry), Professor of Chemistry
Stucke, Carl H., Ph.D. (Emory University), Instructor in Computer Information Systems
Stuckey, Mary, Ph.D. (University of Notre Dame), Professor of Communication and Political Science
Subotic, Jelena, Ph.D. (University of Wisconsin), Assistant Professor of Political Science
Subramanian, Ajay, Ph.D. (Cornell University), Assistant Professor of Risk Management and Insurance
Sugarman, Matthew, M.F.A. (Montana State University), Associate Professor of Art and Design
Sumner, Andrew T., Sc.D. (Johns Hopkins University), Associate Professor of Health Administration, Director of the Institute of Health Administration, and Holder of the Joe Taylor Chair of Health Administration
Sunderraman, Rajshekhar, Ph.D. (Iowa State University), Professor of Computer Science
Swanson, Peter B., Ph.D. (University of Wyoming), Assistant Professor of Modern and Classical Languages
Swars, Susan, L., Ph.D. (University of Alabama), Assistant Professor of Early Childhood Education
Swarthout, J. Todd, Ph.D. (University of Arizona), Assistant Research Professor of Economics
Tai, Phang-Cheng, Ph.D. (University of California, Davis), Regents' Professor of Biology and Chair of the Department of Biology, and Director of the Center for Biotechnology and Drug Design
Takatori, Yuki, Ph.D. (Yale University), Assistant Professor of Modern and Classical Languages
Talburt, Susan, Ph.D. (Vanderbilt University), Associate Professor of Educational Policy Studies and Director of the Women's Studies Institute
Tarrance, Janieen R., J.D., (Emory University), Lecturer in Law

Taylor, B. Ellen, J.D. (Emory University), Associate Professor of Law
Taylor, Frederick J., D.M.A. (Temple University), Associate Professor of Music
Taylor, Laura O., Ph.D. (North Carolina State University), Associate Professor of Economics
Taylor, Leslie F., Ph.D. (Georgia State University), Associate Professor of Physical Therapy and Head, Division of Physical Therapy
Teel, Leonard Ray, Ph.D. (Georgia State University), Professor of Communication and Director of the Center for International Media Education
Tekin, Erdal, Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Economics
Tepper, Bennett, Ph.D. (University of Miami), Professor of Managerial Sciences
Terrell, Kenneth J., M.A. (University of Cincinnati), Senior Lecturer of Geosciences
Terrill, Richard J., Ph.D. (Michigan State University), Professor of Criminal Justice and Acting Chair, Department of Criminal Justice
Thachenkary, Cherian S., Ph.D. (University of Waterloo), Associate Professor of Managerial Sciences
Thalken, Constance, M.F.A. (Yale University), Associate Professor and Associate Director of Art and Design
Thomas, Calvin, Ph.D. (University of Wisconsin, Milwaukee), Associate Professor of English
Thomas, Christine D., Ph.D. (Georgia State University), Associate Professor of Middle-Secondary Education and Instructional Technology and Associate Chair of Middle-Secondary Education and Instructional Technology
Thomas, John Clayton, Ph.D. (Northwestern University), Professor of Public Administration and Urban Studies and Political Science
Thompson, A. Deon L., Ph.D. (Wake Forest University), Clinical Assistant Professor of Physical Therapy
Thompson, Dennis N., Ph.D. (Ohio State University), Professor of Educational Psychology and Special Education
Thompson, Robert S., Ph.D. (University of California, San Diego), Professor of Music
Thompson, Walter R., Ph.D. (The Ohio State University), Professor of Kinesiology and Health and Nutrition
Thoms, Brian, Ph.D. (Cornell University), Associate Professor of Physics and Astronomy
Thornton, Corliss L., Ph.D. (Florida State University), Associate Professor of Marketing
Thornton-Reid, Floretta, Ed.D. (Valdosta State University), Assistant Professor of Early Childhood Education
Throop, Elizabeth, M.G.D. (North Carolina State University), Associate Professor of Art and Design
Tice, Christina A., M.S.N. (Emory University), Clinical Instructor in Nursing
Tieman, Beth I., Ph.D. (MCP Hahnemann University), Assistant Professor of Physical Therapy
Tighe, Ronda, Ph.D. (Georgia State University), Temporary Clinical Assistant Professor of Educational Policy Studies
Timmons, Kelly, C., J.D. (Vanderbilt University) Assistant Professor of Law
Tinker-Sachs, Gertrude, Ph.D. (University of Toronto), Assistant Professor of Middle-Secondary Education and Instructional Technology
Tis, Laurie L., Ph.D. (University of Virginia), Associate Professor of Kinesiology and Health and Physical Therapy
Tkatch, Isabel, Ph.D. (The Hebrew University of Jerusalem), Assistant Professor of Finance
Toal, Russel B., M.P.H. (University of North Carolina at Chapel Hill), Visiting Associate Professor of Public Health
Topalli, Volkan, Ph.D. (Tulane University), Assistant Professor of Criminal Justice
Torres, German, Ph.D. (University of Georgia), Associate Professor of Modern and Classical Languages
Tredway, Thomas S., M.A. (Emory University), Associate Professor of Actuarial Science
Trent, Mary Elizabeth, Psy.D. (California School of Professional Psychology), Temporary Clinical Assistant Professor of the Counseling Center
Truex, Duane P., Ph.D. (State University of New York, Binghamton), Associate Professor of Computer Information Systems
Truscott, Diane M., Ph.D. (State University of New York at Buffalo), Associate Professor of Early Childhood Education
Truscott, Diane M., Ph.D. (State University of New York at Buffalo), Associate Professor of Early Childhood Education
Tullos, J. Kyle, Ph.D. (University of Georgia), Lecturer of Philosophy
Tunney, Niamh, D.P.T.. (MGH Institute of Health Professions), Clinical Assistant Professor in Physical Therapy
Turnbull, Geoffrey K., Ph.D. (University of Wisconsin, Milwaukee), Professor of Economics
Turner, Karynne L. , Ph.D. (University of Pittsburgh), Assistant Professor of Managerial Sciences
Twombly, Eric C., Ph.D. (George Washington University), Assistant Professor of Public Administration and Urban Policy Studies
Umoja, Akinyele, Ph.D. (Emory University), Associate Professor of African-American Studies
Vaishnavi, Vijay K., Ph.D. (Indian Institute of Technology), Board of Advisor's Professor of Computer Information Systems and IEEE Fellow
Valev, Neven, Ph.D. (Purdue University), Associate Professor Economics
Vanman, Eric, Ph.D. (University of Southern California), Assistant Professor of Psychology

Varjas, Kristen M., (State University of New York at Albany), Assistant Professor of Counseling and Psychological Services
Varshney, Upkar, Ph.D. (University of Missouri, Kansas City), Associate Professor of Computer Information Systems
Venet, Wendy, Ph.D. (University of Illinois), Professor of History
Verhage, Bronislaw J., Ph.D. (University of Texas), Professor of Marketing
Verma, Geeta, Ph.D. (Kent State University), Assistant Professor of Middle-Secondary Education and Instructional Technology
Vernick, Gordon, D.A. (University of Northern Colorado), Associate Professor of Music
Vidakovic, Draga, Ph.D. (Purdue), Assistant Professor and Associate Chair of the Department of Mathematics and Statistics
Vollmer, Niklas, M.F.A. (University of California, San Diego), Assistant Professor of Communication
Voss, Paul J., Ph.D. (University of California, Riverside), Associate Professor of English
Walcott, Susan M., Ph.D. (Indiana University, Bloomington), Associate Professor of Geosciences and Director of the Asian Studies Center
Walker, Joseph, Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Mathematics and Statistics
Walker, Mary Beth, Ph.D. (Rice University), Associate Professor Economics
Wallace, Sally, Ph.D. (Syracuse University), Professor of Economics
Wallace, Walter L., M.B.A. (Samford University), Instructor of Managerial Sciences
Walthall, Walter W., Ph.D. (State University of New York, Albany), Associate Professor of Biology
Wang, Binghe, Ph.D. (University of Kansas), Professor and Eminent Scholar of Chemistry
Wang, Ching-Jen, Ph.D. (University of Pennsylvania), Assistant Professor of Arabic
Wang, Shaun, Ph.D. (University of Waterloo), Associate Professor of Actuarial Science and Holder of the Robert W. Batten Chair of Actuarial Science
Wang, Xiaoxue, Ph.D. (Penn State University), Assistant Professor of Middle-Secondary Education and Institutional Technology
Wang, Yan, Ed.D. (Illinois State University), Assistant Professor of Middle-Secondary Education and Instructional Technology
Wang, Yong Tai, Ph.D. (University of Illinois), Associate Professor of Physical Therapy and Kinesiology and Health
Wareham, Jonathan, Ph.D. (Copenhagen Business School), Assistant Professor of Computer Information Systems
Warner, Barbara D., Ph.D. (State University of New York at Albany), Associate Professor of Criminal Justice
Warren, Gordon L., III, Ph.D. (University of Georgia), Professor of Physical Therapy and Kinesiology and Health
Washburn, David A., Ph.D. (Georgia State University), Associate Professor of Psychology, Chair of the Department of Psychology, and Director of the Language Research Center
Watts, Roderick, Ph.D. (University of Maryland), Associate Professor of Psychology
Waugh, William Lee, Jr., Ph.D. (University of Mississippi), Professor of Public Administration and Urban Studies and Political Science
Weber, Irene, D. Phil. (Oxford University, Oxford, England), Professor of Biology
Weed, Roger O., Ph.D. (University of Georgia), Professor of Counseling and Psychological Services
Weeks, Michael, Ph.D. (Univ of Southwestern Louisiana), Associate Professor of Computer Science
Weigle, Sara Cushing, Ph.D. (University of California, Los Angeles), Associate Professor of Applied Linguistics and English as a Second Language.
Welke, Richard J., Ph.D. (State University of New York at Buffalo), Professor of Computer Information Systems and Director of the Center for Process Innovation
Wells, Marolyn C., Ph.D. (University of Wisconsin, Madison), Director and Professor of the Counseling Center; Joint Appointment with Department of Counseling and Psychological Services
Wertheimer, Mindy R., Ph.D. (Georgia State University) Clinical Associate Professor of Social Work and Director of Field Education for the School of Social Work
West, Elizabeth, Ph.D. (Emory University), Assistant Professor of English
Whalen, Thomas H., Ph.D. (Michigan State University), Professor of Managerial Sciences
White, Carol J., Ph.D. (Georgia State University), Instructor of Marketing
White, Cassandra, Ph.D. (Tulane University), Assistant Professor of Anthropology
White, Christopher G., Ph.D. (Harvard University), Assistant Professor of Religious Studies
White, JoAnna F., Ed.D. (West Virginia University), Professor of Counseling and Psychological Services and Chair of the Department of Counseling and Psychological Services
White, Marta S., Ph.D. (Florida State University), Assistant Professor of Managerial Sciences
White, Michael A., Sr., M. Arch. (Georgia Institute of Technology), Assistant Professor of Art and Design
Whiting, Steven, Ph.D. (Indiana University), Assistant Professor of Managerial Sciences
Whitley, Deborah M., Ph.D. (University of Pittsburgh), Associate Professor of Social Work
Whitten, Ronald, M.S.W. (University of Tennessee, Nashville), Instructor in Social Work
Whittington, Frank J., Ph.D. (Duke University), Professor of Sociology and Director of the Gerontology Institute

Wiita, Paul J., Ph.D. (Princeton University), Professor of Physics and Astronomy

Wilczynski, Walter, Ph.D. (University of Michigan-Ann Arbor), Professor of Psychology and Co-director of Research for the Center of Behavioral Neuroscience

Wilkin, Holley A., Ph.D. (University of Southern California), Assistant Professor of Communication

Willey, Susan L., J.D. (Indiana University), Associate Professor of Legal Studies

Williams, Desha, M.Ed. (Georgia State University), Temporary Clinical Instructor of Middle-Secondary Education and Institutional Technology

Williams-Smith, Rihana S., Ph.D. (University of South Carolina), Assistant Professor of Psychology

Williams, Brian, Ph.D. (Emory University), Assistant Professor of Early Childhood Education

Williams, Frank L'Engle, Ph.D. (University of Massachusetts, Amherst), Assistant Professor of Anthropology

Williams, Jack F., J.D. (George Washington University), Professor of Law

Williams, Jerome D., Ph.D. (University of Colorado), Visiting Associate Professor of Marketing

Williams, M. Armenia, D.P.A. (University of Georgia), Associate Professor of Nursing

Willis, Linda, M. Comm. (University of Michigan), Instructor of Marketing

Willoughby, Katherine G., D.P.A. (University of Georgia), Professor of Public Administration and Urban Studies

Wilson, Patricia, Ph.D. (University of Wisconsin), Assistant Professor of Biology

Wilson, William David, Ph.D. (Purdue University), Regents' Professor of Chemistry

Wingert, David W., Ph.D. (Princeton University), Associate Professor of Physics and Astronomy

Winkler, Carol K., Ph.D. (University of Maryland), Associate Professor of Communication and Associate Dean for the College of Arts and Sciences

Wiseman, Patrick, J.D. (Columbia University), Professor of Law

Wold, Judith Lupo, Ph.D. (Georgia State University), Associate Professor of Nursing

Wolk, James L., D.S.W. (Tulane University), Professor of Social Work

Woodring, Barbara C., Ed.D. (Ball State University), Professor of Nursing and Director of the Byrdine F. Lewis School of Nursing

Wynne, Lauren, Ph.D. (Georgia State University), Clinical Assistant Professor of Counseling and Psychological Services

Wysor, Maryann T., MBA (Georgia State University), Instructor of Marketing

Xia, Yusen, Ph.D. (University of Texas at Austin) Assistant Professor of Managerial Sciences

Xiao, Yuanhui, Ph.D. (University of Georgia), Assistant Professor of Mathematics and Statistics

Xu, Yongsheng, Ph.D. (Tulane University), Professor of Economics

Yang, Jenny, Ph.D. (Florida State University), Professor of Chemistry

Yao, Yongwei, Ph.D. (University of Kansas), Assistant Professor of Mathematics and Statistics

Yarn, Douglas H., J.D. (University of Georgia), Associate Professor of Law

Young, Andrew, B.Div. (Hartford Theological Seminary), Public Affairs Professor of Policy Studies and Distinguished Senior Fellow

Young, Dennis, Ph.D. (Stanford University), Professor of Public Administration and Urban Studies and Bernard and Eugenia Ramsey Chair of Non-Profit Enterprise

Young-Carver, Carol E., Ph.D. (The Ohio State University), Associate Professor Computer Information

Young, Jeffrey R., Ph.D. (Emory University), Lecturer of the College of Arts and Sciences Honor's Program

Younghard H., Ph.D. (Purdue University), Professor of Management and Member of the W.T. Beebe Institute of Personnel and Employment Relations

Youngs, Larry R., Ph.D. (Georgia State University), Lecturer of History

Zabrucky, Karen M., Ph.D. (University of Toledo), Professor of Educational Psychology and Special Education

Zeigler, Mary, Ph.D. (University of Georgia), Associate Professor of English

Zelikovskiy, Aleksandr, Ph.D. (Institute of Mathematics of the Byelorussian Academy of Sciences), Associate Professor of Computer Science

Zellars, Malcolm, Ph.D. (Georgia State University), Senior Lecturer of Biology

Zhan, Heying, Ph.D. (University of Kansas), Assistant Professor of Sociology

Zhang, Guoqiang P., Ph.D. (Kent State University), Associate Professor of Managerial Sciences

Zhang, Xu, Ph.D. (The Medical College of Wisconsin), Assistant Professor of Mathematics and Statistics

Zhang, Yanqing, Ph.D. (University of South Florida), Associate Professor of Computer Science

Zheng, Yujun, Ph.D. (University of Miami), Assistant Professor of Chemistry

Zhao, Yichuan, Ph.D. (Florida State University), Assistant Professor of Mathematics and Statistics

Zhao, Yali, Ph.D. (University of Georgia), Assistant Professor of Early Childhood Education

Zhao, Yi, Ph.D. (Rutgers University), Assistant Professor of Mathematics and Statistics
Zhu, Ying, Ph.D. (George Mason University), Assistant Professor of Computer Science
Zimmerman, Ralph, M.S.M. (Troy State University), Clinical Instructor in Respiratory Therapy
Ziobrowski, Alan J., Ph.D. (Kent State University), Associate Professor of Real Estate
Zhong, Changyong, Ph.D. (Vanderbilt University), Lecturer of Mathematics and Statistics
Zong, Cynthia, Ph.D. (Queen's University, Ontario, Canada), Associate Professor of Chemistry

Index (By Section)

A

Administration and Faculty 677
Faculty 681
Georgia State University Administration 680
The Board of Regents 678
Members 678
Officers and Administrative Staff 679
The University System of Georgia 677
Units 677

Andrew Young School of Policy Studies 68
Certificate Programs 94
Graduate Certificate in Disaster Management 94
Graduate Certificate in Nonprofit Management 95
Graduate Certificate in Planning and Economic Deve 96
Doctoral Programs 96
Doctor of Philosophy in Economics 96
Doctor of Philosophy in Public Policy 100
Graduate Admissions 72
Application Deadlines 72
Application Procedures 73
General Admission Criteria 76
Graduate Admissions Committee 72
Graduate Research and Teaching Assistantships 79
International Students 78
Master's-Level Nondegree and Postgraduate Status T 77
Retention of Records 72
Transient Students 77
Waivers of Nonresident Tuition 79
Graduate Enrollment 80
Catalog Editions 81
Changing Programs/Status Master's-Level 80
Changing Semester of Entry 80
Computer Use Policy for the Department of Public A 81
Course Load 81
Enrollment in Approved Courses 81
Grade Requirements for Graduation 83
Multiple Master's Degrees 83
Noncontinuous Enrollment and Requests to Reenter 81
Out-of-Residence Credit And Graduation 83
Policy on Independent Studies/Directed Readings at 82
Policy on Transfer Credit at the Master's Level 82
Scholastic Discipline: Master's Programs and Statu 83
Scholastic Warning, Exclusion and Termination (Mas 84
Separate Graduate and Undergraduate Programs 82
Standards of Performance 83
Students' Responsibility 80
Time Limit for Completion of Degree/Graduate Certi 80
Master's Programs 85
Master of Arts in Economics 85
Master of Arts in Economics: Policy Track 87
Master of Public Administration 88
Master of Public Administration/Juris Doctor 91
Master of Science in Urban Policy Studies 92
Office of the Dean 68
Academic Units 71
Exchange Programs with Other Universities 68
Facilities/Services 69
Office of Academic Assistance 68
Purpose of the School 68
Research Centers and Programs 69
Student Appeals Procedures 84
Admissions Appeals 84
Appeal of Course Grades 84
Appeal of Exclusions and Terminations 85
Other Appeals 85

C

College of Arts and Sciences 107
Academic Programs 107
Admission Policies 108
Anthropology 116
Applied Linguistics and English as a Second Langua 117
Art & Design 119
Astronomy 124
Biology 125
Chemistry 130
Communication 133
Computer Science 134
Degree Requirements 113
Department of Sociology 188
English 138
French 146
General Information 107
Geosciences 147
German 152
Gerontology 154
Graduate Teaching and Research Assistantships 111
Heritage Preservation 156
History 160
International Students 110
Latin American Studies 163
Mathematics and Statistics 165
Music 171
Office of the Dean 107
Office of Graduate Studies 107
Philosophy 173
Physics 177
Political Science 179
Psychology 184
Religious Studies 186
Spanish 192
Student Exceptions Procedure 115
Translation and Interpretation 193
Women's Studies 194

College of Education 196
Academic Discipline 210
Academic Petitions and Appeals 205
Accreditation 196
Certificate Programs 288
Applied Behavior Analysis 288
Assistive Technology 289, 290
Qualitative Research in Education 290
Quantitative Research in Education 291
Changing Major or Degree Status 203
College of Education Honors Day 202
Courses 204
Credit by Examination 204
Developmental Literacy Programs 292
Literacy Collaborative® 292
Reading Recovery® 293
Doctoral Programs 295
Admission to Doctoral Candidacy 302
Dissertation and Final Dissertation Defense 302
Doctoral Advisory Committee 299
Doctoral Assistantships, Instructorships, and Fell 298
Doctoral Degree Admissions and Programs 295
General Core Area Requirements (18 hours) 303
Minimum Requirements for Degree Completion 298
On Campus Resources 301
Program of Study 299
Requirements for Degree Completion 302
Review of Research for the Protection of Human Sub 301
Term of Admission and Term of First Matriculation 299
Endorsements for Teacher Certification 285
Leadership Endorsements 285
Online Teaching and Learning Endorsement 286

Preschool Special Education Endorsement 286
Reading Endorsement 287
Teacher Support Specialist (TSS) Endorsement 288
Faculty/Departments 200
General Information 196
Office of the Dean 196
Graduate Admissions 206
Graduate Nondegree Programs 284
Add-on Teacher Certification 284
Gradyate Nondgree Programs
Initial Certification Special Education 284
Master of Arts in Education (M.A.T.) Programs 214
Behavior/Learning Disabilities (M.A.T.) 214
Early Childhood Education (M.A.T.) – Urban Acceler 215
English Education (M.A.T.) 217
Mathematics Education (M.A.T.) 218
Middle Childhood Education (M.A.T.) 220
Multiple and Severe Disabilities (M.A.T.) 222
Reading, Language, and Literacy Education (M.A.T.) 225
Science Education (M.A.T.) 227
Social Studies Education (M.A.T.) 228
Master of Education (M.Ed.) Programs 230
Behavior/Learning Disabilities (M.Ed.) 231
Communication Disorders (M.Ed.) 232
Early Childhood Education (M.Ed.) 234
Educational Leadership (M.Ed.) 235
English Education (M.Ed.) 236
Mathematics Education (M.Ed.) 239
Middle Childhood Education (M.Ed.) 240
Multiple and Severe Disabilities (M.Ed.) 242
Reading, Language, and Literacy Education (M.Ed.) 245
School Counseling (M.Ed.) 246
School Psychology (M.Ed.) 248
Science Education (M.Ed.) 250
Social Studies Education (M.Ed.) 251
Master of Library Media (M.L.M.) Program 252
Master of Science (M.S.) Programs 253
Educational Psychology (M.S.) 253
Educational Research (M.S.) 254
Educational Research/Professional Counseling (M.S. 255, 260
Exercise Science (M.S.) 255
nstructional Design and Technology (M.S.) 257
Professional Counseling (M.S.) 259
Rehabilitation Counseling (M.S.) 261
Social Foundations of Education (M.S.) 262
Sports Administration (M.S.) 263
Sports Medicine (M.S.) 266
Urban Teacher Leadership (M.S.) 267
Master's Degree Admissions 211
Application Completion Deadlines 212
Concurrent Master's/Ed.S. Admission 213
Concurrent Master's/Ph.D. Admission 213
Dual Enrollment Admission 212
Master of Arts in Teaching, Master of Education, M 211
Master's Degree Programs 213
Master's Degree Requirements
Minimum Requirements for All Master's Degrees 213
Multiple Master's Degrees 213
Mission of the College of Education 196
Nondegree Admissions and Programs 282
Nondegree Admissions 282
Office of Academic Assistance and Graduate Admissi 203
Ph.D. Programs of Study 304
Counseling Psychology (Ph.D.) 304
Counselor Education and Practice (Ph.D.) 306
Early Childhood Education (Ph.D.) 307
Education of Students with Exceptionalities (Ph.D. 308
Educational Policy Studies (Ph.D.) 309
Educational Psychology (Ph.D.) 311
Instructional Technology (Ph.D.) 312
Kinesiology (Ph.D.) 313
School Psychology (Ph.D.) 314
Teaching and Learning (Ph.D.) 316
Practica and Internships 205
Required Change of Catalog Edition 204
Research and Instructional Resources 196
Specialist Degree Admissions and Programs 268
Specialist Degree Academic Regulations 270
Specialist Degree Admissions 268
Specialist in Education (Ed.S.) Programs 271
Early Childhood Education (Ed.S.) 271
School Counseling (Ed.S.) 274
School Psychology (Ed.S.) 275
Special Education (Ed.S.) 276
Teaching and Learning (Ed.S.) 278
Speicalist in Education (Ed.S.) Programs
Professional Counseling (Ed.S.) 273
Student Organizations 199
Students' Responsibilities 201
Teacher Certification 202
Teacher Certification Only Programs 295
Tuition Waivers for Nonresident Students 204

College of Health and Human Sciences 317

Appeals and Petitions Procedures 322
Clinical, Field Experience or Internship 322
College Academic Advisement and Graduation Procedu 322
College Academic Regulations
Academic Warning and Suspension 321
Changing Catalog Editions 321
College Admissions 319
Changing Semester of Entry 320
International Student Admission 320
Nondegree Admission 319
Reentry Students 320
Transient Student Admission 319
College Degree Regulations 321
Transfer of Credit 321
College Degree Requirements 321
Thesis and Dissertation Hours 322
Criminal Justice 323
General Information 317
Academic Units 318
Accreditation 317
Degrees Offered 317
Facilities and Services 318
Mission 317
Office of the Dean 317
Graduate Assistantships 323
Nursing 327
Nutrition 332
Physical Therapy 337
Public Health 343
Respiratory Therapy 346
Social Work 349

College of Law 353

Academic Calendar 354
Accreditation 353
Additional Educational Programs 364
Joint M.P.A./J.D. Degree Program (AYSPS) 364
Administration 353
Admissions 355
Beginning Students 355
General Policy 355
Guest Students 356
International Applicants 356
Joint Degree Programs 356
Selection Procedure and Criteria 355
Special Student Status 356
Transfer Students 356
Bar Examination Registration and Review Courses 369
Curriculum 365
Elective Courses 365
Lawyer Skills Development 365

Outline 365
Prerequisites 365
Required Courses 365
Currriculum
Legal Writing Requirement 365
Directory 353
Goals and Purposes 353
Honor Code 370
Law Library 356
Policies, Rules and Regulations 358
Career Services Office 363
Final Examinations 362
In-course Scholastic Requirements 358
Professional Responsibility 362
Student Appeals Procedures 361
Students with Special Needs 363
Student Organizations 367
The J. D. Course of Study 357
Full-time and Part-time Student Status 357
General Rules for Both Programs 358
Minimum Load Requirement 358
Nine-Semester Program 358
Required Orientation for Beginning Students 357
Residency Requirement 357
Six-Semester Program 357
The Basic Programs 357

Course Descriptions 461

ACCT = ACCOUNTING 462
AE = ART EDUCATION 464
AH = ART HISTORY 465
AL = APPLIED LINGUISTICS 467
ANTH = ANTHROPOLOGY 469
ART = ART 472
AS = ACTUARIAL SCIENCE 472
ASTR = ASTRONOMY 473
BA = BUSINESS ADMINISTRATION 474
BCOM = BUSINESS COMMUNICATION 475
BIOL = BIOLOGY 475
CER = CERAMICS 482
CHEM = CHEMISTRY 482
CIS = COMPUTER INFORMATION 485
COMM = COMMUNICATION 488
CPI = CENTER PROCESS INNOVATION 493
CPS = COUNSELING & PSYCH SERVICES 493
CRJU = CRIMINAL JUSTICE 500
CSC = COMPUTER SCIENCE 501
DP = DRAWING AND PAINTING 505
ECE = EARLY CHILDHOOD EDUCATION 506
ECON = ECONOMICS 511
EDCI = CURRICULUM & INSTRUCTION 516
EDLA = LANGUAGE ARTS EDUCATION 517
EDMT = MATHEMATICS EDUCATION 518
EDRD = READING EDUCATION 518
EDSC = SCIENCE EDUCATION 519
EDSS = SOCIAL STUDIES EDUCATION 520
EDUC = EDUCATION 520
ELMT = LIBRARY MEDIA TECHNOLOGY 520
EMBA = EXECUTIVE MBA 521
ENGL = ENGLISH 523
EPEL = EPS/EDUCATIONAL LEADERSHIP 526
EPHE = EPS/HIGHER EDUCATION 527
EPRS = EPS/RESEARCH 528
EPS = EDUCATIONAL POLICY STUDIES 530
EPSF = EPS/SOCIAL FOUNDATION 531
EPY = EDUCATIONAL PSYCHOLOGY 532
ESL = ENGLISH SECOND LANGUAGE 534
EXC = EXCEPTIONAL CHILDREN 534
FI = FINANCE 541
FOLK = FOLKLORE 543
FORL = FOREIGN LANGUAGE 543
FREN = FRENCH 545
GEOG = GEOGRAPHY 546
GEOL = GEOLOGY 548
GERO = GERONTOLOGY 551
GMBA = GLOBAL PARTNERS MBA 552
GRD = GRAPHIC DESIGN 553
GRMN = GERMAN 554
HA = HEALTH ADMINISTRATION 555
HADM = HOSPITALITY ADMINISTRATION 557
HHS = HEALTH AND HUMAN SCIENCE 557
HIST = HISTORY 558
IB = INTERNATIONAL BUSINESS 561
ID = INTERIOR DESIGN 563
IT = INSTRUCTIONAL TECHNOLOGY 563
JEWL = JEWELRY DESIGN & METALSMITHING 564
KH = KINESIOLOGY & HEALTH 565
LATN = LATIN 569
LAW = LAW 569
LGLS = LEGAL STUDIES 596
MATH = MATHEMATICS 597
MBA = MASTER OF BUSINESS ADMINISTRATION 600
MGS = MANAGERIAL SCIENCES 603
MK = MARKETING 608
MRM = MATHEMATICAL RISK MANAGEMENT 610
MUA = MUSIC APPRECIATION 611
MUS = MUSIC 611
NSCI = NATURAL SCIENCES 617
NURS = NURSING 617
NUTR = NUTRITION 622
PAUS = PUBLIC ADM & URBAN STUDIES 624
PFP = PERSONAL FINANCIAL PLANNING 630
PH = PUBLIC HEALTH 632
PHIL = PHILOSOPHY 634
PHOT = PHOTOGRAPHY 637
PHYS = PHYSICS 638
PMBA = PROFESSIONAL MASTER OF BUSINESS ADMINISTRAT 640
POLS = POLITICAL SCIENCE 643
PRT = PRINTMAKING 647
PSYC = PSYCHOLOGY 650
PT = PHYSICAL THERAPY 651
RE = REAL ESTATE 657
RELS = RELIGIOUS STUDIES 659
RMI = RISK MANAGEMENT AND INSURANCE 661
RT = RESPIRATORY THERAPY 663
SCUL = SCULPTURE 663
SLE = TEACHING ESL/COLLEGE OF ED 674
SOCI = SOCIOLOGY 663
SPAN = SPANISH 666
STAT = STATISTICS 668
SW = SOCIAL WORK 670
TEXT = TEXTILES 672
TX = TAXATION 673
WST = WOMEN'S STUDIES 674

E

Educator Preparation 456

Conceptual Framework 456
Criminal Background Investigation 460
Educational Field Experiences 460
GACE Content Assessments 459
Georgia Responds 459
Graduate Professional Education Core 458
Organization of the Professional Education Faculty 460
Programs 457

F

Financial Information 20

Financial Aid 24
International Students, Students with Non-U.S. Aca 26
Loans 25

Other Sources of Financial Assistance 26
Scholarships 24
Work-Study and Employment 25
Georgia Resident Status 23
Petitioning for Georgia Residency for Fee Payment 24
Scholarships and Awards Offered Through a College 27
Andrew Young School of Policy Studies Scholarships 27
Awards, Fellowships and Scholarships 29
College of Arts and Sciences Scholarships 27
College of Education Scholarships 30
College of Health and Human Sciences Scholarships 30
Helping Outstanding Pupils Educationally (HOPE) Sc 29
J. Mack Robinson College of Business Scholarships 31
Tuition and Fees 20
Employer Tuition and Fee Reimbursement 23
Housing Fees 23
Payment of Tuition and Fees 21
Refund of Tuition and Fees 22
Waivers of Tuition and Fees 21

J

J. Mack Robinson College of Business 378
Appeals and Petitions Procedures 411
Student Appeals and Petitions Procedures 411
College Academic Regulations 392
Catalog Editions 393
Changing Majors, Programs or Status (Master's Leve 393
Changing Semester of Entry 392
Commitment to Master's Programs 392
Computer Skills Prerequisites (CSPs) Definitions 397
Day/Night Programs 394
Double Majors and Concentrations and Multiple Mast 394
Enforcement of Course Prerequisites 394
Enrollment in Approved Courses 393
Exit Survey Requirements for Graduation 396
Grade Requirements for Graduation 396
Information Technology Access and Skill Requiremen 397
Noncontinuous Enrollment and Requests to Reenter 393
Policy on Allowing Undergraduates to Take Graduate 394
Reentry Procedures 393
Residency Requirements 396
Scholastic Discipline: Master's Programs and Statu 395
Separate Graduate and Undergraduate Programs 394
Students' Responsibility 392
Transfer of Credits 396
College Acadmic Regulations
Standards of Performance 395
College Admissions 383
Admission Tests 385
Application Deadline Dates for Master's Degree and 383
Application Fee 385
Application Options 384
Application Procedures 384
Data Sheet 385
Immunization Certification 387
Interviews 387
Letters of Recommendation 387
Master's Application and Narrative Questions 384
Residency Information 385
Retention of Records 383
Self-Managed Applications 384
Transcripts 385
University Information 385
College Degree Requirements 398
Concentrations and Majors 399
Degree Requirements 398
Exemption Criteria 410
Orientation 398
Regulations for the Degree 398
Robinson MBA Career Paths 407
Doctoral Program 448
Academic Regulations 452
Admissions: Applications, Procedures, and Criteria 449
Changing Year of Entry 450
Doctor of Philosophy in Business Administration 451
Doctoral Assistantships, Instructorships, and Fell 450
Doctoral Majors Offered 448
Doctoral Program Operation 448
Fellowships and Scholarships 451
Goals and Expectations 448
Graduate Research Assistantships 450
Graduate Teaching Assistantships 451
Instructorships 451
International Applicants 450
Standards Applying to Both GRA and GTA Appointment 451
Tuition for GRAs and GTAs 451
English Proficiency 390
Executive M.B.A. Program 413
General Admission Criteria 388
General Information 378
Accreditation 378
Administration of Master's Programs 378
Mission 378
Office of the Dean 378
RCB Directory of Academic Units 379
Student Organizations 379
Study Abroad Programs 379
Units and Centers 378
Global Partners M.B.A. Program 413
Graduate Certificate in Accountancy 444
Regulations for the Certificate Program 444
Graduate Certificate in Enterprise Risk Management 445
Regulations for the Certificate Program 445
Graduate Certificate in Personal Financial Plannin 446
Regulations for the Certificate Program 446
Graduate Certificate in Real Estate 447
Admissions 447
Regulations for the Certificate Program 447
International Students 390
Academic Credentials 391
Financial Resources 391
Full-time Course Load 391
M.B.A./J.D. Joint Program 415
Application to the M.B.A./J.D. Joint Program 415
Joint Program Degree Requirements 415
Master of Actuarial Science 416
Regulations for the Degree 416
Master of Business Administration/Master of Health 418
Admissions 418
Regulations for the Degrees 418
The M.B.A./M.H.A. Curriculum 419
Master of International Business 420
Dual-Degree Program with ESC Toulouse 423
Five-Year/MIB Program 423
Joint Degree MIB/MA in Political Science with Inte 423
Regulations for the Degree 420
Master of Professional Accountancy 424
Admissions 424
Regulations for the Degree 424
Master of Science 425
Major in Business Economics 426
Major in Finance 430
Major in Information Systems 427
Major in Managerial Sciences 431
Major in Marketing 432
Major in Personal Financial Planning 433
Major in Risk Management and Insurance 434
Master of Science in Health Administration 439
Admissions 439
JD/Health Administration Joint Program 440
Regulations for the Degree 439
Master of Science in Real Estate 441
M.S.R.E./M.A.I. Option 443
Regulations for the Degree 441

The Royal Institution of Chartered Surveyors Accre 443
Master of Taxation 443
Regulations for the Degree 443
Master's Level Nondegree and Postgraduate Status 388
Definition of Nondegree Status 388
Definition of Postgraduate Status 388
Responsibilities/Continued Enrollment 389
Master's Programs 412
Business Communication Skills Requirement for Mast 412
Office of Graduate Student and Alumni Services 382
Faculty Advisers 383
Master's Admissions and Advisement 382
Mission 382
Robinson Career Management 382
Office of Student and Alumni Servcies
Master's Admissions and Advisement 382
Professional M.B.A. Program 414
Transient Students 389

R

Reentry 18
Academic Advisement 19
Changing Catalog Editions 19
Reentry Applicants 18
Deadlines 18
Definition 18

S

Student Life and Services 54
African-American Student Services and Programs 54
Auxiliary and Support Services 54
ATMs 54
Mail Services 57
PantherCard 55
PantherDining 55
Parking and Transportation 56
Rialto Center for the Arts 57
Safety and Risk Management 57
Travel Services 55
University Bookstore 55
University Printing and Copy Services 56
Vending 57
Child Development Center 57
Community Service 57
Counseling Center 57
Cultural Opportunities 58
Dean of Students 59
Commuter Student Services 59
Emergency Locator 59
Religious Activities 59
Student Accident Insurance 59
Student Assistance 59
Student Health Insurance 60
Student Judicial Affairs 59
Disability Services 60
Educational Opportunity and TRIO Programs 60
Health Services 61
Intercollegiate Athletics 62
New Student Programs 62
Parents Association 62
Ombudsperson 62
Recreational Services 62
Student Health Promotion and Education 63
Student Life and Leadership 63
Greek Organizations 65
Honor Societies 65
Intercultural Relations 64
Leadership Georgia State 64
Professional Organizations 65
Student Government Association 64
Student Media 64
Student Organizations 65
Student Programs 64
Student/University Center 65
University Career Services 66
University Committees 66
Committee on Student Communications 66
Student Activity Fee Committee 66
Student Technology Fee Subcommittee 67
University Senate Committee on Student Life and De 66
University Housing 67

U

University Academic Regulations 37
Academic Calendar 37
Academic Honesty 48
Academic Progression 37
Access to Student Records 53
Audit Status 47
Changes in Grades 45
Dropping Classes and Voluntary Withdrawal 46
Changes in Personal Data 42
Class Attendance 47
Cooperative Education 48
Cross Registration 42
Cumulative Grade Point Average 45
Directory Information 43
Enrollment Verification 43
Final Examinations 47
Georgia State University E-mail 37
Graduation 46
Application for Graduation 46
Graduation Requirements 47
International Student & Scholar Services (ISSS) 53
Off-Campus Courses 42
Registration Procedures 38
Classification of Courses 38
Course Load 39
Immunizations 38
Registration Time-Ticket Assignments 39
University Policy on Continuous Enrollment 39
Revision of Class Schedules (Add/Drop/Withdraw) 39
Automatic Involuntary Withdrawal 41
Dropping Classes and Voluntary Withdrawal 40
Hardship Withdrawal 41
Involuntary Withdrawal 40
Military Withdrawal 41
Pending Withdrawal 41
Withdrawals and Drops from Off-Campus Courses and 40
Revision of Class Schedules (Add/Drop/Withdraw0
Non-Academic Withdrawal 41
Student Computer Access Requirement 37
Student Petitions 52
The Grading System 43
Grades 43
Symbols 44
Transcript Request 42
University Degree Policies 37

University Information 10
Academic Resources 14
Alpharetta and Brookhaven Centers 14
Alumni Association 15
Foundation 15
Information Systems and Technology 14
Libraries1040.10 Libraries 14
The Welcome Center 14
Accreditation 10
Degrees and Certificates Offered by Georgia State 10
Andrew Young School of Policy Studies 10
College of Arts and Sciences 11

College of Education 12
College of Health and Human Sciences 12
College of Law 12
J. Mack Robinson College of Business 12
Mission 10
Policies and Disclosures 15
Disability Complaint Policy 16
Disruptive Behavior Policy 16
Equal Opportunity Policy 15
Federal and State Law Disclosure Requirements 16
Integrity in Research 17
Intellectual Property 17
University Code of Conduct 16