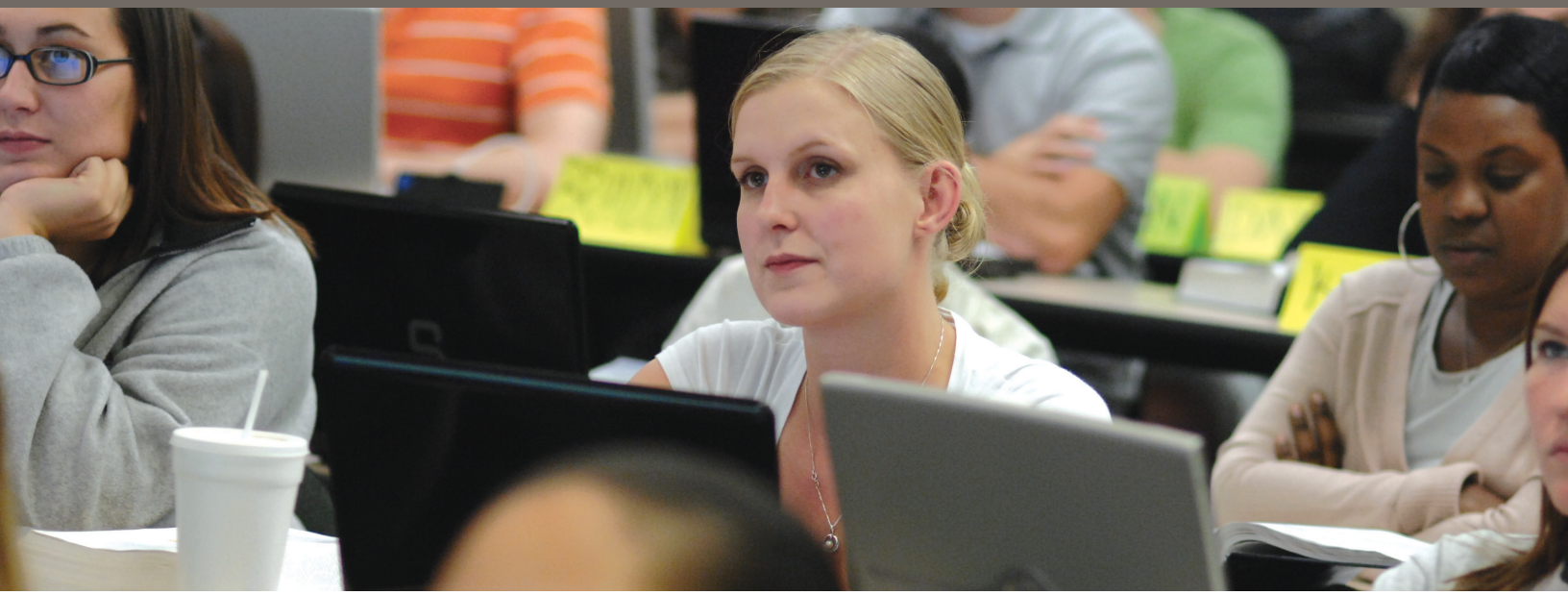
Graduate Catalog

2012 – 2013



Georgia State University

2012-2013 Graduate Catalog

These catalogs provide information regarding all of the undergraduate and graduate programs offered by Georgia State University during the 2012-2013 academic year. The statements made in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

Although Georgia State University has made every reasonable effort to present the information contained in this catalog with factual accuracy, no responsibility is assumed by the university for editorial or clerical errors. At the time of 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 in Catalog Addendums. Changes by colleges are also available 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.

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1000 University Information

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

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

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

Georgia State is ***financially accessible***. The university offers a first-rate education in a very broad spectrum of disciplines at very competitive fees, an excellent value in today's educational marketplace. More than $277 million in scholarships, financial aid, and work-study programs is provided annually.

The university is ***responsive*** to students' career goals, providing over 250 undergraduate and graduate degree programs in 62 fields of study through its college-level units: the College of Arts and Sciences, the J. Mack Robinson College of Business, the College of Education, the College of Law, the Byrdine F. Lewis School of Nursing and Health Professions, the Andrew Young School of Policy Studies, the Institute of Public Health, and the Honors College. 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 32,000 students each fall — 10 percent of all students in higher education in the state. Students come from nearly every county in Georgia, every state in the union, and over 150 other nations. Georgia State has a racially diverse student body with 44 percent being white, 35 percent black, 12 percent Asian, 4 percent mixed race, 0.3 percent American Indian, 0.2% native Hawaiian/Pacific Islander and 5% unreported. Seven percent of Georgia State students define their ethnicity as Hispanic.

1010 Mission Statement

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) to award bachelors, masters, 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.
Criminal Justice	B.S., M.S., 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., M.P.P.,Ph.D.**
Social Work	B.S.W., G. Cert., M.S.W.

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.E.
Art History	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 and Modern Languages	B.A.

International Studies	B.I.S.
Interpretation	G. Cert.
Italian 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.
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.Ed.
Birth Through Five	B.S.E.
Communication Disorders	M.Ed.
Counseling Psychology	Ph.D.
Counselor Education and Practice	Ph.D.
Early Childhood Education	B.S.E., 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.
Mathematics Education	M.A.T., M.Ed.
Mental Health Counseling	M.S.
Middle Level Education	B.S.E., M.A.T., M.Ed.
Multiple and Severe Disabilities	M.Ed.
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.
Sports Administration	M.S.
Sports Medicine	M.S.
Teaching and Learning	Ph.D.
Urban Teacher Leadership	M.S.

1030.40 College of Law

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

1030.50 J. Mack Robinson College of Business

Accountancy/Accounting	B.B.A., G. Cert., M.B.A., M.P. Acct., M.S.I.S.A.C., Ph.D.
Actuarial Science	B.B.A., M.A.S., M.B.A.
Computer Information Systems	U. Cert, B.B.A., G. Cert, M.B.A., M.S.I.S., M.S.I.S.A.C., Ph.D.
Business Economics	B.B.A., M.B.A., M.S.
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.
Human Resource Management	M.B.A., M.S., Ph.D.
International Business	M.B.A., M.I.B, UCert.

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.

1030.60 Byrdine F. Lewis School of Nursing

Nursing	B.S., M.S., G. Cert., Ph.D.
Nutrition	B.S., M.S.
Physical Therapy	D.P.T.
Respiratory Therapy	B.S., M.S.

1030.70 Institute of Public Health

Public Health	G. Cert., M.P.H., Ph.D.

* 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 Libraries

Georgia State University is served by two libraries: the University Library and the College of Law Library. The University Library occupies two buildings, North and South, bridged by a four-story glass link. Inside, a variety of technology services are provided and supported. Over 400 computers, plus wireless access, are available throughout the building. Laptops and netbooks are also available for check out from the circulation desk. The building includes 55 group study rooms, a 5th floor quiet study area, and a variety of other comfortable study spaces. With the implementation of the Discover search service, students can access millions of resources instantly, including the University Library's collection of books, databases, journals, periodicals, and government documents, with close to 300,000 e-books and 50,000 e-journals. Subject librarians are available to help students, faculty, and the community use the resources that are provided, with a librarian assigned to work with each of Georgia State's academic departments, assisting with discipline-specific research. In addition, the University Library's Special Collections and Archives preserve rare historical materials. A mobile version of the library’s website is also available, allowing students to easily check their library account, computer availability, the library catalog, and library hours. In addition students can ask a librarian for help through the Live Assistance chat service. Students can also phone, email or visit the research support desk for assistance. For information about the University Library and its hours, visit www.library.gsu.edu/ or call 404/413-2820.

The College of Law Library is designed and equipped to meet the demanding research needs of students, faculty, and members of the legal community. With a collection of more than 164,000 hard-copy volumes and hundreds of online databases, the library provides legal research materials in various formats. For information about the Law Library and its hours, visit law.gsu.edu/library/.

1040.20 Information Systems and Technology

Information Systems and Technology (IS&T) provides and supports state-of-the-art technology resources for the Georgia State University community. Student technology resources include Windows and Apple computers that are equipped with Internet access and a variety of software applications to help meet academic requirements. Students can access computers in many

locations on campus, including the University Library Learning Commons, Aderhold Learning Center, Digital Aquarium, Alpharetta Center and Brookhaven Center.

Some IS&T services for students include campus-wide wireless connectivity (CatChat), e-mail, online file storage (Lockerbox), online training by Element K (eTraining) and Web page hosting. Visit www.gsu.edu/ist/index.html for a complete list of services and instructions on getting started. For technical assistance or more information, contact the Help Center at help@gsu.edu or 404/413-HELP (4357).

1040.30 Alpharetta and Brookhaven Centers

In addition to the downtown campus, Georgia State University provides instruction at the Alpharetta Center and the Brookhaven Center. At the Alpharetta Center, the university offers graduate business and education credit classes, as well as non-degree programs for those living or working in the northern metropolitan area. At the Brookhaven Center, the J. Mack Robinson College of Business offers an MBA curriculum convenient to students in the vicinity of Buckhead and Brookhaven. The Alpharetta Center is located at 3705 Brookside Parkway, Alpharetta, Georgia. For Alpharetta Center information, call 404/413-2200. The Brookhaven Center is located at 4362 Peachtree Road, NE, Atlanta, Georgia. For Brookhaven Center information, call 404/413-5100.

The Robinson College of Business also offers the Executive MBA program as well as non-degree Executive Education at a Buckhead location, Tower Place 200, 3348 Peachtree Road, Suite 400, Atlanta, Georgia. For EMBA information, call 404/-413-7182. The Robinson College of Business also offers the Professional MBA program at a Henry County location, 125 Westridge Industrial Boulevard, McDonough, Georgia and at a Perimeter location, Palisades Building D, Suite 100, 5909 Peachtree-Dunwoody Road, NE, Atlanta, GA 30328. For information on the PMBA program , call 404-413-7050 .

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 information about the university, its programs and activities.

The Welcome Center offers daily visit opportunities, Monday through Friday with 45-minute information sessions at 10:00 a.m. and 2:00 p.m., and 90-minute campus Atlanta tours at 10:45 a.m. and 2:45 p.m. Both will help familiarize you with our campus and downtown Atlanta.

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 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 parking is provided to visitors who register in advance for any of these sessions. For more information, or to schedule an information session or Campus Atlanta tour, please visit the Welcome Center online at www.gsu.edu/tour_gastate.html. To schedule a special group tour for 10 to 50 people, please register online at webdb.gsu.edu/visit/visitForm/group_tours.cfm or call the Welcome Center at 404/413-2063. It is recommended that large groups have one adult chaperone for every 20 students, and dates are requested at least two weeks in advance of the desired visit.

The Welcome Center is located in Alumni Hall, suite 134. You may contact the Welcome Center at 404/413-2063 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, *Panther 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 or alumna. 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 404/413-2190 or 1-800-GSU-ALUM or visit the website at www.gastatealumni.net/.

1040.60 Foundation

The Georgia State University Foundation is the primary destination for all gifts to the university. The foundation is an independent, nonprofit, tax-exempt organization incorporated under Section 501(c) (3) of the Internal Revenue Code. The foundation is classified as a public charity and contributions to the foundation qualify as charitable donations. 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 volunteers personal opportunities to help Georgia State accomplish its mission and goals.

The mission of the foundation is 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. Most recently the foundation constructed the University Commons student housing complex.

1050 Policies and Disclosures

1050.10 Equal Opportunity Policy

Georgia State University is an equal opportunity educational 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, state and local 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 — an effort to foster a community in which there can be a free and open development and discussion of ideas, Georgia State University is committed to maintaining a working and learning environment free of discriminatory and sexual harassment. Georgia State University has adopted policies and procedures concerning such forms of harassment that 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 these policies and procedures, a person alleging an instance of discriminatory or sexual harassment may file a complaint 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. 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 404/413-3300 or by fax at 404/413-2560.

Disabilities — Georgia State University provides program accessibility and reasonable accommodations for persons with disabilities. Specifically, the university provides evaluation of individual needs, advisement, and appropriate support for academic programs for identified persons with disabilities. A student with a disability has the responsibility of contacting the Office of Disability Services for an intake interview to assess his or her needs prior to the first semester of enrollment at Georgia State University. Should any problems arise concerning his or her academic program, the student should contact the Office of Disability Services at 230 Student Center (404/413-1560) as soon as possible.

1050.20 Disability Complaint Policy

Georgia State University has a procedure by which students who believe they have been discriminated against by the University in violation of the Americans 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 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.

1050.30 Disruptive Behavior Policy

The University has a policy that addresses student behavior in the learning environment that disrupts the educational process. In accordance with this policy, the University seeks resolution of disruptive conduct informally when possible. However, student conduct that disrupts the learning environment may result in sanctions up to and including withdrawal of the student from class. Students withdrawn from a course for disruptive behavior receive a grade of "W" or "WF". The full text of the Disruptive Student Conduct Policy is available in the Office of the Dean of Students and at www2.gsu.edu/~wwwdos/codeofconduct.html.

1050.40 University Code of Conduct

The University has established the policies and procedures that comprise the Student Code of Conduct to both promote the university mission and protect the rights of students, faculty and staff. The official University rules and regulations are contained in the Georgia State University General Catalog and the student handbook, On Campus. The most current version of the Student Code of Conduct may be found online at www2.gsu.edu/~wwwdos/ each semester. In the event of a conflict between the Student Code of Conduct and other University policies, the most current version of the Code governs.

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 to distribute an annual report describing the information 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. The Georgia State University 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, Scholarly and Creative Activities

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 includes fabrication or falsification of data, research procedures, or data analysis; destruction of data for fraudulent purposes; plagiarism; abuse of confidentiality; omission in publication of conflicting or non-conforming observations; theft of research methods or data; false attribution of authorization or creation of the creative works of another; and other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research or creative works. Georgia State University will pursue allegations of misconduct to timely resolve all instances of alleged or apparent misconduct. To obtain a copy of the Research and Scholarly Misconduct Policy, the General Principles for Scholarly Integrity, and the Responsible Conduct of Research at Georgia State University publication, contact University Research Services and Administration, 217 Alumni Hall, 404/413-3500.

1050.70 Intellectual Property

In complying with the policies of the Board of Regents, Georgia State University has adopted an Intellectual Property Policy concerning the ownership and subsequent rights to intellectual property created by faculty, staff, and students. The Intellectual Property Policy pertains to any patentable inventions, biological materials, copyrightable materials, software, and trade secrets regardless of whether formal protection is sought. It is the responsibility of individual creators to disclose intellectual property to the University in a timely manner in accordance with the policy. To obtain a copy of the Intellectual Property Policy, contact University Research Services and Administration, 217 Alumni Hall, 404/413-3500.

1050.80 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

I. PURPOSE AND APPLICABILITY

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. The Undergraduate Catalog and the Graduate Catalog (both found at www.gsu.edu/es/catalogs_courses.html), and the Student Code of Conduct www2.gsu.edu/~wwwdos/codeofconduct.html set forth policies and requirements for Georgia State students. Students are expected to know and comply with these policies. Students may, however, seek relief or resolution when they believe that:

A. The application of these policies and procedures will create undue hardship for them or will not recognize their extraordinary or extenuating circumstances; or
B. Specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, or inequitable manner.

The procedures set forth below cover complaints, petitions, and appeals related to University-wide and college-based policies. Individual colleges or departments may have additional or more specific procedures that may also apply to complaints, petitions, and appeals. Students are referred to the office of the dean of the particular college for information about additional or more

specific procedures that apply. In case of conflict among policies, this University policy takes precedence over College and Departmental policies.

The following policies include their own complaint, petition and waiver procedures. This policy may not be used in lieu of these policies:

1. Any policy for anyone other than a student to make a complaint, file a grievance, or request a waiver, such as policies that govern faculty and staff.
2. All policies in the student code of conduct
3. Hardship withdrawal policy
4. Discriminatory and sexual harassment policies
5. Disability policies
6. College of Law Honor Code
7. Student parking policy

The procedures set forth below are applicable to undergraduate and graduate students of the University.

All appeals under these procedures will be made based only on the written record. A student's appeal under these procedures will be granted only if the student can prove by preponderance of evidence that a decision was arbitrary, discriminatory, or inequitable.

II. STUDENT COMPLAINTS ON ACADEMIC MATTERS

A. College-Level Academic Complaints
   1. Final Course Grade Appeals
      a. Students are encouraged to discuss concerns and disputes over final course grades with the instructor prior to filing a formal grade appeal, in an effort to gain understanding about the basis of his/her grade. Instructors are encouraged to be available to students for such discussion regarding grades so that grade disputes, to the extent possible, are resolved informally. The Office of the Ombudsperson can provide assistance to students, instructors and administrators with resolving disputes informally through voluntary facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
      b. In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise reason for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 10 business days of the beginning of the academic term (fall, spring, and summer) that follows the term in which the final grade was submitted by the instructor. For example, if a student took an incomplete in a fall term course and completed the course works in the following spring semester, then an appeal of that grade must be submitted within 10 business days of the beginning of the summer term. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department.
      c. The student may appeal the decision of the Department Chair, as described in section 2-c through 2-e below.
   2. Other College-Level Academic Complaints
      a. Judgments on the suitability of academic decisions made within a college are most appropriately made by individuals with expertise in the particular academic discipline involved. For this reason, resolution of student complaints about college level academic decisions, actions, or practices is the responsibility of the department and college involved. Normally, such complaints can be resolved quickly and informally through discussion with the faculty member directly involved. The Office of the Ombudsperson can provide assistance to students, instructors and administrators with resolving disputes informally through voluntary facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
      b. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Chair of the appropriate academic department. The student's complaint must be submitted in writing and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; (d) and why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted at the earliest possible time. Consideration will not be given to any complaint submitted later than the end of the term immediately following the term in which the matter in question arose. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department.
      c. The student may appeal the Department Chair's decision within 10 business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the discretion of the Dean, an advisory panel may be appointed to review the written documentation and make a recommendation to the Dean. The Dean will issue a decision to the student in writing, normally within 10 business days of the receipt of the appeal.

d. The student may appeal the Dean's decision to the Provost, in writing, within 10 business days of being notified of the Dean's decision. The Provost will issue a decision to the student, in writing within 20 business days of receiving the appeal.
e. The student may appeal the Provost's decision to the President, in writing, within 10 business days of being notified of the Provost's decision. The President will issue a decision to the student in writing within 20 business days of receiving the appeal.
f. The student may appeal the President's decision to the Board of Regents, in writing, within 20 business days of being notified of the President's decision. Decisions regarding grades may not be appealed to the Board of Regents (BOR Policy 407.01).

B. University-Level Academic Complaints
1. Judgments on the suitability of academic decisions made at the University level are most appropriately made by individuals with expertise in the particular area. Normally, such complaints can be resolved quickly through discussion with the Academic Administrator directly involved. (See the University Organizational Chart at http://www.gsu.edu/administrative_organization.htm.) Students can contact the Office of the Ombudsperson for assistance in preparing for discussion with academic administrators. The Office of the Ombudsperson can also provide assistance to students and academic administrators with resolving disputes informally through voluntary, facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
2. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Associate Provost for Academic Programs. The student's complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted as early as possible, but no later than the end of the term immediately following the term in which the matter arose. The Associate Provost for Academic Programs will normally issue a decision to the student in writing, within 10 business days of receiving the complaint.
3. The student may appeal the Associate Provost's decision to the Provost within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
4. The student may appeal the Provost's decision to the President in writing within 10 business days of being notified of the Provost's decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.
5. The student may appeal the President's decision to the Board of Regents in writing within 20 business days of being notified of the President's decision. Decisions regarding residency and the Guaranteed Tuition Plan may not be appealed to the Board of Regents (BOR Policy 407.01).

III. NON-ACADEMIC COMPLAINTS

1. Judgments on the suitability of non-academic decisions are most appropriately made by individuals with expertise in the particular area. Normally, such complaints can be resolved quickly through discussion with the Administrator in charge of the department making the decision. (See the University Organizational Chart at www.gsu.edu/administrative_organization.html.) Students can contact the Office of the Ombudsperson for assistance in preparing for discussion with non-academic administrators. The Office of the Ombudsperson can also provide assistance to students and non-academic administrators with resolving disputes informally through voluntary, facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
2. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Vice President or Associate Provost who oversees the area. The student's complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted as early as possible, but no later than the end of the term immediately following the term in which the matter arose. The Vice President or Associate Provost will provide a decision to the student in writing, normally within 10 business days of the receipt of the complaint.
3. The student may appeal the Vice President's or Associate Provost's decision to the Provost in writing within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
4. The student may appeal the Provost's decision to the President in writing within 10 business days of being notified of the Provost's decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.
5. The student may appeal the President's decision to the Board of Regents in writing within 20 business days of being notified of the President's decision. Decisions regarding traffic citations may not be appealed to the Board of Regents (BOR Policy 407.01).

IV. STUDENT PETITIONS FOR ACADEMIC POLICY WAIVER or VARIANCE

A. College-Level Policy Waiver or Variance Petitions
1. Students may petition for a waiver or variance of a department-level or college-level policy. The appropriate College Office of Academic Assistance can provide the student with college policies and petition procedures.

2. The student must submit a petition, in writing, to the Office of Academic Assistance of the College which has made the policy in question. The petition must include the following: (a) the policy from which the student is seeking a waiver or variance, (b) the deviation being sought; and (c) the reason(s) why the exception should be granted. The Office of Academic Assistance representative will determine whether the petition needs to be addressed at the departmental or college level, and will forward the petition to the appropriate administrator who will notify the student of his or her decision.
3. The student may appeal the decision, in writing, following the procedures stated in Section II.A.2.c through f above, the College-Level Academic Complaint Policy and Procedures. If the original decision was rendered by a Department Chair, the appeal should be initiated at the level of the Dean; if the original decision was rendered by the Dean (or his or her designate), the appeal should be initiated at the level of the Provost.

B. University-Level Policy Waiver or Variance Petitions

1. Students may request a waiver or variance of a policy established by the University or the Board of Regents (BOR).
2. All requests for waivers or variances from university and BOR level policies will be made based only on the written record.
3. All petitions must include the following:
   a. The section number from the Catalog (or otherofficial University document) of the policy or requirement from which the student is requesting a waiver
   b. the deviation being sough;
   c. the reason(s) why the exception should be granted
   d. a current copy of the student's academic evaluation record
   e. a current copy of the student's Georgia State University transcript (unless the petitioner is not yet a Georgia State student)
   f. transcripts from all other colleges the student has attended (if the petitioner has attended other colleges).
4. Admissions Appeals (Appeals of Rules Currently in Section 1100 of the Catalog)
   a. Appeals of denial of admission and for waivers of the admissions rules will be made in the first instance by the Director of Admissions.
   b. If the petition is denied, the student may appeal to the Admissions Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Director of Admissions.
   c. The Director of Admissions will copy the Chair of the Admissions Appeals Committee on all letters to students notifying them of results of their petitions. Every semester, the Director of Admissions will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. This report will cover all admissions petitions, including those considered by the Special Talents Committee. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.
   d. This motion policy does not change the Special Talents policy or the policy on admissions discipline review.
5. Financial Aid Appeals (Appeals of Rules Currently in Section 1200 of the Catalog)
   a. Appeals of financial aid rules will be made in the first instance by the Director of Financial Aid.
   b. If the petition is denied, the student may appeal to the Financial Aid Appeals Committee, a committee appointed by the Associate Provost for Academic Programs. The student must appeal in writing and within 10 business days of being notified of the decision of the Director of Financial Aid.
6. Add, Drop and Withdraw Appeals (Appeals of Rules Currently in Section 1332 of the Catalog)
   a. Appeals of the add, drop and withdrawal rules will be made in the first instance by the University Registrar.
   b. If the petition is denied, the student may appeal to the Registration Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the University Registrar.
   c. The Registrar will copy the Chair of the Registration Appeals Committee on all letters to students notifying them of results of their petitions. Every semester, the University Registrar will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.
   d. This motion policy does not change the Hardship Withdrawal policy.
7. Course Load, Scholastic Discipline, Course Substitution in the Core, and Regents Test Appeals (Appeals of Rules Currently in Sections 1330.30, 1360, 1410, and 1420 of the Catalog)
   a. Appeals of rules regarding course load, scholastic discipline, course substitution in the core, and Regents Test will be made in the first instance by the Director of the Student Advisement Center. However, appeals for waivers of Section 1330.30 (Course Load) will be considered by the student's college if the student has declared a college and will follow the procedure outlined in Section IV.A above.
   b. If the petition is denied by the Director of the Student Advisement Center, the student may appeal to the Academic Regulations Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Director of the Student Advisement Center.

c. The Director of the Student Advisement Center will copy the Chair of the Academic Regulations Appeals Committee on all letters to students notifying them of results of their 2 petitions. Every semester, the Director of the Student Advisement Center will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.

8. Academic Regulation and Graduation Requirement Appeals (Appeals of Rules currently in other parts of Sections 1300 and 1400 of the Catalog)
   a. Appeals of other university-level academic rules and graduation requirements will be made in the first instance by the Academic Director of Student Retention.
   b. If the petition is denied, the student may appeal to the Academic Regulations Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Academic Director of Student Retention.
   c. The Academic Director of Student Retention will copy the Chair of the Academic Regulations Appeals Committee on all letters to students notifying them of results of their petitions. Every semester, the Academic Director of Student Retention will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.
9. Subsequent Appeals
   a. The student may appeal the decisions of the Admissions Appeal Committee, Financial Aid Appeals Committee, the Registration Appeals Committee, and the Academic Regulations Appeals Committee to the Associate Provost for Academic Programs in writing within 10 business days of being notified of the decision. The Associate Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
   b. The student may appeal the Associate Provost's decision to the Provost in writing within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
   c. The student may appeal the Provost's decision to the President in writing within 10 business days of being notified of the Provost's decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.
   d. The student may appeal the President's decision to the Board of Regents in writing within 20 business days of being notified of the President's decision.

V. DEADLINES

A. The University strives to resolve complaints and petitions by the deadlines established in this Policy. However, each situation is unique and may prevent the meeting of a deadline. Every effort will be made by the parties involved to minimize the delay and proceed through the processes outlined in this Procedure as close to the deadlines as possible.
B. All deadlines established in this Policy are stated in terms of business days. If a deadline falls on a weekend or scheduled holiday, the deadline will be the next scheduled workday of Georgia State University.
C. Students lose their right to continue to the next step of the procedures if they miss a stated or agreed-upon deadline.

VI. MEDIATION

Students who have filed formal complaints or petitions or those who have had formal complaints filed against them under Sections II A or B of this Policy (except for grade appeals) may request that the matter be submitted to mediation in an effort to achieve resolution. Mediation is a voluntary, confidential process whereby a neutral person facilitates discussion between the parties in a mutual attempt to reach resolution on the issues raised by the parties.

In the event mediation is agreed upon by both parties, the timelines under this policy shall be suspended until which time the mediation is completed. In the event that mediation results in agreement, the student's complaint will be considered resolved. In the event that mediation does not result in resolution of the matter, the student may appeal to the next level of review under this policy.

Information derived from mediation discussion may not be used as the basis for higher levels of appeal, nor can the mediator be asked to provide information or make any decision at any level of the formal appeals process. Persons interested in mediation should contact the Office of the Ombudsperson.

GLOSSARY

POLICIES, PROCEDURES AND PRACTICES

Policy: A written statement (rule or principle) used to govern the actions of Georgia State University's employees, faculty, students, visitors, and others who come in contact with Georgia State University. For the purposes of this document, academic policies are those pertaining to scholarly programs (e.g., program degree requirements), or the students' progress through those programs (e.g., program prerequisites, financial aid, registration). Non-academic policies are those pertaining to functions that only indirectly support the students' academic endeavors (such as housing, recreation, or parking).

University-Level Student Policies: Policies established under the authority of the university and applied to all students in all colleges. These policies are implemented and enforced by central academic or administrative offices (for example, the Registrar's Office, the Student Financial Aid Office, or the University Library).

College-Level Student Policies: Policies established under the authority of a college and applied to all students enrolled in courses or programs offered by that college: Andrew Young School of Policy Studies; College of Arts and Sciences; College of Education; Lewis School of Nursing; School of Health Professions; Institute of Public Health; Robinson College of Business.

Procedure: A guideline that explains how policies are to be carried out or implemented; may or may not be in writing.

Practice: A commonly accepted way or pattern of doing things; typically not in writing.

ARBITRARY, DISCRIMINATORY, INEQUITABLE

Arbitrary: In an unreasonable or capricious manner, in disregard of facts, or without determining principle.

Discriminatory: In a manner that is unfair or denies privileges to persons because of their race, sex, color, age, religion, national origin, sexual orientation, or disability.

Inequitable: In a manner that fails to treat similarly situated persons the same way.

COMPLAINTS, PETITIONS and APPEALS

Complaint: An objection to a decision, action or practice with a request that it be changed or reversed; a claim seeking remedy, relief, or resolution. Complaints may be against a decision or action that was based on either University-level or College-level policy.

Petition for Waiver or Variance: A request for a suspension (waiver) or modification (variance) of a particular policy which, if applied normally, would cause undue hardship for the individual.

Waiver: An agreement that suspends a particular policy for an individual in a specific situation due to the special circumstances of that individual. (When a waiver (or suspension) of a policy is granted, the individual does not have to comply with some or all of the particular requirements set within that policy).

Variance: An agreement that modifies a particular policy for an individual in a specific situation due to the special circumstances of that individual. (When a variance (modification) of a policy is granted, the individual must comply only with the modified requirements.)

Appeal: A request that a decision on a complaint or petition be reconsidered at a higher level in the University.

PEOPLE

Academic Administrator: The head of a centralized university office or department that has responsibility for academic-related student processes (such as the Registrar's Office, the Office of Admissions, the Student Financial Aid Office, the Office of Student Accounts, the Student Advisement Center); typically reports through an Associate Provost.

Administrator in Charge: The head of a University office with responsibility for non-academic student processes (such as the Housing Office, the Office of Parking and Transportation, the Bookstore); typically reports through a Vice President.

1050.90 Criminal & Disciplinary History: Continuing Duty to Report

Disclosure of criminal/disciplinary history is required on the Georgia State University admission application. Georgia State students have a continuing duty to report criminal/disciplinary events that occur after submission of their admission application. The criminal/disciplinary events that must be reported under this continuing duty are described below and reports must be made to the Office of the Dean of Students within 72 hours of student's notice of the event. Failure to comply with this requirement may result in sanctions up to and including immediate withdrawal from the University.

- Conviction of a crime other than a minor traffic violation
- Criminal charges filed against the student
- Entering a plea of guilty, a plea of no contest, a plea of nolo contendere, an Alford plea, or a plea under any first offender act in response to charges filed against the student
- Disciplinary or academic misconduct charges initiated or sanctions imposed against the student from a high school, trade school or other college or university.

1055 Family Educational Rights and Privacy Act (FERPA)

I. Introduction

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S.

Department of Education. FERPA rights are provided only to University applicants upon actual acceptance to and subsequent enrollment for classes at the University. Under FERPA, students attending an institution of postsecondary education may:

A. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such disclosures are authorized without consent as more fully described below in Paragraph IX (A);
B. Choose to suppress (i.e., keep from being disclosed) their directory information per the process identified below in Paragraph IX (B);
C. Inspect and review their education records;
D. Seek amendment of those education records believed to be inaccurate, misleading or otherwise in violation of their privacy rights; and
E. File complaints with the Department of Education about alleged failures by the University to comply with the requirements of FERPA.

II. Definitions

A. **Student:** any person who attends or has attended the University. For purposes of FERPA, Georgia State University considers an admitted student to be "in attendance" upon enrollment/registration for classes. **Note:** The definition of "student" set forth above is only for use in connection with this guidance. For the official University definition of "student", please refer to the Georgia State University Student Code of Conduct.
B. **Education Records**: any records (in handwriting, print, tapes, film, computer or other medium) maintained by the University or an agent of the University which are directly related to a student except:
   1. A personal record kept by a faculty or staff member if it is kept in the sole possession of the maker of the record, is not accessible or revealed to any other person except a temporary substitute for the maker of the record and is not used for purposes other than a memory or reference tool.
   2. Records created and maintained by the Georgia State University Police Department for law enforcement purposes.
   3. An employment record of an individual whose employment is not contingent on the fact that he or she is a student.
   4. Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
   5. Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.
C. **Directory Information:** information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Georgia State University has designated the following types of information to be directory information: student name, mailing addresses, telephone number, date and place of birth, major field of study, full or part-time status, participation in officially recognized activities and sports, degrees and awards applied for and/or received, dates of attendance, previous educational institutions attended by the student, photographs and other recorded images, and, with respect to members of athletic teams, height, weight, age, hometown, hobbies, and general items of interest.

III. Federal Student Records Law

Annually, Georgia State University informs students of the protections afforded by the Family Educational Rights and Privacy Act (FERPA) of 1974. (20 U.S.C. 1232g and 34 C.F.R., 99.1-99.67) This Act, with which the institution endeavors to fully comply, was designed to protect the privacy of educational records, and to establish the right of students to inspect and review their non-privileged educational records. The act also provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the U.S. Department of Education Family Policy Compliance Office concerning alleged failures by the University to comply with the Act. An informal complaint may be filed within the University by contacting the Registrar. This guidance explains in detail the procedures to be used by the University for compliance with the provisions of the Act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar or the Office of Legal Affairs.

IV. University-Maintained Student Records

The student records maintained by the University are classified as follows:

A. **Official academic records** are maintained in the Office of the Registrar. They include admission applications and associated documentation; the registration records for each semester in residence; the records of grades and credits received in courses at this University or accepted here from another institution; and other documents directly relating to academic progress and status. The dean of each college is the custodian of records for all college and departmental records regarding students not of the type maintained by the Registrar's Office.
B. **Disciplinary records** are maintained by the Office of the Dean of Students. They include information about the investigation, adjudication and imposition of sanctions by the University against an individual student for breach of the University's Code of Conduct or other written policies.
C. **Financial records:** Fee payment records are maintained by the Office of Student Accounts. Financial aid application records, including tax forms, are maintained by the Financial Aid Office.

D. **Employment records** of students receiving financial aid consist of work-study authorizations and are maintained by the Financial Aid Office. Non-work study employment records of students are maintained by the Office of Human Resources. Graduate student teaching and research appointment records are maintained by the involved College or department. Some employment records of students with graduate teaching and research appointments may also be maintained by the Office of Human Resources.
E. **Medical, psychological and counseling records** are maintained by the University department providing the involved health care (i.e., Health Clinic, University Counseling & Testing Center). They include records of examinations and treatments.
F. **Career and job search records** are maintained by University Career Services.
G. **Housing records** are maintained by University Housing. They include housing applications/agreements and related information.
H. **PantherCard and parking records** are maintained by Auxiliary and Support Services.

Student educational records maintained on Banner are covered by this guidance and should only be accessed by University employees with a legitimate educational interest or whose access is otherwise undertaken to comply with FERPA. Unauthorized access is a violation of federal law and University policy.

No record shall be kept of the political views of students or of student membership in any organization except for academic, honorary, professional and social organizations directly related to University life. Records maintained by student organizations are not considered University records. Student organizations are, however, expected to take reasonable steps to protect student information they maintain from unwarranted invasions of privacy and to permit students to access their records.

V. Student Access to Records

Access to a student's official academic record, disciplinary record and financial aid record is guaranteed to him or her subject only to reasonable regulation as to time, place and supervision with the exceptions of those types of documents identified below:

- Any and all documents written or solicited prior to Jan. 1, 1975, on the presumption that they were intended to remain confidential and privileged.
- Any and all documents to which access has been waived by the student.
- Any and all records which are excluded from the FERPA definition of educational records.
- Any and all financial data and income tax forms submitted in confidence by a student's parent(s) in connection with an application for or receipt of financial aid.
- Any and all records connected with an application to attend Georgia State University or a component unit of Georgia State University if that application was denied or, in the alternative, if the application was accepted but the applicant never enrolled (FERPA rights extend only to applicants upon actual acceptance and subsequent enrollment).
- Those records which contain information on more than one student to the extent that a requesting student has the right to view only those portions of the record which pertain to his or her own educational records.
- Confidential recommendations and evaluations (Placement records maintained by the University Career Services may be inspected by the subject of the file with the exception of recommendations or evaluations to which the student has waived his or her access. Confidential recommendations and evaluations are only included in a student's placement file if the student has voluntarily submitted a written waiver of access to the recommendations and evaluations. If a student has not waived access, then recommendations and evaluations submitted on condition of confidentiality are returned to the sender).

A. **Inspection of records** is granted only upon written request, presented in person with appropriate identification, and must be made in the presence of designated personnel of the office maintaining the records. All requests shall be granted as soon as practicable, but in no event later than 45 days after the date of request. No documents or files may be altered or removed once a request has been filed. When an original record is shown to the student, examination will be permitted only in the presence of a University employee and any other conditions deemed necessary to prevent the alteration, mutilation, or loss of such original records. Upon reasonable request by the student, verbal explanations and interpretations of education records will be promptly provided except where a verbal response is not practical or appropriate. Requests for written explanations/interpretations of education records must be made in writing. If an education record is not in a form readily reviewable by the student (e.g., records stored in microfilm or electronically), a true and correct copy of the record will be provided for the student's inspection.
B. **Copies of Records**
   1. **Copies to students** will be provided to students in good standing upon written request and payment of fees for copies (see the Request for Access to Student Record Form at www.gsu.edu/es/20824.html (under Records Access), with the exception of transcripts received from other educational institutions and any documents the student has waived his or her right to see. Copies of education records may be withheld by the University when the student is not in good standing as a result of such conditions as unmet financial obligations and violations of institutional regulations. Such records to be withheld may include, but are not limited to, grade reports, transcripts, and certifications of student achievement and performance. A transcript of a student's official academic record contains information about his or her academic

attainment and status exclusively. Only the Registrar is authorized to issue transcripts or to certify in any way the official academic record of a student. An official transcript is issued only when requested by the student in writing.

2. **Copies to third parties** will be provided upon receipt of the student's written and signed consent for disclosure of the records. Such a written consent must:
   a. identify the records to be disclosed,
   b. identify the person or class of persons to whom the disclosure may be made,
   c. specify the time period during which consent is applicable, and*
   d. be signed and dated.

* A *Consent to Release Information to Third Parties* form is available online at www.gsu.edu/es/20824.html under Records Access.

VI. Requests for Amendment and Challenge Hearings

If, upon inspection and review of his or her record, a student believes that the record is inaccurate, misleading or otherwise in violation of his or her privacy rights, he or she may request that the record be corrected. A request for correction must be submitted in writing and must specify the information being questioned, the revision requested, and the reasons the student has for disagreeing with the entry in question. Any supporting documentation should be attached to the request. Where possible, disagreements should be resolved informally. This provision does not apply to grade appeals, and students wishing to appeal the assignment of a grade should refer to the Policy and Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals.

Only the Registrar, upon consultation with the respective dean, may authorize a correction in a record within the academic file of a student. Similar authority is held by the Vice President for Student Affairs, the Director of Admissions, the Director of Financial Aid, the respective College Dean and the Director of Personnel for the records which are maintained under the authority of these various University officials.

The University representative to whom a request for correction of a non-academic file is properly addressed will notify the student of his or her decision within 21 days after receipt of the written request. If the University decides that the information in a student's education record is inaccurate, misleading or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended. If the University decides that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, it will notify the student of the right to place in the record a statement commenting on the challenged information and a statement setting forth reasons for disagreeing with the decision. Such a statement shall become a part of the information contained in the education record and will be disclosed with it.

Should the University decide the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, then the student will also be advised of the right to appeal the University's decision and challenge the information believed to be inaccurate, misleading or in violation of the student's privacy rights. The appeal may extend only to the material in the respective University file. While it may extend to the correct recording of a grade, it may not include a challenge to the assignment by the instructor of the grade. The student has 20 days to appeal the decision in writing to the Provost and ask for a hearing. On behalf of the President of the University, the Provost shall refer the appeal to an existing committee or designate a hearing committee comprised of University officials who do not have a direct interest in the outcome of the hearing. Georgia State University will notify the student, reasonably in advance, of the date, place and time of the hearing. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may bring one individual to act as an advisor but the individual may not address the committee. The committee will prepare a written recommendation based solely on the evidence presented at the hearing and submit it to the Provost who will make a determination on the matter. The recommendation will include a brief summary of the evidence presented and the reasons for the decision. The decision of the Provost may be appealed in writing to the President within 20 days of the date of the decision. The appeal to the President shall be made on the record.

VII. University Career Services

The file of a student maintained in the University Career Services is assembled at the initiative of the student. The extent of disclosure to prospective employers, graduate schools, organizations awarding fellowships and the like shall be made clear to the student when he or she requests that the file be assembled and shall be agreed to by him or her on a form specifically provided for that purpose.

The student may make a specific waiver of access to evaluations solicited and/or received under condition of confidentiality, but the waiver must be made by the student without pressure or coercion. Any evaluation received under such condition of confidentiality without the student's waiver of access or without the student's knowledge shall not be incorporated in the file but shall be returned to the sender.

VIII. Addition to Records

No entry may be made on a student's official records and no document or entry may be placed in such records without written notice to the student by the administrative officials responsible for the specific category of information, as identified in Paragraph IV. For purposes of this guidance, notification of grades, written communication to a student of school or departmental

evaluation and announcement of honors shall constitute adequate notice. A document or entry supplied by or at the request of the student may be placed in the student's record without additional notice to him or her. In the case of student records maintained in deans' offices and departmental offices, additions other than those mentioned in the preceding paragraph require the permission of the Registrar, who in turn is responsible for notification of the student.

IX. Release of Student Information

A. Georgia State University will disclose information from a student's education records only with the written consent of the student, except that the records may be disclosed without consent when the disclosure is:

1. To school officials who have a legitimate educational interest in the records.
   - A school official is:
   - A person employed by the University (which, for purposes of this guidance includes persons employed by the Board of Regents of the University System of Georgia) in an administrative, supervisory, academic or research, or support staff position, including health or medical staff.
   - A person or entity employed by or under contract to the University to perform a special task, such as a University affiliated organization, attorney, auditor, or outside vendor.
   - A person who is employed by the Georgia State University law enforcement unit.
   - A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks.
   - A school official has a legitimate educational interest if the official is:
   - Performing a task that is specified in his or her position description or contract agreement.
   - Performing a task on behalf of the University/Board of Regents in connection with his or her job responsibilities.
   - Performing a task related to a student's education.
   - Performing a task related to the discipline of a student.
   - Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
   - Maintaining the safety and security of the campus.
     The determination as to whether or not a legitimate educational interest exists will be made by the custodian of the records on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains consent from the student, or the concurrence of a supervisor or other appropriate official that the record may be released.
2. Upon request of officials of another school at which a student seeks or intends to enroll, the University will attempt to notify the student of the disclosure unless the student initiated the disclosure.
3. Information the University has designated as "directory information," unless the student has made a written request to suppress (i.e., to refuse to allow disclosure of) their directory information as more fully described below in Paragraph IX (B).
4. To school officials or lending institutions, in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
   - Determine eligibility for the aid;
   - Determine the amount of the aid;
   - Determine the conditions for the aid; or
   - Enforce the terms and conditions of the aid.
5. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954. The parents must provide a copy of their most recent federal income tax return establishing the student's dependency. Full rights under the act shall be given to either parent, unless the institution has been provided with evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes those rights. Georgia State University does not have an obligation to disclose any financial information about one parent to another. If a parent claims a student as a dependent and does not want his or her financial information disclosed to his or her spouse or former spouse, the parent may make that request to the institution.
6. In connection with an emergency, to appropriate persons if the knowledge of such information is believed necessary to protect the health or safety of the student or others.
7. To comply with a judicial order or lawfully issued subpoena, provided the University makes a reasonable effort to notify the student of the order or subpoena in advance of compliance. Notification may be prohibited if the University receives a federal grand jury subpoena or any other subpoena which states that the student should not be notified. The University will comply with such process only upon the advice of counsel. All subpoenas received by the University should be immediately forwarded in person or by facsimile (404-413-0518) to the Office of Legal Affairs to evaluate the validity of the subpoena. In the case of a subpoena which can be disclosed to a student, the Office of Legal Affairs will inform the student of the subpoena and give the student an opportunity to file an objection to the subpoena before responding on behalf of the University.
8. To an alleged victim of any crime of violence, as that term is defined in Section 16 of Title 18, United States Code, or a non-forcible sex offense, the final results of any disciplinary proceeding conducted by the University against the alleged perpetrator of that crime or offense with respect to that crime or offense. For the purpose of disclosure under this paragraph, the final results of any disciplinary proceeding shall include only the name of the student, the violation

committed and any sanction imposed by the institution on that student and may include the name of any other student, such as a victim or witness, only with the written consent of that other student. The Office of Legal Affairs shall be consulted prior to release of the record.

9. Subject to the conditions set forth in 34 CFR 99.35 authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, authorized representatives of the Attorney General for law enforcement purposes (investigation or enforcement of federal legal requirements of federally supported education programs), or state and local educational authorities.
10. To state and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to the state statute adopted prior to Nov. 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or information that is allowed to be reported pursuant to a state statute adopted after 1974, which concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released. Nothing in this paragraph shall prevent the state from further limiting the number or type of state or local officials who will continue to have access thereunder.
11. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.
12. To accrediting organizations in order to carry out their accrediting functions.
13. To Department of Veterans Affairs Officials pursuant to 38 USC 3690©.
14. To the court those records that are necessary to defend the institution when a student initiates legal action against the institution.

B. **Choosing to Suppress Directory Information** – Directory Information is treated as public information. Students may choose to keep their directory information from being disclosed ("suppressed") by submitting a written request to the University's Registrar at any time. However, to keep the directory information from being included in various printed University publications, such requests should be made before the end of the drop/add period for Fall Semester. Information cannot be deleted after printed publications have gone to press and information previously-released in printed publications cannot be recalled. Information contained in electronic publications may generally be changed upon 48 hours notice. Students having opted to suppress their directory information may change their position at a later date by notifying the Office of the Registrar in writing. **Please note: refusing to permit the release of directory information means that a student's history at Georgia State will be suppressed in full, preventing the verification by future employers and others of degrees earned and dates of enrollment.**

   Exception to Directory Suppression: Due to system constraints, final graduation lists and official programs will include all students who are graduating, regardless of Directory Suppression, unless otherwise stated on the Graduation Application.

C. **Records of Deceased Students** will be made available to the parents of the deceased student and other authorized parties upon written request. The request must include the need for the records and must identify the requestor's relationship to the deceased student. An official copy of the death certificate must accompany the request, if the University does not have prior notice of the student's death.

D. The University has the discretion to disclose to any parent or legal guardian of a student under the age of 21 information about a violation of any federal, state or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance if the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

X. Recordkeeping Requirements

Georgia State University will maintain a record of requests for and/or disclosures of information from a student's education records which record may be reviewed by the student. The record will indicate the name of the party making the request and what records, if any, were received, as well as the interest in the records. Such recordkeeping is not required if the request was from, or the disclosure was to:

1. The student;
2. A school official determined to have a legitimate educational interest;
3. A party with written consent from the student;
4. A party seeking directory information; or
5. A federal grand jury or law enforcement agency pursuant to a subpoena that by its terms requires nondisclosure.

Recognition is given to The Catholic University of America upon whose FERPA Policy Georgia State University's FERPA Policy was modeled.

This FERPA policy was approved by the Administrative Council on March 5, 2008.

1060 Access to Student Records

To file a request for suppression of directory information, a student should fill out a Suppress Directory Information Form, available at www.gsu.edu/es/student_information_suppression.html, and turn it in to the One Stop Shop, 227 Sparks Hall.

Inquiries about students or former students should be directed to the Office of the Registrar. Georgia State's written policy on "Access to Student Records" complies with the provisions of the Act. 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.

1100 Graduate Admissions

First-time, prospective students who want to apply for admission to a college at the graduate level must refer to the college sections in this catalog for admission requirements of *the particular graduate programs*.

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 in the same graduate program for one of the following reasons:

- The student is on inactive status as a result of three or more semesters of non-registration.
- The student has received a registration hold due to violation of the continuous enrollment policy (see section 1312.40 for additional details regarding the continuous enrollment policy).

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 reentry students must notify their college's Office of Academic Assistance/Office of Graduate Studies prior to registering if any of the following conditions apply:

- The student has attended another school since last attending Georgia State University.
- The student has disciplinary actions pending at the last institution attended since matriculation at Georgia State.
- 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 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 by the deadlines established by the college to which the student wishes to return. Students should visit the website for their college's Office of Academic Assistance/Office of Graduate Studies to access the specific deadlines and to download the complete reentry application. Students who have attended other colleges and/or universities since last registering at Georgia State must have official transcripts of all coursework submitted prior to their college's reentry deadline for the appropriate semester.

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, www.gsu.edu/studentaccounts, is responsible for assessing tuition and fees and processing payments. The Office of Student Financial Aid, 102 Sparks Hall, 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

Tuition and fees are set by the Board of the Regents of the University System of Georgia. They are usually approved in April or May, after this catalog has gone to press. Tuition and fees usually increase every year and are subject to change without notice. Current tuition and fee rates are available at www.gsu.edu/studentaccounts. 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 - www.gsu.edu/gastate_apply_online.html
- Graduation fee - www.gsu.edu/es/applying_for_graduation.html
- Late registration fee - www.gsu.edu/es/22037.html
- Housing fees - www.gsu.edu/housing/Forms.html

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:

- GSU 62 students who register during late registration. See section 1155.
- 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 www.usg.edu/regents/policymanual/700.phtml.

In addition to the 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, www.gsu.edu/es/residency.html

Waivers of All Fees

All fees are waived for students who fall into one of the following categories:

- GSU 62 students. See section 1155.10.
- Employee tuition remission students who take no more than 8 hours and register during late registration.

Waivers of All but Technology Fee

Enrollment fees are reduced to only the technology fee for students who fall into the categories below.

- 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.
- 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.

- 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 enrolled in a faculty led study abroad program will have all fees waived, except for the Board of Regents Institution Fee and Technology Fee. For more information see the Study Abroad website: http://www.gsu.edu/studyabroad/40110.html.

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, www2.gsu.edu/~wwwdos/waiverrequest.html and complete 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 PAWS at paws.gsu.edu 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 is not permitted to register for further course work, receive grades for current course work, or access transcripts. If a student's account is sent to a collection agency, the student is responsible for the amount owed to the university as well as any collection costs and legal fees.

Payment Deadline

All tuition and fees must be paid by the dates published each semester in the online Student Accounts calendar at www.gsu.edu/studentaccounts/calendar.html. Failure to meet payment deadlines will have financial and academic consequences.

Payment by Credit Card

Georgia State University accepts MasterCard, Discover and American Express for payment of tuition and fees. Students choosing this option may register and pay fees by going to the Georgia State University PAWS student registration website at paws.gsu.edu. A service fee of 2.75% (or $3 minimum) is assessed by the payment processor for each credit card transaction. Credit card payments must be made on PAWS and are not accepted via telephone or in person at the cashier windows.

Payment by Check

Georgia State University offers the option of paying online from a bank checking or savings account. Students choosing this option may register and pay fees by going to the Georgia State University PAWS student registration website at paws.gsu.edu. No service fee is assessed when paying online via 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 are also accepted at the cashier windows located on the first floor of Sparks Hall or placed in the drop box beside the cashier windows or may be mailed to Georgia State University, Cashier's Office, P.O. Box 4029, Atlanta, GA 30302-4029. 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. To ensure proper credit, the student's Panther ID should be included on all checks. To avoid cancelation of classes, payment by check must be received, not post marked, by 5:00 p.m. on fee deadline dates.

If a check given in payment of a student's fees is not paid upon presentation to the banking institution, a hold is placed on the student's records. All returned checks are assessed a returned check fee of $35.00. 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 through Friday, except university holidays. It is unadvisable to send cash payments through the mail or to place them in the cashier's drop box.

1210.30 Refund of Tuition and Fees

Students who formally withdraw or who are formally withdrawn from a class or classes (see Section 1332.10) will be subject to the refund policy for tuition and other fees. This policy decreases the amount of refund available at regular intervals during the term. **Students must withdraw from all classes to be eligible for a refund.** 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* 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. See the online *Registration Guide*.

Student Account refunds are paid by direct deposit into the student's bank account or by check mailed to the student. The refund for a student who received financial aid will be audited to determine the amounts to be returned to financial aid programs, and the student will receive any remaining balance. Mailing addresses must be kept current by going to the Georgia State University PAWS student website at paws.gsu.edu to ensure proper mailing of refund checks. Students who sign up for direct deposit (www.gsu.edu/es/tuition_and_fees.html) receive their refunds faster, and in a more secure manner, than students whose refunds are mailed.

1210.40 Housing Fees

Housing fees for each semester are due when tuition and other fees are due. The housing fees include utilities, cable television service, internet connection, and laundry rooms. University Housing offers a variety of choices from which you may select. On-Campus Housing is located in the following facilities:

- The University Loft are apartment style with kitchens and living area
- The University Commons are apartment style with kitchens and living area
- Greek Row are town-house units with kitchens and living area on the first level
- Freshman Hall are suite style units with a bathroom that connects a single room with a shared room
- Piedmont North are traditional style residential rooms with a bathroom inside unit

Parking at University Commons and Piedmont North is an additional fee. Please check the housing website at www.gsu.edu/housing for specific rates, room type, room descriptions, and how to apply for Housing. Housing fees are subject to change. For more information, contact University Housing at 250 Student Center, 404/413-1800, housing@gsu.edu.

For information regarding Lofts Tenant parking, visit Auxiliary and Support Services at www.gsu.edu/auxiliary.

1220 Georgia Resident Status

Residents of Georgia pay lower tuition rates than those who are not residents of Georgia.

NOTE: 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 graduation.

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, or (if the person is a minor) that person's court-appointed guardian meets **all** of the following conditions:

- 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.
- 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.
- The person can demonstrate that they moved to Georgia for purposes other than attending any educational institution in the State of Georgia.
- The person can demonstrate economic self-sufficiency and has contributed to the state by paying meaningful taxes.
- 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:

- The person is a U.S. citizen, Resident Alien or is in a visa status permitting indefinite permanent residence in the United States **and**
- The person 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 at 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 www.gsu.edu/images/Downloadables/GSU_tuition_classification.pdf.

After attending as a non-resident, if a student wishes to change his/her tuition classification, he/she must petition 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 denied for a lack of documentation. A student/applicant wishing to appeal the decision resulting from his or her Petition for Georgia Tuition 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 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 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 www.gsu.edu/financialaid.

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 www.gsu.edu/financialaid**.**

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 University Library for more sources of private scholarships.

Teach Grant

The TEACH Grant Program provides up to $4000 per year ($16,000 total for an undergraduate program; $8000 total for graduate studies) in grants to full time students who plan to teach full time in high-need subject areas at schools serving students from low income families. Students attending less than full time will have the grant reduced (three-quarter time students may receive up to $3000; and half-time students may receive up to $2000.

1230.20 Student 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.

Graduate students who meet federal eligibility requirements are able to borrow under one or more of the loan programs described below. All recipients must be enrolled at least half-time in a degree seeking program, be a United States 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. Upon acceptance of a loan, a first-time borrower must complete entrance loan counseling at StudentLoans.gov. The student must also complete a Master Promissory Note (MPN) at StudentLoans.gov, the student is required to use the FAFSA pin to complete the MPN.

Federal Direct Loan borrowers who are leaving school, dropping below half-time enrollment, or graduating must complete exit counseling at StudentLoans.gov. Exit counseling provides you with information about repayment and your rights and responsibilities.

There are several types of Financial Aid available to graduate students:

- **Federal Stafford Unsubsidized Student Loan Program**
  Students may borrow up to $20,500, each academic year, with a cumulative maximum of $138,500. This loan is not based on need therefore the interest on this loan accrues while students are in school.
- **Federal Perkins Student Loan Program**
  Eligible students may qualify to borrow under the Perkins program if they demonstrate additional need after borrowing a maximum subsidized Federal Stafford loan of $8,500.
- **Ford Federal Direct Grad PLUS Loan**
  Ford Federal Direct Grad PLUS (Grad PLUS) is loans from the U.S. Department of Education (ED) which provide additional funds for educational expenses not met by other types of aid. They enable a graduate/professional student to borrow up to the cost of education minus other aid.
- **Private Loans**
  Also known as Alternative or Commercial Loans help bridge the gap between the actual cost of your education and the limited amount the government allows you to borrow in its programs. Private loans are offered by many lending institutions, terms and conditions can vary significantly from one institution to another.

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 www.gsu.edu/jobs. For further information, contact the Office Employment, 340 One Park Place, 404/413-3270 or jobs@gsu.edu. Students may also use Panther Career Net (www.gsu.edu/career) to search off-campus student employee positions

Off-campus Employment

University Career Services offers career services to students from freshman year through one year after graduation. Students may also use Panther Career Net (www.gsu.edu/career) to search off-campus student employee positions. For additional information, see section 1436.

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 University 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 University Office of Undergraduate Admissions notifies the applicant of his or her acceptance, the applicant should contact the Office of the Registrar at www.gsu.edu/es/veterans_services.html.

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 at www.gibill.va.gov.

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 United States 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 United States 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 United States Citizenship and Immigration Services (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 CIS for secondary confirmation. Until secondary confirmation is received, an individual cannot be approved to receive financial aid.

Students with Non-United States Academic Credentials

There are no special financial aid rules for students with non-United States 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 404/413-0021.

- **Carolyn McClain Young Leadership Fund Award:** 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:** Awarded 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:** Based on a combination of merit and financial need, this scholarship is awarded to a Georgia resident, enrolled in AYSPS, with 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 and with demonstrated financial need approved by a committee and documented by the Office of Student Financial Aid.
- **Narviar C. Barker Scholarship:** 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.
- **Bobby Joe Chancey Sr. Memorial Scholarship:** This scholarship was established by the Camden County (Georgia) Sheriff's Office in honor of Mr. Bobby Joe Chancey Sr. who had a long and distinguished career in law enforcement. Preference is given to a full-time criminal justice student planning a career in law enforcement that is entering the sophomore or junior year and is considered to be "at risk" and to have a financial need. Preference is also given to applicants who are or have been residents of Camden County or nearby counties. The recipient of this scholarship may continue to receive it each year until graduation as long as s/he remains in good academic standing.
- **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 www.cjsu.net.
- **Phil Peters Scholarship Award:** The Department of Criminal Justice offers this 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. 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 University 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.

1240.20 College of Arts and Sciences Scholarships

For more information about these scholarships, contact the Dean's office at 404/413-5114.

- **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.
- **Applied Linguistics/ESL – CPUA Scholarship:** Awarded to students in good standing in undergraduate or graduate program in the Department of Applied Linguistics.
- **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.
- **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.
- **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 Joseph O. Baylen Scholarship in History:** Awarded to an entering Master's student in History that has a scholarly interest in social, cultural or economic history.
- **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.
- **Theresa Nash Bernstein Scholarship in International Travel**: Awarded to an undergraduate or graduate student, majoring in psychology or a related discipline, who is traveling to do research or study in a country the student has not yet visited.
- **The Robert L. Blakely Scholarship in Anthropology:** Awarded to an undergraduate or graduate student who shows strong potential in the field of anthropology in memory of Dr. Blakely's contribution to anthropological education.
- **The Paul Groves Blount Scholarship:** Awarded to a full-time undergraduate or graduate student who is an active member, pledge or affiliate in good standing of the Epsilon Nu Chapter of Pi Kappa Alpha Fraternity.
- **The Jackie Bowles Fellowship:** Awarded to a Sociology graduate student for outstanding teaching.
- **Paul Bowles Graduate Fellowship:** Awarded to a graduate student accepted into the M.F.A. or Ph.D. degree programs in creative writing with a specialization in fiction writing.
- **David W. Boykin Graduate Fellowship in Medicinal Chemistry:** Awarded to a Ph.D. graduate student in chemistry who will conduct research in medicinal/organic chemistry.
- **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.
- **Virginia Spencer Carr Graduate Fellowship:** Awarded to outstanding English graduate students who meet the following requirements: 3.0 GPA or higher as an undergraduate, submit three outstanding letters of recommendation, and have strong GRE scores.
- **Winnie Chandler Art & Design Scholarship and/or Fellowship**: Awarded to exceptional graduate students studying Art and Design.
- **The Robert F. Clayton, Jr. Memorial Scholarship:** Awarded annually to a student majoring in percussion who demonstrates exceptional musical talent. Established by the Clayton family and friends in memory of Robert Clayton.
- **Scholarship in Creative Writing:** Awarded to a graduate student studying creative writing with preference given to students focusing in fiction.
- **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.
- **Ethel W. Draper Research Fellowship in Women's Studies**: Competitive fellowship awarded annually to a full-time master's student in Women's Studies whose thesis research focuses on the development of young women.
- **Anne M. Eaton Scholarship in Gerontology**: Awarded to outstanding graduate students enrolled in the Gerontology Certificate Program who have demonstrated a commitment to improving the quality of life for older people.
- **Diane L. Fowlkes Research Award:** Competitive fellowship to support a Women's Studies Institute master's student who is conducting research focused on women, with preference for feminist activism and movements for social change.
- **Doctoral Fellowship for Specialization in Sexual Abuse:** Intended to provide one or more annual fellowships to doctoral students in the department who are involved in a program of study which will prepare them to provide specialized assistance to people who have been sexually abused.
- **Ernst Fritz Memorial Fund:** The Ernest Fritz Memorial Fund was established to support the Geology Field Course with the first priority being the support of scholarships on a need basis to help defray the cost of attendance. The second priority is to provide operating support for the Geology Field Course with the intent of lessening the cost for all students.
- **Martha Wren Gaines Research Fellowship:** Research support awarded annually to a student who pursues a research project in the Georgia Women's Movement Archives.
- **Gerontology Alumni Scholarship and/or Fellowship**: Awarded to an undergraduate or graduate student studying Gerontology with an outstanding academic record.
- **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 WGCL-TV Leigh Green Memorial Scholarship in Broadcast Journalism:** This scholarship is awarded to broadcast journalism major.

- **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.
- **Allen and Eleanor Hollingsworth Scholarship:** Awarded to an entering or first-year student in the master's degree program in gerontology who has an exemplary academic record and shows a commitment to improving the quantity and quality of life for older people through internship experience, volunteering or other experiences that the committee deems appropriate.
- **Duane L. and Drada P. Hoover Scholarship in Choral Music:** Awarded to students excelling in Choral Music.
- **Carol Rowe Jones and Waymon Jones Scholarship in Gerontology:** Awarded to underrepresented students of the University System of Georgia studying Gerontology.
- **FlorenceKopleff 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.
- **Harold V. & Anna Marie Little Scholarship in Gerontology:** Awarded to a student in the master's program in gerontology who has an outstanding academic record and shows potential for leadership in the field of aging.
- **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.
- **Sally Monsour Graduate Fellowship in Music Education:** Awarded to an undergraduate or graduate, with preference given to students studying Music.
- **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.
- **Friedrich William Ralf Munster Fellowship in Philosophy:** Awarded to an undergraduate or graduate completing outstanding study in philosophy.
- **William G. Nolan Memorial Scholarship:** Awarded to outstanding students in the Biology Department.
- **Our Mother's Fund:** Provides increased support for graduate assistants who are pursuing the master's degree in the Women's Studies Institute and wish to work in the Georgia Women's Movement Archives of the University Library's Special Collections.
- **The Joseph Perrin Award:** Awarded to students in good academic standing in the School of Art & Design.
- **Ambrose H. Pendergrast Fellowship in Chemistry:** Awarded to an outstanding graduate student whose research and interests focus on Medicinal Chemistry and /or Biochemistry.
- **Eleanor M. Pratt Scholarship for English majors:** Awarded to an outstanding undergraduate or graduate student studying English.
- **Psychology Department Graduate Awards**: Awarded to outstanding Psychology majors.
- **Charles and Catharine Rice Scholarships in Gerontology**: Awarded to three exceptional students from Early County, Georgia, to study gerontology at Georgia State.
- **Duane M. Rumbaugh Fellowship:** Granted to provide an annual fellowship of at least $5000 to an outstanding graduate student or first-year post-doctoral appointee focusing on the study of Emergents.
- **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.
- **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.
- **Robert Swiatek Memorial Scholarship:** Awarded annually to a student who excels in the percussion area. It was established in memory of Robert Swiatek who received his master's degree in music education from Georgia State University and whose career as a music educator spanned more than 30 years as band director in several metro area school systems.
- **Jenny Thurston Fellowship and Award in Historic Preservation:** Awarded to graduate students in the department and one annual award to an outstanding heritage preservation professional in the Atlanta area. Eligibility for the fellowship will be restricted to graduate students who intend to pursue the masters program with a concentration in heritage preservation.
- **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.
- **Ernest G. Welch Photography Scholarship:** Awarded to outstanding undergraduate or graduate students studying photography.
- **Andrew M. West Memorial Art Scholarship:** Awarded to students majoring in art in the School of Art & Design.
- **Stan Whitmire Scholarship:** Awarded annually to a student majoring in keyboard studies who has demonstrated exceptional talent and outstanding academic achievement. This scholarship was established by Mr. Whitmire, a graduate of Georgia State University with a B.B.A in accounting.
- **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.
- **Ethel I. Woodruff Fellowship in Southern History**: Created to provide one annual fellowship award to graduate students in the history department. Eligibility is restricted to graduate students who intend to pursue the masters program with a concentration in southern history.
- **James W. Woodruff, Jr. Fellowship:** Awarded to outstanding graduate students in the department of Communication. Recipients selected by a Committee appointed by chair of the department.
- **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 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 University students who would otherwise be unable to attend the university. Scholarships are awarded once each year, and are based primarily on financial need.
- **The George J. Malanos Economics Doctoral Scholarship:** Given in honor of Dr. George Malanos, late professor of economics and first chair of the department, to the Ph.D. student selected by the department as best exemplifying a commitment to the exchange of ideas and the creation of a community of scholars.
- **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.

1240.50 College of Education Scholarships

- **Collegeof 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, 404/413-8000. Application deadlines are October 1 and March 1.
- **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 (404/413-8050) at the beginning of spring term.

1240.60 Byrdine F.Lewis School of Nursing/School of Health Professions Scholarships

- **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 and residency in one of the nine Southern states. Applicants can obtain additional information from the Office of the Dean, College of Health and Human Sciences.
- **Marshall L. Bowie College of Health and Human Sciences Scholarship:** Established in memory of Marshall L. Bowie, associate dean of the college, by his family and friends. Two $2000 scholarships are awarded annually to full-time undergraduate and graduate students in good standing enrolled in the School of Nursing and the School of Health Professions. Selection priority is given for academic achievement, community service, involvement in college and university activities, and financial need.
- **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.
- **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.

1240.70 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.
- **ACE Group Scholarship:** 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 February 1.
- **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.** Up to $7,500 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 February 1.
- **Assurant Group Scholarship:** Assurant Group sponsors scholarships of up to $2,500 to students within the Department of Risk Management and Insurance. Selection is based on merit; students must have at least a 3.0 GPA. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **Atlanta Broadcast Advertising Scholarship:** Sponsored by the Atlanta Broadcast Advertising Club and presented to the most outstanding student in advertising at Georgia State University. 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 Chapter, CPCU Scholarship:** Up to $1,000 is awarded to an undergraduate or graduate student studying insurance or are in an insurance related field of study. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance.
- **Atlanta Chapter Tax Executive Institute Scholarship:** A student entering the Masters in Taxation program receives a cash award from the Atlanta Chapter of the Tax Executive Institute.
- **Atlanta Claims Association Scholarship:** Up to $1,000 is awarded to an undergraduate or graduate student who exhibits an interest in the claims function or who majors in risk management and insurance. Selection is 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 February 1.

- **Sam Baig (Colemont Insurance Brokers) Scholarship**: This scholarship is named in honor of Sam Baig, Executive Vice President of Colemont Insurance Brokerage, an RMI alumnus (MS-RMI 1995). This award of up to $7,500 annually is awarded to an undergraduate or a graduate student majoring in risk management and insurance with a GPA of 3.5 or higher. Applicant for this scholarship must be a full-time student. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **BDO Seidman Accounting Scholarship:** An outstanding accounting student with high academic achievement receives a cash award from BDO Seidman.
- **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 University 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 February 1.
- **Williams Benator & Libby Scholarships:** An outstanding undergraduate student and an outstanding graduate student receive cash awards from Williams Benator & Libby.
- **The Bergeron Women in Technology Leadership Fund:** Awards 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 is 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.
- **Bridging Scholarship Program**: The Bridging Scholarship program will award 20 scholarships to American students participating in study-abroad programs in Japan. Undergraduate students majoring in any field of study and attending any recognized exchange or independent program in Japan are eligible to apply for these scholarships
- **Brightworth Scholarship:** This scholarship is awarded to a Georgia State University student currently enrolled in the Graduate Certificate, Masters, or MBA program with a major in Personal Financial Planning. Candidates may not receive this scholarship more than once. Students must have a GPA of 3.5 or higher and have completed at least 50% of their required financial planning coursework. The successful candidate must exhibit the core Brightworth values of: Integrity, Excellence, Service, and Teamwork. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **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.
- **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.
- **Tamer and Judith Cavusgil Scholarship**: This scholarship is designated to providesupport for study abroad scholarships(s) for one or more students in the J. Mack Robinson College of Business.These scholarship awards will be made based on need and academic achievement with preference for minority students. If suitable scholarship recipient(s) cannot be identified, the scholarship(s) can be awarded to any student(s) in the J. Mack Robinson College of Business for study abroad scholarship(s).
- **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:** Underwritten by the Staubach Company, this 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.

- **Cecil B. Day Endowment Scholarships:** Hospitality majors and certificate students are eligible to apply for these scholarships awarded 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 Excellence Award in International Taxation:** Each year, an undergraduate student with high academic standing and leadership receives a cash award.
- **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.
- **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 February 1.
- **Eric & Barbara Joiner Scholarship:** Each year, a student majoring in international business, is awarded a monetary scholarship based on need, merit and academic achievement.
- **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.
- **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.
- **Frazier & Deeter Scholarship:** Each year, Frazier and Deeter honors a Georgia State University student of high academic achievement with a cash award.
- **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.
- **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.
- **John W. Hall Scholarship**: This award up to $3,000 was named in honor of Professor John W. Hall, whose 19-year tenure as chair of GSU's RMI Department was noted as a period of growth and excellence. This scholarship is awarded annually to a graduate student majoring in a program offered by the RMI Department. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **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.
- **Leyton B. Hunter Fellowship:** Fellowships are awarded to doctoral students with concentrations or research in risk management. This fund was established by friends of Leyton B. Hunter in honor of his numerous contributions to the insurance industry.
- **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.
- **Insurance Professionals of Atlanta Scholarship** 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 by February 1.

- **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.
- **Eric Joiner Scholarship (MIB students only)**: Mr. Eric Joiner is co-founder and Vice Chairman of the Atlanta based AJC International, a world leader in marketing frozen and refrigerated food products. AJC International is also a leader in global logistics; it brings together producers and customers who span across 140 countries in six continents. Mr. Joiner, a 1969 alumnus of the Robinson College of Business with BBA and MBA degrees, is a visionary business leader. He served as President and COO of AJC International for some 20 years, and expanded the company's research through China, South America and Russia. Mr. Joiner regularly serves as a mentor for RCB students and is a frequent speaker at RCB events. This need-based scholarship is targeted for a student majoring in International Business, with a GPA of 3.0 or higher.
- **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.
- **KPMG Academic Excellence Scholarships:** KPMG recognizes two undergraduate accounting students and two graduate accounting/tax students who have excelled academically with cash awards.
- **Helen C. Leith Fellowship:** Endowed by the Helen C. Leith Foundation, this program awards fellowships to doctoral students pursuing research in an insurance related field. Selection is based on merit.
- **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 February1.
- **The James W. Morton, Jr., Memorial Scholarship:** This up to $2,500 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 February 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.
- **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.

- **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.
- **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.
- **Hammill Scholarship:** This scholarship is in honor of Richard Hammill, past Senior Vice-President of Marketing at Home Depot. The criteria for selection are need, scholastic achievement and high potential for a successful career in marketing.
- **Fletcher Martin Scholarship:** 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.
- **PLUS Foundation Graduate Research Assistantship (GRA)**: This is an award up to $3,000 stipend given to one graduate student in the RMI department. Candidate must be a full time student enrolled in any of the RMI Department's graduate degree programs. Interested candidate should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **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.
- **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.
- **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.
- **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 February 1.

- **Bennett Thrasher Accounting Scholarship:** An outstanding senior involved in Beta Alpha Psi receives a cash award from Bennet Thrasher.
- **Sam and Joyce Turner Scholarship:** This scholarship is named after Sam Turner, an actuarial science graduate of the Department of Risk Management and Insurance at Georgia State University, who had a long and distinguished career as an actuary with Tillinghast, IT&T International, Life of Virginia, and ING North America. Up to $5,000 is awarded to a full time undergraduate or graduate Actuarial Science student. Selection is based upon criteria and need. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **Winham Brannon Financial Group Scholarship:** In support of the Financial Planning profession and Georgia State University's Personal Financial Planning programs, Windham Brannon Financial Group, Inc. has established this annual scholarship in support of an outstanding PFP student. This scholarship is awarded to an outstanding graduate student enrolled in the Robinson College of Business MS-PFP or MBA degree program with a major in or concentration in personal financial planning. Candidates may not receive the award more than once. Selection is based on merit. Candidates should apply to the Scholarship/Fellowship Committee of the Department of Risk Management and Insurance by February 1.
- **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.

1300 University Academic Regulations

This chapter describes academic regulations that apply to all graduate students. See subsections within this chapter for specific policies and procedures.

1310 General Information

1310.10 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 advisor 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 enrollment process found by accessing PAWS (Panther Access to Web Services) at paws.gsu.edu and found on the University's web site gsu.edu, particularly under the Registrar's, Student Accounts and Financial Aid pages, which contain more detailed information on the registration process

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 their responsibility to keep apprised of current graduation requirements for their particular degree programs.

1310.15 Student Computer Access Requirement

Each student enrolled at Georgia State University must have access to a computer, and any course offered at the University may require computer-based work. Further, the student's computer must provide access to e-mail accounts, the World Wide Web using a current browser, and spreadsheet and word processing software. Departments and other units may establish minimum machine capability and software requirements, including the requirement that a student in a certain degree program must own a computer. It is the responsibility of each student to ensure his or her access to a computer. Computers are available in the open-access computer laboratories on campus that provide the basic level of computer capabilities, but these laboratories are heavily used and cannot guarantee a student access to a computer at a particular time.

1310.20 Georgia State University E-mail

Every student is assigned an official Georgia State University e-mail 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 the University-assigned e-mail as a means of communicating with students about official university business, and students are held responsible for this information. Email from Georgia State will be sent to the student's official Georgia State e-mail address. It will not be sent to any other address (such as a Hotmail or Yahoo account). However, students may configure their Georgia State account to forward to another address.

1310.25 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 14 weeks each. Summer semester is composed of three-week classes in May as well as six-week and seven-week classes beginning in June. Enrollment in the three-week classes, six-week classes, or seven-week classes counts as having been enrolled in summer semester.

1310.30 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.

1312 Registration Procedures

Review Enrollment Process Instructions

Students may not attend a course unless they have registered for that course. Each semester students should go online for detailed information concerning the enrollment and registration process. Registration information can be found on the University's web site, gsu.edu, under the Registrar's page and by accessing PAWS (Panther Access to Web Services) at paws.gsu.edu.

Students are urged to become knowledgeable about the entire enrollment process, which includes ensuring financial aid eligibility for the term and ensuring paying of tuition and fees by the payment deadline for that particular term. Information on payment deadlines can be found on gsu.edu under Student Accounts.

Where Registration Takes Place

Registration for courses takes place on PAWS where a list of courses offered for the semester can be found, as well as time ticket information, the registration agreement and student holds that need to be addressed to permit registration for the term.

Preparing and Registering for Classes - Enrollment Process

Registering students should prepare a registration work sheet and ensure they meet all course prerequisites. Unless approved by the department chair, a student may only register for one section of a given course in a given session/term.

Step 1: Run a Program Evaluation to Review Remaining Course Requirements on GoSolar and Schedule Advisor Appointments as Necessary

Step 2: Register for Classes

Step 3: Check Financial Aid Requirements for Eligibility and Accept Aid

Step 4: View and Pay Charges on Panther Pay through GoSolar

Step 5: Print your Course Schedule on GoSolar

Step 6: Print the At-A-Glance Yearly Academic Calendar on the Registrar's page

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 adjustment procedures. Any problems experienced with registration should be reported to the Enrollment Services Center, in person, at 227 Sparks Hall or by e-mail to **onestopshop@gsu.edu** within 24 hours of the occurrence.

1312.10 Registration Notifications

All graduate students must notify the Office of Academic Assistance or the Office of Graduate Studies in their college prior to registering if any of the following conditions apply:

- The student has attended another school since last attending Georgia State. 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 University. 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.
- The student has disciplinary actions pending at the last institution attended since matriculation at Georgia State.
- 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.

1312.15 Registration Time-Ticket Assignments

Students who are eligible to register will be given a registration time-ticket assignment,. approximately two weeks before registration begins. Students can find their registration time-ticket assignments by accessing PAWS at paws.gsu.edu.

Students will also receive an email referring them to PAWS where they can view their registration time-ticket assignments.

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

1312.20 Late Registration

Registrations are considered late once the semester has begun. During late registration, access is on a first-come, first-served basis. It is important that students register prior to the semester beginning in order to have the best opportunity to enroll in courses needed for degree completion. If a student's first attempt to register is during late registration, a $50 non-refundable late fee will be charged. This $50 fee will also be charged if a student is dropped for nonpayment of fees and attempts to re-register during late registration.

If a student appeals to add a class after late registration has ended, after the 1st Friday of the term, is approved, the student will be charged a $37.50 manual schedule adjustment fee. This fee is charged for each appeal approved. Appeals should be directed to the department that teaches the course the student wishes to add.

1312.25 Immunizations

Immunization Office
141 Piedmont Avenue, Suite D
www.gsu.edu/health/immunizations_and_travel.html

All new students attending regularly scheduled classes on campus or receiving resident credit are required to submit a certificate of immunization prior to registering for and attending such classes.

The immunizations required are Measles, Mumps & Rubella (MMR), Tetanus/Diphtheria (Td), Varicella (chicken pox), and Hepatitis B. In addition, the Meningitis Law requires students residing in university housing to have the Meningococcal vaccine. For more information, see the GSU Clinic website updates at www.gsu.edu/health.

Every student attending classes on campus must complete the immunization requirements of the University System of Georgia. 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 *outside* the United States on or before 12/31/1956 must show proof of immunity to Tetanus/Diphtheria and Varicella only.
- Students born *in* the United States on or before 12/31/1956 are required to show proof of Tetanus/diphtheria only.
- Students born *in* the United States on or before 12/31/1980 are exempt from showing proof of the Varicella vaccine. They are required to submit proof of immunity for MMR, Tetanus/diphtheria.
- Students born 12/31/1980 or later must submit proof of MMR, Varicella and Tetanus/Diphtheria
- Students born *outside* the United States 01/01/1957 or later must provide proof of MMR, Tetanus/diphtheria, and Varicella.

The Immunization Office must receive these records two weeks before the last day of late registration. It will take two to three business days to enter the data into the system. Immunization holds will be placed on student accounts to prevent registration and drop/add until the requirement is satisfied.

Students seeking exemption for religious reasons must submit a completed Georgia State University *Certificate of Immunization* form to the Immunization Office indicating their religious exemption request. 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 141 Piedmont Avenue, Ste. D, or by telephone at 404/413-1940, or online at www.gsu.edu/health/immunizations_and_travel.html

Meningitis: Georgia law requires that students residing in campus housing 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 are required to sign a form kept on file in the Housing Office. Students less than 18 years of age must 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 the vaccination was elicited. Compliance with the state law is a requirement for residing in campus housing and is part of the housing contract. Forms and further information are available from the Housing Office at 404/413-1800 or by email at housing@gsu.edu.

1312.30 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

1312.35 Course Load

Full-time Course Load: To be certified as full-time students, graduate students must carry a minimum of nine semester hours fall and spring semesters and a minimum of six hours in the summer semester. 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 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;
- losing a scholarship if the guidelines for receiving the scholarship require full-time enrollment; and/or
- losing an assistantship and/or graduate assistant tuition waiver.

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.

1312.40 University Policy on Continuous Enrollment

Students in all graduate programs must maintain enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance will receive a registration hold preventing all current and future registration. Those students will be notified by an e-mail message sent to their official Georgia State University's e-mail account.

To resume their programs, students with continuous enrollment holds must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the re-entry term plus the two terms preceding it must total to 6 hours or more. The maximum required enrollment level for the re-entry term is 6 hours. For more information on the re-entry process, contact your college's advisement/admissions office.

1314 Schedule Adjustments (Add/Drop/Withdraw)

Students who wish to revise their class schedules must follow the procedure appropriate for the period of time in the semester (see section 1314.10 below). During the published registration periods for each semester, students may revise their schedules by accessing PAWS. Schedule revisions are defined as any changes to a student's schedule and include dropping and/or adding classes.

To remove a course from a class schedule during the published registration period is referred to by the University community as "dropping" a course. Dropped courses do not appear on the student's official record. After the last day to add/drop a course, students may "withdraw" from a course when they decide to stop attending. Withdrawn courses appear on the student’s official record. Withdrawing from a course prior to the midpoint of the term makes the student eligible for a grade of W if the withdrawal limit has not been exceeded. This grade is reflected on the student's official record. After midpoint, the student will receive the grade the instructor assigns.

All schedule adjustments must be completed by the official last day to register for course credit as published in the online Semester Calendars at paws.gsu.edu. Printable calendars can also be found on gsu.edu under the Registrar’s page. If an institutional error has occurred, and a student wishes to be allowed to register for a course after the deadline, the student, should contact the department offering the course.

1314.10 Dropping Classes and Voluntary Withdrawal

Students are responsible for formally dropping or withdrawing from courses using the online registration system, PAWS at paws.gsu.edu. Students should not simply stop attending. Students should be aware of the financial and academic consequences of dropping and withdrawing from courses by consulting with an academic advisor and referring to information concerning the tuition refund schedule found on the Office of Student Accounts’ web page and by referring to information on the Office of Financial Aid’s web page, which are located on the gsu.edu web site.

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. However, students should not assume that Georgia State will drop them from classes for failure to pay tuition and fees.

Registration Time Period:

1. **Adding/Dropping Time Period:** When registration opens to for the term up until 5 p.m. the first Friday of the term, students may :
   - Add courses on PAWS
   - Drop courses on PAWS to no longer appear on the student's official transcript. Note: Students will no longer be charged tuition for courses that are dropped at this time unless an equal credit hour course is added as well. (Refer to the tuition refund schedule on the Student Account web page at gsu.edu. Note: dropping courses and lowering your credit hours for the term may have consequences academically and for financial aid eligibility)
   - After this time, students will not be able to add or drop courses on their own.
2. **Schedule Adjustment - After the first week of classes up until the Midterm:**
   - Students may withdraw from a class or classes on PAWS
   - Note: The last day for a student to add a class in PAWS is the first Friday of the term at 5 p.m.
   - As of the second week of classes, faculty have the discretion to request to add or drop students from classes if an administrative error has occurred. Factors such as space availability and health and safety regulations may apply to such requests. During the second week of classes, faculty have until Friday at 5 p.m. to submit request to add or drop students from classes. When a class is dropped during this period, no grade is recorded and no record of the student being enrolled in the class appears on the student's transcript.
   - After the first week of classes and before the midpoint of the term: During this period, students may withdraw from a class or classes using the online registration system in PAWS. Students will receive a grade of W or WF for any class withdrawn during this period. 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.)
3. **After the midpoint of the term:**
   - Students can no longer voluntary withdrawal from classes
   - Grades will be posted based on those assigned by instructors.
   - Students are responsible for consulting the course syllabus for specific instructor policies regarding such matters as penalties for missing the first class, an exam, an assignment or a project. These may include, among the other things, being dropped or withdrawn from a course.

Students are responsible for consulting the course syllabus for specific instructor policies regarding such matters as penalties for missing the first class, an exam, an assignment, or a project. These may include, among other things, being dropped or withdrawn from a course.

1314.15 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 1314.10). 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 the following options:

- They may have the course dropped from their schedule (even if the course is cancelled after the end of Late Registration), or
- They may take a W in the course, or
- 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.

1314.20 Involuntary Withdrawal

Students are expected to observe all policies governing the class. Faculty must clearly state these policies in the course syllabus. When a faculty member determines that a student is in violation of one of the class policies (for example, 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. 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. Using the official Georgia State University email system, the instructor will notify 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 partial refund of their fees (see Section 1210).

1314.25 Hardship Withdrawal

Students may 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:

- Students are not eligible for hardship withdrawals in any course in which they have completed the course requirements (for example, taking the final exam or submitting the final project).
- 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 (full or partial), 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.

For further information on hardship withdrawals, contact the Office of the Dean of Students at www.gsu.edu/deanofstudents**.**

1314.30 Military Withdrawal

A student who is on active duty or is a military reservist (including members of the National Guard *and United States Army Reserve*) 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 Office of the Registrar, Sparks Hall 225. The student is not eligible for a military withdrawal in any course in which the student has completed the course requirements (for example, taking the final exam or submitting the final paper) and/or a grade has been assigned. 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.

1314.35 Non-Academic Withdrawal

In the judgment of the Dean of Students, a student may be withdrawn from the university for non-academic reasons when 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 possible 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.

1316 Changes in Personal Data

As correct personal data is vital to the student's record, students are urged to have their records updated when these changes occur. PAWS (Panther Access to Web Services) at paws.gsu.edu allows students to update some of their student records (address, phone number, etc.) using a terminal or personal computer. Students who wish to change their names and other personal data not allowed on PAWS should contact the Enrollment Services Center, Room 227 Sparks Hall, to complete forms and provide the legal documents required for a name change.

1318 Off-Campus Courses

Many courses are offered to Georgia State University students at satellite locations. 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 can be found by accessing the online registration system in PAWS at paws.gsu.edu.

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. Students who wish to cross register must meet all eligibility requirements under the ARCHE agreement and the University. Courses taken through cross registration are considered resident credit. Students may learn more about cross registration or obtain an ARCHE Cross Registration Application at www.gsu.edu/es/crossregistration.html.

Cross Registration Application Deadlines:

- Fall Semester: July 26
- Spring Semester: December 1
- Summer Semester: May 1

Student Eligibility Criteria:

- Students must be in good standing and have a minimum Georgia State University cumulative GPA of 2.0 and the required GPA to enroll in the Georgia State course which is most similar to the course the student wishes cross register. Graduate students must have at least a 3.0 GPA.
- Students must be concurrently enrolled in at least one Georgia State course.
- Students must meet prerequisites for requested course(s) as defined by Georgia State University and the host institution.
- Students must meet the host institution's immunization and health requirements.
- First-semester freshmen may not cross register (unless cross registering in courses for purposes of ROTC training or marching band).

Course Restrictions:

Students may not cross register for a course if

- • The course is offered at GSU that semester.
- • The course has been previously attempted at Georgia State (including attempts which resulted in a withdrawal or an unsatisfactory grade).
- • The course or an appropriate substitute is routinely available at Georgia State (that is, offered each semester or on a specified regular basis, such as every fall). Determination of whether the course is routinely available is made by the advisement office in consultation with the chair or director of the academic unit that offers the course.
- • The College and/or degree program has restrictions or departmental requirements for the specific course.
- • The student expects to graduate from GSU during the semester the student wishes to cross register a course.

Students are limited to two cross-registered courses per semester, and the combined course load at Georgia State University and the host institution may not exceed 18 credit hours.

Procedures:

Students who wish to cross register must complete and submit an ARCHE Cross Registration Application to the Office of the Registar, room 225, Sparks Hall. Cross Registration Applications are available online: www.gsu.edu/es/crossregistration.html.

Students who wish to take academic courses at an ARCHE institution must obtain written approval in advance from the Student Advisement Center or the Office of Academic Assistance in the student's college. Course outlines (syllabi) and catalog information may be required so content can be evaluated before approval is granted by the Office of Academic Assistance.

Students are not allowed to pre-register in courses they wish to cross register. Once all approvals have been obtained, the host institution's Cross Registration Coordinator will register students for the approved course(s) on a space-available basis after the host institution's regularly enrolled or continuing students have had first priority for registration. The host institution's Cross Registration Coordinator will inform the student of approval and registration status.

Georgia State University's students will pay Georgia State University's tuition and fee rates via PAWS. However, special fees (lab fees, parking and equipment lease) and security deposits must be paid to the host institution.

Students must abide by all host institutions' policies and schedules regarding grades, exam dates, absences, and add/drop/withdrawal deadlines. To withdraw from a course, both Georgia State University and the host institution's withdrawal procedures must be followed. Changes in registration must be approved by Georgia State University and the host institution's Cross Registration Coordinators.

Upon completion of the course, the host institution's Cross Registration Coordinator will send a final transcript to Georgia State University. Students who receive a grade of Incomplete at a host institution should recognize that the time limit for removal of a grade of Incomplete must not exceed Georgia State University's deadline for removal of a grade of incomplete (see section1350.30 Changes in Grade). It is the student's responsibility to request an official transcript from the host institution once the grade of Incomplete has been satisfied and a final grade has been assigned.

Students must complete a new ARCHE Cross Registration Application for any subsequent term.

Cross registration is available in the summer on a limited basis. Consult the Office of the Registrar for more information. The participating ARCHE member institutions are: Agnes Scott College, Atlanta College of Art, Brenau University, Clark Atlanta University, Clayton State University, Columbia Theological Seminary, Emory University, Georgia Gwinnett College, Georgia

Institute of Technology, Interdenominational Theological Center, Kennesaw State University, Mercer University Atlanta Campus, Morehouse College, Morehouse School of Medicine, Oglethorpe University, Savannah College of Art and Design – Atlanta, Southern Polytechnic State University, Spelman College, State University of West Georgia, and University of Georgia.

1322 Transcript Request

A student who has no unmet financial 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 Georgia State's website PAWS paws.gsu.edu. A student is entitled to five free lifetime official transcripts. Once a student has requested the five free, official transcripts, Georgia State will charge a $10.00 processing fee for each transcript processed thereafter. Students can print unofficial transcripts at no charge on PAWS. Processing an official transcript may take up to five to ten business days depending on when the request is made. 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 certifications based on educational records will be provided upon written request when permissible.

Additional information on transcripts can be found on PAWS and on the University web site at www.gsu.edu/es/transcripts.html.

1324 Enrollment and Degree Verification

Enrollment verification is obtained via the web at no cost to students and takes approximately 7 business days to process. Official enrollment verifications can be requested after the second week of the term.

Enrollment Verification

To obtain proof of enrollment, students should access PAWS at paws.gsu.edu. At this site, students can do the following:

- Print a Certificate of Enrollment that can be forwarded to a health insurer, housing provider, employer, credit issuer, or other student services provider;
- View the electronic notification and deferment forms that have been sent to a lender; and
- 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 from 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 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 provides degree verification services to Georgia State students.

Additional information on enrollment and degree verification can be found on the Office of the Registrar web site at www.gsu.edu/es/office_of_the _registrar.html.

1326 Directory Information

Directory Information is defined based on the Family Educational Rights and Privacy Act, which can be located in section 1050 of this Catalog. 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 www.gsu.edu/es/student_information_suppression.html, and turn it in to the Enrollment Services Center, 227 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 earning 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.

The following grades 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 was permitted to withdraw from the course without penalty. (See "WF: Withdrawal While Failing", above, and Section 1314.10)
- **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 1314.30).
- **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:
  - Have completed most of the major assignments of the course (generally all but one); and
  - 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 Section 1332.) No student may graduate with an "I" on his or her record. If the requirements to remove a grade of incomplete are not met prior to the deadline, the grade of I will convert to a grade of F.

- **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 Section 1342.
- **K: Credit-by-examination**
  This symbol indicates that a student was given credit for a course based on successful performance on an examination approved for this purpose.
- **NR: Not Reported**
  This symbol indicates that a student's grade was not reported to the Registrar's Office by the deadline for reporting grades for the term as published in the on-line *Registration Guide*. 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. See Section 1350.

1330 Cumulative Grade Point Average

Georgia State University has three cumulative grade point averages that are used to determine academic progress and appear on student's permanent records.

Institutional GPA - Based on courses taken at Georgia State University

This cumulative grade point average is calculated by dividing all hours attempted 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.) Credits earned in other institutions, credit by examination, credits which carry S/U grades, CLEP credit, IB credit, AP credit, remedial courses and courses specifically excluded by University policy are not used in computing the grade point average.

The institutional grade point average is used in determining your academic standing, and determines your eligibility for graduation. (A 2.00 is required for undergraduate students for graduation.)

Overall Grade Point Average - Based on courses taken at Georgia State University and transfer grades.

The overall grade point average is calculated by dividing all hours attempted at Georgia State University and those transferred 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.) Credit by examination, credits which carry S/U grades, CLEP credit, IB credit, AP credit, remedial courses, and courses specifically excluded by University policy are not used in computing the grade point average.

This GPA is used by some departments that require admission to a major. See specific admission requirements within the program descriptions.

HOPE Grade Point Average

The HOPE grade point average is calculated by dividing all hours attempted since high school graduation. This will include credits attemped for remedial courses. The calculation of this gpa does not include plus or minus attributes. For example, both a B+ and B- will be treated as the equivalent of a B. All grades from previous instiutions attended are calculated in this grade point average.

This GPA is used to determine eligibility for the HOPE scholarship.

All grade point averages are rounded to the hundredth place. For example, 2.676 is rounded to 2.68.

All attempts at all academic courses taken are included in these calculations, based on the definitions listed above, of total number of grade points earned and the total number of semester hours attempted.

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

A+	4.30
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 non-punitive 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 Office of the Registrar and recorded cannot be changed except in the following circumstances:

- **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.
- **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 not 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 adjustment request from the instructor. (If the student enrolled for S/U grading, a U will be assigned.). Using the grade adjustment form, instructors 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 an 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 an I grade for more than two semesters. Such authorizations must be approved by the department chair. The authorization to extend the I beyond two semesters must be renewed each semester. Students need not be enrolled to complete assignments for a course in which a grade of I has been assigned. Auditing or retaking the same course will not remove a grade of I. No student may graduate with an incomplete grade.

1334 Posthumous Grades

When a student passes away before completing all assignments in a course, that student will be awarded a grade of W in the course. However, if the student has completed more than half the work required for the course and earned a grade of A or B in that work, the instructor may award the student an A or a B.

1336 Graduation

Graduation Office, Office of the Registrar
Citizen’s Trust Building, 75 Piedmont Avenue
www.gsu.edu/es/graduation.html

1336.10 Application for Graduation

All candidates for a degree must file a formal application for graduation with the Graduation Office. Students apply online and pay the graduation fee by logging into PAWS. From the Student Records block on the One Stop Shop tab, select Apply to Graduate.

Students should apply two semesters prior to their anticipated term of completion. For undergraduates this is normally when a student has earned 90 credit hours. Baccalaureate candidates must apply by the following deadlines before their expected term of graduation:

Term of Expected Graduation	Deadline
Fall Semester	June 15
Spring Semester	September 15
Summer Semester	January 15

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

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

Once a student applies for graduation by the deadline, the student can change their graduation date to a future date by completing the Change of Graduation form, located on the graduation web site.

Official transcripts of prior term course grades from institutions other than Georgia State University must be received by the last day of registration of the semester of graduation. Any other documentation pertaining to non-Georgia State 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 by the last day of registration of the semester of graduation.

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

1336.15 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 attempted 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 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.

1336.20 Graduation Ceremonies

A University Commencement Ceremony is held at the end of the spring academic term. Individual academic areas may hold convocations at the end of both the fall and spring terms. You should consult with your academic college. In order to participate in the University Commencement ceremony, a student must have completed all degree requirements in accordance with rules and regulations found in this catalog. While the University holds only once Commencement ceremony in the spring, degrees are conferred at the end of each term and diplomas are mailed approximately four weeks following degree conferral. Diplomas are mailed to the student's mailing address of record. Students should keep their mailing addresses updated through PAWS at paws.gsu.edu. Allow four weeks following the official date of degree conferral for 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 404/413-9700, by e-mail at bookstore@gsu.edu, or online at www.gsu.edu/bookstore. Commencement photography is also available. Complete information will be sent to degree candidates by the midpoint of their scheduled semester of graduation. If a student later decides not to attend the ceremony, he or she must notify the Graduation Office at 404/413-2248 or e-mail at graduation@gsu.edu.

Additional information concerning graduation procedures can be obtained through the graduation website.

1340 Class Attendance

The resources of the University are provided for the intellectual growth and development of its students. The University expects each student to take full responsibility for his or her academic work and academic progress. Students are expected to attend classes in order to gain command of the concepts and materials of their courses of study. As such, the University does not mandate the number or percentage of absences that are acceptable but suggests a guideline of 15% for determining an excessive level of absence. The specific class attendance policies for each class are at the discretion of the instructor, in accordance with the policies of the department and college.

All matters related to student absences, including making up work missed, are to be arranged between the student and the instructor before the semester begins or on the first week of classes. All instructors will, at the beginning of each semester, make a clear statement in the course syllabus for each of their classes, describing their policies for handling absences. Students are

obligated to adhere to the requirements of each course and of each instructor. Instructors are encouraged to provide avenues for students to make up examinations and other work missed due to an excused absence.

Excused absences are recognized in the following cases:

1. University-Sponsored Events

Absences due to activities approved by the Office of the Provost, in which a student is an official representative of the University will be recognized as excused when the student informs the instructor in writing during the first week of the semester of his or her participation in an activity that may generate excused absences and the dates of planned absences for the semester. If requested, the appropriate university official will provide a memo stating the official nature of the university business in advance of the activity. Absences due to similar events, which could not have been anticipated earlier in the semester, will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty advisor or administrator.

2. Legal Obligations

Absences due to legal obligations (for example, jury duty, military orders) will be recognized as excused absences. The student must provide the instructor with written documentation of such absences at the earliest possible date.

3. Religious Observances

Students wishing to have an excused absence due to the observation of a religious holiday of special importance must provide advance written request to each instructor by the end of the first week of classes.

Class Attendance by Veterans

The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a student discontinues attendance for any reason. Instructors must report to the Registrar's Office the absence of a veteran student as soon as it is known that the veteran 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 veteran student.

In addition, it is suggested that the faculty give due consideration to absences relating to the following events: death or major illness in student’s immediate family, illness of a dependent family member, illness that is too severe or contagious for students to attend class.

1342 Audit Status

Enrolled students who wish to audit a course must get approval from the course instructor. Registration for an audit is done in the Office of the Registrar, 225 Sparks Hall. Students should not pre-register for courses they wish to audit. Any fees for auditing a class are assessed just as they are for courses taken 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.

1344 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 6:00 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, 6:00 p.m. on one day, and 2:30 p.m. and 6:00 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 more of the examinations are "common examinations," the student may choose which "common examination(s)" is to be rescheduled.
- If one of the clustered examinations is not a common examination or the result of rescheduling, the instructor of the middle examination(s) will provide a special administration for the adversely affected student.

Students must inform the instructor, in writing and at least 14 days before the beginning of the final exam period, that a clustered examination situation exists with respect to that instructor's course and that the student will need to take the final examination as

a special administration. If a student fails to inform the instructor, in writing and at least 14 days before the beginning of the final exam period, the instructor is not required to provide a special administration of the final examination.

Once a student has taken an examination, he or she cannot request a reexamination on the basis of this policy.

1346 University Career Services

260 University Center
www.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 and graduate /professional school searches. UCS works with undergraduate and graduate students from the first year on campus through the one year anniversary of their graduation. Alumni beyond a year of graduation may enroll in Alumni Career Services, also housed within UCS (Note: an Alumni Career Services fee is associated with some services). Students from all majors and areas of study, from all class levels, and from across all colleges, are served at UCS. UCS works with all professionals on campus, in particular Academic Advisors and faculty, is supporting student success as it relates to career planning. The UCS Faculty/Advisor/Staff Referral Form is located at www.gsu.edu/career.

Workshops, information and career counselors are available to help students and alumni assess their individual talents, skills, and interests, and to set career goals. Programs and materials, employer panels, employer information sessions, and career fairs provide up-to-date information for use in exploring careers and researching employers.

Career counseling is available by appointment. UCS offers both individual sessions and group sessions, always with the goal of helping students and alumni connect their passion and purpose with career opportunities. The career counselors also provide career assessments, which aid students in exploring career possibilities based on values, interests, and personality.

University Career Services also has programs and services that connect students, alumni, and employers for internship, cooperative education, and career opportunities, as well as concurrent employment to meet expenses while attending school. Regular workshops, employer events such as mock interviews and résumé critique days, and online information help students prepare résumés, and develop interviewing and other job search skills.

The Cooperative Education and Internship Program assists students with their experiential education needs. The program helps students search for an appropriate experiential education opportunity and supports their application process (including résumé writing, interview skills, and application). The program works with academic advisors and internship coordinators on campus.

The Graduate and Professional School Planning program assists students exploring advanced degree opportunities, either here at Georgia State University or at another campus within the United States or abroad. This program has materials to assist students in researching programs as well as support in making application. This program also sponsors the fall Graduate and Professional School Fair, which brings graduate school recruiters from across the country to meet interested GSU students.

The Career Resource Center (CRC) is the central point of contact for students and contains workstations with access to online career guidance, job postings, graduate/professional school information, and employer research databases. The CRC also houses career-oriented books and multimedia materials for researching career and advanced degree opportunities.

Résumania is the walk-in résumé and c.v. review service, available Monday through Friday, 9am to 3pm. No appointment is needed. Résumania takes place in the CRC, adjacent to Room 260 University Center.

All Georgia State University students have an account on Panther Career Net, a web-based career management system utilized by students, employers and the career services staff. Activation of the account (completing a profile and uploading a résumé if seeking employment) provides 24/7 on and off-campus access to many of the Career Resource Center's online resources, as well as easy application to jobs, and information about career events and employers. Activation requires use of one's campus ID and password and can be done remotely.

For more information, visit the office of University Career Services in 260 University Center or call 404/413-1820 or visit the website at www.gsu.edu/career.

1348 International Student & Scholar Services (ISSS)

252 Sparks Hall
www.gsu.edu/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 support, 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 404/413-2070 or online at www.gsu.edu/isss.

Students on nonimmigrant visas who are in temporary financial difficulties should contact ISSS for information about possible assistance including: application process for out-of-state tuition waivers, small emergency loans for non-tuition expenses (through the Eva Whetstone International Student Emergency Loan program), and possible hold on classes if tuition is delayed for legitimate international reasons.

International Student Orientation - Prior to 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 www.gsu.edu/isss.

International Student Health Insurance - 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 request a waiver with the insurance company the semester before enrollment. More information is available online at www.studentinsurance.com or through Student Accounts.

1350 Academic Honesty

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 advisors, 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 (for example, 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 (for example, comprehensive examination or language competency examination) or an institutionally-required test (for example, 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 (for example, 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 *(temporary for a period of five years or permanent, as designated)*. Course credit earned at other institutions while on suspension may not be transferred to GSU. 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.

1352 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

The appeals procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to University Information Section 1050.80 under Polices and Disclosures in this catalog or visit www.gsu.edu/es/24954.html online for details.

1500 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 Affairs and the Division of Student Affairs.

The Division of Student Affairs 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.

1502 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, 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. OAASS&P houses and provides support to over twenty chartered student organizations. The office sponsors several academic, cultural, social, and international activities to ensure that African American students are excellent ambassadors of Georgia State University upon graduation.

OAASS&P contributes to the retention of all students through diverse programs and services. Those programs and services are enhanced by the Minority Advising Program (MAP) which encompasses academic support workshops, the Black Freshman Network, the Black Sophomore Society, Black Junior Achievers, Black Senior Scholars and Superstars, Brothers Keepers, Sisters Keepers, Model African Union, 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 Awards Ceremony, OAASS&P Hoops it up for the Hungry Annual Basketball Tournament, Project Link to Africa and Black History Month activities including the leadership of the University-wide Black History Month Committee. OAASS&P recently founded the African American Performing and Visual Arts Council, which promotes the arts and has presented original and popular play readings on-campus. For information call 404/413-1530 or visit the office at Suite 315 Student Center. Hours of operation are from 8:30 a.m.-5:15 p.m. Monday through Friday.

1504 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. Hours of operation are from 8:30 a.m. to 7:00 p.m. Monday through Thursday and from 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. Phone: 404/413-9500. Fax: 404/413-9525. Email: auxiliary@gsu.edu. Web: www.gsu.edu/auxiliary.

1504.10 ATMs

ATM banking machines from several financial institutions are located on campus at such locations as the University Bookstore Building, first floor; Student Center, first floor; Urban Life, second floor. Phone: 404/413-9500. Fax: 404/413-9525. Email: auxiliary@gsu.edu. Web: www.gsu.edu/atms.

1504.15 University Bookstore

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 rent-a-text (www.rentatext.com) program provides students with the option of renting a new or used

textbook for an academic term rather than purchasing it. At the end of the term, students simply bring or ship the textbook back to the University Bookstore. Renting instead of buying can save you more than 50% on average up front, as opposed to having to wait until buyback cash at the end of the term. 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, Acer Computers, HP Computers, and Dell computers built to University specifications, educational discounted computer software, 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 Fridays when purchases are made with PantherCash. Phone: 404/413-9700. Fax: 404/413-9525. Email: gsu@bkstr.com. Web: www.gsu.edu/bookstore.

1504.20 Graduation Regalia and Photography

Auxiliary and Support Services provides Portrait and Ceremony Photographs for your Commencement memories. Logo Regalia are available for online purchase for pick-up at the Commencement Fair. Graduation Photography is available through a vendor managed by Auxiliary and Support Services. For more information on graduation photography call toll-free 1-800-424-3686. Information on other Commencement items from diploma frames, class rings, invitations, as well as stoles of gratitude are available at the University Bookstore. Phone: 404/413-9500. Fax: 404/413-9525. Email: gsu@bkstr.com. Web: www.gsu.edu/bookstore.

1504.25 PantherDining

PantherDining services include PantherDining Catering services. PantherDining Catering services include: take home party trays, student group catering, conference services, formal or informal dinners, and specialty gatherings. PantherDining offers PantherMeals that provides nutrition, convenience, and flexibility at a guaranteed savings. PantherDining retail locations accept VISA, MasterCard, PantherMeals, and PantherCash. The Dining Hall and Panthers Den also accept American Express.

Meal Plans

PantherMeals offer unlimited access to an "all you care to eat" dining experience in the Freshman Hall and Piedmont North Dining Halls. PantherMeals also provide flexibility with the addition of 75 PantherPoints per semester. With a value of 1 point to 1 dollar, PantherPoints can be used at any PantherDining location.

Academic Year 2012-2013 Seven-Day Meal Plan

» The 7-Day Meal Plan includes breakfast, lunch, and dinner Monday through Friday, and brunch and dinner on Saturday and Sunday.
» $3,670.00 (Two installments of $1,835 per semester). Only $101 per semester more than the 5 day plan.

Academic Year 2012-2013 Five-Day Meal Plan

» The 5-Day Meal Plan includes breakfast, lunch, and dinner Monday through Friday.
» $3,558.00 (Two equal installments of $1,779 per semester)

PantherMeals descriptions, pricing and application details are available at www.gsu.edu/pantherdining.

On-Campus Locations

- **Courtyard:** Located in the Student Center, the Courtyard features Burger King, The Carving Board, Pasta Creations, grab-and-go items, and Einstein Bros Bagels.
- **Dining Hall at Freshman Hall Residence Hall : : Located at Edgewood and Piedmont at 160 Edgewood Ave., this Dining Hall serves a large variety of choices in an all you care to eat style dining environment, and is available to the entire Georgia State University Community Monday through Friday.**
- **Dining Hall at Piedmont North Residence Hall:** Located at 175 Piedmont Avenue, this Dining Hall serves a large variety of choices in an all you care to eat style dining environment, and is available to the entire Georgia State University Community Monday through Sunday.

- **Panthers Club:** Located on the third floor of the University Center, Panthers Club serves a full selection of breakfast, lunch and dinner items featuring Chick-fil-A, Plaza Café, Pounce Garden, Pounce Deli, State Place Grill, Freshens Frozen Yogurt, grab and go items, proudly brewed Starbucks Coffee, and a quick stop for homemade pastries.
- **Panther Pizza:** Located on the first floor of the University Bookstore Building, Panther Pizza features pizza, and a variety of pastas, salads, and grab and go items.
- **Panthers Corner Café:** located on the ground floor of Kell Hall, features proudly brewed Starbucks selections; pastries and desserts, a popular menu of fresh made sandwiches, and grab and go items.
- **Panthers Den:** located at 75 Piedmont Avenue, Panthers Den serves some of the best pizza, wings, hoagies, and salads. Enjoy your favorite sporting events on one of the many large screen TVs, or play a round of golf on the wall-sized virtual golf simulator.
- **PantherDining Contact Information:**
  - Dining Hall at Freshman Hall: Phone: 404/413-9630. Web: www.gsu.edu/pantherdining
  - Dining Hall at Piedmont North: 404-413-1559, Web: www.gsu.edu/pantherdining
  - PantherDining Retail Areas Phone: 404/413-9507. Web: www.gsu.edu/pantherdining
  - PantherDining Catering Phone: 404/413-9601. Catering Fax: 404/413-9603. Email: pantherdiningcaterer@gsu.edu.
  - Panthers Den Phone: 404/413/9641. Panthers Den Fax: 404/413-9645
  - Web: www.gsu.edu/pantherdining.

1504.30 PantherCard

The PantherCard is the official Georgia State University identification card, library card, access card to some campus facilities, and provides PantherCash (a debit card) and PantherMeals accounts. PantherCard is issued to all currently registered students and to faculty, staff, and affiliates of Georgia State University.

Both the PantherMeals accounts and the PantherCash accounts can be opened at the Auxiliary and Support Services office with cash, check MasterCard, Visa, or American Express.

PantherCash accounts enable students to add value to their PantherCard and receive discounts on some on-campus purchases. Additional PantherCash deposits to the account can be made on-line at www.gsu.edu/panthercard, or at the Auxiliary and Support Services office, at the PantherCash Online Card Office, at the value transfer stations (VTS), or any Payment Headquarters In Location (PHIL) machines on-campus. More information regarding these debit accounts and their uses on campus is available at the PantherCard website. Use PantherCash to receive vending discounts on the purchase of soft drinks or water at vending machines displaying the PantherCash sign, discounts on Fridays at the University Bookstore, and other on and off-campus locations. Phone: 404/413-9508. Fax: 404/413-9525. Email: panthercard@gsu.edu. Web: www.gsu.edu/panthercard.

1504.35 Travel Services

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. Phone: 404/413-9696. Web: www.gsu.edu/travelservices.

1504.40 Parking and Transportation

Georgia State University offers students 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 and GRTA cards. Parking Budget Cards can also be purchased for on-campus parking at a reduced rate. PantherExpress Shuttle services transport students from off-campus and housing parking, and other campus locations at no additional charge.

On-Campus Parking

- Students should register their vehicle at www.gsu.edu/parking.
- 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.
- 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 and allows persons to park in the parking decks and lots on campus at a reduce price per entry.
- The Parking Budget Card allows persons to park in the parking decks and lots on campus at a reduced price per entry.
- M Deck: M Deck parking semester passes are available on a first-come first-serve basis while supplies last online at www.gsu.edu/parking at the beginning of each Fall, Spring, and Summer semester at a semester-flat-rate, guaranteed parking permit with unlimited entries. Information on M Deck is available at www.gsu.edu/parking.
- Lofts Parking: Each Semester parking at the Lofts is available for Freshman Hall, Lofts, and Greek Housing residents at the customer service windows of Parking and Transportation. Non-resident Lofts parking permits are also available on a first-

come, first-served basis online at the beginning of each Fall, Spring, and Summer semester while supplies last online at www.gsu.edu/parking.

Student parking is available in the following locations (with parking attendants on duty from 6:30 am – 10:00 pm, Monday – Friday); some restrictions or requirements may apply.

- M Deck
- S Deck (top two levels for student parking only)
- K Deck
- N Deck
- G Deck (Students after 4:00 pm, Monday – Friday, or all day on weekends)
- Lofts Deck (No parking attendant on duty)
- Turner Field Blue Lot as specified for students

Panther Express Shuttle Services and Off-Campus Parking

- The PantherExpress 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 when the PantherExpress Shuttle and lot will not be available, reference www.gsu.edu/parking.
- Additional PantherExpress Shuttle Routes schedules are posted online at www.gsu.edu/parking. PantherExpress Shuttle services transport students to and from the University Commons, Aderhold Learning Center, and off-campus University provided parking areas at no charge.
- PantherExpress shuttles are accessible to persons with mobility impairments and feature automated passenger lift equipment for safe loading and unloading of passengers in wheelchairs or who otherwise require such assistance. PantherExpress shuttle drivers are fully trained in use of accessibility equipment and are committed to providing courteous and helpful services for all PantherExpress passengers. For additional information regarding on-campus assistance for persons with disabilities, please contact the Office of Disabilities at 404/413-1560.
- You can follow Parking and Transportation on Twitter at www.twitter.com/gsuparking.

Phone: 404/413-9500. Fax: 404/413-9525. Email: parkingandtransportation@gsu.edu. Web: http://www.gsu.edu/parking.

MARTA AND GRTA

Discounted MARTA cards are available to currently enrolled, fee paying students, faculty and staff, at Auxiliary and Support Services, The Rialto Center for the Arts, Student Accounts Cashier's Office, and the University Bookstore. A valid PantherCard is required to receive the discount. Students, faculty and staff are allowed to purchase only one discounted MARTA card per month. GRTA passes are also available for purchase at the Auxiliary and Support Services customer service windows. Phone: 404/413-9500. Fax: 404/413-9525. Web: www.gsu.edu/auxiliary/29354.html.

1504.45 University Printing and Copy Services

University Printing and Copy Services consists of University Printing and Copy Corner along with self-operated copy machines on campus, and is dedicated to providing quality and timely printing and copy services to the University community.

- **University Printing**: Located on the parking level of the Urban Life Building, University Printing offers a full range of services, 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 e-mail (printcopyservices@gsu.edu) flash drives, CD, FTP, and diskettes. Accepted methods of payment include PantherCash, cash, check, major credit/debit cards, and interdepartmental charge cards. Phone: 404/413-9586. Email: www.gsu.edu/printcopyservices.
- **Copy Corner:** located in Kell Hall, adjacent to Mail Services, offers a full range of digital copy services, including fast black and white copying, color copying, brochures and posters; faxing; and folding, cutting, binding, etc. Work may be completed from printed originals or from electronic media such as e-mail (copycorner@gsu.edu) flash drives, CD, FTP, and diskettes. Accepted methods of payment include PantherCash, cash, major credit/debit cards, and interdepartmental charge cards.
- **Numerous self-operated copy machines are available in University Library North:** located on the 1st, 2nd, and 3rd floors, and University Library South, located on the 2nd floor. The Law Library has self-operated copy machines in its Copy Room. In addition, copiers are available in the Aderhold Learning Center Concourse Level and adjacent to Mail Services in Kell Hall. Accepted methods of payment include PantherCash, coins, and cash. The use of PantherCash provides a discounted cost per copy. Phone: 404/413-9660. Email: copycorner@gsu.edu. Web: www.gsu.edu/printcopyservices.

1504.50 Mail Services

The Mail Services sells stamps, and has the ability to mail parcels and other mail as well as serves the University with interoffice mail pickup and delivery. The Mail Services operates a service window in Kell Hall with hours of operation 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. Phone: 404/413-9653. Web**:** www.gsu.edu/mailservices.

1504.55 Rialto Center for the Arts

Georgia State University's Rialto Center for the Arts hosts a range of exciting performances from theater to dance to music to film. Offerings feature jazz legends, modern dance, and international performers of all kinds. The Rialto is the proud home to the School of Music's jazz, wind, percussion, and classical ensembles. The Rialto's Visual Art Series, Feed Your Senses, and many of the School of Music performances are free. Check upcoming Rialto events at www.rialtocenter.org or contact the Box Office Monday-Friday from 10:00 a.m. - 4:30 p.m. Faculty, Staff, and Students receive a 15% discount off tickets in advance. Georgia State Student "Rush" tickets — 50% off day of show. Phone: 404/413-9489. Email: info@rialtocenter.org**.** Web: www.rialtocenter.org.

1504.60 Safety and Risk Management

Safety and Risk Management offers administrative assistance and support training programs for Risk and Insurance management, Occupational Health, Right to Know, Workers Compensation, Training Programs, and Georgia's Clean Air Campaign. Phone: 404/413-9547. Web: www.gsu.edu/auxiliary/safety.html.

1504.65 Vending

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. Phone: 404/413-9500. Web: www.gsu.edu/vending.

1506 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 404/413-8460.

1508 Civic Engagement

The Office of Civic Engagement provides assistance to students, student organizations, faculty, and staff concerning volunteer and community service opportunities. Community service offers students the opportunity to gain hands-on experience while preparing for their professional futures. The office connects the Georgia State University community with the greater Atlanta community by creating partnerships which foster service-learning opportunities and revitalize the community. Individuals who become engaged with the OCE strengthen their capacity to help solve the problems face by society while understanding the responsibility to be an active, engaged citizen. Through Volunteer Solutions, an online database, OCE is able to provide service opportunities for individuals and groups based on personal interest while allowing participants to log and track volunteer hours. Students and student organizations that engage in service projects and log their hours on Volunteer Solutions are eligible for an annual rewards program drawing.

Panther Breakaway offers students the opportunity to spend their academic breaks in service to others. In the past, students have worked in various locations around the southeast, including Washington D.C., Orlando, Memphis, New Orleans, and the Everglades. Students are educated on ana social issue prior to the trip, and then immerse themselves in the community and complete service projects surrounding the issue. Previous trips have addressed social issues such as literacy, poverty, hunger, homelessness and environmental awareness.

For more information on volunteer and community service opportunities, please visit the Office of Civic Engagement, located in Suite 320 of the Student Center, or contact the office by phone at 404/413-1550. You can also learn more about the office and available services by visiting www.gsu.edu/service.

1510 Counseling and Testing Center

The comprehensive services of the Counseling and Testing Center (CTC) 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, couples and group counseling. Groups include several interpersonal process groups including general growth groups, an African-American Women's Support Group, African-American Co-ed Support Group, GLBT Support Group, a Graduate Student Support Group, a Grief Support Group, a Stress Management Group, and a Substance Abuse Group. Individual stress management sessions are also available to students. For those who are in counseling with the Center or the Psychology

Clinic through the Clinical Psychology Department, psychiatric services for evaluations and medication determination are available. Referral services for students having needs that go beyond the scope of the CTC also are available.

Counseling is available by appointment. Additionally, students who are experiencing an urgent situation may be seen on a walk-in basis every day during business hours. Faculty, staff or students concerned about a student's health and wellbeing are encouraged to phone the Center to consult with the senior emergency on-call counselor. A counselor will assist in determining the most appropriate course of action.

The CTC's Testing service offers many national examinations, certifications, psychological assessments, math placement, the Regents test and testing for institutional programs. Test proctoring and test scoring services, complete with statistical analyses, are available to the faculty through testing services.

Educational workshops are designed to respond to the variety of needs that students experience during their academic careers, including stress management, time management, study skills, performance enhancement, relationship enhancement, and anger management among others. Psychologists from CTC are also available for guest lectures in classrooms and for student organizations.

All counselors in the Center have advanced degrees in counseling or psychology, are licensed or supervised by a licensed clinician and have a special interest and skills in relating to university students and their concerns. Visits to the CTC 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 without the written release from the student according to Georgia Law. No information becomes part of a student's academic record.

For more information on the services offered by the center, please call 404/413-1640, visit the Center at 75 Piedmont Ave., or visit www.gsu.edu/counseling

1512 Dean of Students

1512.10 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 www.gsu.edu/deanofstudents or call 404/413-1515.

1512.20 Student Judicial Affairs

The Dean of Students Office-Judicial Affairs protects the rights and safety of all students and provides students with a process that addresses their educational and developmental needs.

The Georgia State University Student Code of Conduct and Administrative Policies Procedures states 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 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.

1512.30 Commuter Student Services

The Dean of Students Office-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 ochousing.gsu.edu.

This office does not approve, inspect, or assume responsibility for those facilities listed on the off-campus website. It is strongly recommended 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 404/413-1515 for additional assistance.

1512.40 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 300 Student Center. Please call 404/413-1515 for information.

1512.50 Greek Life

While there are many opportunities to get involved at Georgia State, fraternities and sororities represent a unique and life-long involvement opportunity. A tradition as rich as Greek Life offers students the chance to experience leadership development, serve 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, and 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 about Greek Life, please visit www.gsu.edu/greeklife or contact the Greek Life at 404/413-1580.

1512.60 Intercultural Relations

Intercultural Relations provides opportunities for students, faculty, and staff to engage in meaningful dialogues, actively participate in diversity and cultural programs and participate in training opportunities to enhance their understanding of and appreciation for the immense diversity and numerous cultures present at Georgia State. The Intergroup Dialogue (IGD) Program, Martin Luther King, Jr. Commemorative Week, Feed Your Senses, as well as cultural speakers, performances, art exhibits and lectures are examples of the programs offered by Intercultural Relations. Also, the Intercultural Ambassadors are a group of student leaders which work with the Intercultural Relations office assisting with diversity and cultural programming. For more information about Intercultural Relations visit the IR website at www2.gsu.edu/~wwwicr or contact the Office of the Dean of Students, located in Suite 300 of the Student Center, at 404/413-1515.

1512.70 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.

1512.80 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 404/413-9545 or visit the website at www.gsu.edu/auxiliary/safety.html.

1512.90 Student Health Insurance

The following groups of Georgia State University students are 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: www.studentinsurance.com outlines the coverage, benefits and premium for an insurance program specifically designed for Georgia State University students and their dependents.

1512.100 Student Victim Assistance

The Dean of Students Office-Student Victim Assistance provides services to students who have experienced a traumatic event or have been the victim of sexual assault or other crimes. The student-centered support services include direct crisis intervention, making appropriate referrals (Counseling and Testing Center, Student Health Clinic, GSU Police, etc.), providing advocacy and

support during all phases of legal/criminal proceedings, supplying information (victim rights, typical responses to trauma and victimization, safety planning), providing consultation and education to students and faculty and staff, and providing on-going follow-up and support as needed. For assistance, please contact the Dean of Students Office at 404/413-1515 or visit us in Room 300 of the Student Center.

1514 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 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 404/413-1560 or, for more complete information, visit the ODS website at www.gsu.edu/disability.

1515 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, Student Support Services, Science, Technology, Engineering and Mathematics, Atlanta-Gwinnett Upward Bound, DeKalb Upward Bound, Upward Bound Math/Science and the Veterans Upward Bound Program. For additional information, see www.gsu.edu/oeo or call 404/413-1690.

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 rates of undergraduate college students who are first generation, demonstrate low income or have documented disabilities. The college experience is enhanced for all SSS participants by providing individualized academic assessments, academic, personal career and financial aid counseling, tutoring, workshops dealing with academic, personal, and career issues, cultural events and workshops, a computer lab with free prints and copies, 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 145 Sparks Hall, 404/413-1680. Please visit the SSS website at www.gsu.edu/oeo/sss.html.

Student Support Services, Science, Technology, Engineering and Mathematics (SSS/STEM), a federally funded program within the Office of Educational Opportunity and TRIO Programs, is designed to increase the retention and graduation rates of undergraduate students majoring in STEM fields who are first generation, demonstrate low income or have documented disabilities. The Program encourages and prepares the participants to attend professional and graduate schools as well as provides participants financial assistance in the form of grant aid and scholarships. Some of the services offered to increase the student's academic success are individual and group tutoring, academic advisement and assistance, financial aid assistance, field trips, supplemental instruction, leadership and professional development workshops, career exploration and development, computer lab, and grant aid. Students interested in a Student Support Services/STEM participant may contact the office at 152 Sparks Hall, 404/413/1688.

Students interested in becoming a Student Support Services/STEM participant may contact the office at 152 Sparks Hall, 404/413-1688.

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 undergraduate 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 up to 50% of child care costs. Students interested in becoming a CCAMPIS participant may contact the office of SSS at 145 Sparks Hall, 404/413-1680. Please visit the SSS website at www.gsu.edu/oeo/sss.html**.**

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 undergraduate 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, and assistance with oral presentation skills. Students interested in participating in the Ronald E. McNair Post Baccalaureate Achievement Program may contact the office at 152 Sparks Hall, 404/ 413-1688. Please visit the McNair website at www.gsu.edu/oeo/ronald_e_mcnair_program.html.

1516 Health Services

The GSU Clinic can meet all of your primary care and urgent health care needs on campus. The staff includes physicians, nurse practitioners, nurses, and medical assistants. The clinic is located in 141 Piedmont Ave, Ste. D, and office hours are 8 a.m. - 8 p.m. Monday –Thursday and 8 a.m. – 5 p.m. Fridays with the last appointment 30 minutes prior to closing. During Spring Break and summer, the clinic hours are 8 a.m. to 5 p.m.

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

You must be a currently registered student to receive services. Always bring your Panther Card and picture identification. We file Georgia State student insurance, but other insurance plans are not accepted. Payment is expected at the time of service by cash, check, credit, or debit card. The clinic cannot take over the phone payments. Please call 404/413-1930 for an appointment or other information, or visit the website at 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 911** for an ambulance, and then call the university police at 3-3333. 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. Minor injury care is provided through our Orthopaedic clinic, which is held on Thursdays from 9 am to 12 pm. You must call for appointment.
- **Women's Health:** Please schedule appointments for gynecological exams, PAP smears and birth control advice. Contraceptive pills and shots along with emergency contraception and pregnancy tests are available and can be provided for a fee. Prenatal care is not provided.
- **Health Education**: A variety of topics are offered such as safe sex information, weight control advice, healthy lifestyles, and diabetes management.
- **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 at the clinic. Students with the Georgia State student insurance may receive medications without a co-payment. Otherwise there is a co-pay for labs and procedures.
- **Immunizations**: All shots and laboratory tests (titers) needed to complete the immunization requirement for registration (Board of Regents policy) are available at the GSU Clinic through the immunization department. Please call 404/314-1940 for information. Vaccinations and tests provided by the immunization department are MMR, Rubella, Meningitis, Hepatitis A and B, Tetanus/Diphtheria, Varicella (chickenpox), and PPD (tuberculosis) skin tests. Allergy shots can be given only after a consultation visit with the clinic doctor, along with a previous diagnosis and prescription of serum from an allergy specialist.
- **Laboratory Tests:** Affordable testing is available at deeply discounted prices. A few examples are urinalysis, urine culture, throat culture, thyroid panel, lipids (cholesterol) panel, gonorrhea-chlamydia , HIV blood test, and pregnancy tests. You must have an office visit with the doctor or nurse practitioner before a laboratory test can be ordered.

1518 Intercollegiate Athletics

Georgia State University has an intercollegiate athletics program that competes at the highest level as a member of the National Collegiate Athletic Association (NCAA) Division I and the Colonial Athletic Association (CAA). Other members of the CAA include: Delaware, Drexel, George Mason, Hofstra, James Madison, Northeastern, Old Dominion, Towson, UNC Wilmington, VCU, and William and Mary.

Georgia State sponsors 18 sports programs, including baseball, basketball, cross country, football, golf, soccer, tennis, and track and field for men, as well as basketball, cross country, golf, soccer, softball, tennis, track and field and volleyball for women. Additional participation opportunities for female students will be added in the near future.

Georgia State abides by all rules and regulations of the NCAA and CAA for all athletics competition, and student-athletes must meet all admission and eligibility requirements in order to compete.

Georgia State's athletics teams, known as the Panthers, compete not only against conference opponents but also other top-ranking teams around the nation. Georgia State teams and individual student-athletes have gained regional and national recognition.

For further information call 404-413-4000 or visit the athletics website at www.georgiastatesports.com.

1522 New Student Orientation and Parent Relations

New Student Orientation and Parent Relations introduces new undergraduate students to Georgia State University by offering orientation programs that facilitate student integration into curricular, co-curricular, and University life. The office also provides programs that enhance student development through involvement and leadership opportunities and offers programs that integrate parents and families into the Georgia State community.

New Student Orientation and Parent Relations reaches its goals by implementing the following programs: Incept: New Student Orientation, Panther Welcome, Freshman Convocation, Family Weekend, Parents Association, Parent Relations, Alpha Lambda Delta Freshman Honor Society, and Tau Sigma Transfer Honor Society. New Student Orientation and Parent Relations is located in Suite 265 of the Student Center. For more information call 404/413-1570 or visit www2.gsu.edu/~wwwnew.

1522.10 Parents Association

The Georgia State University Parents Association provides parents of Georgia State students with an opportunity to remain actively involved with their student in their journey together through the college experience. Parents who join the Association have special access to Georgia State including many wonderful events and programs that happen each day on campus. The organization strengthens connections by providing publications, programming, and a variety of involvement opportunities for its members. The Parents Association is led by an executive board of parents of current Georgia State University students. The Parents Association holds at least one general membership meeting a year and several executive board meetings each semester. For more information on the Parents Association or programs for parents and families, call New Student and Parent Relations at 404/413-1570 or visit the website www.gsu.edu/parentrelations.

1524 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 404/413-2510, or via the web at www.gsu.edu/ombuds.

1526 Recreational Services

The Student Recreation Center is a four-story, 161,000 square foot facility dedicated to student recreation. The facility houses state-of-the-art exercise equipment and a wide variety of programs including aquatics, instructional clinics, fitness classes, personal training and nutritional counseling, outdoor adventure, intramural competition, sport clubs, and drop-in play. Features include: a game room (with billiards, darts, table tennis, foosball, air hockey and Wii games), a 35-foot climbing wall, bouldering cave, racquetball courts, squash court, basketball courts, weight room, exercise room, indoor track, swimming pool, spa, sauna and sundeck, aerobic/dance/martial art studios, outdoor equipment rental shop, vending area, and cyber-lounge. The auxiliary gym has spectator bleachers and is lined for seven different sports. The Equipment Issue desk provides locker rentals, sports equipment rental, towel service, gym clothing rental, and general information. One can register for instructional clinics and other activities, obtain membership information and general information at the Service Counter. All first-time users must complete the on-line waiver. A current validated PantherCard is required for entry into the facility, participation in any recreation activity and for all rentals.

The Touch the Earth outdoor recreation program offers quite a variety of outdoor adventures for beginners and veterans alike. Activities include: hiking, camping, flat and white-water canoeing, kayaking, rafting, horseback riding, rock climbing, caving and more. Instruction, transportation, and most equipment is provided. Break trips are offered during each semester break. Camping and backpacking equipment can be rented for personal use through the Outdoor Rental center. The Challenge Program offers opportunities for team building through group activities at the off-campus ropes course.

Sport Clubs are available to those who have more advanced sport skill and interest in competition. Clubs offered include: badminton, boxing, break dancing, Capoeria, cricket, cycling, equestrian, grappling, Hapkido, ice hockey (men’s), lacrosse (men’s), paintball, rock climbing, rowing, rugby football, soccer (men’s), soccer (women’s), squash, swim, table tennis, triathlon, ultimate frisbee, wakeboarding and whitewater. Active status of clubs may change from semester to semester.

The Indian Creek Recreation Area, a 16-acre wooded site in DeKalb County, offers a ropes course, large outdoor swimming pool for use during the summer, year-round use of tennis courts, sand volley ball court, and picnic areas. The Indian Creek Lodge is available for use (pending approval), for a fee, 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 area provides 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 www.gsu.edu/recreation, or by contacting the Recreational Services office in suite 200, Student Recreation Center, or by calling 404-413-1750 or 1780.

1528 Student Health Promotion

Student Health Promotion (SHP) envisions a healthy Georgia State University in which all members of the campus community are healthy, safe, and drug free.

SHP values cultural diversity and inclusiveness, and supports social justice efforts in all public health programming.

The mission of SHP is to provide and support health promotion services, events, programs, and community partnerships that increase health literacy, communication, choices and/or advocacy. SHP supports its mission by providing services, events and programs in five key areas of public health:

1. **Alcohol, Tobacco, and Other Drug Prevention:** includes events and programs related to substance use, misuse and abuse.
2. **Health and Safety:** includes events and programs on topics such as pedestrian and driver safety, cancer prevention, illness prevention, and personal hygiene.
3. **Healthy Nutrition:** includes events and programs on topics such as healthy eating habits, healthy cooking demonstrations, eating disorders and healthy body image.
4. **Healthy Sexuality:** includes events and programs on topics such as safer sex, sexually transmissible infections, contraception and sexuality. It also includes free, confidential HIV testing.
5. **Violence Prevention:** includes events and programs on topics such as sexual assault, domestic violence, anger management, and suicide prevention.

Requests for programs can be made by calling 404/413-1577. Groups and individual students are encouraged to stop by the office to learn more about promoting a healthier Georgia State. Please visit us at 75 Piedmont, Suite 241.

1530 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 SGA office is located in Suite 400 of the University Center, 404/413-1600.

1534 Student•University Center

The Student•University Center is a focal point for the social, recreational and cultural life of the Georgia State University community. Known as the campus meeting place, the center is a convenient spot for students, faculty and staff to socialize, enjoy a meal, study, learn about campus life and attend performances, events and meetings. It hosts approximately 24,000 guests daily and more than 5,600 events annually.

The Center is comprised of two buildings, the Student Center and the University Center. The combined facility offers more than 28,000 square feet of meeting and event space that may be reserved for seminars, conferences, lectures, receptions, banquets, concerts and other functions. The Speaker's Auditorium has 425 seats, and a spacious ballroom can accommodate numerous setups. Meeting rooms range in size and can host intimate conference or roundtable discussions, as well as meetings for large organizations.

The Student•University Center offers five program areas: Campus Events, Leadership Development, Spotlight Programs Board, Student Media and Student Organizations. These programs offer meaningful learning and community-building events in support of the center's mission to enhance the quality of student life, engender a sense of community throughout the university and contribute to the learning environment for all of its constituencies. They also coordinate and advise the university's student organizations and offer a variety of positions for students to work in professional office settings and in student media.

The Center serves as the home of numerous campus departments. It also houses food courts, the University Bookstore, Cinefest Film Theatre, ATMs, e-mail stations, seating areas and lounges. In the University Center, Campus Tickets sells tickets for Student•University Center-sponsored events, and the Information Center on the first floor of the Student Center offers discount tickets to movie theatres and area attractions. Many student organizations, the Student Government Association, WRAS-FM Campus Radio and The Signal student newspaper have office space in the facility in addition to the meeting rooms they can reserve.

For more information and building hours, visit www.gsu.edu/studentcenter or call the Student Center Information Center at 404/413-1850

1534.10 Student Programs

Spotlight Programs Board is the student-run programming board on campus. Spotlight is responsible for planning a wide range of entertainment, social activities and educational programs to enhance the quality of life for the diverse Georgia State student body. It is organized into student committees that coordinate such events as concerts, Panther Prowl and Homecoming, as well as handle the board's administrative functions. Cinefest Film Theatre is also a component of Spotlight. Information about activities or how to get involved can be found at www.gsu.edu/spotlight or by calling 404/413-1610 or visiting 380 Student Center.

Campus Events provides social, educational, and cultural programming to enhance the knowledge and broaden the experiences of Georgia State University students, faculty, and staff. Supported by student activity fees, Campus Events brings the campus community together by organizing events that appeal to the university's varied student body. Annual Campus Events programs include the Distinguished Speaker Series, GSU Night at the Aquarium, the Courtyard Music Series, College Night at the High Museum, GSU Night at Six Flags, Holidays of the World and a variety of concerts and performing and fine arts events. Campus Events and Spotlight Programs Board co-sponsor the annual Miss Georgia State University Scholarship Pageant. For more information, call Campus Events at 404/413-1857, e-mail campusevents@gsu.edu or visit www.gsu.edu/studentevents or 370 Student Center.

1534.20 Leadership Development

Leadership Development provides programs and services designed to assist students in their growth and development as leaders on and off campus. From small roundtable discussions to large-scale conferences such as the annual Leadership Conclave, Leadership Development addresses the needs of experienced as well as emerging leaders. Student organizations looking for specific leadership training for members are encouraged to contact the office to set up training sessions. More information is available online at www.gsu.edu/leadership or by calling 404/413-1588.

1534.30 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 channels 74 and 75 at the Georgia State Commons and University Lofts. GSTV also hosts student-produced content on its website. The office is located in 205 University Center or visit online at www.gstvonline.org/.

WRAS-FM is the 100,000-watt student voice of Georgia State. On the air since 1971, WRAS has won local and national awards for its cutting-edge format. Also known as Album 88, WRAS is programmed solely by Georgia State students. The office is located in 280 University Center or visit online at www.wras.org.

The Signal is the university's student newspaper, which serves as a learning workshop and source of journalistic, marketing and photographic skills. *The Signal* is published every Tuesday during the academic term. Current issues can be found in over 50 locations on campus. The office is located in 200 University Center or visit online at www.gsusignal.com.

New South is the university's literary magazine edited by students and showcasing literary and artistic contributions from across the country. New South also stages on- and off-campus readings from Georgia State students throughout the year. Underground is a literary journal focusing on the publication of poetry, literature and photography produced by current Georgia State University students. The office is located in 946 General Classroom Building or visit online at www.review.gsu.edu.

1534.40 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. The student organizations staff also offers leadership programs and education for organization officers, members and advisors. Student activities and organizations are provided for regularly enrolled students. Currently, there are more than 300 chartered student organizations on campus. A listing of all chartered groups and qualifications can be found online at gsu.orgsync.com or in Student Activities, 330 Student Center, 404/413-1580.

1534.50 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 International Honour Society (general), 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), Tau Alpha Chi (tax) and National Honor Society of Scabbard and Blade (Army ROTC). More information about these campus organizations can be found online at gsu.orgsync.com or in Student Activities, 330 Student Center, 404/413-1580.

1534.60 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 Kappa Psi (business), American Marketing Association, Art Student Union, Applied Linguistics Graduate Student Association, Delta Sigma Pi (business), Robinson Ph.D. Fellows, Environmental Law Society, James Oglethorpe Legal Society, Journalism History Society, Minority Pre-Med/Pre-Dental Association, National Student Speech-Language-Hearing Association (NSSLHA), 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 gsu.orgsync.com or in Student Activities, 330 Student Center, 404/413-1580.

1536 University Career Services

University Career Services (UCS) is a comprehensive career center with programs, services, information, and counseling to assist students with career decisions, as well as preparation for and implementation of successful job and graduate /professional school searches. UCS works with undergraduate and graduate students from the first year on campus through the one year anniversary of their graduation. Alumni beyond a year of graduation may enroll in Alumni Career Services, also housed within UCS (Note: an Alumni Career Services fee is associated with some services). Students from all majors and areas of study, from all class levels, and from across all colleges, are served at UCS.

Workshops, information and career counselors are available to help students and alumni assess their individual talents, skills, and interests, and to set career goals. Programs and materials, employer panels, employer information sessions, and career fairs provide up-to-date information for use in exploring careers and researching employers.

Career counseling is available by appointment. UCS offers both individual sessions and group sessions, always with the goal of helping students and alumni connect their passion and purpose with career opportunities. The career counselors also provide career assessments, which aid students in exploring career possibilities based on values, interests, and personality.

University Career Services also has programs and services that connect students, alumni, and employers for internship and career opportunities, as well as employment to meet expenses while attending school. Regular workshops, employer events such as mock interviews and résumé critique days, and online information help students prepare résumés, and develop interviewing and other job search skills.

The Graduate and Professional School Planning program assists students exploring advanced degree opportunities, either here at Georgia State University or at another campus within the United States or abroad. This program has materials to assist students in researching programs as well as support in making application. This program also sponsors the fall Graduate and Professional School Fair, which brings graduate school recruiters from across the country to meet interested GSU students.

The Career Resource Center (CRC) is the central point of contact for students and contains workstations with access to online career guidance, job postings, graduate/professional school information, and employer research databases. The CRC also houses career-oriented books and multimedia materials for researching career and advanced degree opportunities.

Résumania is the walk-in résumé and c.v. review service, available Monday through Friday, 9am to 3pm. No appointment is needed. Résumania takes place in the CRC.

All Georgia State University students have an account on Panther Career Net, a web-based career management system utilized by students, employers and the career services staff. Activation of the account (completing a profile and uploading a résumé if seeking employment) provides 24/7 on and off-campus access to many of the Career Resource Center's online resources, as well as easy application to jobs, and information about career events and employers. Activation requires use of one's campus ID and password and can be done remotely.

For more information, visit the office of University Career Services in 260 University Center or call 404/413-1820 or visit the website at www.gsu.edu/career.

1538 University Committees

1538.10 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 code of conduct changes; and facilitating communication among students, faculty, and administrative staff.

1538.20 Student Activity Fee Committee

The Student Activity Fee Committee, including eight fee councils, is comprised of students, faculty, and staff members. 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 Dean of Students.

1538.30 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.

1538.40 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: www.gsu.edu/techfee and www2.gsu.edu/~wwwsen/committees/facp/.

1540 University Housing

Housing accommodations are available in the Georgia State University Commons, University Lofts, Freshman Hall, Piedmont North and Greek Housing. These residence halls offer a variety of life-style living options that can be requested on the on-line application.

The University Commons houses approximately 2,000 Georgia State undergraduate students. It offers convenient, apartment-style housing in a quadrangle of four residence halls. The two and four bedroom apartments include a full-sized kitchen, a fully furnished living/dining room, a bathroom for every two residents, and private bedrooms. Private bedrooms have basic cable television and internet connections. The kitchen features a refrigerator, dishwasher, and oven..

The Commons community spaces include floor lounges, multipurpose activity space, meeting rooms, laundry rooms, a mailroom distribution center, and retail food services. Limited parking is also available for an additional cost but is not guaranteed. Safe and convenient access to the residence hall is provided through a 24-hour card-key access system and guest check-in. Georgia State police officers are on-site 24 hours a day. The University Commons offers a variety of learning community options, and is home to the residential Honors program students and many Panther athletes.

The University Lofts residence hall houses approximately 550 residents. The University Lofts is primarily an undergraduate apartment-style residence hall. The Sophomores Achieving in Life (S.A.I.L.) learning community occupies the top three floors. The Lofts are fully furnished loft-style apartments that blend urban style with modern-day conveniences. There are studios and one, two and four bedroom apartments. The apartments include living areas, private and shared bedrooms, a full-bath for every three residents and a full kitchen with a refrigerator, dishwasher, stove and oven. Safe and convenient access is provided through a 24-hour card-key access system for residence hall access and guest check-in. The Lofts community spaces include an activity lounge, multipurpose room, laundry room, and the University Housing Learning Center and classroom. Lofts resident parking is managed by Auxiliary and Support Services (www.gsu.edu/parking) and is available at an additional monthly cost.

Freshman Hall offers one and two-person suites adjoined by a full bathroom. Students are provided with a furnished room, including a bed, desk, chair and closet. This new residence hall offers a comprehensive first-year student program, a state of the art, all-you-can-eat dining facility– a meal plan is required for students who reside in Freshman Hall.

Piedmont North opened in Fall 2010, and underwent remodel and an expansion of the full facility, which included the opening of a second building in Fall 2011. Piedmont North is a traditional, suite-style residence hall. Students share a two-person bedroom and a bathroom. Similar to Freshman Hall, a dining facility is also located in the hall and a meal plan is required for all students in Piedmont North. Students may use their meal plan at either location. Student rooms in Piedmont North are also furnished, including a bed, desk, chair and closet.

University Housing's residence halls are in highly desirable downtown locations that are located within minutes of academic buildings, the Student Recreation Center, the Student*University Center and most major attractions in Atlanta. Sign up to live on campus and begin enjoying all the advantages University Housing has to offer. All University Housing residence halls meet all requirements of the Americans with Disabilities Act.

Housing Costs for the Commons and the Lofts include rent, furniture, all utilities, internet and wireless areas and basic cable television and internet connections. For more information, contact University Housing in person at 250 Student Center, by phone at 404/413-1800, by e-mail at housing@gsu.edu, or by visiting the Housing Web site at www.gsu.edu/housing.

1600 Educator Preparation

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 Council on Academic Accreditation in Audiology and Speech-Language Pathology of 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.

1610 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 eight committees: The Executive Committee, which reviews the work of other committees and sets the agenda for council meetings; the Assessment Committee, which focuses on assessment issues at the unit level; the Content Knowledge Committee, which makes recommendations regarding the assessment of content knowledge and pedagogical content knowledge of teacher education and other school professionals; 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; Field Experiences and Clinical Practice Committee, which assess the impact of candidates' development and demonstration of knowledge, skills and professional dispositions to help all students learn; Induction Committee, which studies issues related to induction and retention; 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 pef.gsu.edu.

1620 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 pef.gsu.edu/conceptual_framework.htm.

1630 Programs

Initial Certification Programs

The following majors provide initial teacher preparation to qualified students at the master's level:

1. Master of Art Education with a major in Art Education (College of Arts and Sciences)
2. Master of Art in Teaching with a major in
   - Early Childhood Education

- English Education,
- Mathematics Education,
- Middle Level Education (Language Arts and Social Studies or Mathematics and Science),
- Reading, Language, and Literacy Education (English to Speakers of Other Languages),
- Science Education
- Social Studies Education

3. Master of Education with a major in
   - Behavior/Learning Disabilities,
   - Communication Disorders,
   - Early Childhood Education—Urban Accelerated Certification and Master's Program,
   - Educational Leadership,
   - Health and Physical Education,
   - Multiple and Severe Disabilities, [with concentrations in Adapted Curriculum (Intellectual Disability), Adapted/General Curriculum (Autism Spectrum Disorders), Deaf Education, Early Childhood Special Education, Physical and Health Disabilities (Orthopedic Impairments)]; or
   - School Counseling
4. Non-degree special education programs in special education general curriculum: consultative, intellectual disability, autism spectrum disorders, deaf education, early childhood special education, physical and health disabilities.

Advanced Programs

The following degree programs provide advanced teacher preparation for qualified students:

1. Master of Art Education with a major in Art Education (College of Arts and Sciences)
2. Master of Education with a major in
   - Behavior/Learning Disabilities;
   - Communication Disorders;
   - Early Childhood Education [Collaborative and Mathematics];
   - Educational Leadership,
   - English Education;
   - Health and Physical Education;
   - Mathematics Education;
   - Middle Level Education [with concentrations in Health, Language Arts, Mathematics, Reading, Science, Social Studies];
   - Multiple and Severe Disabilities [with concentrations in Adapted Curriculum (Intellectual Disability), Adapted/General Curriculum (Autism Spectrum Disorders), Deaf Education, Early Childhood Special Education, Physical and Health Disabilities (Orthopedic Impairments)];
   - Reading, Language, and Literacy Education with a concentration in Reading Instruction;
   - Science Education;
   - Social Studies Education;
   - Urban Teacher Leadership
3. Master of Education and Specialist in Education with a major in School Psychology
4. Master of Music with a major in Music Education (College of Arts and Sciences)
5. Specialist in Education with a major in
   - Early Childhood Education,
   - Educational Leadership,
   - School Counseling,
   - School Psychology
6. Doctor of Philosophy with a major in
   - Counseling Psychology,
   - Counselor Education and Practice,
   - Early Childhood Education,
   - Education of Students with Exceptionalities (with concentrations in Autism Spectrum Disorders; Behavior Disorders, Communication Disorders; Early Childhood Special Education, Learning Disabilities, Mental Retardation, Physical and Health Disabilities (Orthopedic Impairments), Sensory Impairments
   - Educational Policy Studies (Educational Leadership),
   - Educational Psychology,
   - Instructional Technology (with concentrations in Alternative Instruction Delivery Systems, Instructional Design, , Management, Research and Consulting)
   - Kinesiology (with concentrations in Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, and Physical Education Teacher Education),
   - School Psychology,
   - Teaching and Learning (with concentrations in Language and Literacy, Mathematics Education, Music Education, Science Education, Social Studies Education, or Teaching and Teacher Education)

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.

1640 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)

1650 GACE Assessments

Students seeking certification from the State of Georgia Professional Standards Commission are required to pass the GACE Basic Skills Assessment (or provide an exemption) and GACE Content Assessment in their fields.

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 www.gace.nesinc.com and www.gapsc.com/.

Students must present passing scores on the GACE Basic Skills Assessment or demonstrate an exemption upon application to an initial educator preparation program. The current options for satisfying the Basic Skills Assessment, including the exemptions, are outlined at www.gapsc.com/documentation/basicskillsinfo.asp. Under "Basic Skills Testing," go to "Options to Satisfy the Basic Skills Requirement".

A requirement for educator 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 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 (all pages of the score report) to the Office of Academic Assistance in order to be recommended for educator certification by Georgia State University.** Students are encouraged to take the test during the last term of enrollment.

Questions about educator certification in other states should be addressed to the State Department of Education in the capital city of that state.

1660 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, criminal background check, and transportation will be incurred at various times during the completion of educational field experiences.

Field Experience Placement Policies

Below are the policies governing the field placements of students in sites and schools. All students must comply with the prerequisites for placements and the continuing requirement to report any criminal events, and must acquire tort liability as outlined in the sections which follow.

Field Placement - Prerequisites

GSU students enrolled in educator preparation programs or in education coursework requiring field-based experiences must fulfill the GSU prerequisites set forth below before the University will initiate field placement efforts. However, fulfilling GSU's prerequisites is not a guarantee of placement for a field-based experience or licensure by the Georgia Professional Standards Commission.1 Field placement sites/schools set their own placement requirements and may have additional requirements before a placement is finalized.

As a prerequisite, students must:

1. provide written consent to a criminal background check with a vendor designated by GSU for the purpose of obtaining copies or summaries of any criminal records pertaining to the student that are held by any local, state or federal government agency or private entity; and
2. if the criminal background report indicates the student has prior convictions,2 as defined by the Georgia Professional Standards Commission, or pending criminal charges against him/her, then the student must also provide written consent for the release by GSU of the student's criminal background report to field placement sites for review and decision regarding acceptance for field placement at the site. GSU will not release the report to field placement sites for placement purposes without student consent. GSU may cross-reference a student's criminal background history with the information supplied on the student's application for admission to GSU. Misrepresentations revealed by such cross referencing may result in sanctions up to and including revocation of admission to the University.

GSU will contact the student if his/her criminal background report indicates prior criminal convictions and/or pending criminal charges. The student will have the opportunity at that point to:

A. Provide written consent allowing GSU to forward the criminal background report to field placement sites for their review and decision regarding field-placement at their institution for student teaching. No field placement attempts will be initiated by GSU for students with prior convictions or pending charges except with such a consent;
B. Withdraw from GSU's field placement process. Student must also formally withdraw from any corresponding GSU courses for which field placement is a requirement to avoid earning a failing grade; or
C. Contest the accuracy of the report with the background check vendor or reporting entities. No further attempts will be taken to place the student in the field unless the student subsequently consents to GSU's release to field placement sites of the student's criminal background report or the submits official documentation showing to the University's satisfaction that the background check report was erroneous.

Field Placement – Continuing Duty to Report Criminal Events

In addition to the continuing duty Georgia State University students have to report criminal events that occur after application to the University per the Georgia State Student Code of Conduct, students enrolled in educator preparation programs or in education coursework requiring field-based experiences must (1) report to the College of Education Office of Academic Assistance any criminal events described below that occur after the criminal background check required for field placements was conducted (notice to COE Academic Assistance must be made within 72 hours of the student's notice of the event); (2) consent to a new criminal background check; and (3) provide written consent for the release of the criminal background report and all information about the criminal event to any field placement site at which the student is currently student teaching or at which GSU attempts to place the student in the future. Failure to comply with the notice requirement described herein may result in sanctions up to and including immediate withdrawal from the University. Failure to comply with the criminal background check and release of information requirement described herein will result in immediate removal from all current field placements and courses and denial of future requests for field placement.

1. Conviction of a crime other than a minor traffic violation.
2. Criminal charges filed against the student.
3. Entering a plea of guilty, a plea of no contest, a plea of nolo contendere, an Alford plea, or a plea under any first offender act in response to charges filed against the student.

Policy Regarding Tort Liability

Teacher education and counseling students are required to purchase tort liability prior to placements in field experience courses, practica, or student teaching. Students will be expected to show proof of coverage to program coordinators/supervisors prior to field placements.

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1 The Professional Standards Commission was created by the Georgia General Assembly as of July 1, 1991, to assume full responsibility for the certification, preparation, and conduct of certified, licensed, or permitted personnel employed in the public schools of the State of Georgia. The Commission is also responsible for the development and administration of teacher certification testing. The Commission handles the investigation, advisement, monitoring, and due process of cases associated with educator discipline. In 1999, the Georgia Teaching force Center was placed in the Georgia Professional Standards Commission for administration purposes. The Teaching Force Center is one component of the Georgia P-16 Council's Title II Plan for having a Qualified Teacher in every Classroom in Georgia by 2006.

2 Conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

1670 Criteria on Academic and Professional Integrity

The College of Education is committed to upholding standards of academic and professional integrity. These standards require that students enrolled in undergraduate and graduate programs within the College of Education adhere to both the University's Student Code of Conduct as described on-line at www2.gsu.edu/~wwwdos/ as well as their individual degree program's Policy on Student Professionalism, Integrity and Retention. Students should contact their department for a copy of their degree program's policy.

2000 Andrew Young School of Policy Studies

Graduate programs in the Andrew Young School of Policy Studies are described in detail in this chapter. See subsections for specific program information as well as policies and procedures.

Criminal Justice Student Association

The Criminal Justice Student Association is an organization open to all GSU students who are interested in pursuing a career in criminal justice. It is our mission to facilitate networking and career building activities in order to create a more cohesive and professional student criminal justice community. We seek to provide forums that focuses on the interaction between students, faculty, program alumni, professionals employed in the field, and members of the broader community. We are committed to developing networks with future criminal justice employers, the GSU Student Government Association, and faculty members in the Criminal Justice and Criminology Department. Membership brings students and the community together to promote awareness of criminal justice issues in society. Being a member of the CJSA is a great way to get involved on campus and in the Atlanta community, to help develop team building and leadership skills, and to meet other individuals interested in criminal justice issues. For more information visit their website at: aysps.gsu.edu/cj/6770.html.

2010 Office of the Dean

14 Marietta St. N.W., Suite 635
404/413-0000
aysps.gsu.edu
Mary Beth Walker, Dean

2010.10 Purpose

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, as well as effective delivery of human welfare services. 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 criminal justice and criminology, economics, policy studies, public administration, and social work integrate individual academic career preparation with addressing those needs.

For current information, visit the Andrew Young School of Policy Studies' website: aysps.gsu.edu/.

2010.20 Accreditation

The Master of Public Administration degree is accredited by The National Association of Schools of Public Affairs and Administration. The School of Social Work is accredited by the Council on Social Work Education.

2010.30 Academic Advisement

Office of Academic Assistance
14 Marietta St. N. W., Suite G-52
404/413-0021
aysps.gsu.edu/1142.html

Shelly-Ann Williams, 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 Advisors 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 advice. 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). Walk-in advisement without an appointment is scheduled on Wednesdays from 9:30 a.m. to 11:30 a.m., and Thursdays from 2:00 p.m. to 4:00 p.m. when school is in session.

2010.35 Global Studies Opportunities

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 six exchange programs:

1. China Academy of Public Finance and Public Policy, Central University of Finance and Economics, Beijing, China. Faculty contact – Dr. Yongsheng Xu (yxu@gsu.edu).
2. Dual Degree Exchange Program, Ca'Foscari University, Venice, Italy. Faculty contact – Dr. Shelby Frost (sfrost@gsu.edu).
3. The School of Arts and Sciences, University of Northumbria, Newcastle, England. Faculty contact – Dr. Carol Hansen (chanson@gsu.edu).
4. International University of Grand Bassam

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 Academic Resources and Services

AYS Career Services & Student Life Office

aysps.gsu.edu/career

The Andrew Young School provides career support & leadership development services to all current AYS students and alumni. Students are invited to attend our career events and workshops, and individualized career counseling appointments can be arranged either with Dr. Maggie Tolan, the Director of Career Services, or with University Career Services in the Student Center. Career Services can help students with resume writing, interviewing, job searching, internship development, and networking. To see what career panels, career fairs, and events are available this semester, please visit: aysps.gsu.edu/career/6455.html. The office also supports all AYS student clubs and organizations – so read about the various groups within the college, and join one today: aysps.gsu.edu/student-organizations.html. Make the most of your education by utilizing these great resources. *The AYS Career Services & Student Life office is located on the ground floor of the Andrew Young Building, in room G47-51.*

AYSPS Research Vault

14 Marietta St. N.W., Vault Floor
404/413-0020
www2.gsu.edu/~wwwfnd/

The school Research Support Center opens the door to research tools in policy studies and economics. The center provides students with an introduction to relevant databases, data set manuals, and websites. The center houses selected literature and data sets on fiscal policy, public administration, and economic issues to support ongoing research projects of AYSPS faculty and its research centers. See the website above for beginning a search of the literature of regional, national, and international policy issues.

The center and university liaison librarians develop links to electronic journals and databases licensed to Georgia State University for the use of its student and faculty community, as well as those licensed by the powerful statewide Galileo system. Available are such sources as EuroMonitor World Marketing Data, which provides countries' macroeconomic indicators, and Lexis-Nexis statistical tables for geographic, demographic, income and time series. The center holds data sets and documentation from agencies in state government, and international issues, especially taxation.

The reading room has student workstations and provides copies of Wall Street Journal, New York Times, Financial Times, and The Economist. Such periodicals as Tax Analysts Tax Weeklies, Journal of Economic Literature, Journal of Econometrics, and the Nonprofit Quarterly are available upon request.

International subscriptions include Government Finance Statistics Yearbook, International Financial Statistics Yearbook, World Economic Outlook, World Development Indicators, as well as other publications by the OECD, IMF, the World Bank and the United Nations.

Economics Tutoring Lab

14 Marietta St. N.W., Room 526
404/413-0141
aysps.gsu.edu/tutoring-assistance.html

The Economics Tutoring Lab provides tutoring for students in undergraduate economics classes, particularly in principles of microeconomics and macroeconomics (Econ 2105 and Econ 2106). Day and evening sessions are available; contact the Department of Economics for a schedule.

2010.50 Research Centers and Programs

Domestic Programs

14 Marietta St. N.W., 4th Floor
404/413-0194
aysps.gsu.edu/domestic-programs.html

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 areas, government tax and expenditure policy, environmental issues, education, program evaluation, social policies, and economic development. Recent 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, financial analysis of proposed new local governments, analysis of government agency performance, 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.

Funding for the Domestic Programs comes from a variety of governmental, foundation, and business sources.

Center for Collaborative Social Work

140 Decatur Street, 12th Floor
404/413-1076
www.chhs.gsu.edu/socialwork/2062.html

The Center for Collaborative Social Work is a key component of the School of Social Work at Georgia State University. The School of Social Work was developed in 1965 and is the first school in the country to offer a master's with a sole concentration in community partnerships. The school's commitment to community partnerships grew out of collaborative efforts with community stake holders from a variety of social service agencies in the greater Atlanta area. Together, they developed a program based on the following principles:

- "Partnership is critical for human service delivery and building communities;
- challenges facing individuals and communities are interrelated and that solutions must be as well;
- students should commit themselves to addressing social and economic justice issues that test the spirit of individuals and communities;
- students should be educated for leadership roles to facilitate partnerships; and
- the program must continue to be relevant to the professional lives of students and practitioners and to the needs of diverse communities." (Wertheimer et al. 2004)

The Center developed out of the School of Social Works' need for an organizational structure that extended the school's founding principles beyond the classroom and into the community.

The Experimental Economics Center

14 Marietta Street, N.W., 4th Floor
404/413-0194
excen.gsu.edu/

The Experimental Economics Center (E*x*CEN) 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 ExCEN include the AYSPS experimental economics laboratory, a mobile laboratory, and EconPort (econport.org), an economics digital library and virtual laboratory containing Internet software for experiments. 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; Prejudice and the Perpetuation of Differences: Experiments Exploring the Impact of Performance and Appearance on Sorting; Contracting Out of Poverty: Some Experimental Approaches; "The Girl Scout Cookie Phenomenon-An Experimental Study of Social Effects in Fundraising.*

Fiscal Research Center

14 Marietta Street, N.W., 4th Floor
404/413-0249
aysps.gsu.edu/frc/index.html

The Fiscal Research Center (FRC) 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 research is 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. The Fiscal Research Center has developed an agency 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

14 Marietta Street, N.W., 2nd Floor
404/413-0314
aysps.gsu.edu/ghpc/index.html

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

14 Marietta Street, N.W., 5th Floor
404/413-0233
aysps.gsu.edu/isp/

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. ISP technical assistance efforts and training programs complement the academic research and the educational mission of the Andrew Young School and give graduate students the opportunity to gain hands-on public policy experience. This program is recognized worldwide for its contributions to fiscal policy reform.

ISP faculty and staff, other Andrew Young School faculty, affiliates, and a network of experts serve as project directors, senior Advisors, 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. ISP has managed technical assistance projects and training programs for clients in more than 60 countries.

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

ISP annual summer training programs provide training on fiscal decentralization and local governance, tax policy and revenue forecasting, and public budgeting and fiscal management for senior government officials from developing and transitional countries and for donor agency representatives. ISP also develops specially tailored training focused on specific policy topics as requested by its clients.

Nonprofit Studies Program

14 Marietta Street, N.W., 3rd Floor
404/413-0133
aysps.gsu.edu/nsp/

The Nonprofit Studies Program (NSP) was organized in 2001 to foster collaborative research on the nonprofit sector within the academic community, to promote policy research that is relevant in today's political and economic environment, to educate nonprofit managers and leaders, and to serve as a link between scholars and nonprofit practitioners in creating and disseminating

knowledge about the sector. The Program involves educational, research and service activities focused on helping nonprofit organizations address their social missions effectively through problem-solving, policy advocacy and effective deployment of their resources. The Program is interdisciplinary, and has special strengths in economic analysis, resource development and management, and policy analysis applied to the concerns of nonprofit organizations. It includes over 30 core and associated faculty from the Andrew Young School, other schools and colleges of Georgia State University, and other universities.

Public Performance and Management Group

10 Park Place, Ste 415B
404/413-0180
www.ppmgsu.org

The Public Performance and Management Group (PPM) offers an array of resources and solutions to assist public administrators to strengthen strategic and operational performance. Core activities include executive level training and development; applied research projects; 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 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.

2010.60 Student Organizations

BSW Social Work Club

The purpose of the Social Work Club at Georgia State University is to serve as a link between current social work students, prospective social work majors, faculty, and administration. The Social Work Club upholds the core values of the profession: service, social justice, dignity, and worth of the person, importance of human relationships, integrity, and competence while supporting the development of social, academic, and cultural awareness among undergraduate social work students. The Social Work club is also a community organization extending services beyond the limits of Georgia State, by providing needed services to groups within the University and the larger community. For more information, visit their website at: aysps.gsu.edu/socialwork/6789.html.

Criminal Justice Student Association

The Criminal Justice Student Association is an organization open to all GSU students who are interested in pursuing a career in criminal justice. It is our mission to facilitate networking and career building activities in order to create a more cohesive and professional student criminal justice community. We seek to provide forums that focuses on the interaction between students, faculty, program alumni, professionals employed in the field, and members of the broader community. We are committed to developing networks with future criminal justice employers, the GSU Student Government Association, and faculty members in the Criminal Justice and Criminology Department. Membership brings students and the community together to promote awareness of criminal justice issues in society. Being a member of the CJSA is a great way to get involved on campus and in the Atlanta community, to help develop team building and leadership skills, and to meet other individuals interested in criminal justice issues. For more information visit their website at: aysps.gsu.edu/cj/6770.html.

The Economics Club

The aim of this chartered organization is to promote knowledge of economics on campus and in the community through its activities, and provide a forum where students with similar interests can meet, share ideas, socialize, and enhance their knowledge. Membership is open to all students interested in economics, regardless of their major. The club's many activities include a guest speaker series that brings noted economists and business leaders to the campus, seminars focusing on career information, and social events. For more information, contact the Department of Economics, 404-413-0141 or visit the Economics Club website: aysps.gsu.edu/econ/6580.html.

The Nonprofit Leadership Alliance Club

The Department of Public Management and Policy in the Andrew Young School is affiliated with Nonprofit Leadership Alliance, a national alliance of colleges, universities and nonprofit organizations dedicated to preparing students for careers in nonprofit leadership. The NLA Club will focus on professional leadership development, fundraising, and career networking within the nonprofit community. The club is open to all GSU majors (undergraduate and graduate) who are interested in working and/or volunteering in a nonprofit environment. For more information about meeting times and a calendar of events, please visit their website at aysps.gsu.edu/pmap/american-humanics-student-organization.html.

Planning and Economic Development Club

The Planning & Economic Development Club seeks to enrich students in the area of planning and economic development. Enrichment of students will occur through: creating a network for students with interest in planning and economic development to interact with one another outside the classroom; informing planning and economic development students of academic and professional opportunities in this area; connecting planning and economic development students to professionals working in this field, hosting a monthly speaker series with topics in planning and economic development; and further enhancing the career

development of planning and economic development students at Georgia State University. For more information about the club, visit: aysps.gsu.edu/pmap/7108.html.

PMAP Community Network

The Public Management and Policy (PMAP) Community Network aims to connect public policy and public administration students, faculty and alumni through hosting social functions, guest speakers, and other events. Their goal is to enhance the academic and social experiences of students in the PMAP department. The Network supports students in both social and professional arenas and is an informational resource for members. Contact the Department of Public Management and Policy for more information, 404-413-0107 or visit the website: aysps.gsu.edu/pmap/public-management-and-policy-community-network-student-organization.html.

The Planning & Economic Development Club

The Planning & Economic Development Club is an organization that seeks to enrich students in the area of planning and economic development. Enrichment of students will occur through: creating a network for students with interest in planning and economic development to interact with one another outside the classroom; informing planning and economic development students of academic and professional opportunities in this area; connecting planning and economic development students to professionals working in this field, hosting a monthly speaker series with topics in planning and economic development; and further enhancing the career development of planning and economic development students at Georgia State University.

Omicron Delta Epsilon

Omicron Delta Epsilon is a national honor society open to students majoring in Economics. To be eligible for membership, a student must have a cumulative grade point average of 3.0 or higher. For information about Georgia State's chapter of this honor society, or to apply for membership, contact the Department of Economics, 404-413-0141 or visit the website: www.omicrondeltaepsilon.org.

Phi Alpha Social Work Honor Society

Students within the School of Social Work are eligible for induction into the Phi Alpha Honor Society for Social Work. The GSU School of Social Work Chapter is Omicron Gamma, and was chartered in November 2007. Undergraduate membership requirements include being a social work major, achieving sophomore status, completing 8 semester hours of required social work course, and achieving an overall 3.0 GPA and a 3.25 social work GPA. Membership meetings are held twice yearly; once in the Fall and again in the Spring semesters.

Master of Social Work Club: Bridge Builders

Bridge Builders is the graduate level social work club within the School of Social Work. Bridge Builders offers monthly events that bring together all MSW students through social and educational activities. The club partners with one social service agency each semester to participate in a group community service event. Activities primarily focus on career and professional opportunities within the field of Community Social Work. Bridge Builders also supports the undergraduate social work club and serves as a resource to the undergraduates as they explore graduate school possibilities. Visit their website for more information: aysps.gsu.edu/socialwork/6791.html.

BSW Social Work CLUB (Can Lead US Beyond)

The purpose of the Social Work Club at Georgia State University is to serve as a link between current social work students, prospective social work majors, faculty, and administration. The Social Work Club upholds the core values of the profession: service, social justice, dignity, and worth of the person, importance of human relationships, integrity, and competence while supporting the development of social, academic, and cultural awareness among undergraduate social work students. The Social Work Club is also a community organization extending services beyond the limits of Georgia State, by providing needed services to groups within the University and the larger community.

2010.70 Academic Units

Department of Criminal Justice and Criminology

1201 Urban Life Building
404/413-1020
aysps.gsu.edu/cj

Brian K Payne, Chair
Brent E. Teasdale, Graduate Program Coordinator
Faculty: Blackwell, Brezina, Collins, Dabney, Daigle, Friedmann, Guastaferro, Hinkle,Muftic, Payne, Reed, Teasdale, Topalli, Warner

Degrees Offered:

- Doctor of Philosophy in Criminal Justice and Criminology
- Joint Master of Science in Criminal Justice and Doctor of Philosophy in Criminal Justice and Criminology
- M.S. in Criminal Justice

Department of Economics

5th floor, AYSPS Building
404/413-0141
aysps.gsu.edu/economics.html

Sally Wallace, Chair
Caroline Griffin, Administrative Specialist – Managerial
Bess Blyler, Administrative Specialist-Academic
Mary Kenyatta, Administrative Coordinator Senior

Faculty:, Bahl, Banzhaf, Bhatt, Cesur, Cox, Ferraro, Feltenstein, Frost, Gurmu, Hanson, Heaghney, Hirsch, Kagundu , Kaufman, Laury, Mansfield, Martinez-Vazquez, Marton, Moore, O, Rider, Rioja, Ross, Rutstrom, Sadiraj, SaravaiaSchnier, Seaman, Sjoquist, Swarthout, Tekin, Tchernis, Valev, Walker, Wallace, Xu, Young

Master Faculty Advisor: Neven Valev
Doctoral Faculty Advisor: Kurt Schnier

Prefix: ECON

Degrees offered:

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

Department of Public Management and Policy

14 Marietta St. N.W., 3rd Floor
404-413-0107
aysps.gsu.edu/public-management-and-policy.html

Harvey K. Newman, Chair
Elsa Gebremedhin, Administrative Specialist –Managerial
Lisa Shepard, Administrative Specialist-Academic
Abena Otudor, Administrative Coordinator

Faculty: Bourdeaux, Hansen, Kahnweiler, Kerlin, Lecy, Lewis, Liu, Minyard, Newman, Poister, Roch, Searcy, Streib, Thomas, Waugh, Willoughby, Young

Prefix: PMAP

Degrees offered:

- Doctor of Philosophy in Public Policy
- Master of Public Administration
- Master of Public Administration/Juris Doctor
- Master of Public Policy

Graduate Certificates Offered:

- Disaster Management
- Nonprofit Management
- Planning and Economic Development

School of Social Work

1242 Urban Life Building
404/413-1050
aysps.gsu.edu/socialwork

Nancy Kropf, Director

Faculty: Beck, Breedlove, Brooks, Dear, Glass, Hartinger-Saunders, Ivery, Kropf, Ligon, Littrell, Lewinson, Lyons, McLaughlin, Middleton, Ohmer, Scott, Wertheimer, Whitley

Degrees offered:

- Master of Social Work

- Advanced Standing Master of Social Work

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. For detailed information, see section 2030.20 - Changing Semester of Entry.

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 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 of Science Program in Criminal Justice

Fall Semester: April 1 (February 15 is the priority deadline for consideration for Graduate Research Assistantship-GRA-funding)

Spring Semester: October 1

Joint Master’s and Doctor of Philosophy

Fall Semester: February 1

Master's Programs and Certificates in Economics, Public Policy and Public Administration

Fall Semester: April 1 (February 15 is the priority deadline for consideration for Graduate Research Assistantship-GRA-funding)

Spring Semester: October 1

Master of Social Work Program

Admission into the Master of Social Work program will occur twice each year. For both the two-year, full-time program and the part-time programs, students will be admitted only for fall semester. The part time MSW program will only admit a cohort biennially. Please see the School Web site (chhs.gsu.edu/socialwork/msw.asp) for current information about admission years. The priority deadline for all applications is February 1. The late deadline is April 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 late deadline is April 1. The School of Social Work requires students newly accepted into MSW program 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.

Doctoral Programs

Fall Semester
Criminal JusticeFebruary 15

Economics	February 15
Public Policy	February 1

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

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: aysps.gsu.edu/apply.html. 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:

Mailing Address:

AYSPS Office of Academic Assistance
P.O. Box 3992
Atlanta, GA 30302-3992
USA

Express/Overnight Delivery:

AYSPS Office of Academic Assistance
14 Marietta Street NW, G-52
Atlanta, GA 30303
USA

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 above.

All inquiries should be made to:

Office of Academic Assistance
Andrew Young School of Policy Studies
Phone: 404/413-0021
Fax: 404/413-0023
E-mail: ayspsacademicassist@gsu.edu

To apply online, visit our website aysps.gsu.edu/apply.html. 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 addresses given above.

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, whether the grades are listed on another institution's transcript or whether a student received a degree from that institution. 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. International students must submit proof of degree earned.

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 Science in Criminal Justice, Master of Arts in Economics, Master of Public Administration, the Master of Public Policy, Master of Social Work the Doctor of Philosophy in Economics, Criminal Justice and Criminology, and 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 and have been admitted 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.

Applicants to the joint Master of Public Administration/Juris Doctor degree program who have completed their application and have been admitted 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 404-413-5200 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 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, www.gre.org (have scores reported to code 5251)

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

Letters of Recommendation

Letters of recommendation are required of applicants to all (MA, MPA, MPA/JD, MS/PHD, M.P.P., MSW, and Ph.D.) programs with the exception of the graduate certificate programs. The online application web address aysps.gsu.edu/apply.html provides 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 to three typed pages, summarizing their work experience, the reason they have chosen the degree program, why they want to attend Georgia State University and how the degree fits in with their career goals. Applicants to the Joint/MS/PhD and PhD programs statement of professional and academic goals should contain fields of interest and how the program will contribute those goals.

Academic Writing Sample for Joint MS/PhD and PhD in Criminal Justice and Criminology

This can be a chapter from a thesis, an honor's paper; a sole authored published paper or a term/research paper.

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 www.gsu.edu/health/forms.html.

International Applicant Immigration Form (International Applicants Only)

International applicants who are admitted to Georgia State University must also provide federally required financial documentation showing they have enough funding to attend the University. Only after the financial information is approved will an I-20 document be issued. Forms for providing this information may be obtained online at www.gsu.edu/isss/I-

20_process_for_F-1_students.html. Questions about the requirement may be directed to International Student and Scholar Services (252 Sparks Hall, 404-413-2070).

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 Science in Criminal Justice

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 and academic 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 post-secondary institution attended.
4. Official scores on the GRE.
5. Three letters of recommendation
6. Professional goals statement.

Master of Public Administration/Juris Doctorate

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.

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 or official LSAT* scores.
5. Three letters of recommendation.

Professional goals statement.Some required materials, including transcripts and test scores, may be obtained from the applicant's College of Law application file. The applicant is responsible for requesting materials be sent to the Office of Academic Assistance from the School of Law. Applicants who have not completed their application to the College of Law at the time they apply to the M.P.A. program must submit all required materials directly to the Andrew Young School. To apply to the Georgia State University College of Law, go to law.gsu.edu/home.php?version=html.

*LSAT scores are only used for admission to the M.P.A. program if the applicant is also admitted to the School of Law. If the student is not admitted to the School of Law and still wishes to be considered for the M.P.A program he/she will need to submit GRE scores.

Master of Public Policy

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 Social Work

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. Statement of Purpose
6. Three letters of recommendation

Doctor of Philosophy in Criminal Justice and Criminology

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. Writing sample
6. Three letters of recommendation
7. Statement of professional and academic goals

Doctor of Philosophy in Economics

1. Online application form
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. 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 post-secondary institution attended
4. Official scores on the GRE
5. Three letters of recommendation
6. Biographical/Statement of interest

Nondegree Status

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. Statement of purpose with list of courses applicant wishes to take in the Andrew Young School

Transient Status

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

1. Online application
2. Application fee of $50
3. Letter/Certification of Good Standing from the applicant's home institution
4. List of courses applicant wishes to take in the Andrew Young School

International Applicants are required to submit:

1. Official score on the TOEFL unless applicant has received a degree from a regionally accredited U.S. institution
2. Georgia State University International Applicant Immigration Form 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 in accordance with the previous immunization section.

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.

2020.55 Detailed Requirements for the School of Social Work

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 must have one course in statistics and a second in research methods.

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 for the School of Social Work

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.

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. International students will not be admitted in nondegree status.

Note: The School of Social Work does not accept graduate students in the nondegree category.

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 seeking 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.

To be admitted to transient status, applicants must complete:

1. Online application
2. Application fee of $50
3. A Letter/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 mailing
4. A list of courses applicant wishes to take in the Andrew Young School

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 only be allowed to attend the semester in which acceptance was granted. A transient student who wishes to enroll for a subsequent semester must submit a new application.

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 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

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. EXCEPTION: The TOEFL is not required of international applicants who have received a post-secondary 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 encourages the enrollment of students from other countries. International applicants who are admitted to Georgia State University must provide federally required financial documentation showing they have enough funding to attend the University. Only after the financial information is approved will an I-20 document be issued. Forms for providing this information may be obtained online at www.gsu.edu/isss/I-20_process_for_F-1_students.html. Questions about the requirement may be directed to International Student and Scholar Services (252 Sparks Hall, 404-413-2070).

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.

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 fall and spring terms; summer is an optional vacation semester. Students who choose to enroll during the summer 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.

2020.90 Waivers of Nonresident Tuition

The Andrew Young School of Policy Studies has a limited number of out-of-state tuition waivers available for accepted applicants and students in the college. Most of these waivers are awarded at the time the applicant is accepted to the graduate program. These waivers are provided by the Board of Regents of the University System of Georgia and are limited to full-time students. 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. Current students in the college who did not receive a waiver as part of the admissions process may complete an application obtained from the Office of Academic Assistance. New applications are required each semester unless otherwise specified.

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 aysps.gsu.edu/graduate-research-assistantships.html. Assistantships are decided by the academic department. Notification of an award will be sent directly from the department or unit awarding the assistantship.

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 an $18,000 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/Application

Admission to a graduate program is for the specific semester stated in the acceptance letter. An admitted applicant who does not enroll for the semester for which acceptance was granted may update his or her application only once within one year of the initial term of application. An admitted applicant must notify the Office of Academic Assistance in writing 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. Note: An applicant to the joint doctoral program in Public Policy between Georgia State University and Georgia Institute of Technology may not update his or her application and must reapply each year of desired entry.

An applicant who does not complete his or her application by the application deadline may update his or her application only once within one year of the initial term of application. An applicant must notify the Office of Academic Assistance in writing 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 request 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.

Applicants who are denied admission to a graduate program must reapply to the desired program of entry by the applicable 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. All change of program requests must be received by the application deadline for the desired term of entry. 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 Office of Academic Assistance (aysps.gsu.edu/apply.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. The 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 Advisor 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.

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. Enrolling in more than 12 hours is not recommended and students should seek advisement with the Office of Academic Assistance prior to registration 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

Each student enrolled at Georgia State University must have access to a computer, and any course offered at the University may require computer-based work. Further, the student's computer must provide access to e-mail accounts, the World Wide Web using a current browser, and spreadsheet and word processing software. Departments and other units may establish minimum machine capability and software requirements, including the requirement that a student in a certain degree program must own a computer. It is the responsibility of each student to ensure his or her access to a computer. Computers are available in the open-access computer laboratories on campus that provide the basic level of computer capabilities, but these laboratories are heavily used and cannot guarantee a student access to a computer at a particular time.

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 Management and Policy 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. 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 request for transfer credit form must be completed. 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. The Office of Academic Assistance must have an official transcript on file showing course completion for the course being requested. 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: 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 graduate 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 are all graduate level courses at the university 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.

The GPA calculation on the university transcript includes all attempts at all graduate 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. To graduate, a student must have a cumulative GPA in all graduate courses completed at Georgia State of 3.0 or higher

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

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 10 working days 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 10 workdays of the date the applicant's letter was received by the director of academic assistance.

2040.20 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

The appeals procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to University Information Section 1050.80 under Polices and Disclosures in this catalog or visit www.gsu.edu/enrollment/appeals.html online for details.

2040.30 Appeal of Exclusions and Terminations

Terminated or excluded graduate students with questions about their status should first discuss their situation with an advisor 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 the Office 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 10 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 within 10 workdays (defined as Monday through Friday except university holidays). 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 aysps.gsu.edu/142.html.

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.

2050 Master's Programs

2050.10 Master of Science in Criminal Justice

The Master of Science (M.S.) degree in criminal justice represents a broad range of study designed to meet the academic needs of students seeking further graduate education pre-professional students, and those already employed in the wide range of agencies that make up the criminal justice and juvenile justice systems. The Doctor of Philosophy (Ph.D.) degree program in criminal justice and criminology provides additional in-depth training in criminological theory as well as advanced statistics and research methodology. The Ph.D. program prepares students for careers in research, teaching, management, and community service.

In each degree program, focus of study includes the justice system as well as the nature, causes, and control of criminal behavior. 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 curriculum is designed to give students an understanding of the developing theoretical knowledge base in this area of study, while simultaneously providing an understanding of how each of the component parts relates in forming the justice system, and how offenders and victims fit 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 crime victims, and many other tasks.

Students' learning in the classroom is enhanced as faculty brings forth a myriad of expertise in criminal justice and criminology. Currently, faculty research topics include but are not limited to sex differences in criminality and criminal justice processing; specialty courts; community policing; public defense systems; domestic violence; elder abuse; sexual harassment; comparative

criminal justice; drugs and crime; homicide co-victimization; legal issues in policing; evaluation research; community differences in the nature of crime; place-based criminology; private security; electronic monitoring; informal social control; domestic terrorism; homeland security; healthcare fraud; organizational misconduct; juvenile delinquency and youth violence; criminological theory; active offender decision-making; drug markets and urban violence; crime victimization; and community corrections. 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 and Criminology 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 communities, including 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 criminal justice and criminology.
2. Critically analyze crime and justice issues and/or information utilizing theoretical, methodological, and statistical skills
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.

   In addition to the objectives listed above, students who successfully complete the Ph.D. program (or joint M.S./Ph.D. program) will be able to:
7. Demonstrate scholarly expertise in one or more specialty areas within the field of criminal justice or criminology.
8. Develop advanced conceptual and technical skills to conduct high-quality, independent research.
9. Teach undergraduate courses in criminology or criminal justice.

Program Academic Regulations

Students in the M.S. program must maintain a minimum cumulative grade point average of 3.0 to remain in good standing and to graduate. It is expected that all required courses in criminal justice will be completed with a grade of B- or above. However, students are permitted to receive one C in a required course. No more than two grades of C (including Cs in electives) will be counted toward the 36 hours required for graduation. Retaking courses with a grade of C will count toward the student's cumulative grade point average, but not toward the credit hours necessary for graduation.

A grade lower than a grade of B- in more than one required courses will prohibit registration for thesis credits until one of these required courses 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.

Degree Requirements for the M.S. Program

Master of Science in Criminal Justice

The master's degree program in criminal justice (M.S. program) requires completion of 36 credit hours of which 15 credit hours are required courses, 15-18 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 (15)
   - CRJU 7010 Crime and the Criminal Justice System (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 (15-18)
   - 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 7510 Organization and Management Theory in Criminal Justice (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, legal issues, statistics, and research methods. Students take 15 credit hours in required courses.

Elective Courses

The elective courses provide concentrations and expertise in a variety of specialized areas. A student is required to complete 15 or 18 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 Master's program coordinator. Students not in the Public Administration Track (described below) can take no more than six credit hours or two courses outside of regularly scheduled department courses. Students in the Public Administration Track are required to take 12 credit hours or four courses in PAUS.

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 professional 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. The seminar provides students with an integrative experience whereby theory, scholarly research, and practice are integrated to solve specific organizational challenges and policy concerns involving crime and justice issues. 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 Management and Policy. 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 PMAP courses, and six hours of CJ elective courses.

Required Courses (6 credit hours):

- PMAP 8141 Microeconomics for Public Policy (3)
- PMAP 8431 Leadership and Organizational Behavior (3)

Elective Courses (6 credit hours)
Select two of the following:

- PMAP 8161 Public Budgeting and Finance (3)
- PMAP 8171 Public Management Systems and Strategies (3)
- PMAP 8210 Introduction to the Nonprofit Sector (3)
- PMAP 8231 Nonprofit Leadership and Management (3)
- PMAP 8271 Disaster Management (3)
- PMAP 8411 Law for Public and Nonprofit Mangers (3)
- PMAP 8521 Evaluation Research: Design and Practice (3)
- PMAP 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 Management and Policy's grade requirements for courses taken in the PA track.

Program of Study for the M.S. Degree

A program of study plan must be completed by the student in consultation with and approved by the department's Master's program coordinator. The program of study plan lists the required and elective courses to be taken by the graduate student to meet the degree requirements of the master's degree program. The student also must declare whether s/he will take the thesis or the non-thesis option. The program of study must be submitted to the graduate coordinator and approved by the end of the first year or after eighteen (18) semester hours of coursework have been completed. The Program of Study form is available at: aysps.gsu.edu/cj/files/msprog_stdy.pdf.

Degree Requirements for the Joint M.S./Ph.D. Program

The degree requirements for the joint M.S./Ph.D. program are the same as that for the M.S. program (described above), with the following exceptions:

Students in the joint M.S./Ph.D program are required to complete a Master's thesis (the nonthesis track is not an option)

In addition, students in the joint M.S./Ph.D. program complete all of the requirements for the Ph.D. program , described below, including requirements associated with written comprehensive exams and the dissertation.

The joint M.S./Ph.D. program requires successful completion of 36 credit hours within the Master's program and 54 credit hours within the doctoral program, for a total of 90 credit hours.

2050.20 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

Prerequisite Courses

The courses listed below are in addition to the 33 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

Thesis Option

To receive the degree, 33 hours of graduate coursework and a thesis must be completed.

1. Required courses (9):

- ECON 8100 Applied Microeconomic Analysis
- ECON 8110 Macroeconomic Analysis

Choose one course from the following 2 courses:

- ECON 8740 Applied Statistics and Econometrics,
- Math 6751 Mathematical Statistics I

2. Research skill requirement (3):

Choose one of the following two courses:

- ECON 8840 Applied Statistics and Econometrics II
- Math 6752 Mathematical Statistics II
- or A course chosen in consultation with the faculty advisor

3. Choose six economics courses chosen in consultation with a faculty Advisor (18)

4. Three hours of ECON 8990(3), Thesis Research.

5. 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

To receive the degree, 33 hours of graduate coursework and a nonthesis paper must be completed.

1. Required Courses (9):

- ECON 8100 Applied Microeconomic Analysis
- ECON 8110 Macroeconomic Analysis

Choose one course from the following 2 courses:

- ECON 8740 Applied Statistics and Econometrics
- MATH 6751 Mathematical Statistics I

2. Research skill requirement (3):

Choose one of the following two courses:

- ECON 8840 Applied Statistics and Econometrics II
- MATH 6752 Mathematical Statistics II
- A course chosen in consultation with the faculty advisor

3. Seven economics courses chosen in consultation with a faculty Advisor (21).

4. 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.

2050.30 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

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

Thirty-six hours of graduate coursework, including 12 credit hours of required courses and 24 credit hours of designated elective courses and submission of a portfolio are required to complete the degree program.

1. Required Core Courses (12). Twelve semester hours of course work that provides coverage of areas essential to economic policy concerns, such as the private sector, the public sector, and essential quantitative analysis skills.

- ECON 8100
- ECON 8110
- ECON 8840 (prerequisite ECON 8740 or equivalent)

Choose one of these two courses

- ECON 8740 Applied Statistics and Econometrics
- • Econometrics course in consultation with the faculty advisor

2. Designated Elective Courses (24). These courses provide coverage in additional areas of economic policy concern. Twenty-four credit hours (eight elective courses) selected from the courses listed below are required. The student's faculty Advisor 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 8850 International Trade
- ECON 8860 Economics of Global Finance
- HA 8250 Health Economics and Financing
- PMAP 8621 Urban Transportation and Land Use Economics
- SW 7350 Economics of Poverty and Public Policy

3. 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.

2050.40 Master of Public Administration

The Master of Public Administration (MPA) 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 MPAMPA 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 MPA 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 pre-service 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 concentrations, 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 Advisor. 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.

A Top Ranked Program: The Andrew Young School of Policy Studies (AYSPS) is nationally recognized as a top university in the field of public policy and management. Its many research centers and community outreach efforts provide opportunities to enhance students' education, as well as often opening doors to attractive jobs. The U.S. News and World Report survey published in its "2013 Edition America's Best Graduate Schools" ranked the AYSPS 23rd overall among the 269 public affairs schools in the United States, and in the top 25 programs in the specialty areas of nonprofit management, public policy analysis and public management administration; and in the top dozen programs in public finance and budgeting, city management and urban policy.

Degree Requirements

The MPA degree requires 39 hours of graduate coursework, which must include 24 credit hours of required courses, a minimum of 12 credit hours in a concentration, and three credit hours of internship or practicum.

1. Required Core Courses:

- PMAP 8111 Public Service and Democracy (Note: Nonprofit Management concentration students must take PMAP 8210, Introduction to the Non Profit Sector)
- PMAP 8121 Applied Research Methods and Statistics I
- PMAP 8131 Applied Research Methods and Statistics II

- PMAP 8141 Microeconomics for Public Policy
- PMAP 8161 Public Budgeting and Finance (Note: Nonprofit Management concentration students must take PMAP 8261, Nonprofit Financial Management)
- PMAP 8171 Management Systems and Strategies
- PMAP 8411 Law for Public Managers (Note: Nonprofit Management concentration students must take PMAP 8203, Nonprofit Advocacy, Law, and Policy)
- PMAP 8431 Leadership and Organizational Behavior

2. Concentrations (12 hours):

Each student must develop special competence in a particular area of public administration by completing 12 hours in one of six concentrations. Students must formally declare the concentration they wish to complete prior to registering for their first elective course. The MPA program includes concentrations 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 graduating without a concentration by developing an individualized set of courses that must be approved by completing a petition and returning it to the Office of Academic Assistance for decision with the department. An individualized track in disaster management may also lead to the graduate certificate in disaster management. Concentrations are described below.

Criminal Justice Concentration:

The Criminal Justice concentration prepares students for managerial, planning, and development careers in the court system, corrections, and law enforcement, as well as positions in local, state, or national government. Students will develop knowledge and skills necessary for effective public management: planning and decision making, managing people, money and programs. It also enables those who currently carry out administrative responsibilities with the opportunity for substantial professional development.

Required courses (6 hours):

- CRJU 7010 Crime & the Criminal Justice System and/or
- CRJU 8050 Criminological Theory and/or
- 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 7010 Crime & the Criminal Justice System
- CRJU 8050 Criminological Theory
- CRJU 8110 Law Enforcement Issues*
- CRJU 8210 Juvenile Justice Issues*
- CRJU 8310 Correctional Issues*
- CRJU 8410 Criminological Issues*
- CRJU 8710 Legal Aspects of Criminal Justice
- CRJU 8720 Legal Issues in Criminal Justice
- CRJU 8900 Special Topics

*Indicate courses that can be repeated for up to 6 credits (these are special topics courses)

Management and Finance Concentration:

The management and finance concentration prepares students for careers in what has traditionally been called the public service. This once meant a government job, but today's public service is far more dynamic. Our graduates may find themselves working for a government and interacting regularly with private companies, consultants, and nonprofit organizations. Likewise, they might also work outside government in pursuit of public goals. While management and finance graduates often work as analysts, this track is best suited for students who also see themselves in roles that involve leadership and management at some point in their careers. The coursework in this concentration has an analytical, problemsolving orientation and focuses on the effective management of people, programs, resources, and information in complex environments. This concentration concludes with a capstone experience that will require applying classroom knowledge to a challenging problem or issue facing a government or nonprofit organization.

Required courses (9 hours):

- PMAP 8501 Managing Public Money
- PMAP 8521 Evaluation Research: Design and Practice
- PMAP 8900 Public Service Capstone

Choose one course (3 hours) from the following:

- PMAP 8223 Nonprofit Human Resources
- PMAP 8271 Disaster Policy and Emergency Management
- PMAP 8311 Urban Demography and Analysis
- PMAP 8321 Economic Development, Policy and Planning
- PMAP 8351 Local Government Management
- PMAP 8461 Ethics and Public Administration
- PMAP 8505 Local Government Debt Issuance and Administration
- ECON 8460 Economics of the State and Local Public Sector

Nonprofit Management Concentration:

Nonprofit organizations employ one of every 12 paid workers in the nation and as many volunteers, and generate more than $800 billion in revenues each year. This concentration prepares students to meet the challenges of this growing, diverse and critical part of our society. 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 (6 hours):

- PMAP 8213 Nonprofit Financial Resources
- PMAP 8223 Nonprofit Human Resources

Choose two courses (6 hours) from the following:

- PMAP 8010 Social Policy
- PMAP 8111 Public Service and Democracy
- PMAP 8161 Public Budgeting and Finance
- PMAP 8201 International NGOs
- PMAP 8218 Nonprofit Social Enterprise
- PMAP 8271 Disaster Policy and Emergency Management
- PMAP 8281 Disaster Relief and Humanitarian Assistance
- ENGL 6510 Grant and Proposal Writing
- MBA 8145, or MK 8200, or MK 8210

Planning and Economic Development Concentration:

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 (9 hours):

- PMAP 8021 Scope and Theory of Planning
- PMAP 8311 Urban Demography and Analysis
- PMAP 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
- PMAP 8331 Urban Development and Growth Management
- PMAP 8561 GIS Applications to Planning and Policy Analysis
- 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 Concentration:

This concentration provides students with the basic skills needed to work as policy analysts and program evaluators. Two required courses offer a foundation in evaluation strategies and analytical techniques that are useful in assessing public programs and in analyzing policy alternatives. This track also affords students practical research experience in applying these skills.

Required courses (6 hours):

- PMAP 8521 Evaluation Research: Design and Practice
- PMAP 8531 Policy Analysis

Choose two courses (6 hours) from the following:

- PMAP 8011 Politics and Policy
- PMAP 8010 Social Policy
- PMAP 8021 Scope and Theory of Planning
- PMAP 8311 Urban Demography and Analysis
- PMAP 8561 GIS Applications to Planning and Policy Analysis
- ECON 8740 Applied Statistics and Econometrics

Public Health Concentration:

This concentration is designed for MPA 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 (6 hours):

One of these two courses:

- PH 7010 Foundations of Public Health Administration and Policy
- PH 7170 Public Health Policy

And one of these two courses:

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

Advisor Approved Electives:

Select two from the following courses (6 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 Public Health Policy
- PH 7250 Health Care Finance
- PH 7530 Prevention Effectiveness and Economic Evaluation

3. Internship:

Internships are required for all MPA 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 PMAP 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 300 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 Management and Policy, or the PMAP internship homepage on the web at aysps.gsu.edu/public-management-and-policy-internships.html. Students with substantial prior administrative experience may petition to waive the internship requirement. Petition forms are available from the Office of Academic Assistance. MPA 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.

2050.50 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 MPA/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 MPA 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 MPA programs and must request admission to the joint program. To apply to the College of Law, go to law.gsu.edu/home.php?version=html.

Degree Requirements

The MPA/J.D. curriculum consists of 21 hours of required courses, a minimum of 15 hours of electives, and a three-hour internship. Courses are three credit hours unless otherwise indicated.

1. Required Core Courses:

- PMAP 8111 Public Service and Democracy
- PMAP 8121 Applied Research Methods and Statistics I
- PMAP 8131 Applied Research Methods and Statistics II
- PMAP 8141 Microeconomics for Public Policy
- PMAP 8161 Public Budgeting and Finance
- PMAP 8171 Management Systems and Strategies
- PMAP 8431 Leadership and Organizational Behavior

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 15semester hours of approved 8000-level MPA coursework with grades of "B" or better, and the MPA program accepts up to 15 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 MPA/JD 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 MPA curriculum. This opportunity for professional growth and development requires enrollment in three hours of PMAP 8941. Students in the joint MPA/JD 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 MPA internship. That option should be discussed with the MPA/JD faculty Advisor and the MPA 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. MPA/JD 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.

2050.60 Master of Public Policy

The Master of Public Policy (MPP) is an interdisciplinary degree program designed to provide students with an understanding of policy analysis as well as methods of generating new knowledge about specific policy areas. In all levels of government and on a global scale, public needs and limited resources require public policy choices that are at once economically efficient, socially and technically effective, and politically responsive. Such choices confront policymakers across a broad range of critical issues, including health, education, economic development, public finance, social policy, nonprofit policy, and disaster policy

Many key decision-makers lack the knowledge and skills needed to interpret adequately the full social, political, economic, and technical dimensions of the policy issues they must consider. In response, state and local governments, business, and federal agencies have turned to trained policy analysts not only to weigh economic and political outcomes, but also to assess risk and to evaluate technical options. The same is true for nonprofit agencies, such as hospitals, schools, emergency preparedness and relief agencies, and regional planning organizations.

We expect that graduates of the MPP program typically work in positions of leadership in a wide array of governmental, public service, private sector, consulting, and nonprofit organizations. Metropolitan Atlanta serves as a laboratory for graduate students in their study of public policy. 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 policy analysis and research methods across a range of policy areas.

Degree Requirements

The curriculum consists of 36 hours of graduate coursework, which must include 18 credit hours of required core courses, 3 hours in an internship, practicum, or thesis, and 15 hours of coursework in the concentration selected.

1. Required Core Courses (21 hours):

- PMAP 8011 Politics and Policy
- PMAP 8121 Applied Research Methods and Statistics I
- PMAP 8131 Applied Research Methods and Statistics II
- PMAP 8141 Micro-Economics for Public Policy
- PMAP 8521 Evaluation Research
- PMAP 8531 Policy Analysis
- PMAP 8941, PMAP 8981, or PMAP 8991 Internship, Practicum, or Thesis

Internship:

Internships are required for all MPP 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 PMAP 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 300 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 Management and Policy, or the PMAP internship homepage on the web at aysps.gsu.edu/public-management-and-policy-internships.html. Students with substantial prior administrative experience may petition to waive the internship requirement. Petition forms are available from the Office of Academic Assistance. MPP 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.

Concentrations include those areas in which the department and school have particular strengths: Disaster Policy, Nonprofit Policy, Planning and Economic Development, Public Finance Policy, and Social Policy.

Students are also allowed to design their own areas of policy study by taking courses either within the Andrew Young School or from other departments within the University.

Disaster Policy Concentration:

This concentration focuses on local, state, national, and international policies to manage risks related to natural, technological, and other man-made hazards and on the linkages among disaster, environmental, public health, sustainable development, and related policies. The Disaster Policy concentration of the MPP takes advantage of the courses available in the School as well as the university's Public Health program. The concentration in Disaster Policy would provide preparation for a career in a variety of public agencies at all levels of government that deal with disaster mitigation planning and policy. This concentration complements our existing certificate program in Disaster Management.

Required Courses (6 hours):

- PMAP 8271 Disaster Policy and Emergency Management
- PMAP 8281 Disaster Relief and Humanitarian Assistance

Choose three courses (9 hours) from the following:

- PMAP 8201 International NGOs
- PMAP 8021 Scope and Theory of Planning
- PMAP 8311 Urban Demography and Analysis
- ECON 8320 Environmental and Natural Resource Economics and Theory
- PH 7011 Epidemiology
- PH 7150 Environmental Health

Nonprofit Policy Concentration:

The mission of the concentration in Nonprofit Policy is to educate talented and motivated individuals with knowledge of the nonprofit sector as well as the skills and values to become visionary leaders. Many graduates will become researchers, policymakers, and advocates in their communities by enhancing their understanding of relationships between nonprofit organizations, government and the policymaking process.

Required Courses (9 hours)

- PMAP 8210 Introduction to the Nonprofit Sector
- PMAP 8203 Nonprofit Advocacy, Law, and Policy

Choose two courses (6 hours) from the following:

- PMAP 8010 Social Policy
- PMAP 8201 International NGOs
- PMAP 8213 Nonprofit Financial Resources
- PMAP 8223 Nonprofit Human Resources
- ENGL 6510 Grant and Proposal Writing

Planning and Economic Development Policy Concentration:

This concentration prepares students to be better decision makers on planning and economic development issues for public, private, and nonprofit 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 concentration 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 (6 hours):

- PMAP 8021 Scope and Theory of Planning
- PMAP 8311 Urban Demography and Analysis
- PMAP 8321 Economic Development Policy

Choose three courses (9 hours) from the following:

- PMAP 8331 Urban Development and Growth Management
- PMAP 8031 Urban Political Economy
- PMAP 8351 Local Government and Management
- PMAP 8561 GIS Applications to Planning and Policy Analysis
- PMAP 8010 Social Policy
- ECON 8300 Urban Economics

Public Finance Policy Concentration:

The mission of the Public Finance Policy concentration is to prepare students who are able to analyze public budget and finance policy. These analysts are in demand by a variety of public agencies. The Public Finance Policy concentration takes advantage of the top ten US News & World Report ranking of the School in the area of Public Finance. The program should be ideal preparation for a variety of positions in the fields of budget analysis and finance policy.

Required Courses (6 hours):

- PMAP 8161 Public Budgeting and Finance
- ECON 8080 Economics of the Public Sector

Choose three courses (9 hours) from the following:

- PMAP 8501 Managing Public Money
- PMAP 8505 Local Government Debt Issuance and Administration
- ECON 8110 Macroeconomic Analysis
- ECON 8460 Economics of the State and Local Public Sector
- ECON 8470 International Public Economics
- HA 8250 Health Economics and Financing

Social Policy Concentration:

A concentration in social policy is designed to give the student an understanding of policies addressing issues such as poverty, crime, and education—including how these policies develop, what effects they have, and how they can be assessed. This concentration 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 Course (3 hours):

- PMAP 8010 Social Policy

Choose four courses (12 hour) from the following:

- PMAP 8311 Urban Demography and Analysis
- PMAP 8461 Ethics in Public Administration
- AAS 6029 African American Political Participation
- EPSF 8320 Politics & Policy in Education
- SOC 8301 Urban Sociology
- WST 8002 Globalization and Gender

2050.70 Master of Social Work

The Master of Social Work (MSW) program strives to prepare students for social work 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. Community partnerships, based on a generalist practice model foundation, are the sole focus of the MSW program. Students in the Community Partnerships concentration are educated to advance the needs and capacities of the total community by promoting social justice and economic justice and maximizing human potential. They are 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.

To accomplish the mission of the MSW program, the School of Social Work has set forth these goals: (1) students will be able to think critically and communicate effectively in the application of social work knowledge, skills, and values to community partnerships practice; and (2) students will be able to engage as social work leaders to build and strengthen communities.

The competencies and practice behaviors 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 Andrew Young School of Policy Studies.

MSW Program Competencies and Practice Behaviors:

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

1st Year:

- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

2nd Year:

- Practice personal reflection and self-correction to assure continual professional development
- Identify professional strengths, limitations, and challenges
- Use supervision and consultation

Competency 2: Apply social work ethical principles to guide professional practice.

1st Year:

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the NASW Code of Ethics
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

2nd Year:

- Analyze the profession's Code of Ethics as a guide in working with organizations and communities
- Make ethical decisions applying standards of the NASW Code of Ethics and, as applicable, the American Evaluation Association's Guiding Principles
- Recognize and manage ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Competency 3: Apply critical thinking to inform and communicate professional judgments.

1st Year:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

2nd Year:

- Evaluate and integrate multiple sources of knowledge, including research-based knowledge and practice-generated knowledge
- Analyze models of community assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in community partnership practice

Competency 4: Engage diversity and difference in practice.

1st Year:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants

2nd Year:

- Identify and analyze structural forms of oppression and privilege in community partnership practice
- Recognize and respond to the extent in which personal biases and values impact working with diverse groups and communities
- Engage in community partnership practices that are responsive to diversity and difference
- Engage with others as reciprocal resources for learning

Competency 5: Advance human rights and social and economic justice.

1st Year:

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

2nd Year:

- Analyze ways in which differential power and privilege shape communities and society
- Engage in practices that advance human rights and social and economic justice

Competency 6: Engage in research-informed practice and practice-informed research.

1st Year:

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

2nd Year:

- Use community practice experience to inform scientific inquiry
- Use research evidence to inform community practice

Competency 7: Apply knowledge of human behavior and the social environment.

1st Year:

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

2nd Year:

- Critique and apply conceptual frameworks to guide the processes of community and organizational engagement, assessment, intervention, and evaluation

- Critique and apply knowledge in working with individuals and groups in their environment

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1st Year:

- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action

2nd Year:

- Engage in community practice that reflects understanding of organizational policies and their impact on the delivery of community services
- Engage in community practice that reflects understanding of social policies and their impact on service delivery

Competency 9: Respond to contexts that shape practice.

1st Year:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

2nd Year:

- Develop strategies to adapt to changing circumstances and emerging societal trends
- Provide leadership in promoting changes to improve community well-being

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. [1st Year]

Competency 10: Engage, assess, intervene, and evaluate with groups, organizations, and communities.* [2nd Year]

Competency 10a: Engagement

1st Year:

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

2nd Year:

- Apply a range of written, oral, and electronic modes of communication in relationship-building and interactions among groups, organizations, and communities
- Identify and define community as a client system
- Identify common interests, key stakeholders, and mutual areas of focus

Competency 10b: Assessment

1st Year:

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

2nd Year:

- Identify and assess organizational and community needs and assets
- Contribute to the development of shared goals/outcomes

- Contribute to the development and selection of strategies and tactics for community intervention

Competency 10c: Intervention

1st year:

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

2nd Year:

- Create a resource development strategy and identify diverse funding sources
- Develop, monitor, and/or strengthen collaborative relationships that focus on building healthy communities
- Evaluate collaborative relationships that focus on building healthy communities
- Engage in leadership behaviors
- Synthesize knowledge and skills in the management of projects, partnerships, and organizations

Competency 10d: Evaluation

1st Year:

- Critically analyze, monitor, and evaluate interventions

2nd Year:

- Apply research methods in evaluating work with organizations and communities
- Apply technological processes in evaluating work with organizations and communities

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*This core competency has been modified to support the advanced curriculum of the MSW program's sole concentration of community partnerships. Direct practice with individuals and families (omitted here) is emphasized in the first-year

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 and three to 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 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 (5)
   - SW 7501 Diversity and Social Justice (1)
   - 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 Skills and Techniques of Community Partnerships II (3)
   - SW 8300 Leadership and Management (3)
   - SW 8500 Community Field Education I (5)
   - SW 8501 Diversity and Social Justice (1)
   - 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. It is strongly recommended that the second elective support the community partnerships concentration. The social work electives include:
   - SW 8450 Child Maltreatment Practice, Policy, and Research
   - SW 8460 Aging Practice, Policy, and Research
   - SW 8470 Substance Abuse Practice, Policy, and Research
   - SW 8490 Child Welfare Practice, Policy, and Research
   - SW 8310 Group Facilitation
   - SW 8320 Grant Writing
   - SW 8330 Health Challenges
   - SW 8340 Social Work and the Law
   - SW 8350 Economics of Poverty and Public Policy
   - SW 8360 Forensic Social Work
   - SW 8370 Psychopathology
   - SW 8480 Disabilities Practice, Policy, and Research
   - SW 7950 Selected Topics
   - SW 7990 Directed Individual Study

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, (3)
- SW 7501 – Diversity and Social Justice (1)
- SW 7960 - Seminar in Community Partnerships, and (2)
- SW Elective (3)

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 three years. They will enroll in their course work with the full-time students. In this new program, a cohort of students will be admitted every other year and a hybrid program of study has been developed specifically for part time students. This structure ensures that the classes that part time students need are offered in a way for continued progress to graduation.

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. This scholarship is awarded each year based on available funds. Please check the website to determine the most up to date information regarding scholarship availability.

Total: 60 semester hours for full-time and part-time students; 39 semester hours for advanced standing students.

2060 Certificate Programs

2060.10 Graduate Certificate in Disaster Management

William L. Waugh, Jr., Faculty Advisor

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.

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. Applicants to the certificate program will be subject to the same admissions requirements (with the exception of the submission of letters of recommendation) that exist for the Master of Public Administration (MPA) and Master of Public Policy (MPP) degrees. Obtaining the certificate will be based on the completion of the four stipulated courses with a minimum GPA in these courses of 3.0. No grade lower than C will count for credit towards the certificate, nor will more than one grade of C be allowed for credit towards the certificate. The time limit for completing the certificate program is three years from the term of entry.
2. Required Courses (6 hours):
   - PMAP 8271 Disaster Policy and Emergency Management
   - PMAP 8281 Disaster Relief and Humanitarian Assistance
3. Elective Courses (choose 2 from the following):
   - PMAP 8021 Scope and Theory of Planning
   - PMAP 8201 International NGOs
   - PMAP 8561 GIS Applications to Planning and Policy Analysis
   - ECON 8320 Environmental and Natural Resource Economics and Policy
   - PH 7011 Epidemiology
   - PH 7150 Environmental Health
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 Management and Policy in the Andrew Young School of Policy Studies to have the certificate awarded. The request must be sent to the departmental coordinator. The faculty Advisor then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PMAP department chair, will be issued to the student. The departmental coordinator will then forward the approved request to the Office of Academic Assistance, who will

inform the Graduation Office that all requirements have been met. The Graduation Office will subsequently note certificate completion on the official Georgia State University transcript.

2060.20 Graduate Certificate in Nonprofit Management

Dennis Young, Faculty Advisor

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. Applicants to the certificate program will be subject to the same admissions requirements (with the exception of the submission of letters of recommendation) that exist for the Master of Public Administration (MPA) and Master of Public Policy (MPP) degrees. Obtaining the certificate will be based on the completion of the four stipulated courses with a minimum GPA in these courses of 3.0. 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 Course (3 hours):
   - PMAP 8210 Introduction to the Nonprofit Sector
3. Approved Electives (6 hours):
   Take two of the following courses:
   - PMAP 8213 Nonprofit Financial Resources
   - PMAP 8261 Nonprofit Financial Management
   - PMAP 8223 Nonprofit Human Resources
4. Elective (3 hours):
   - PMAP 8203 Nonprofit Advocacy, Law, and Policy
   - PMAP 8271 Disaster Management
   - PMAP 8281 Disaster Relief and Recovery
   - MBA 8145, or MK 8200, or MK 8210
   - PMAP 8201 International Nongovernmental Organizations

   Other approved electives (with consent of advisor)

5. 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 Management and Policy in the Andrew Young School of Policy Studies to have the certificate awarded. The request must be sent to the departmental coordinator. The faculty Advisor then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PMAP department chair, will be issued to the student. The departmental coordinator will then forward the approved request to the Office of Academic Assistance, who will inform the Graduation Office that all requirements have been met. The Graduation Office will subsequently note certificate completion on the official Georgia State University transcript.

2060.30 Graduate Certificate in Planning and Economic Development

Cathy Liu, Program Advisor

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. Applicants to the certificate program will be subject to the same admissions requirements (with the exception of the submission of letters of recommendation) that exist for the Master of Public Administration (MPA) and Master of Public Policy (MPP) degrees. Obtaining the certificate will be based on the completion of the four stipulated courses with a minimum GPA in these courses of 3.0. 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 (9 hours):
   - PMAP 8021 Scope and Theory of Planning
   - PMAP 8141 Microeconomics for Public Policy
   - PMAP 8311 Urban Demography 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 Advisor 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 Management and Policy in the Andrew Young School of Policy Studies to have the certificate awarded. The request must be sent to the departmental coordinator. The faculty Advisor then reviews the student's record. If all requirements have been met, the certificate, signed by the dean and the PMAP department chair, will be issued to the student. The departmental coordinator will then forward the approved request to the Office of Academic Assistance, who will inform the Graduation Office that all requirements have been met. The Graduation Office will subsequently note certificate completion on the official Georgia State University transcript.

2060.40 Nonprofit Leadership Alliance (previously known as American Humanics) Certificate in Nonprofit Studies

The Department of Public Management and Policy is affiliated with the Nonprofit Leadership Alliance (previously known as American Humanics), a national alliance of colleges, universities and nonprofit organizations dedicated to preparing graduates and undergraduates for careers in nonprofit leadership. To read more about the Nonprofit Leadership Alliance (NLA) program, please visit: aysps.gsu.edu/pmap/american-humanics-undergraduate-program-requirements.html. Benefits for obtaining the Nonprofit L certification include: Benefits for obtaining the NPL certification include:

- Certification in entry-level nonprofit employment competencies
- Course work grounded in the foundations and practices of nonprofit management
- Tested practices and principles through experiential learning
- One-to-one support, career development and mentoring
- Networking with prospective employers at local, regional, and national levels
- Opportunity to test skills and various nonprofit roles through internships, co-curricular and community service activities
- Potential for references and referrals from agency executive directors, advisory board members and community leaders
- Exposure to a national nonprofit network of partners and career options
- Increased sense of connection and belonging to the community
- Opportunity for lasting friendships
- Scholarships
- Preparation for Graduate School or the Peace Corps

Students can earn the certificate in one of three ways:

1. Option1: Master of Public Administration (Concentration in Nonprofit Management).
2. Option2: Graduate Certificate in Nonprofit Management.
3. Option 3: Post-Baccalaureate (admitted as an undergraduate student)

This certificate is conferred by the department of Public Management and Policy and will not appear on official transcripts or diplomas from the university.

For more information about the Nonprofit Leadership Alliance certificate, please call 404-413-0103 or visit the Public Management and Policy department degree information website at: aysps.gsu.edu/american-humanics-graduate-program-requirements.html.

2060.50 School of Social Work Child Welfare Leadership Certificate

Faculty Advisor: Renanda Wood Dear

The Child Welfare Certificate is intended to contribute further to professionalizing the Georgia child welfare work force by providing a professional education for existing students preparing for a career in child welfare.

Course Requirements

Completion of the certificate program for current MSW students will require 12 semester hours of coursework plus a two-semester field placement in child welfare.

Required Courses (6 credits):

- SW 8450 Child Maltreatment Practice, Policy, and Research
- SW 8490 Child Welfare Practice, Policy, & Research

Elective Courses (6 credits; choose two*):

- SW 8310 Group Facilitation
- SW 8340 Social Work and the Law
- SW 8350 Economics of Poverty and Public Policy
- SW 8360 Forensic Social Work
- SW 8470 Substance Abuse Practice, Policy, and Research Issues

Applying and Awarding of the Certificate

Students must file a formal application for certificates to either program with the Director of Student and Community Services. After completing the requirements of the certificate according to these regulations, the student must make a written request to the School of Social Work in the Andrew Young School of Policy Studies to have the certificate awarded. The request must be sent to the Director of Student and Community Services. The student's record will be reviewed and if all requirements have been met, the certificate will be issued to the student. Students must inform the Director of Student and Community Services of acceptance into and the intent to pursue a certificate program outside of the School of Social Work.

2060.60 School of Social Work Child Welfare Leadership Certificate

The Forensic Social Work Certificate is intended to meet the growing state and private workforce needs, while providing students with information about the law and legal systems, the interface or social work practice and the law, mental health, and social justice and vulnerable populations.

Course Requirements

Completion of the certificate program will require 12 semester credit hours of coursework plus a two-semester field placement in a forensic setting.

Required Courses (9 credits):

- SW 8340* Social Work and the Law
- SW 8360* Forensic Social Work
- SW 8370 Psychopathology

Elective Course (3 credits; choose one**):

- CRJU 6060 Ethics in Criminal Justice
- CRJU 6070 Family Violence and Criminal Justice
- CRJU 8050 Criminological Theory
- SW 8450 Child Maltreatment Practice, Policy & Research
- SW 8470 Substance Abuse Practice, Policy & Research

*MSW students who have taken one or more of these courses as undergraduate students must register for SW 7990-Directed Individual Study (3-6 credits) and complete required assignment(s) to satisfy both graduate-level and certificate program requirements.

**Student may choose another elective with approval from the Director of Student & Community Services.

Applying and Awarding of the Certificate

Students must file a formal application for certificates to either program with the Director of Student and Community Services. After completing the requirements of the certificate according to these regulations, the student must make a written request to the School of Social Work in the Andrew Young School of Policy Studies to have the certificate awarded. The request must be sent to the Director of Student and Community Services. The student's record will be reviewed and if all requirements have been met, the certificate will be issued to the student. Students must inform the Director of Student and Community Services of acceptance into and the intent to pursue a certificate program outside of the School of Social Work.

2070 Doctoral Programs

2070.10 Doctor of Philosophy in Criminal Justice and Criminology

The Doctor of Philosophy (Ph.D.) degree program in criminal justice and criminology provides additional in-depth training in criminological theory as well as advanced statistics and research methodology. The Ph.D. program prepares students for careers in research, teaching, management, and community service.

In each degree program, focus of study includes the justice system as well as the nature, causes, and control of criminal behavior. 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 curriculum is designed to give students an understanding of the developing theoretical knowledge base in this area of study, while simultaneously providing an understanding of how each of the component parts relates in forming the justice system, and how offenders and victims fit 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 crime victims, and many other tasks.

Students' learning in the classroom is enhanced as faculty brings forth a myriad of expertise in criminal justice and criminology. Currently, faculty research topics include but are not limited to sex differences in criminality and criminal justice processing; specialty courts; community policing; public defense systems; domestic violence; elder abuse; sexual harassment; comparative criminal justice; drugs and crime; homicide co-victimization; legal issues in policing; evaluation research; community differences in the nature of crime; place-based criminology; private security; electronic monitoring; informal social control; domestic terrorism; homeland security; healthcare fraud; organizational misconduct; juvenile delinquency and youth violence; criminological theory; active offender decision-making; drug markets and urban violence; crime victimization; and community corrections. 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 and Criminology 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 communities, including 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 criminal justice and criminology.
2. Critically analyze crime and justice issues and/or information utilizing theoretical, methodological, and statistical skills
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.

   In addition to the objectives listed above, students who successfully complete the Ph.D. program (or joint M.S./Ph.D. program) will be able to:
7. Demonstrate scholarly expertise in one or more specialty areas within the field of criminal justice or criminology.
8. Develop advanced conceptual and technical skills to conduct high-quality, independent research.
9. Teach undergraduate courses in criminology or criminal justice.

Doctor of Philosophy in Criminal Justice and Criminology

Students in the doctoral program must maintain a minimum cumulative grade point average of 3.0 to remain in good standing and for graduation. It is expected that all required courses will be completed with a grade of B- or above. If a lower grade is earned in a required course, it must be retaken. A required course may only be retaken once. A grade lower than a grade of B- in any required course will prohibit registration for dissertation credits until the required course has been completed with a grade of B- or higher. Students may not register for dissertation credit unless all other required courses have been completed successfully.

If a doctoral student's cumulative GPA drops below 3.0 at the end of a semester, the student will receive a warning from the college. If a 3.0 cumulative GPA is not achieved by the end of the next twelve (12) semester hours of enrollment or two semesters (whichever is longer), the student will be withdrawn from the graduate program. Students who are withdrawn may apply for readmission after a period of one year. In the readmission process, students must outline the reasons for their dismissal from the program and how they now intend to overcome the causes for that dismissal.

Degree Requirements for the Joint M.S./Ph.D. Program

The degree requirements for the joint M.S./Ph.D. program are the same as that for the M.S. program (described above), with the following exceptions:

Students in the joint M.S./Ph.D program are required to complete a Master's thesis (the nonthesis track is not an option)

In addition, students in the joint M.S./Ph.D. program complete all of the requirements for the Ph.D. program , described below, including requirements associated with written comprehensive exams and the dissertation.

The joint M.S./Ph.D. program requires successful completion of 36 credit hours within the Master's program and 54 credit hours within the doctoral program, for a total of 90 credit hours.

Degree Requirements for the Ph.D. Program

The doctoral program in criminal justice and criminology requires completion of 54 credit hours beyond the Master's degree. This includes 24 credit hours of required courses, 12 credit hours in electives/concentration area courses, and 18 credit hours in directed work, including dissertation credits. In addition to these courses students must successfully pass a written comprehensive exam and a dissertation proposal defense, write a dissertation, and successfully defend it. Semester hours are shown in parentheses after each entry.

1. Required Courses (24)
   - CRJU 9010 Contemporary Criminal Justice Policy (3)
   - CRJU 9030 Graduate Orientation Seminar (3)
   - CRJU 9450 Contemporary Criminological Theory (3)
   - CRJU 9550 Directed Teaching Seminar (3)
   - CRJU 9610 Quantitative Research Methods II (3)
   - CRJU 9630 Statistics in Criminal Justice II (3)
   - CRJU 9920 Qualitative Methods (3)
   - CRJU 9830 Comprehensives Seminar (3)
2. Elective Courses (12)
   - Twelve hours (or 3 courses) of elective course work.
3. Directed Work (18)
   - Students register for 18 hours of directed work, including dissertation research (CRJU 9900)

2070.20 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 Advisor 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 8080, ECON 8150, ECON 8180, ECON 8220, ECON 8230, ECON 8300, ECON 8320, ECON 8850, and ECON 8860. Exceptions may be granted by the doctoral coordinator. All program of studies are subject to final approval by the doctoral coordinator.

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 (15)
   1. Economic Theory: ECON 9010, ECON 9020, ECON 9030, ECON 9040 (12)
   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 9710 (3)
   3. Econometrics II: ECON 9720 (3) Students may not enroll for courses that satisfy this requirement until the program of study is approved.
   4. Advanced Econometrics: ECON 9730 (3)
c. Applied Economics. A minimum of four courses (twelve hours) must be completed in the area of applied economics, chosen from*:

b.

- ECON 8120 Health Economics and Policy
- ECON 8440 Industrial Organizations and Antitrust Economics
- ECON 8460 Economics of the State and Local Public Sector

- ECON 8600 Economics of Development
- 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 9340 Experimental 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

  * or a designated alternative specified by the doctoral coordinator.

c. Elective Fields. Each doctoral student must complete a minimum of three courses (nine hours) in one of the following areas:
- Environmental, Urban, and Regional Economics (EURE)
- Experimental Economics
- Labor Economics
- Public Finance

The courses available in these fields are listed below:

EURE (Environmental Emphasis):

- ECON 9310 Environmental and Resources I
- ECON 9320 Environmental and Resources II
- Choose one of the following:
  - ECON 9300 Seminar in Urban Economics *or*
  - ECON 9330 Regional Economics

EURE (Urban Emphasis):

- ECON 9300 Seminar in Urban Economics
- ECON 9330 Regional Economics
- Choose one of the following:
  - ECON 9310 Environmental and Resources I *or*
  - ECON 9320 Environmental and Resources II

Experimental Economics:

- ECON 9340 Experimental Economics
- ECON 9940 Workshop Experimental Economics
- Choose one of the following:
  - ECON 9180 Economics of Uncertainty, *or*
  - ECON 9190 Applied Game Theory

Labor Economics:

- ECON 9220 Advanced Labor Economics
- ECON 9230 Topics in Advanced Labor Economics
- Choose one of the following:
  - ECON 9750 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 8460 Economics of the State and Local Public Sector, *or*
  - ECON 8470 International Public Economics

d. Optional Secondary Field. A minimum of two courses (six hours) will be selected by the student with approval from the doctoral coordinator. The two courses must fit together in one of the sub-disciplines of economics. There is no comprehensive examination required for this secondary field. Students are not required to claim a secondary field, in which case they still must select two courses (six hours) to fulfill this requirement.

e. 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, when first offered, 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. Students will not be permitted a second attempt to pass each theory examination except upon request and approval by doctoral coordinator. A maximum of two attempts is permitted to pass each examination.
- b. Elective Fields.
- Students must successfully complete a written or oral 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 request and approval by doctoral coordinator. A maximum of two attempts is permitted.

5. Regulations for the Degree

a. Transfer Credit.
A maximum of 15 semester hours may be transferred from other institutions. Transfer credit, whether from other institutions or from Georgia State University, must have been completed within five years of the semester of entry to the doctoral program. The course must have been limited to graduate students only and a grade of A or B must have been received.
- At the time the program of study is planned with the doctoral coordinator, the student who requests transfer credit must submit a course description from the catalog of the institution, a syllabus or course outline, and written justification stating why the course is relevant to the program of study. Final approval for the acceptance of transfer credit rests with the doctoral coordinator and the Office of Academic Assistance.

b. Scholastic Warning and Termination.
- The doctoral grade-point average (GPA) is defined as the GPA for all courses numbered 6000 or higher taken after admission to the doctoral program which applies 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. For graduation, a student may have a cumulative GPA of 3.00 or above in all courses at Georgia State taken at the graduate level, regardless of the degree program.
- No student, without permission of Doctoral Coordinator, 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. Should a student be granted the opportunity to miss a sitting of one of the theory examinations, with specific approval by Doctoral Coordinator, the student is required to take the exam at the next available sitting.

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 or be terminated 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. If a student fails to make reasonable and timely progress, either the department or the doctoral coordinator may require that the student withdraw or be terminated from doctoral study.
- The determination of a student’s reasonable and timely progress is to be made by the doctoral coordinator.

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 is to consist of a chair plus three members. One of the committee members must 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 must 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 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 an electronic 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. Guidelines for the dissertation are available from the Office of Academic Assistance or online at aysps.gsu.edu/87.html.
- 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. Failure to do so may result in penalties under the Standards of Performance clause, section 2070.10.5c.
     3. All requirements for the degree, including the dissertation, must be completed within seven years from the semester of entry into the doctoral program. Failure to do so will result in penalties under the Standards of Performance clause, section 2070.10.5c.

Special Notes for Dual Degree Students completing the MA-EC and PhD in Economics:

Students completing the MA and PhD in Economics concurrently must complete a minimum of 15 semester hours (5 classes) that are unique to the second degree (i.e., are not counted in both programs).

2070.30 Doctor of Philosophy in Public Policy

Societal needs—for economic growth, better health care, environmental protection, etc.—and resource limitations challenge policymakers to make difficult public policy choices. The doctoral program in public policy prepares its graduates to conduct original research to help scholars and policymakers understand the tradeoffs involved in such choices across a broad range of critical issues. In particular, students can focus on:

- **Policy analysis and program evaluation:** How can we predict the consequences of our policy choices? What values should drive those choices? How can we determine which government and nonprofit programs work – producing benefits that exceed their costs?
- **Public budgeting and finance:** How can governments raise the funds necessary to provide public services in as equitable a manner as possible without impeding economic growth? How should and do governments decide which services and programs to fund? How can taxes achieve socially desirable goals?
- **Public and nonprofit management**: How should functions be divided among the governmental, nonprofit, and for-profit sectors? How should managers allocate financial and human resources to meet public needs? How should managers balance equity and efficiency claims?

Students can also choose to focus on such substantive policy areas as health, education, economic development, social policy, and disaster management.

The doctoral program prepares its graduates to take positions as college professors or as research-oriented policy analysts in research centers, nonprofit organizations, and government agencies. The program assumes that new students have a master's degree in public policy, public administration, health policy, or a related field, but students may also fulfill master's prerequisite courses after entering the program. The core courses in the doctoral program build on those master's prerequisites, providing a strong foundation in policy analysis, program evaluation, microeconomics, quantitative methods, and research design and implementation. Students choose two fields of specialization in which to focus their coursework and research.

The program is intended primarily for full-time students, and the Andrew Young School has been able to fund virtually all full-time students for at least three years. Graduate research assistants work with individual faculty members or with one of the Andrew Young School's policy research centers, including the Fiscal Research Center, the International Studies Program, the Health Policy Center, and the Nonprofit Studies Program. Over the course of their studies, most students work on both academic and more practical policy-related research projects. Third- and fourth-year students typically have opportunities to teach undergraduate classes.

In recent years, graduates have taken positions with universities (e.g., Syracuse University, Indiana University, University of Wisconsin-Milwaukee, American University, University of Alabama-Birmingham, Florida International University, Sam Houston State University, and California State University- both the Monterey Bay and Stanislaus County campuses) and research-oriented government agencies, nonprofit organizations, and consulting firms (e.g., the Centers for Disease Control and Prevention, the Government Accountability Office, the World Bank, the International Food Policy Research Institute, CARE International, RTI International, and BearingPoint).

Georgia State also participates in a joint doctoral program in public policy with Georgia Tech. Students in both programs take core courses on both campuses, but students in the joint program may also major in science and technology policy, economic development policy, and environmental policy – which are also fields of research interest for the Georgia Tech faculty.

A Top Ranked Program: The Andrew Young School of Policy Studies (AYSPS) is nationally recognized as a top school in public policy and management. Its many research centers and community outreach efforts provide opportunities to enhance students' education, as well as often opening doors to attractive jobs. In its 2009 Edition America's Best Graduate Schools," the *U.S. News and World Report* ranked the AYSPS 27th overall among the 269 public affairs schools in the United States. It also ranked AYSPS in the top dozen programs in public finance and budgeting, city management and urban policy, and information and technology management and in the top 25 programs in nonprofit management, public policy analysis and public management administration.

Requirements and Regulations for the Doctor of Philosophy in Public Policy (Georgia State):

1. Program Requirements.

To earn the Ph.D., a student must satisfactorily complete six general requirements:

- Core master's-level curriculum or its equivalent;
- The doctoral core curriculum;
- Seven 3-hour core courses in areas of specialization(four in the major field and three in the minor field);
- Full-time enrollment for one academic year;
- Doctoral qualifying examinations; and;
- Defense of a dissertation.

2. Core Master's Program Curriculum

The core master's program curriculum consists of nine 3-hour courses in the six areas that follow. Students may document completion of the core curriculum through coursework taken elsewhere or may select from the courses listed in the current master's program of the Department of Public Management and Policy, AYSPS. 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: PMAP 8011 Politics and Policy (3 hours), PMAP 8111 Public Service and Democracy (3 hours), and PMAP 8531 Policy Analysis (3 hours).

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: PMAP 8171 Management Systems and Strategies (3 hours) and PMAP 8431 Leadership and Organizational Behavior (3 hours).

Philosophical and Ethical Foundations of Public Policy: One course that covers in-depth the major ethical issues in policy analysis and administration. Options include: PMAP 8461 Ethics and Public Administration (3 hours).

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: PMAP 8121 Applied Research Methods and Statistics I (3 hours) and, PMAP 8131 Applied Research Methods and Statistics II (3 hours).

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: PMAP 8141 Microeconomics for Public Policy (3 hours), PMAP 8161 Public Budgeting and Finance, and ECON 8460 Economics of the State and Local Public Sector (3 hours).

Calculus: One course covering differential and integral calculus and matrix algebra. Options include: ECON 6030 Introduction to Mathematics for Economists (3 hours) and MATH 2211 Calculus of One Variable I (3 hours).

3. Program of Study

a. Core Curriculum.
Building on skills developed at the master's level, the doctoral core 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 are shared between the AYSPS at Georgia State and the School of Public Policy at Georgia Tech. All courses in the core curriculum 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 hours):

- PMAP 9111 Advanced Research Methods I
- PMAP 9121 Advanced Research Methods II
- PMAP 9171 Logic of Policy Inquiry
- ECON 8100 Applied Microeconomic Analysis

- PMAP 9131 Research Seminar in Public Policy
- PMAP 9141 Advanced Topics in Program Evaluation
- PMAP 9151 Scope and Theory of Public Policy
- PMAP 9181 Dissertation Colloquium

b. Major Fields.

All doctoral students must complete a minimum of four courses (12 hours) in one of three major fields of study. At least one course must be taken at the doctoral level. The major field must be chosen from the following specializations:

- Public Finance and Budgeting
- Public and Nonprofit Management
- Policy Design, Analysis, and Evaluation

c. Minor Fields.

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

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

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 3-hour course)

- ECON 9450 Advanced Public Economics I
- ECON 9460 Advanced Public Economics II
- PMAP 9381 Public Budgeting Theory and Research

Master's courses

- ECON 8460 Economics of the State and Local Public Sector
- ECON 8470 International Public Economics
- PMAP 8161 Public Budgeting and Finance
- PMAP 8261 Nonprofit Financial Management
- PMAP 8351 Local Government Management
- PMAP 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 3-hour course)

- PMAP 9331 Foundations of Public Administration
- PMAP 9341 Policy Design and Implementation
- PMAP 9381 Public Budgeting Theory and Research
- PMAP 9221 Seminar in Nonprofit Research

Master's Courses

- PMAP 8161 Public Budgeting and Finance
- PMAP 8201 International NGOs
- PMAP 8203 Nonprofit Advocacy, Law, and Policy
- PMAP 8210 Introduction to the Nonprofit Sector
- PMAP 8213 Nonprofit Financial Resources
- PMAP 8223 Nonprofit Human Resources
- PMAP 8261 Nonprofit Financial Management
- PMAP 8351 Local Government Management
- PMAP 8431 Leadership and Organizational Behavior
- PMAP 8761 Public Management Systems and Strategies

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; and an understanding of the effect of policies on target groups, institutions, and society more generally. Policy analysis, which includes program evaluation, uses theoretical frameworks and empirical methods to assess the potential and actual effects of public policies and their alternatives.

Doctoral Courses (choose at least one)

- PMAP 9341 Policy Design and Implementation
- PMAP 9381 Public Budgeting Theory and Research

Master's Courses

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

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. 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. 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 aysps.gsu.edu/87.html.

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.

After successfully completing the two qualifying examinations, the student forms a Dissertation Committee. The Dissertation Committee consists of a chair plus four additional members. 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 whether 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 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. Oversight.

An Admissions and Coordinating (A & C) Committee, consisting of five tenure-track faculty, four from the Department of Public Management and Policy and one from the Department of Economics, has jurisdiction over and is chiefly responsible for policy relating to admissions, program curriculum, rules and regulations, and operations of the degree program. The faculty of the Department of Public Management and Policy, in accordance with its 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 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 before admission to the doctoral program. For graduation, a student may have a cumulative GPA of 3.00 or above in all courses at Georgia State taken at the graduate level, regardless of the degree 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.

e. Appeals.

All student appeals regarding grades and other faculty actions affecting students will be adjudicated through the appeals process governing the Andrew Young School. If the appeal concerns an Admissions & Coordinating Committee action, the student must appeal the action to the Chair of the Department of Public Management and Policy, then to the Academic Program Committee of the school (with approval required to overturn the action), then to the Dean of the school.

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 within one year after completion of coursework.

3. The Dissertation Committee must be appointed and the dissertation proposal must be defended and approved within one year after completion of comprehensive examinations.

4. All requirements for the degree, including the dissertation, must be completed within seven years from the semester of entry into the doctoral program.

Requirements and Regulations for the Joint Doctor of Philosophy in Public Policy (Georgia State & Georgia Institute of Technology):

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: PMAP 8011, PMAP 8111, PMAP 8531, PUBP 6012, and 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: PMAP 8171, and 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: PMAP 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: PMAP 8121, PMAP 8131, PMAP 8521, PMAP 8551, PUBP 6112, and 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: PMAP 8141, PMAP 8161, ECON 8460, PUBP 6116, and 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.):

- PMAP 9111/PUBP 8200 Advanced Research Methods I
- PMAP 9121/PUBP 8205 Advanced Research Methods II
- PMAP 9171/PUBP 8510 Logic of Policy Inquiry
- ECON 8100/PUBP 8211 Applied Microeconomic Analysis
- PMAP 9131/PUBP 8500 Research Seminar in Public Policy
- PMAP 9141/PUBP 8813 Advanced Topics in Program Evaluation
- PMAP 9151/PUBP 8520 Scope and Theory of Public Policy
- PMAP 9181/PUBP 8590 Dissertation Colloquium

b. Major 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

c. Minor Fields.

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:
- PMAP 8271 Disaster Policy and Emergency Management
- PMAP 8331 Urban Development and Growth Management
- 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 courses:

- PMAP 9211 Applying Research to Policymaking: Examples from Health Care Policy
- PMAP 9361 Health Policy Research Issues

Master's courses:

- HA 8190 Health Policy and Ethics, *or*
- POLS 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
- PSYC 8200 Introduction to Community Psychology
- SOCI 7110 Aging Policy and Services
- SOCI 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):

- PMAP 9341 Policy Design and Implementation
- PMAP 9381 Public Budgeting Theory and Research

Master's courses:

- PMAP 8010 Social Policy
- PMAP 8521 Evaluation Research: Design and Practice
- PMAP 8531 Policy Analysis
- 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 II
- 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
- PMAP 9381 Public Budgeting Theory and Research

Master's courses:

- ECON 8460 Economics of the State and Local Public Sector
- ECON 8470 International Public Economics
- PMAP 8161 Public Budgeting and Finance
- PMAP 8261 Nonprofit Financial Management
- PMAP 8351 Local Government Management
- PMAP 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):

- PMAP 9331 Foundations of Public Administration
- PMAP 9341 Policy Design and Implementation
- PMAP 9381 Public Budgeting Theory and Research

Master's courses:

- PMAP 8161 Public Budgeting and Finance
- PMAP 8171 Public Management Systems and Strategies
- PMAP 8201 International NGOs
- PMAP 8210 Introduction to the Nonprofit Sector
- PMAP 8211 Nonprofit Management
- PMAP 8221 Fundraising for Voluntary Nonprofit Organizations
- PMAP 8231 Nonprofit Leadership and Management
- PMAP 8251 Practice of Community Organizing
- PMAP 8261 Nonprofit Financial Management
- PMAP 8351 Local Government Management
- PMAP 8431 Leadership 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:

- 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
- PMAP 8021 Scope and Theory of Planning
- PMAP 8031 Urban Political Economy
- PMAP 8311 Urban Demography and Analysis
- PMAP 8331 Urban Development and Growth Management
- 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 aysps.gsu.edu/87.html.

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.

After successfully completing the two qualifying examinations, the student forms a Dissertation Committee. The Dissertation Committee consists of a chair plus four additional members. At least three members must be core faculty of the joint doctoral program, meaning faculty of the School of Public Policy at Georgia Institute of Technology 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 or Georgia Tech before admission to the doctoral program. For graduation, a student may have a cumulative GPA of 3.00 or above in all courses at Georgia State taken at the graduate level, regardless of the degree 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

Graduate programs in the College of Arts and Sciences are described in detail in this chapter. See subsections for specific program information as well as policies and procedures.

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 over 11,500 undergraduate and 2,100 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. For these purposes, 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

730 General Classroom Building
404/413-5114
www.cas.gsu.edu/

William J. Long, Dean
Charles D. Derby, Associate Dean for the Natural and Computational Sciences
William Downs, Associate Dean for the Social and Behavioral Sciences
Jonathan Gayles, Associate Dean for Undergraduate Learning
Pearl McHaney, Associate Dean for the Fine Arts
Carol Winkler, Associate Dean for the Humanities
MaryAnn Romski, Associate Dean for Research and Graduate Studies
John Medlock, Assistant Dean for Academic Services
Fred Mote, Assistant Dean for Administration and Finance

3020.10 Office of Graduate Services

Suite 800 Haas-Howell Building
404/413-5040
Fax: 404/413-5036
www.cas.gsu.edu/grad.html

Amber Amari, Director

3030 Academic Programs

The College of Arts and Sciences offers the following graduate degrees:

- **Master of Art Education**
- **Master of Arts with majors in African-American studies, anthropology, applied linguistics, art history, communication, English, French, gerontology, history, philosophy, political science, psychology, religious studies, sociology, Spanish, and women's studies**
- **Master of Fine Arts with majors in creative writing with concentrations in fiction and poetry, and major in studio art with concentrations in ceramics, drawing, graphic design, interior design, painting, printmaking, photography, sculpture, and textiles**
- **Master of Heritage Preservation**
- **Master of Music with concentrations in performance (orchestral instruments, organ, piano, voice), instrumental conducting, composition, choral conducting, piano pedagogy, jazz studies, and music education**
- **Master of Science with majors in biology, chemistry, computer science, geosciences, mathematics, neuroscience, and physics**
- **Doctor of Philosophy in the fields of applied linguistics, astronomy, biological sciences, chemistry, communication, computer science, English, history, mathematics and statistics, neuroscience, 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.

Dual Degrees

The College of Arts and Sciences participates in dual degree programs with other colleges within the university, enabling students from one degree program to fulfill requirements of another. Currently, the dual degree programs include the Dual 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 Dual 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 Artist’s Certificate in Music Performance (Music); Professional Certificate in Geographic Information Sciences (Geosciences); Graduate Certificate in Gerontology; Certificate in Historic Preservation (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 Office of Graduate Services.

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 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 graduate study in the College of Arts and Sciences: Full Status, Special Status, Non-Degree Status, and Transient Status. A student must achieve Full Status in order to be eligible for a graduate degree. The category of Special 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 Services reserves the right to require prerequisites as conditions of admission. Visit the admissions section of the Graduate Services website for detailed information and application at www.cas.gsu.edu/grad_admission.html.

Application Completion Deadlines

The Office of Graduate Services 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 Office of Graduate Services. Departments have different application completion deadlines, especially for applicants wishing to receive financial assistance. Applicants should check the Office of Graduate Services website at 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 Services, 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.

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 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 for Graduate Studies 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 the application for admission to graduate study, any required application materials and the $50.00 application fee. The College of Arts and Sciences requires all prospective students to submit applications and supporting documents electronically (with the exception of transcripts). The online graduate application can be found at: www.cas.gsu.edu/grad_admission.html.

Application materials required for admission to graduate study include the following:

1. One official transcript, mailed directly to the Office of Graduate Services, from each college or university, domestic or overseas, from which applicants received a degree, or where they were enrolled in a degree program for more than a single semester. In addition, applicants 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. Official records of scores on the General Test of the Graduate Record Examination (GRE) or similar national examination (see specific departmental requirements) must be directed specifically to Georgia State University from the relevant testing agency. 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 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. Any supplemental materials required by the major department beyond transcripts and test scores must be submitted via the online graduate application. These materials may include but are not limited to a statement of purpose, writing sample, cv/resume, letters of recommendation and creative portfolios. Required supplemental materials vary greatly by program. Applicants should visit www.cas.gsu.edu/grad_app_instructions.html for a full list of the materials required and application instructions specific to their department/program of interest.

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.

Special Status Admission

The use of Special Status admission is solely the prerogative of the department to which application has been made. Special Status admission may be given to applicants who show promise but are not able to fulfill all the requirements for admission to Full 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 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 complete the online application form at www.cas.gsu.edu/grad_materials_required.html and submit the $50 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 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 Services for every semester the transient student wishes to attend Georgia State University.

Deadlines for transient applications are as follows: Summer – May 15; Fall – June 15; Spring – December 1.

Changing Semester of Application

Applicants who do not submit all of the required supplemental materials to complete their application files by the appropriate application completion deadline may reapply for the following admission cycle without having to pay an additional $50

application fee. In order to reapply for a future term, applicants should complete a new online graduate application for the appropriate term at www.cas.gsu.edu/grad_admission.html and submit a request in writing to the Office of Graduate Services to waive the fee. Applicants who do not complete their application files by the deadline can only reapply one time without having to pay the $50 application fee.

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 Services 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 are on inactive status, or who have received registration holds due to violation of the continuous enrollment policy, must file a reentry application and $25 fee in the Office of Graduate Services by the appropriate deadline for the semester they wish to reenter. The complete reentry application can be downloaded at www.cas.gsu.edu/re-entry.html. 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 Office of Graduate Services, 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. Reentry applications from students whose cumulative grade-point average is below 3.0 require a plan from the program's graduate director describing how the grade-point average can be improved to 3.0 or better within 18 hours of graded coursework over the next three consecutive terms.

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

Deadlines for reentry applications are as follows: Summer – April 1; Fall – June 1; Spring – November 1.

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 **either** the Test of English as a Foreign Language (TOEFL) **or** the International English Language Testing System (IELTS). Applicants with a score under 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, 80 on the internet-based TOEFL, or 6.5 on the IELTS 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 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 Office of Graduate Services along with a recommendation regarding the additional language course(s) that the student should take. The Office of Graduate Services 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). Graduate Services will monitor the implementation of this procedure.

Academic credentials must be original documents with authorized signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly "notarized" or "attested to" copy. The notarization should be done by the proper institutional official or by the Ministry of Education in the home country. Documents in a language other than English must be accompanied by translations. Translations should be made by the home country embassy or an appropriate official, and the original copies of the translations, acceptably notarized as described above, must be provided. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME), the Institute of International Education (IIE), the student's home embassy, the American embassy, or the language faculty of a regionally accredited U.S. college or university will be acceptable. Students who already attend school in the U.S. can arrange to have their

institutions certify photocopies of original documents, and students in the Atlanta area can arrange for the Office of Graduate Services to certify photocopies of required foreign academic credentials.

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. Assistantships normally are awarded only to students enrolled full time in their degree programs. For the expected level of enrollment, see the "Courses and Course Load" section above. Students interested in graduate assistantships should contact the directors of graduate studies in their departments for specific information.

Students receiving assistantships as well as financial aid should be aware that receiving an assistantship can reduce the amount of financial aid awarded.

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.

Graduate Study Funding

In addition to graduate assistantships, the college and university offer a variety of fellowships, scholarships, and other sources of financial support for graduate education. Information about many of these offerings is available at www.cas.gsu.edu/grad_funding.html.

3070 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. 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.

3080 Scholastic Warning & Scholastic Termination

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 associate dean for Graduate Studies in 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. Students in Warning Status must achieve a 3.0 cumulative grade-point average within 18 hours of graded coursework over the next three consecutive terms.

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 the associate dean for Graduate Studies the College of Arts and Sciences.

3090 Foreign Language or Equivalent Research Skill Requirement

Some departments in the College of Arts and Sciences require students to demonstrate proficiency in either one or two foreign languages, in an alternative research skill, or in a combination of the two. An alternative research skill is a proficiency obtained in an adjunct area that is ordinarily not a degree requirement in the student's degree program. Students should consult their individual directors of graduate studies for specific departmental requirements.

An international student whose native language is not English and who demonstrates proficiency in English to the Department of Applied Linguistics and English as a Second Language may be exempted from one foreign language requirement. Exceptions to this policy may be allowed only with departmental approval and by means of approved substitutions of equivalent research skills.

The English for Foreign Language Requirement Exam (EFLRE) requires students to perform satisfactorily on the GSTEP, including the oral interview.

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. 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 may use the GSTEP results already on file in the Department of AL/ESL if those results are satisfactory. If students were not required to take the oral interview section of the GSTEP when they arrived, they will need to contact the Department of AL/ESL to take it to fulfill the EFLRE requirement. Students who wait longer than the two year period will be required to take the complete EFLRE, which means retaking all sections of 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.

3100 Requirements and Time Limits

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

Students in all graduate programs must maintain enrollment totaling 6 hrs (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hrs or more at all times. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance will receive a registration hold preventing all current and future registration. Those students will be notified by an e-mail message sent to their official GSU e-mail account.

To resume their programs, students with continuous enrollment holds must file for reentry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the reentry term plus the two terms preceding it must total to 6 hrs or more. The maximum required enrollment level for the reentry term is 6 hours. For more information on the reentry process, see section 3400.

Limits to Financial Aid

For purposes of financial aid and compliance with Federal regulations, graduates students may receive aid for a maximum of 90 hours unless they are receiving a graduate assistantship. Ph.D. students are exempted from the Satisfactory Academic Progress process. Students receiving financial aid and receiving graduate assistantships may be subject to reduced financial aid awards.

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.

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. A complete listing of department directors and advisors is available at www.cas.gsu.edu/grad_directors.aspx. Advisors are also available in Graduate Services in order to assist with admissions and other administrative actions related to admission and graduation. A list of office contacts is available at www.cas.gsu.edu/grad_contacts.html.

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.

Policy on Allowing Undergraduates to Take Graduate Courses

Under one of the following conditions, an undergraduate student may be permitted to take a graduate course:

1. Dual Degree Enrollment: The student has been formally accepted into an official university dual degree program that links an undergraduate degree program with a graduate degree program. Students in dual degree programs are granted permission to

enroll in specified graduate courses when they reach a designated program milestone. Students who are accepted into the affiliated graduate program upon completion of the undergraduate degree may count specified course work toward fulfillment of the graduate degree requirements. A current listing of official undergraduate/graduate dual degree programs is available at www.gsu.edu/enrollment/dual_degree_programs.html.

2. College Approval of Enrollment: The dean's office of the college will determine a student's eligibility for admission into a graduate course. To be eligible, an undergraduate student generally must have a cumulative grade-point average of 3.5 or higher and be within 18 semester hours of graduation, and be enrolled in an undergraduate degree program. Eligibility does not guarantee permission to take a course. Once a student's eligibility is determined, permission must be granted by the instructor for the course, the department's/school's director of graduate studies, the chair/director of the department/school offering the course, and the Associate Dean of Graduate Studies in the College of Arts and Sciences. The request form is located at www.cas.gsu.edu/docs/ugrad/graduate_course_form.doc. Please note, graduate courses taken by an undergraduate student cannot be applied toward fulfillment of graduate degree requirements unless the student has been formally accepted into an official university dual degree program.

(This approval process does not apply to postbaccalaureate students. Postbaccalaureate students wishing to take graduate courses must be admitted as non-degree seeking students. See www.cas.gsu.edu/grad_non-degree_transient_admission.html for additional information.)

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 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 and the appropriate associate dean.

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 one to a maximum of four semester hours may be earned. To be eligible, a student must have Full 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 Dean's 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.

Responsible Conduct in Research

All undergraduates, graduate students, and post-docs involved in empirical research at Georgia State University are required to undertake Responsible Conduct in Research (RCR) education and training as part of their requirements for graduation or employment. As part of this educational requirement, web-based training thru the Collaborative Institutional Training Initiative (CITI) has been made available to meet this requirement. More information on the university’s RCR training requirement can be found at www.gsu.edu/research/research_integrity.html.

3110 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 apply 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.

Graduation Requirement

All students must be enrolled in the term in which they complete the requirements for their degree. Normally, this is the term in which they will graduate. However, if the requirements are completed after the deadline for graduation in a term, but before the first day of classes in the subsequent term, then it is not necessary to enroll in the subsequent term. If the continuous enrollment criterion is not met in the term in which degree requirements are completed, then it must be met in the term of graduation.

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:

- 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.
- 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.
- 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.
- 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 Office of Graduate Services. This designation does not change any time limits or registration requirements for completion of the degree program.
- 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 and procedures for submitting dissertations are available at www.cas.gsu.edu/graduation_requirements.html. Research Hours: Each student must register for a minimum of 20 semester hours of dissertation research.
- 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.

- 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.Foreign Language: Some departments require students to demonstrate a reading proficiency in a foreign language or an approved equivalent research skill.
- General Examination: Some departments require students to pass a departmentally administered general examination.
- Demonstration of Research Competence.
- **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 Services. The deadlines and procedures for submission of a thesis are available on the web at www.cas.gsu.edu//graduation_requirements.html

- **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. This approval must be submitted in writing to the Office of Graduate Services by the appropriate deadline (www.cas.gsu.edu//graduation_requirements.html).

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 "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. Details for degree requirements and application procedures are listed under the "English" 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 "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 at www.gsu.edu/heritagepr, or consult Professor Richard Laub, Director of the program, at 404/413-6365.

3120 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 university website at www.gsu.edu/images/ES/Petitions2009.pdf.

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 Office of Graduate Studies to determine procedures and to obtain appropriate forms or download them from www.cas.gsu.edu/docs/grad/graduate_deviation_petition.doc. This petition procedure does not apply to department-based regulations.

3130 African-American Studies

Programs Offered:

Master of Arts in African-American Studies

Concentration in Community Empowerment

Concentration in Culture and Aesthetics

Department of African-American Studies
962 One Park Place South
Georgia State University
P.O. Box 4109
Atlanta, Georgia 30302
404/413-5135
www.gsu.edu/afam

Charles E. Jones, Chair and Director of Graduate Studies

The Department of African-American Studies offers a vibrant and highly competitive graduate program. The department's Master of Arts degree is designed to provide students with a rigorous interdisciplinary training in the scholarly investigation of people of African descent. The faculty and the courses of the graduate program are drawn from the department and other academic units throughout the university.

The Master of Arts degree in African-American Studies offers two areas of concentrations: the Community Empowerment track and the Culture and Aesthetics track. The Community Empowerment concentration focuses on the historical and contemporary strategies to empower people of African descent. This track exposes the student to the political, economic, and policy responses to the impediments of African/African-American community development. The Culture and Aesthetics concentration focuses on the understandings and the interpretations of the philosophical, literary, and artistic contributions of people of African descent.

Students are prepared to pursue a doctorate in African-American Studies or other related disciplines in the social-sciences or the humanities. The M.A. degree in African-American Studies also enhances a career in government, education, the professional fields, and the non-profit sector.

Students seeking admission to the graduate program are admitted once a year to begin in the fall semester. All application materials are due by April 1st. Applicants may obtain additional information about the Department of African-American Studies by contacting the Director of Graduate Studies at the addresses above.

Additional Admission Requirements

In addition to the general admission requirements of the College of Arts and Sciences, the Department of African-American Studies has the following admission requirements:

1. Although an undergraduate degree in African-American Studies is not required, applicants are expected to have taken extensive coursework in African-American Studies.
2. Applicants must submit scores on the verbal, quantitative, and analytical sections of the GRE.
3. Applicants must have a 3.0 cumulative undergraduate grade point average.
4. Applicants must submit a career goals statement (2-3 pages).
5. Applicants must submit a writing sample of their previous scholarly work (10-20 pages)
6. Applicants must submit three letters of recommendation which assess the ability of the student to undertake graduate study.
7. Applicants must complete the supplementary application form provided by the Department of African-American Studies.

Degree Requirements

In order to earn a Master of Arts degree in African-American Studies, a student must complete 36 credit hours of graduate coursework:

1. Students must complete twelve (12) hours of core requirements
   - AAS 6000 Proseminar in African-American Studies (3)
   - AAS 6005 Theories in African-American Studies (3)
   - AAS 6007 Black Feminist Thought (3)
   - AAS 6010 Research Methods in African-American Studies (3)
2. Students must complete twelve (12) credit hours of coursework in one of two areas of concentrations: Community Empowerment or Culture and Aesthetics:
   - Community Empowerment: (12 credit hours)
     Students who select the Community Empowerment concentration must complete at least twelve (12) credit hours of designated Community Empowerment coursework:

1.
   - AAS 6020 African-American Social Movements (3)
   - AAS 6025 Seminar in African-American History (4)
   - AAS 6026 Seminar in African-American Women's History (4)
   - AAS 6027 Seminar in Southern Modern Civil Rights Movement (4)
   - AAS 6029 African-American Political Participation (3)
   - AAS 6030 Dynamics of the African American Family (3)
   - AAS 6032 African-American Masculinity (3)
   - AAS 6034 African-American Women in the U.S. (3)
   - AAS 6040 African-American Community Empowerment (3)
   - AAS 6042 Ethnicity and Aging (3)
   - AAS 6044 African-American Anthropology (3)
   - AAS 6050 African Social Movements (3)
   - AAS 6052 Africana Women and Social Political Change (3)
   - AAS 6055 African Politics (3)
   - AAS 6056 Geography of Africa (3)

1.

- Culture and Aesthetics: (12 credit hours)
  Students who select the Culture and Aesthetics concentration must complete at least twelve (12) credit hours of designated Culture and Aesthetics coursework:
  - AAS 6060 African Art (3)
  - AAS 6062 Contemporary African Art (3)
  - AAS 6063 Art of Egypt, Nubia & Maghrib (3)
  - AAS 6070 African-American Literary Theory (3)
  - AAS 6073 19th Century African-American Literature (3)
  - AAS 6075 20th Century African-American Literature (3)
  - AAS 6079 African American Language (3)
  - AAS 6080 The Black Arts Movements (3)
  - AAS 6082 African-American Art (3)
  - AAS 6090 African-American Religion (3)

2. Students must complete six (6) credit hours of elective coursework. A student may select either African-American Studies or affiliated coursework. Non-designated African-American Studies coursework requires prior approval from the graduate director.
3. Students must complete at least six (6) credit hours of AAS 8999 Thesis Research.
4. Students must submit an approved thesis.
5. Students must satisfactorily pass an oral thesis defense.

3140 Anthropology

Programs Offered:

Master of Arts in Anthropology

Department of Anthropology
33 Gilmer Street
Georgia State University
P.O. Box 3998
Atlanta, Georgia 30303
404/413-5156
www.cas.gsu.edu/anthropology/

Frank L. Williams, Chair
Emanuela Guano, 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 social, cultural, political-economic, and biological issues, processes, and problems pertaining to the human experience in its present and past dimensions. The anthropology program utilizes resources in metropolitan Atlanta to promote student learning.

Students may select to conduct basic or applied research in consultation with their primary advisor and in line with career aspirations. They can seek comprehensive training in anthropological methods and theory in anticipation of pursuing an academic career in anthropology or enhancing their education in another discipline. Alternatively, they can pursue specialized training for a career in applied anthropology, emphasizing how anthropological knowledge can be used to address contemporary problems in medical, educational, and other social service settings. In order to provide graduate students with training specific to their career goals, the program offers a thesis option, a practicum option, and an internship option.

The M.A. program is designed to be completed in two years. During the first year, all students 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. Students can also choose to participate in our department's collaborative programs with the Fernbank Museum of Natural History, the Georgia State University's Heritage Preservation Program, the Atlanta Zoo, and a number of local museums and CRM firms.

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.
C. Curriculum vita
D. Writing sample

Degree Requirements

- **Thesis Option (33 hours)**
- **Practicum Option (36 hours)**
- **Internship Option (36 hours)**

The following courses are required:

1. Anth 8000 Anthropological Theory and Praxis (3)
   - Anth 8040 Seminar in Anthropology (3) **or** Anth 8050 Seminar in Applied Anthropology (3)
   - One course at the 6000 or 8000 level in Biological Anthropology.
   - One course at the 6000 or 8000 level in Archaeology.
2. One of the following methods courses (as relevant to the student's MA concentration):
   - Anth 6670 Methods in Sociocultural Anthropology(3) **or** Anth 8010 Qualitative Methods in Anthropology (3)
   - Anth 6360 Methods and Theories in Biological Anthropology (3) or ANTH 6370 Forensic Anthropology (3)
   - Anth 6590 Archaeological Methods (4)
3. Additional 6000/8000-level anthropology courses in area of specialization to achieve a total of 33 semester hours for thesis option and 36 semester hours for practicum and internship options. Up to six hours of graduate courses may be taken outside the anthropology program.
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 credit hours of Anth 8999, Thesis Research (thesis option only)
7. Three credit hours of Anth 8990, Research Practicum (practicum option only).
8. Three credit hours of Anth 8910, Internship (internship option only).
9. Oral defense of thesis, research practicum paper, or internship paper.

3150 Applied Linguistics and English as a Second Language

Programs Offered:

Master of Arts in Applied Linguistics

Doctor of Philosophy in Applied Linguistics

Department of Applied Linguistics and English as a Second Language
Georgia State University
P.O. Box 4099
Atlanta, Georgia 30302-4099
404/413-5200
E-mail: dbelcher1@gsu.edu
www.gsu.edu/alesl

Sara Weigle, 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 have 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) or AL 8480 Classroom Practices in Teaching English as a Second or Foreign Language (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:

3.
   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

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, with a GPA of 3.5 or higher
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 from Areas I through III are the following:

Area I:

- AL 8960 Quantitative Research Methods
- AL 8961 Qualitative Research Methods

Area II:

- AL 8970 Linguistic Analysis (phonetics-phonology topic)*
- AL 8970 Linguistic Analysis (morphology-syntax-semantics topic)*
- AL 8980 Current Issues in Adult Second Language Acquisition

Area III:

- AL 8990 Current Issues in the Preparation of Second Language Teachers

*Students are required to fulfill breadth and depth requirements in linguistic theory. The preferred way to do this is by taking both versions of AL 8970. However, students may be exempted from one of the AL 8970 courses if they have taken AL 8240 General Linguistics or an equivalent course from another institution. (General Linguistics itself does not count toward the 30-hour requirement.) Those who wish to teach Introduction to Linguistics need to have taken both Linguistic Theory courses.

Additionally, all PhD students must have taken a course comparable to AL 8550 Second Language Evaluation and Assessment either at the MA level or while in the PhD program in AL/ESL. If it is taken during the PhD program, it counts as 3 of the 6 hours that can be taken in courses that are aimed at both MA and PhD students (see below).

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.

3160 Art & Design

Programs Offered:
Master of Arts in Art History

Master of Art Education

Master of Fine Arts

Ernest G. Welch School of Art and Design
Georgia State University
P.O. Box 4107
Atlanta, GA 30302-4107
404/413-5229
www.gsu.edu/~wwwart
E-mail: artgrad@gsu.edu

Cheryl Goldsleger, Director
Joseph Peragine, Director of Graduate Studies

The Master of Arts (M.A.) degree in art history prepares candidates for professional activities in museums, and galleries, and in the fields of historic preservation, conservation, and art criticism. The program also prepares students for graduate work at the doctoral level.

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. The Master of Art Education program structure is based on a cohort group of students who progress through course work together. Both traditional master students with teaching certification and graduate students seeking certification may be included in the cohort. Graduate students seeking certification must complete some additional course work for certification as advised by graduate faculty based on the portfolio review. The program is designed so that graduates may pursue further study at the Specialist in Education or doctoral level.

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.

All degree programs of the Welch School of Art and Design are accredited by the National Association of Schools of Art and Design.

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 Office of Graduate Services 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 have 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.
4. GRE scores.

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

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 Office of Graduate Services 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 Office of Graduate Services.
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 non-degree graduate students. Application forms for post baccalaureate status may be requested from the Undergraduate Admissions Office at Georgia State University. Application forms for non-degree graduate status are available from the Office of Graduate Services of the College of Arts and Sciences, 404/413-5040. 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 Office of Graduate Services 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.

Program Financial Information

Effective summer 2009, lab fees will be assessed automatically for students who register for certain courses. As a result, students will no longer be required to purchase lab fee cards. For more information, please feel free to contact the institute. For a complete list of courses and their respective fees, go to General Registration Information at www.gsu.edu/es/20272.html.

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 would serve those interests and goals.
3. Portfolio: A successful portfolio demonstrates creativity and commitment in a cohesive body of work. Admissions portfolios may include still images; film/video projects; musical performances/compositions; videos of acting/dance/performance. The portfolio may include one of the following:
   - 20 examples of work on CD
   - Film/video projects – DVD or Quicktime on CD . Six minutes maximum.
   - Musical performances/sound work/compositions. Six minutes maximum.
   - Videos of acting/dance/performance. Six minutes maximum.

Please do not send original work. 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.

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 CD. Include 20 images in either JPEG format (150 DPI, 1500 pixels on greatest dimension) or compiled into PDF or PowerPoint. A list with the title of the work, date, medium and dimensions should accompany CD. Label CD 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 Label DVD 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 digital images and video tape are submitted, 10 digital images and 3 minutes of video are allowed.

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. Thesis proposal approved by the thesis committee.
5. Six hours of AH 8999, Thesis Research.
6. 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.

Master of Art Education (36 hours)

Students accepted into the program with a degree in art but without teacher certification must complete the following courses or equivalent substitutions 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.

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 (4)
   - 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 6750, AE 6760, AE 6700, AE 6780 (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 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.

*These specific education courses are offered on-line and are aligned with the low-residency MAEd cohort program structure.

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) with Concentrations in Ceramics, Drawing and Painting, Graphic Design, Interior Design, Printmaking, Photography, Sculpture and Textiles

Ceramics Concentration (60 hours)

- Thirty hours of coursework in a studio concentration.
- Twelve hours of coursework in art history.
- Six hours of non-art electives or art electives from outside the area of concentration.
- Twelve hours of thesis research in the appropriate studio area.
- A written thesis.
- 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.

Drawing and Painting Concentration (60 hours)

- Twenty-four to thirty hours of DP 8500/8100 Graduate Seminar (Graduate Seminar must be taken each semester the student is enrolled in this program.)
- Nine hours of Art History
- Six to twelve hours of Electives. Must be 6000-level courses or above.
- Up to six hours of DP/PRT 8980 Independent Study.
- Twelve hours of DP 8999 Thesis Research. (No more than 6 Thesis Research hours may be taken during any one semester.)
- A written thesis
- 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.

Graphic Design Concentration (60 hours)

- Thirty hours of coursework in a studio concentration.
- Twelve hours of coursework in art history.
- Six hours of non-art electives or art electives from outside the area of concentration.
- Twelve hours of thesis research in the appropriate studio area.
- A written thesis.
- 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.

Interior Design Concentration (60 hours)

- Thirty hours of coursework in a studio concentration.
- Twelve hours of coursework in art history.
- Six hours of non-art electives or art electives from outside the area of concentration.
- Twelve hours of thesis research in the appropriate studio area.
- A written thesis.
- 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.

Printmaking Concentration (60 hours)

- Twenty-four to thirty hours of PRT 8500/8100 Graduate Seminar (Graduate Seminar must be taken each semester the student is enrolled in this program.)
- Nine hours of Art History
- Six to twelve hours of Electives. Must be 6000-level courses or above.
- Up to six hours of DP/PRT 8980 Independent Study.
- Twelve hours of PRT 8999 Thesis Research. (No more than 6 Thesis Research hours may be taken during any one semester.)
- A written thesis
- 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.

Photography Concentration (60 hours)

- Phot 8000 Advanced Studio Problems 6 hours
- Phot 8500 Directed Study 24 hours
- Phot 8990 Thesis Research 12 hours
- Art History any 6000 level 9 hours
- Art History 6700 Theory and Criticism 3 hours
- Any 6000 level studio course 6 hours
- A written thesis
- 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.

Sculpture Concentration (60 hours)

- Thirty hours of coursework in a studio concentration.
- Twelve hours of coursework in art history.
- Six hours of non-art electives or art electives from outside the area of concentration.
- Twelve hours of thesis research in the appropriate studio area.
- A written thesis.
- 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.

Textiles Concentration (60 hours)

- Thirty hours of coursework in a studio concentration.
- Twelve hours of coursework in art history.
- Six hours of non-art electives or art electives from outside the area of concentration.
- Twelve hours of thesis research in the appropriate studio area.
- A written thesis.
- 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.

3170 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
404/413-6033
www.phy-astr.gsu.edu
E-mail (admissions secretary): yhilaire@gsu.edu
E-mail: 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. See the Physics degree section for studies in the first five subjects.

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 hours of these count towards the 71 hours for the Ph.D.
7. Satisfaction of the foreign language/research skill requirement. (Contact the department for details.)
8. General Examinations:

7.
   a. 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.
   b. 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.
8. 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.
9. An oral presentation discussing the student's proposed dissertation research.
10. A dissertation.
11. 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.

3180 Biology

Programs Offered:

Master of Science in Biological Sciences

General degree

Concentration in Applied and Environmental Microbiology (AEM)

Concentration in Biotechnology

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 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

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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.

Program Financial Information

Effective summer 2009, lab fees will be assessed automatically for students who register for certain courses. As a result, students will no longer be required to purchase lab fee cards. For more information, please feel free to contact the institute. For a complete list of courses and their respective fees, go to General Registration Information at www.gsu.edu/es/20272.html.

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 should obtain a copy of the departmental M.S. Policy Document. The document is available on the biology website or in the Graduate Coordinator's office (422 Kell Hall).

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 6960/6970 or 8700). Students may take one 6960 and one 2 hour section of 8700 or two 2 hour sections of 8700. Each 2 hour section is equivalent to one credit hour.
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 Biol 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 6960/6970 or 8700).). Students may take one 6960 and one 2 hour section of 8700 or two 2 hour sections of 8700. Each 2 hour section is equivalent to one credit hour.
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 (Instrumentation) (1)
3. Laboratory Practica (15):
   - Biol 6440 Practica in Biotechnology (15) (Mini-mester; 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 6440 Practica in Biotechnology (150) (Mini-mester; 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:

1. 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).
2. Biol 6564 Advanced Genetics (4)
3. Biol 6640 Fundamentals of Bioinformatics (4)
4. Two hours of Biol 6960/6970 or Biol 8700. Students may take one hour of each or two hours of Biol 8700.
5. Twelve hours of interdisciplinary coursework to be selected from among the following:
   - CSc 6310 Parallel and Distributed Computing (4) [Prerequisites: CSc 7350 (Java Programming for Bioinformatics) and CSc 7351 (Unix/C Programming for Bioinformatics)] (these two programming courses provide credits toward the Bioinformatics degree.)
   - CSc 6350 Software Engineering (4) [Prerequisites: CSC 7352 (Data Structures for Bioinformatics); CSc 7351 is a prerequisites for CSc 7352]
   - CSc 6710 Database Systems (4) [Prerequisites: CSC 7352 (Data Structures for Bioinformatics); CSc 7351 is a prerequisites for CSc 7352]
   - CSc 6730 Data Visualization (4) [Prerequisites: CSc 7350 (Java Programming for Bioinformatics) and CSc 7351 (Unix/C Programming for Bioinformatics)]
   - 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 (Biostatistics)]
   - Stat 8540 Advanced Methodologies in Biostatistics (3) [Prerequisite: Math 6752 (Mathematical Statistics II)]
   - * 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. 32 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 6 hours of topics or concepts and one hour of Biol 8550 and three hours of Biol 6801)
   d. Biol 9991 or 9992 (2 hours to be taken during qualifying exam)
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. 58 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 and 8248.
- Molecular Genetics and Biochemistry: Biol 8610 and 8620.
- Molecular Genetics & Biochemistry with Interdisciplinary Specialization in Bioinformatics: Biol 8610 and 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 6752 (Mathematical Statistics II)]
- CSc 6310 Parallel and Distributed Computing (4) [Prerequisites: CSc 7350 (Java Programming for Bioinformatics) and CSc 7351 (Unix/C Programming for Bioinformatics)] (these two programming courses provide credits toward the Bioinformatics degree.)

- CSc 6350 Software Engineering (4) [Prerequisites: CSC 7352 (Data Structures for Bioinformatics); CSc 7351 is a prerequisites for CSc 7352]
- CSc 6710 Database Systems (4) [Prerequisites: CSC 7352 (Data Structures for Bioinformatics); CSc 7351 is a prerequisites for CSc 7352]
- CSc 6730 Data Visualization (4) [Prerequisites: CSc 7350 (Java Programming for Bioinformatics) and CSc 7351 (Unix/C Programming for Bioinformatics)]
- CSc 8630 Advanced Bioinformatics (4)
- CSc 8710 Deductive Databases and Logic Programming (4) [Prerequisite: CSc 6710]

3190 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

Concentration in Geology

***Interdisciplinary Emphasis in Bioinformatics is available.**

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Binghe Wang, Chair
Giovanni Gadda, Director of Graduate Studies
Markus Germann, 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/computational chemistry and biochemistry with an option in bioinformatics. The department currently brings in over five million dollars in external research funds annually.

Over 25 prestigious fellowships and assistantships including the Ambrose Pendergrast Fellowship, the David Withers Boykin Graduate Fellowship in Medicinal Chemistry, and the Solvay Fellowship are awarded by the department to outstanding Ph.D. students. In addition graduate assistantships are offered in Molecular Basis of Disease (MBD) and Brains and Behavior (BB) research areas and include a stipend of at least $22,000 annually, waived tuition, and subsidized health insurance. Outstanding students may receive an initial offer of support as high as $25,000, with waived tuition and subsidized health insurance. 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 the 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 (French, German, or Russian) 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 (French, German, or Russian) 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 6640 or equivalent must be included in the 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)
- Biol 6564 Advanced Genetics (4)
- Chem 8630 Advanced Bioinformatics (4)
- CSc 6310 Parallel and Distributed Computing (4)
- CSc 6730 Data Visualization (4)
- Math 6548 Methods of Regression and Analysis of Variance (3)
- Stat 8050 Statistics for Bioinformatics (3)
- Stat 8540 Advanced Methodology in Biostatistics (3)
- Chem 8630 Advanced Bioinformatics (3) (also cross-listed as CsC 8630 and Biol 8630)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/computational chemistry, and analytical chemistry. A bioinformatics option is available in each of the four core disciplines. A Ph.D. is also offered in geochemistry in collaboration with the Department of Geosciences. Please contact the Department of Geosciences directly for details on the Geology Ph.D. degree.

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 French, German or Russian, 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. Students will be expected to demonstrate knowledge of all material covered in the core or designated courses during the qualifying examination.

Biochemistry

A. Core courses (9 hours) - To be selected from Chem 6600, 6610, 6230, 6630, 8360, 8370, or approved substitutes;
B. Area Electives (6 hours) - To be selected from Chem 6400, 6410, 6015, 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, 6450, 6590, 6780, 8450, or approved substitutes;
B. Area Electives: (6 hours) - To be selected from Chem 6600, 6610, 6015, 8360, 8370 and/or Chem 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, 6430, 6650, 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 Biol/Chem 8970, Biol 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 6850, Chem 6015 and Chem 6871, or approved substitutes;
B. Area Electives (6 hours) to be selected from Chem 6370, 6400, 6410, 6600, 6610, 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 Biol/Chem 8970, Biol 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/Biol 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/Biol courses to fulfill requirement or approved substitutes.
E. Research (40) Approved research courses (at least 20 hours must be 9999).

Geology – Please refer to the Geosciences section for PhD degree requirements

3200 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
404/413-5600
E-mail: mstuckey@gsu.edu or arestivo@gsu.edu
communication.gsu.edu

David Cheshier, Chair
Greg Lisby, Associate Chair
Mary Stuckey, 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. 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.

Program Financial Information

Effective summer 2009, lab fees will be assessed automatically for students who register for certain courses. As a result, students will no longer be required to purchase lab fee cards. For more information, please feel free to contact the institute. For a complete list of courses and their respective fees, go to General Registration Information at www.gsu.edu/es/20272.html.

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.

3210 Computer Science

Programs Offered:

Master of Science (M.S.) in Computer Science

Master of Science (M.S.) in Computer Science (Bioinformatics Concentration)

Doctor of Philosophy (Ph.D.) in Computer Science

Doctor of Philosophy (Ph.D.) in Computer Science (Bioinformatics Concentration)

Department of Computer Science
Georgia State University
P.O. Box 3994
Atlanta, GA 30302-3994
404/413-5700
www.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 concentration 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 concentration 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.

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

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 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.
5. GRE (General) score.

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:

1. 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.
2. A supplemental application for computer science.
3. A statement of background and goals.
4. Three letters of recommendation from individuals who can evaluate the applicant's potential for Ph.D. work in computer science.
5. GRE (General) score.
6. Minimum GPA 3.0/4.0.

Degree Requirements

M.S. Computer Science

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.
   - Foundation coursework in computer science with a grade of B or higher in each.
     - CSc 2510 Theoretical Foundations of Computer Science (3)
     - 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)
   - Foundation coursework in mathematics that includes a standard elementary calculus sequence (Math 2211 and Math 2212) with a grade of B or higher in each.
2. **CSc 8900 Seminar in Computer Science (1 hour).** A research training course which must be taken in the first semester.
3. **Graduate-level coursework (24 hours):** To be taken in consultation with an academic adviser, and approved by the Director of Graduate Studies, with a grade of B or higher in each course.
   - Sixteen hours of computer science courses at the 8000-level, exclusive of Research, Thesis Research, and Independent Study courses.
   - An additional eight hours of graduate-level coursework, exclusive of Research, Thesis Research and Independent Study courses.
4. **Thesis/Project (6-8 hours)**
   - 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.
   - 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.

M.S. Computer Science (Bioinformatics Concentration)

1. **Foundation Coursework (any that are not done):** Math 2211, 2212, CSc 2510, 3410, 4210, 4320, 4330, 4350, 4510, 4520 with B or better in each. 4000-level foundation courses must be taken as their 6000-level counterparts by graduate students.
2. **Graduate Coursework (30 hours): Computer Science (16 hours):**): CSc 6640, 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):** Thesis option requires 6 hours of CSc 8999; Project option requires 4 hours of CSc 8930 (project) and an additional classroom taught 6000-level or higher computer science course.

Ph.D. Computer Science

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.
   - Foundation coursework in computer science with a grade of B or higher in each.
     - CSc 2510 Theoretical Foundations of Computer Science (3)
     - 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)
   - Foundation coursework mathematics that includes a standard elementary calculus sequence (Math 2211 and Math 2212) 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 hour). A research training course which must be taken in the first semester.
   - Core Coursework (12 hours). Take one from each of the following three groups:
     - ALGORITHMS (8520, 8530, 8550, 8560
     - ARCHITECTURE (8210, 8270)
     - SYSTEMS (8220, 8320, 8370)
   - Breadth Coursework (12 hours). Take one each from three of the following groups:
     - Bioinformatics (8050, 8540, 8630)
     - Database and Artificial Intelligence (8710, 8711, 8712, 8810)
     - Distributed Computing (8223)
     - Graphics and Visual Computing (8260, 8720, 8820)
     - Networks (8221, 8222, 8250)
     - Numerical and Scientific Computing (8610, 8620)
     - Software Engineering and Simulation/Modeling (8350, 8840)
   - Electives (23 hours).
     - To be chosen in concert with dissertation committee and approved by dissertation committee and should reflect student interest, coursework related to research area, etc.
     - A maximum of 8 hours can be directed study/research or seminars (6999, 8950, or 8910).
     - A minimum of 3 hours and a maximum of 9 hours from outside the department.
     - 6 to 20 hours of depth computer science classroom taught non-foundation courses.

III. **Qualifying Process.** The qualification process consists of two parts:
   - **Curriculum Requirement:** The student is required to complete one course in each of the three CORE areas (Algorithms, Architecture, and Systems) and receive at least 2 A's and 1 B in these courses to meet the curriculum requirement of the qualifying process.
   - **Research Examination:** The objective of the research examination is to assess the student's potential to begin doctoral-level research. The examination will assess the student's abilities to:
     - Read and understand research papers in their field.
     - Formulate a problem clearly and provide the motivation and requirements for a solution.
     - Determine if a solution is correct.
     - Assess to what extent a presumably correct solution solves the problem.
     - Clearly identify potential next research problems and provide solutions.
     - Communicate effectively, both in writing and orally.
     - Answer questions related to the problem and its solutions.
     - The student will request the research examination in an area/sub-area of computer science. A committee of 3 faculty members will choose two advanced research papers and assign to the student. After a period of time, the student will present a written report and schedule an oral defense in which there will be general questioning by the committee. The result of the exam is PASS/FAIL. A student who receives a FAIL in the first attempt will be given a second and final attempt.

   Timeline: A typical student (one who is admitted to the Ph.D. program with very few foundation courses to take) is expected to qualify by the end of the third semester (excluding summers) after admission.

IV. **Dissertation Committee.** Must be formed immediately after completing the qualification process.

- 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.
- This committee should be consulted to plan electives and possibly required courses to ensure depth in the research area.
- This committee may suggest additional technical writing, mathematics, or computer skill courses depending on the student's background.

V. Candidacy Examination. To be taken within two years of qualifying. A written proposal on the research to be carried out will be submitted and defended in front of 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. Computer Science (Bioinformatics Concentration)

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.
- Foundation coursework in computer science with a grade of B or higher in each.
  - CSc 2510 Theoretical Foundations of Computer Science (3)
  - 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)
- Foundation coursework mathematics that includes a standard elementary calculus sequence (Math 2211 and Math 2212) with a grade of B or higher in each.

II. Ph.D. Coursework (48 hours)
- CSc 9900 Seminar in Computer Science (1). A research training course which must be taken in the first semester.
- Core Coursework (12hours). Take one from each of the following three groups:
  - ALGORITHMS (8520, 8530, 8550, 8560)
  - ARCHITECTURE (8210, 8270)
  - SYSTEMS (8220, 8320, 8370)
- Bioinformatics (12 hours): Take CSc 6640 and two from of CSc 8050, 8540, 8630.
- Electives (23 hours)
  - Must include **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.
  - May include a maximum of 5 credits of independent research or seminars (CSc 8950 or 8910).

III. Qualifying Process: 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.

3220 English

Programs Offered:

Master of Arts in English

Concentration in Literary Studies

Concentration in Creative Writing

Concentration in Rhetoric and Composition

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 and Composition

Department of English
P.O. Box 3970
Atlanta, GA 30302-3970
404/413-5800
E-mail: cthomas@gsu.edu
www.english.gsu.edu

Chair - to be named
Randy Malamud, Associate 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 and composition; 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 currently provides financial support primarily in the form of Graduate Teaching Assistantships, which carry full tuition waivers. Graduate Teaching Assistantships are available on a competitive basis to a limited number of M.F.A., Ph.D., and second-year M.A. students with superior qualifications (the Department cannot fund M.A. students in their first years). The Paul Bowles Graduate Fellowship, the Virginia Spencer Carr Graduate Fellowship, and the Scholarship Endowment in Creative Writing are awarded to entering fiction writing students who have been admitted to the M.F.A. or Ph.D. program. Again, Graduate Teaching Assistantships are awarded on a competitive basis, and admission alone to any graduate program in English does not automatically guarantee funding. Further information 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 associate dean for Graduate Studies 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 english.gsu.edu/graduate, www.cas.gsu.edu/grad.html. If you have any questions about graduate studies in English, please call 404/413-5808 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 and Composition;
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 Office of Graduate Services:

Georgia State University
College of Arts & Sciences
Office of Graduate Services
75 Poplar Street, Suite 800
P.O. Box 3993
Atlanta, Georgia 30302-3993

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. Official transcripts of **all** previous college or university work;
4. Two 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 Office of Graduate Services, 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 Writing 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 2 or 3 stories totaling no fewer than 30 and no more than 50 pages. One of the 2 or 3 fiction samples may be an excerpt of a longer work (novel, novella, etc.), but we ask that you send at least one complete, stand-alone example of your short fiction. On the first page of the creative sample, the applicant should list her or his name, email address, phone number, and program she or he is applying to (MFA Fiction, MFA Poetry, MA Fiction, MA Poetry.)

The portfolio should **not** be sent with the rest of the application to the Office of Graduate Services of Arts and Sciences. **Instead**, it should be sent to the Assistant to the Director of Graduate Studies, Department of English, Georgia State University, University Plaza, Atlanta, GA 30303-3970. A cover letter accompanying the portfolio must indicate the applicant's desired degree program, intended semester of enrollment, 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 here. 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 language reading courses that use only English translations of foreign language texts are not applicable at any time. Alternative research skills are approved by the Director of Graduate Studies in English.

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 30 credit hours (10 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 (should be taken in the first semester);
2. Engl 8001 M.A. Proseminar (should be taken in the second or third semester);
3. 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; 8070 Contemporary Literary Theory); or Folklore (6020, 6100, 6110, or 8200), in any combination (note: M.A. students considering 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);
4. Nine hours literature before circa 1800;
5. Nine hours literature after circa 1800;
6. Upon approval by the Director of Graduate Studies, up to six hours of electives may be substituted for any two courses from areas 3, 4, and 5 above. Electives may be English Department courses or may be taken in a related field or fields of study);
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.

The semester 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 Office of Graduate Services 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 and Composition

Candidates for the M.A. with an emphasis in rhetoric and composition must satisfactorily complete 30 hours of graduate coursework (10 courses), plus 6 hours of thesis research credit, and a substantial (40–60 pages excluding notes and reference

material) academic paper or a digital media project approved by a thesis committee consisting of a director and two other faculty members. More information about the rhetoric and composition program is available at www.rhetcomp.gsu.edu**.**

Coursework

To provide maximum flexibility for students to pursue their interests within the fields of rhetoric, composition, and technical and professional writing, the following courses are required:

1. Engl 8125 Writing and Research Methodology (should be taken in the first semester, if possible, and at the latest, the semester before writing the thesis);
2. Twenty-one hours of rhetoric and composition courses, technical communication and strongly related courses;
3. Six hours of electives (may be taken in any related fields of study);
4. Six hours of 8999 (Thesis Research).

Thesis

Thesis research may involve digital and workplace projects as well as textual studies, and the thesis can be a substantial (40–60 pages) academic paper or a digital project with approval of the director. The proposal for thesis research must be submitted and approved by the student's committee the semester prior to writing the thesis.

Foreign Language Requirement

Candidates for the M.A. with an emphasis in rhetoric, composition, and technical and professional writing are expected to demonstrate fluency in one foreign language or to have received a grade of B or higher in both Engl 8121 (Electronic Writing and Publishing) and Engl 8123 (Digital Rhetoric).

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. More information about the creative writing program is available at workshop.gsu.edu.

Coursework

Candidates for the M.A., Concentration in Creative Writing must satisfactorily complete 27 hours of graduate coursework, including

1. 12 hours of either English 8020 or English 8030 depending on the program to which the student was admitted;
2. Either English 8160 (Form and Theory of Literary Craft), English 8201 (Contemporary Poetry), or English 8202 (Contemporary Fiction Craft);
3. Six hours of 8999 (Thesis Research).

Thesis

The creative writing thesis must contain at least 35 pages of poetry or 60 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). More information about the creative writing program is available at workshop.gsu.edu.

Coursework

Fiction Writers:

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. Fifteen to twenty-one hours of English 8030 (Fiction Writing) (must be completed while enrolled in degree program);
2. Fifteen to twenty-one hours of English and American literature and/or folklore;
   36 hours are required for Areas 1 and 2 combined.
3. Three hours of English 8160 (Form and Theory of Literary Craft) in fiction;
4. Three hours of English 8202 (Contemporary Fiction Craft); and
5. Six hours of 8999 (Thesis Research)

All required courses must be taken at Georgia State University.

Students who enter the M.F.A. program with an M.A. in English or creative writing must satisfy a different set of course requirements totaling 36 hours:

1. Fifteen to eighteen hours of English 8030 (Fiction Writing) (must be completed while enrolled in degree program);
2. Six to nine hours of English and American literature and/or folklore;
   24 hours are required for Areas 1 and 2 combined.
3. Three hours of English 8160 (Form and Theory of Literary Craft) in fiction;
4. Three hours of English 8202 (Contemporary Fiction Craft); and
5. Six hours of English 8999 (Thesis Research).

All required courses must be taken at Georgia State University.

Poets:

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. Fifteen to twenty-one hours of English 8020 (Poetry Writing) (must be completed while enrolled in degree program);
2. Nine to fifteen hours of English and American literature and/or folklore;
   30 hours are required for Areas 1 and 2 combined.
3. Three hours of English 8203 (20th-Century American & British Poetry Craft I);
4. Three hours of English 8204 (20th-Century American & British Poetry Craft II);
5. Three hours of English 8160 (Form and Theory of Literary Craft) in poetry;
6. Three hours of English 8201 (Contemporary Poetry);
7. Six hours of 8999 (Thesis Research).

All required courses must be taken at Georgia State University.

Students who enter the M.F.A. program with an M.A. in English or creative writing must satisfy a different set of course requirements totaling 36 hours:

1. Fifteen hours of English 8020 (Poetry Writing) (must be completed while enrolled in degree program);
2. Three hours of English and American literature and/or folklore;
3. Three hours of English 8203 (20th-Century American & British Poetry Craft I);
4. Three hours of English 8204 (20th-Century American & British Poetry Craft II);
5. Three hours of English 8160 (Form and Theory of Literary Craft) in poetry;
6. Three hours of English 8201 (Contemporary Poetry);
7. Six hours of 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.

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. M.F.A. theses in fiction must include an introduction or an afterword in which the student discusses his or her approaches, styles, methods, and influences. After students have completed initial work on the manuscript, they will meet with their committee to edit the thesis. By the time the thesis is completed, a student must have registered for at least six hours of English 8999 (Thesis Research).

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 Services
75 Poplar Street, Suite 800
P.O. Box 3993
Atlanta, Georgia 30302

All applicants must submit the following materials:

1. 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;
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. 6. For Creative Writing applicants only: a portfolio consisting of a minimum of 10 poems; or 3 stories totaling no fewer than 30 and no more than 50 pages. One of the 3 fiction samples may be an excerpt of a longer work (novel, novella, etc.), but we ask that you send at least one complete, stand-alone example of your short fiction. On the first page of the creative sample, the applicant should list her or his name, email address, phone number, and program she or he is applying to (PhD Fiction, PhD Poetry).

The portfolio should **not** be sent with the rest of the application to the Office of Graduate Services of Arts and Sciences. **Instead**, it should be sent to the Assistant to the Director of Graduate Studies, Department of English, Georgia State University, University Plaza, Atlanta, GA 30303-3970. With the portfolio, the student must submit a cover letter stating the applicant's desired degree program, and intended semester of enrollment.

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 courses in electronic writing and publishing, digital rhetoric or other alternative research skills, those courses do 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 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 language reading courses that use only English translations of foreign language texts are not applicable at any time.

Doctoral Examinations

After completing coursework and the foreign language requirement, students in all concentrations must pass two examinations, one in an area of primary specialization and another in an area of secondary specialization.

In the Creative Writing concentration, the primary is a four-hour on-site written examination, based on a set reading list, in the student's major genre (Fiction or Poetry); the secondary is a three-hour on-site written examination, based on a set reading list, in the student's minor genre (Fiction or Poetry).

In the Rhetoric and Composition concentration, both the primary and the secondary are seventy-two hour off-site examinations. Examinations in Rhetoric and Composition may draw on several different sub-areas for both primary and secondary specialization. Further information on the format of doctoral examinations in Rhetoric and Composition is available at www.rhetcomp.gsu.edu/graduate_exams.php

In the Literary Studies concentration, the primary specialization examination will be in the area in which the student plans to write the dissertation. The primary is a three-part examination involving (in this order) a two and a half hour on-site written, a seventy-two hour off-site written, and a ninety-minute oral. 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 credit hours (4 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 questions 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. The secondary is a two-part examination involving (in this order) a two and half hour on-site written and a seventy-two hour off-site written. There is no oral component to the secondary examination. As described in the list of required courses below, in order to take an examination in an area of secondary specialization, the student must have completed 6 credit hours (2 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 questions 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 and Composition
- 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.

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.

Dissertation

Doctoral students must submit a dissertation acceptable to the Department of English and to the Office of Graduate Services 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 areas 3, 4, and 5 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 3 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 3 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 3 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. Six 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 and Composition

Information about the rhetoric and composition program is available at www.rhetcomp.gsu.edu. Dissertation research may involve digital and workplace projects as well as textual studies, and the dissertation can be a substantial academic project or a digital project with approval of the director. To facilitate professional specialization within the broad fields of rhetoric, composition, professional writing, and technical communication, the following courses are required:

1. A total of thirty hours of course work beyond the M.A. level (including, if desired, a maximum of six hours of coursework in related fields offered by other departments);

2. Six hours of language, theory, literature, or in any related fields of study outside of English upon approval from the student's advisor and the Director of Graduate Studies;
3. Engl 8125 (if not taken at the M.A. level; should be taken in the first semester, if possible);
4. Twenty-one hours of rhetoric, composition courses, technical communication and strongly related courses;
5. Electives as needed to complete the 30-hour requirement;
6. Twenty hours of 8999 (Thesis Research)

Plan 3: Creative Writing

Information about Creative Writing can be found at workshop.gsu.edu. 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 dissertation must be a minimum of 50 pages long for a manuscript of poems or a minimum of 150 pages for a manuscript of prose fiction. It must include a critical introduction that is acceptable to the Department of English and to the Office of Graduate Services of the College of Arts and Sciences. After students have completed initial work on the manuscript, they will meet with their committee to edit the thesis. By the time the dissertation is completed, a student must have registered for at least 20 hours of English 8999 (Thesis 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:

Fiction Writers

1. Twelve hours of Engl 8030 (Fiction Writing);
2. Three hours of Engl 8160 (Form and Theory of Literary Craft in Fiction);
3. Three hours of Engl 8202 (Contemporary Fiction Craft);
4. Three to six hours of courses in or strongly related to area of primary examination specialty;
5. Three hours of Engl 8160 (Form and Theory of Literary Craft in Poetry);
6. Six hours of courses in or strongly related to area of secondary examination specialty
7. Three hours of language study, unless satisfied at M.A. level;
8. Three hours of theory, unless satisfied at the M.A. level.

All required courses must be taken at Georgia State University.

Poets

1. Twelve hours of Engl 8020 (Poetry Writing);
2. Three hours of Engl 8160 (Form and Theory of Literary Craft in Poetry);
3. Three hours of Engl 8201 (Contemporary Poetry);
4. Three hours of Engl 8203 (20th-Century American & British Poetry Craft I);
5. Three hours of Engl 8204 (20th-Century American & British Poetry Craft II);
6. Three hours of Engl 8160 (Form and Theory of Literary Craft in Fiction);
7. Six hours of courses in or strongly related to area of secondary examination specialty;
8. Three hours of language study, unless satisfied at M.A. level;
9. Three hours of theory, unless satisfied at the M.A. level.

All required courses must be taken at Georgia State University.

3230 French

Program Offered:

Master of Arts in French

Concentration in Literature

Concentration in Language, Pedagogy, and Applied Linguistics

Concentration in French Studies

Department of Modern and Classical Languages
Georgia State University
841 General Classroom Building
404/413-5980
E-mail: wnichols@gsu.edu
www.gsu.edu/languages

Fernando Reati, Chair
William Nichols, 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.

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

Concentration in Literature (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
2. Thesis/Non-Thesis Options
   a. Thesis Option:
      i. A written thesis proposal
      ii. Six hours of thesis research
      iii. A thesis
   b. Non-Thesis Option:
      i. Six hours of additional graduate coursework in the student's major field
      ii. A research paper.

Concentration in Language, Pedagogy, and Applied Linguistics (30 hours):

1. Basic Requirements:
   a. Eighteen hours of coursework in Literature, Language, and Culture in the student's major field
   b. Twelve hours of coursework in Applied Linguistics and Pedagogy
   c. A written examination
   d. An oral examination
   e. A portfolio

Concentration in French Studies (30 hours):

1. Basic Requirements:
   a. Twenty-four to thirty hours in language, culture, and literature, of which six hours may be chosen in related fields as indicated.
   b. A written exit examination
   c. An oral exit examination
   d. Proficiency in a foreign language other than the student's major
2. Thesis/Non-Thesis Options
   a. Thesis Option:
      i. A written thesis proposal
      ii. Six hours of thesis research
      iii. A thesis
   b. Non-Thesis Option:
      i. Six hours of additional graduate coursework in the student's major field

ii. A research paper.

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.

3240 Geosciences

Programs Offered:

Master of Science in Geosciences

Doctor of Philosophy in Chemistry with Concentration in Geology

Professional Certificate in Geographic Information Science

Department of Geosciences
24 Peachtree Center Ave.
340 Kell Hall
P.O. Box 4105
Atlanta, Georgia 30303
404/413-5750
Fax: 404/413-5768
www.cas.gsu.edu/geosciences

W. Crawford Elliott, Chair
Jeremy E. Diem, Director of Graduate Studies for Geosciences
Hassan Babaie, Director of Graduate Studies, Ph.D degree program with Chemistry

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

Master of Science in Geosciences (Geography Concentration)

The Department offers the Master of Science in Geosciences with a Geography concentration. Students seeking this degree and concentration are offered a broad range of courses that prepare students for research and professionals careers. Areas of specialization include: 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 Geosciences*, 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 geoscience faculty members who assist students in selecting an appropriate sponsor. Our 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. Thirty-six hours are required for completion of this degree. Thesis and non-thesis options are available and this option is normally selected in the first year of study. Further information is provided at www.cas.gsu.edu/geosciences.

Master of Science in Geosciences (Geology Concentration)

The Master of Science (M.S.) degree program with a Geology concentration in the Department of Geosciences offers a broad range of courses that prepare students for research and professionals careers. 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, environmental, igneous, metamorphic, and sedimentary), mineralogy, hydrogeology, petrology, sedimentology, structural geology, and geoinformatics. Thirty-six hours are required for completion of this degree. Further information is provided at www.cas.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 M.S. and Ph.D. students. Masters students in the non-thesis option must participate in an internship or equivalent limited research project as a directed study and submit a report to the graduate faculty on the findings of this project. The non-thesis M.S. degree students must also pass the departmental comprehensive exam.

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 Concentration

In addition to the general requirements of the College of Arts and Sciences, the Department of Geosciences has the following admission requirements for the Geography Concentration:

1. Applicants to the M.S. degree program in Geosciences with Geography concentration must submit three letters of recommendation from professional sources.
2. A statement of educational/career goals.

Additional Admission Requirements Geology Concentration

In addition to the general requirements of the College of Arts and Sciences, the Department of Geosciences has the following admission requirements for the Geology Concentration:

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. Students with a B.S. degree in other fields other than Geology are also welcome but are expected to take the Foundational courses listed below.
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. Graduate students who are required to take the Geology Foundation courses should take them at the graduate level (i.e., 6000 and higher) if available.
   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 Basic Field Geology (3) and
      - Geol 4121 Advanced Field Geology (3)
   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)

Program Financial Information

Effective summer 2009, lab fees will be assessed automatically for students who register for certain courses. As a result, students will no longer be required to purchase lab fee cards. For more information, please feel free to contact the institute. For a complete list of courses and their respective fees, go to General Registration Information at www.gsu.edu/es/20272.html.

Degree Requirements

Master of Science in Geosciences, Geography Concentration

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. Techniques training equivalent by completion of one of the following courses: Geog 6518 (Digital Cartography); (Geog 6530 (Introduction to Remote Sensing); Geog 6532 (Introduction to Geographic Information Systems); Geog 6534 (Advanced Geographic Information Systems). This course may count toward the departmental minimum credit hour requirements.
3. Geog 6515 (Qualitative Methods in Geography) or Geog 6520 (Quantitative Spatial Analysis). This requirement may be waived if student has equivalent training.
4. Six semester hours of coursework at the 8000 level in addition to Geog 8001.
5. Seminar (1-2 hours) Geol 6095 Seminar in Geological Sciences
6. Remaining hours in student's area of specialization chosen from graduate level courses.
7. Six semester hours of Geog 8999 (Thesis Research) for thesis option or three semester hours of Geog 8990 (Research Practicum) for non-thesis option.
8. 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.
9. Completion of Thesis and pass oral examination of Thesis.

Non-Thesis Option (36 hours)

In addition to the requirements 1-7 above for the thesis option, 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 Research 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. Students must pass a written comprehensive examination and pass an oral examination of the research project.

Degree Requirements

Master of Science in Geosciences, Geology Concentration

Thesis Option (36 hours)

1. Geog 8001 (Methods of Geographic Research) to be taken the first time offered after the student's admission to the program.
2. Techniques training equivalent by completion of one of the following courses: Geog 6518 (Digital Cartography); (Geog 6530 (Introduction to Remote Sensing); Geog 6532 (Introduction to Geographic Information Systems); Geog 6534 (Advanced Geographic Information Systems). This course may count toward the departmental minimum credit hour requirements.
3. Geology courses (14-20 hours)
   - Geol 6000 Advanced Topics in Physical and Historical Geology (4)
   - Geol 6003 Aqueous Geochemistry (4)
   - Geol 6005 Geology of Georgia (3)
   - Geol 6006 Sedimentary Environments and Stratigraphy (4)
   - Geol 6007 Hydrogeology (4)
   - Geol 6011 Principles of Paleontology (4)
   - Geol 6013 Structural Geology (4)
   - Geol 6097 Topics in Geological Sciences (1-3)
   - Geol 6120 Basic Field Geology (3)
   - Geol 6121 Advanced Field Geology (3)
   - Geol 8001 Soils, Clays, and Weathering (4)
   - Geol 8003 Radiogenic Isotope Geology (3)
   - Geol 8097 Directed Study in Geology (1-3)
4. Seminar (1-2 hours) Geol 6095 Seminar in Geological Sciences
5. Extra departmental courses (3-6 hours): An approved list of courses is available from the Department of Geosciences.
6. 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.
7. Thesis Research (Geol 8999) (9 hours).
8. Completion of Thesis and pass oral examination of Thesis.

Non-Thesis Option (36 hours)

1. Geog 8001 (Methods of Geographic Research) to be taken the first time offered after the student's admission to the program.
2. Techniques training equivalent by completion of one of the following courses: Geog 6518 (Digital Cartography); (Geog 6530 (Introduction to Remote Sensing); Geog 6532 (Introduction to Geographic Information Systems); Geog 6534 (Advanced Geographic Information Systems). This course may count toward the departmental minimum credit hour requirements.
3. Geology Courses (14-20 hours)
   - Geol 6000 Advanced Topics in Physical and Historical Geology (4)
   - Geol 6003 Aqueous Geochemistry (4)
   - Geol 6005 Geology of Georgia (3)
   - Geol 6006 Sedimentary Environments and Stratigraphy (4)
   - Geol 6007 Hydrogeology (4)
   - Geol 6011 Principles of Paleontology (4)
   - Geol 6013 Structural Geology (4)
   - Geol 6097 Topics in Geological Sciences (1-3)
   - Geol 6120 Basic Field Geology (3)
   - Geol 6121 Advanced Field Geology (3)
   - Geol 8001 Soils, Clays, and Weathering (4)
   - Geol 8003 Radiogenic Isotope Geology (3)
   - Geol 8097 Directed Study in Geology (1-3)
4. Seminar (1-2 hours) Geol 6095 Seminar in Geological Sciences
5. Extra departmental Courses (6-9 hours). An approved list of courses is available from the department
6. Directed Study (3 hours) Geol 8097 Directed Study in Geology
7. Comprehensive Examination: Pass a general written examination taken within the first year of study
8. 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.
9. Submission and approval of research project paper and pass oral examination of research project.

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: 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.

Professional Certificate in Geographic Information Science

Geographic Information Science (GIS) is a rapidly growing discipline, with applications in many fields. 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 20 credit hours, including elective courses from a variety of departments/programs. Please contact the Department of Geosciences for more information.

GIS Certificate Requirements (20)

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 (16) The student must take the following courses:
   - Geog 6518 Digital Cartography (4)
   - Geog 6530 Introduction to Remote Sensing (4)
   - Geog 6532 Introduction to Geographic Information Systems (4)
   - Geog 6534 Advanced Geographic Information Systems (4)
3. Elective Courses (4) The student must take one of the following courses:
   - Geog 6520 Quantitative Spatial Analysis (4)
   - Geog 6834 Applied Research in GIS (4)
   - Geog 8001 Methods of Geographic Research (4)
   - Geog 8030 Seminar in Cartography (4)
   - Geog 8035 Seminar in Geographic Information Systems (4)
   - Geog 6123 Geoinformatics (4)
4. Examination
5. 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 program.

3260 Gerontology

Programs Offered:

Master of Arts in Gerontology

Concentration in Program Administration

Concentration in Research

Graduate Certificate in Gerontology

Gerontology Institute
Georgia State University
P.O. Box 3984
Atlanta, GA 30302-3984
404/413-5210
E-mail: gerontology@gsu.edu
www.gsu.edu/gerontology

Elisabeth Burgess, Director of Gerontology Institute
Heying Jenny Zhan, 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 concentration or the research concentration. The program administration concentration prepares students to work in aging services and administration and emphasizes program design and management. The research concentration 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 addresses above.

Admission Requirements

Master of Arts-Requirements for Admission

1. The general requirements of the College of Arts and Sciences.
2. Graduate Record Exam (GRE) scores.
3. Three letters of recommendation.
4. A statement of educational and career goals.
5. A current resume.

Graduate Certificate-Requirements for Admission

A. Internal Applicants (Students currently enrolled in graduate degree programs at Georgia State University).
   1. An application to the certificate program obtained from the Gerontology Institute (an application fee is not required).
   2. Two letters of recommendation.
   3. A statement of educational and career goals.
   4. A current resume.

B. External Applicants (Those not currently enrolled who plan to pursue the certificate program independently of a degree).
   1. The general requirements of the College of Arts and Sciences.
   2. Two letters of recommendation.
   3. A statement of educational and career goals.
   4. A current resume.

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)
   - Gero 8320 Psychology of Aging (3)
2. Elective courses (6 hours)
   Select two of the following courses:
   - Gero 6475 Communication and Aging (3)
   - Gero 7260 Aging Practice, Policy, and Research (3) (if not required in concentration)
   - Gero 8102 Life Course Sociology (3)
   - Gero 8115 Qualitative Gerontology
   - 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 concentration)
   - Gero 8200 Aging Program Administration (3) (if not required in concentration)
   - Gero 8330 Mental Health and Aging
   - Gero 8340 Dementia
   - Gero 8700 Special Topics in Gerontology (3)
   - Gero 8800 Directed Reading in Gerontology (3)
3. Concentration requirements (12 hours). Select one of the following tracks.

2.
   a. Administration Concentration
      - Gero 7260 Aging Practice, Policy, and Research (3)
      - Gero 8200 Aging Program Administration (3)
      - Gero 8910 Gerontology Internship (3)
      - Gero 8999 Thesis Research (3)
   b. Research Concentration
      - 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)
      - Gero 8999 Thesis Research (3)
3. 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.

Certificate Requirements (21 hours)

1. Core courses (12 hours)
   - Gero 7200 Health and the Older Adult (3)
   - Gero 8116 Sociology of Aging (3)
   - Gero 8320 Psychology of Aging (3)
   - Select one of the following courses:
     - Gero 7110 Aging Policy and Services (3)
     - Gero 7260 Aging Practice, Policy, and Research (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 Aging Practice, Policy, and Research (3) (if not taken in core)
   - Gero 8000 Seminar in Gerontology
   - 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 8330 Mental Health and Aging
- Gero 8340 Dementia
- Gero 8700 Special Topics in Gerontology (3)
- Gero 8800 Directed Reading in Gerontology (3)

3. Internship (3 hours)
   Gero 8910 Gerontology Internship (3) or an approved alternate internship course

3270 Heritage Preservation

Program Offered:

Master of Heritage Preservation

Concentration in Historic Preservation

Concentration in Public History

Certificate in Historic Preservation

Heritage Preservation Program

Department of History
Georgia State University
P.O. Box 4117
Atlanta, GA 30302-4117
404/413-6365
E-mail: rlaub@gsu.edu
Web Site: www.gsu.edu/heritagepr

Richard Laub, Director, Heritage Preservation Program

Robin Jackson, Administrative Specialist- (Graduate Program Coordinator)
404-413-6385
rmjackson@gsu.edu

The Master of Heritage Preservation (M.H.P.) degree program is designed to train professionals in the fields of cultural resource management and public history. 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, interpretation, and historic site management that will be necessary in professional practice. Third, it provides practical experience in heritage conservation and public history through classroom practica, team and individual 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) historical research positions in public and private agencies.

The program consists of a series of overview courses in the field including archeology, public history, folklore, architectural history, and preservation planning that are complemented by specialized courses in preservation history, administration and law. Students can 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 or organization that specializes in historic preservation or public history.

Students in the Master of Heritage Preservation program must maintain a 3.0 grade point average in order to receive a degree.

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 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 6020, Folk 6100, Folk 6110 or Folk 8200 Folklore (3)
- Hist 8600 Introduction to Historic Preservation (3)
- Hist 8690 American Architectural History (3)
- Hist 8635 U.S. Cities (3)
- Hist 8620 Conservation of Historic Building Materials (3)

Area 2: Buildings and Environment (15 hours).

In order to understand the preservation of 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 seven courses below.

- Anth 8240 Public Archaeology (3)
- Hist 8610 Preservation Law (3)
- Hist 8630 The American Built Environment (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 elective 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 6480 Ethnographic Analysis (4)
- Anth 6590 Archeological Methods (4)
- Folk 6020 American Folk Crafts (3)
- Folk 6100, Folk 6110 or Folk 8200 Folklore (3)
- Geog 6532 Introduction to Geographic Information Systems (4)
- Geog 6644 Environmental Conservation (4)
- Geog 6760 Cultural Geography (3)
- Geog 6774 Contemporary Urban Theory and Issues (3)
- Geog 8025 Cultural Geography in the U.S. (3)
- Hadm 8500 Economic and Cultural Impact of Travel and Tourism (3)
- Hist 6320 Metropolitan Atlanta (3)
- Hist 6920 Oral History (4)
- Hist 6940 Administration and Use of Historical Archives (3)
- Hist 7040 Issues and Interpretation in Public History (3)
- Hist 8050 Southern Cities (3)
- Hist 8060 Seminar in the History of the South (4)
- Hist 8640 Preservation Planning (3)
- Hist 8645 Historic Resources Evaluation (3)
- Hist 8655 The American Suburb (3)
- Hist 8660 Case Studies in International Preservation (3)

- Hist 8710 History and the Public (3)
- Hist 8720 Museum Studies (3)
- Hist 8730 Exhibit Planning and Production (3)
- Hist 8740 Material Culture (3)
- Pmap 8021 Scope and Theory of Planning (3)
- Pmap 8211 Nonprofit Management (3)
- Pmap 8231 Nonprofit Leadership, Governance and Ethics(3)
- Pmap 8241 Nonprofit Marketing and Communications (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 nine courses listed.

- Hist 6920 Oral History (4)
- Hist 7000 Introduction to Historical Methods and Theory (4)
- Hist 7010 Issues and Interpretations in American History (4)
- Hist 7040 Issues and Interpretation in Public History (3)
- Hist 8000 Introduction to Historical Methods and Theory (4)
- Hist 8050 Southern Cities (3)
- Hist 8060 Seminar in the History of the South (4)
- Hist 8635 U.S. Cities (3)
- Hist 8890 (Special Topics) Georgia History (4)

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 courses listed below.

- Folk 6020, Folk 6100, Folk 6110, or Folk 8200 Folklore (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)
- Hist 8730 Exhibit Planning and Production (3)
- Hist 8740 Material Culture (3)
- Pmap 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 8690 American Architectural History (3)
- Hist 8700 Case Studies in Historic Preservation (3)
- Pmap 8021 Scope and Theory of Planning (3)
- Pmap 8211 Nonprofit Management (3)
- Pmap 8231 Nonprofit Leadership, Governance and Ethics(3)
- Pmap 8241 Nonprofit Marketing and Communications (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 (3-6)
- Hist 8800 Directed Study in Public History (3)

Area 5 Oral Examination

Students must pass a general oral examination in order to graduate.

Certificate Program in Heritage Preservation

The College of Arts and Sciences offers a graduate certificate in Historic Preservation. 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, architecture, planning, 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.

3280 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
404/413-6385
E-mail: : jbperry@gsu.edu
www.gsu.edu/~wwwhis

Michelle Brattain, Chair
Joe Perry, Director of Graduate Studies
Robin Jackson, Graduate Studies Program Coordinator

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 Doctor of Philosophy (Ph.D.) degree program prepares students for positions in junior, community, small liberal arts, and senior colleges and universities; for productive postdoctoral research in history; and for careers in public service.

Major fields of study for the M.A. and Ph.D. degrees include: Colonial/Early National United States; 19th and 20th Century United States; Early Modern Europe; Modern Europe; World History; Regional and Global History; and Public History. The department also offers a number of regional fields as well as topical fields in a variety of subjects, including legal and constitutional history, labor history, urban studies, women's and gender history, transnational and postcolonial studies, history of science, and historic preservation.

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 American, World, and/or 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

1. Coursework:
   a. Students are required to take a total of nine courses. The distribution of courses is described below.
   b. HIST 7000 Introduction to Methods and Theory
   c. One course selected from HIST 7010, 7020, 7030 and 7040, to support the student's major field.
   d. HIST 7050 Introduction to Graduate Studies and Pedagogy. Students not intending to teach may request permission from the Director of Graduate Studies to take 7045, a one-hour version of HIST 7050.
   e. Research Seminar: Thesis students must take HIST 7060; Non-thesis students can fulfill this requirement with HIST 7060 or any graduate course designated as a research seminar.
   f. Students may take up to two directed readings courses to fulfill their course requirements.
   g. All new students should take HIST 7050 in their first semester of study and HIST 7000 in their second semester of study.
   h. Major Field: Students must complete 3 courses in the major field and may apply HIST 7010, 7020, 7030, or 7040 to their major field. HIST 7060 may not apply to major field course requirements.
      Major Fields include:
      - Colonial/Early National U.S.
      - 19th and 20th Century US
      - Early Modern Europe
      - Modern Europe
      - World History
      - Regional and Global History
      - Public History
   i. Geographic Distribution: In addition to the regular M.A. requirements, students whose major field is in US history must also complete one course each in (a) European; and (b) African, Asian, Latin American, or Middle Eastern history. Students whose major field is in European history must also complete one course each in (a) US; and (b) African, Asian, Latin American, or Middle Eastern history.
   j. Electives: Remaining courses are electives.
2. Language Requirement: Proficiency in one alternate language.
3. Comprehensive Examination: A comprehensive examination to be taken within one semester after completion of coursework. The comprehensive examination may written or oral; the choice of format will be determined by the major adviser in consultation with the student. The 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.

4. Continuous Enrollment: In order to remain in compliance with the university's policy on continuous enrollment, students must maintain enrollment totaling 6 hours or more over all consecutive three-semester periods.
5. Thesis/Non-Thesis Options
   a. Thesis option requirements:

4.
   a.
      i. 6 hours of Hist 8999 Thesis Research
      ii. A thesis prospectus, approved by a director and a second reader, and a thesis.
   b. Non-Thesis Option requirements:
      i. Three additional graduate history classes. When possible, these classes should be chosen to form a minor field. Minor fields can be defined geographically or thematically (see minor fields under PhD requirements) in consultation with the student's advisor.
      ii. Two total courses chosen from HIST 7010, 7020, 7030, and 7040.
      iii. A second comprehensive examination, either written or oral, to be administered by an examination committee, which will consist of the advisor and one additional faculty member.
5. Graduation: Students must be registered for a minimum of one hour during the term of their graduation.

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 and global 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. Coursework:
   a. As in the regular History M.A., students must take nine courses. The distribution of courses is described below.
   b. History 7000: Introduction to Methods and Theory
   c. History 7030: Issues and Interpretations in World History
   d. Either 7010, 7020, or 7040
   e. HIST 7050 Introduction to Graduate Studies and Pedagogy. Students not intending to teach may request permission from the Director of Graduate Studies to take 7045, a one-hour version of HIST 7050.
   f. Research Seminar: Thesis students must take HIST 7060; Non-thesis students can fulfill this requirement with HIST 7060 or any graduate course designated as a research seminar.
   g. Major Field: Students must declare World History as their major field and complete 3 courses in the major field. One of these courses must be a research seminar or HIST 7060. Students may also apply HIST 7030 to the major field. Courses in the major field should demonstrate a conspicuous world history dimension.
   h. Geographic Distribution: In addition to the regular M.A. requirements, students completing the world history concentration must also complete one course 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).
   i. Electives: Any of the remaining required nine courses are electives. Students are encouraged to select electives that include a world history dimension.
2. Any courses taken as part of the major field or the geographic distribution or to meet the basic M.A. requirements may be applied elsewhere to meet the requirements of the concentration.
3. Foreign language, oral examination, and requirements for the thesis or non-thesis option are the same as for a regular M.A.

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 www.gsu.edu/heritagepr.

Doctor of Philosophy

1. Coursework:
   a. Students will complete 10 graduate level history courses. The distribution of courses is described below.
   b. HIST 7000 Introduction to Methods and Theory
   c. One course selected from HIST 7010, 7020, 7030, and 7040, to support the student's major field.
   d. HIST 7050 Introduction to Graduate Studies and Pedagogy. Students not intending to teach may request permission from the Director of Graduate Studies to take 7045, a one-hour version of HIST 7050.
   e. HIST 7060 Research Seminar.
   f. Students who enter the Ph.D. program with an MA in history earned at GSU may replace two HIST 7000-level core courses with two sections of HIST 8890 (Special Topics in History).
   g. All new students should take HIST 7050 in their first semester of study and HIST 7000 in their second semester of study.
   h. Students may take up to two directed readings courses to fulfill their coursework requirements.
   i. Major Field: Students must complete 3 courses in the major field and may apply HIST 7010, 7020, 7030, or 7040 to their major field. HIST 7060 may not apply to major field course requirements.
      Major Fields include:
      - Colonial/Early National U.S.
      - 19th and 20th Century US
      - Early Modern Europe
      - Modern Europe
      - World History
      - Regional and Global
      - Public History
   j. Minor Fields: Students must declare two minor fields and complete at least 2 courses in each of their minor fields, which may include the appropriate 7000-level course. Minor fields must demonstrate temporal, methodological, or geographical diversity from the major field.
      Minor Fields include:
      - Any of the Major Fields
      - African Diaspora
      - East Asia
      - African-America
      - South Asia
      - Atlantic, Indian or Pacific Oceans
      - Mediterranean
      - Economic, Labor or Working Class History
      - Ancient
      - Legal and Constitutional History
      - Medieval
      - History of Science
      - Early Modern Britain
      - Immigration and Ethnicity
      - Modern Britain, Ireland, British Empire
      - Islamic World
      - American South
      - Russia and the Soviet Union
      - France
      - Germany
      - Religion
      - Women's History
      - Sexuality
      - Gender
      - Historic Preservation
      - World
      - Empires

   Students may define an alternative minor field in consultation with their advisor and the Director of the Graduate Studies.

2. Language Requirement: The student must demonstrate reading proficiency in two alternate languages, through successful completion of a graduate language course or successfully completing a reading knowledge examination. Students whose major field is U.S. history may substitute an alternate research skill for one foreign language. In certain circumstances students whose major field is not U.S. history may substitute an alternate research skill for one foreign language.

3. Residency: 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.
4. Continuous Enrollment: In order to remain in compliance with the university's policy on continuous enrollment, students must maintain enrollment totaling 6 hours or more over all consecutive three-semester periods.
5. Examinations: Upon completion of the language requirements and the course work in the doctoral program, the doctoral student will be required to complete successfully a comprehensive examination (consisting of written and oral parts) in his/her major and minor fields. These examinations, administered by an examination committee consisting of two examiners for each field, will be offered twice a year in the Fall and Spring semesters on days and at times to be announced at least one month in advance. The student will normally complete the oral examination in the major and minor fields with two weeks of the written examination. At the conclusion of the comprehensive 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 comprehensive 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.
6. Dissertation Prospectus: 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 that the student has chosen to research in consultation with the dissertation adviser. An oral defense of the dissertation prospectus will normally follow within six months of exams and will be administered by the dissertation committee.
7. Candidacy: After completing the language, course work, general examination and dissertation prospectus requirements, the student will be admitted to candidacy for the degree.
8. Dissertation: 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.
9. Dissertation Defense. Upon completion of the dissertation, the candidate will be required to complete a dissertation defense, conducted by members of the dissertation committee, that shall be devoted to a defense of the dissertation.
10. Graduation: Students must be registered for a minimum of one hour during the term of their graduation.

3290 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: dmccreery@gsu.edu
www2.gsu.edu/~wwwcla/

Hector Fernandez, 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 Services
College of Arts and Sciences
Georgia State University
Atlanta, GA 30303-3993

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 in 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 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)
- 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)

3300 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

Doctor of Philosophy in Mathematics and Statistics

Concentration in Bioinformatics

Concentration in Biostatistics

Concentration in Mathematics

Department of Mathematics and Statistics
Georgia State University
P.O. Box 4110
Atlanta, Georgia 30302-4110
404/413-6464
www.mathstat.gsu.edu

Guantao Chen, Chair
Alexandra Smirnova, Associate Chair
Zhongshan (Jason) Li, Director of Graduate Studies for Mathematics
Gengsheng (Jeff) Qin, 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 Ph.D. degree program in Mathematics and Statistics includes concentrations in bioinformatics, biostatistics, and mathematics. These concentrations address the critical need for mathematics faculty and the need for highly trained specialists in the areas of bioinformatics and biostatistics. The concentrations in bioinformatics and biostatistics will graduate strong bioinformaticians and biostatisticians with a broad background in applied areas for direct placement in business, industry, governmental institutions and research universities. The mathematics concentration will graduate mathematicians with broad knowledge of core areas of pure and applied 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 Office of Graduate Services

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 (3)

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 I (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

Master of Science in Mathematics (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 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 (3)

Degree Requirements

1. Thirty hours of graduate-level courses (exclusive of Math 8820).
   a. The following courses are required:
      - Math 8110 Real Analysis I (3)
      - Math 8200 Advanced Matrix Analysis (3)
      - Math 8220 Abstract Algebra I (3)

   b. One additional three-hour 8000-level course in Mathematics.
   c. Eighteen additional hours of graduate-level coursework from the Department of Mathematics and Statistics or in a related field selected in consultation with an advisor and approved by the Director of Graduate Studies. These may include no more than nine hours (or three courses) in a related field. Any courses which are used in area 2 of the “Additional Admission Requirements” above cannot be applied toward the degree.
2. Three hours of Research (Math 8820)
3. A literature-based research paper completed under the direction of a graduate faculty advisor within the department.

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)
     - 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 Bioinformatics (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 Mathematical Statistics I (3)
   - Math 4752/6752 Mathematical Statistics II (3)

Degree Requirements

1. A minimum of 30 hours of graduate-level courses (exclusive of Math 8820). 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)
        - 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. Three hours of Research (Math 8820 or Stat 8820)
3. A lab or literature-based research paper completed under the direction of a graduate faculty advisor within the department.

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 I (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 Discrete Mathematics (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 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)
3. Thirty hours of graduate-level courses (exclusive of 8820).

    a. The following courses are required:
        - Math 8200 Advanced Matrix Analysis (3)
        - Math 8220 Abstract Algebra I (3)
        - Math 8420 Advanced Graph Theory (3)
        - Math 8440 Combinatorics (3)
    b. One additional 8000-level course in mathematics
    c. Fifteen additional hours of graduate-level coursework from the Department of Mathematics and Statistics or in a "related field" selected in consultation with an advisor, and approved by the Director of Graduate Studies. These may include no more than six hours (e.g., two courses) in a related field. At most one of the courses listed in section 2 of "Additional Admission Requirements" above can be applied toward the degree.
4. Three hours of Research (Math 8820)
5. A literature-based research paper completed under the direction of a graduate faculty advisor within the department.

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 Scientific Computing (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, 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. Thirty hours of graduate-level courses (exclusive of 8820).
   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 advisor and approved by the Director of Graduate Studies.
   c. Additional graduate-level courses in mathematics, computer science, or a related field to total 30 hours selected in consultation with an advisor and approved by the Director of Graduate Studies. There are many options for coursework in this area, including:
      - Math 6211 Optimization (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. Three hours of Research (Math 8820)
3. A literature-based research paper completed under the direction of a graduate faculty advisor within the department.

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 have 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 4752/6752 Mathematics 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 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 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 have 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 research paper or a written report of a laboratory experience. This requirement can be satisfied by taking Stat 8820 Research.

Doctor of Philosophy in Mathematics and Statistics

Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Department of Mathematics and Statistics have the following requirements for students who wish to enter into the Ph.D. program, regardless of concentration:

1. A baccalaureate degree in mathematics, statistics, or a related field with a grade point average of 3.0 out of 4.0. Students with a grade point average of 2.75 will be considered for conditional admission.
2. Three letters of reference,
3. Recent GRE scores,
4. A statement describing study plans.
5. Applicants from non-English speaking countries must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL).

Students must have completed courses in mathematics equivalent to the following with a grade of B or higher:

- Math 4435/6435 Linear Algebra (3)
- Math 4661/6661 Analysis I (3)
- Math 4662/6662 Analysis II (3)

Degree Requirements

Each of the concentrations requires 54 hours of coursework and 30 hours of dissertation research.

Students must take four of the five following common core courses (12 credit hours):

- Math 8110 Real Analysis I (3)
- Math 8200 Advanced Matrix Analysis (3)
- Stat 8600 Probability Theory (3)
- Stat 8561 Linear Statistical Analysis I (3)
- Math 9116 Teaching College Math Sciences (3)

Concentration in Bioinformatics

1. The bioinformatics concentration requires that a student takes three qualifying exams. At least two of the qualifying exams must be chosen from the required courses for the bioinformatics concentration. One of the qualifying exams can be the required (core) course either from concentration in mathematics or from concentration in statistics.
2. The following courses are required (12 credit hours):
   - Math 8510 Applied Mathematics (3)
   - Math 8515 Mathematical Neuroscience (3)
   - Math 8520 Applied Combinatorics and Graph Theory (3)
   - Math 8560 Informatics of Biological Systems (3)
3. Students must take at least 9 credit hours selected from the list below (9 credit hours).
   - Math 6010 Mathematical Biology (3)
   - Math 6275 Applied Dynamical Systems (3)

- Math 8540 Advanced Topics in ODEs and Dynamical Systems (3)
- Stat 8050 Statistics for Bioinformatics (3)
- Stat 8561 Linear Statistical Analysis I (3)
- Stat 8581 Statistical Theory I (3)
- Stat 8582 Statistical Theory II (3)
- Stat 8610 Time Series Analysis (3)

4. Students must take at least 21 credit hours that should be selected from other graduate level courses in the Department of Mathematics and Statistics and courses from other departments listed below. The total number of required hours of coursework is 54; if Stat 8561 is taken as part of the core and used to also satisfy the 9 required hours above, a student must take additional coursework in Mathematics and Statistics or from the list below.
   - Biol 6102 Neurobiology (4)
   - Biol 6248 Cell Physiology (4)
   - Biol 6428 Medical Microbiology (4)
   - Biol 6500 Human Genetics (4)
   - Biol 6564 Advanced Genetics (4)
   - Biol 6565 Oncology (4)
   - Biol 6575 Virology (4)
   - Biol 6595 Microbial Physiology and Genetics (4)
   - Biol 6800 Principles of Cellular Biology (4)
   - Biol 7240 Human Physiology (3)
   - Biol 7430 Biotechnology (3)
   - Biol 7800 Molecular Cell Biology (3)
   - Biol 7880 Microbiology (3)
   - Biol 7900 Genetics (3)
   - Biol 8010 Neurobiology I, Cellular Neurobiology (4)
   - Biol 8020 Neurobiology II, Integrative Neurobiology (4)
   - Biol 8220 Advanced Molecular Cell Biology (4)
   - Biol 8248 Advanced Cellular Physiology (4)
   - Biol 8278 Molecular Immunology (4)
   - Biol 8310 Concepts in Cell Biology and Physiology (3)
   - Biol 8360 Protein Structure and Function (3)
   - Biol 8410 Advanced Microbiology (4)
   - Biol 8510 Concepts in Microbiology (2)
   - Biol 8610 Physiology and Genetics of Prokaryotes (4)
   - Biol 8620 Eukaryotic Molecular Genetics (4)
   - Biol 8675 Molecular Virology (4)
   - Biol 8710 Concepts in Molecular Genetics (2)
   - Chem 6110 Physical Chemistry I (3)
   - Chem 6120 Physical Chemistry II (3)
   - Chem 6150 Introduction to Biophysical Chemistry (3)
   - Chem 6410 Bioorganic Chemistry (3)
   - Chem 6420 Drug Discovery (3)
   - Chem 6450 Molecular Modeling Methods (3)
   - Chem 6590 Special Topics in Physical Chemistry (3)
   - Chem 6600 Biochemistry I (5)
   - Chem 6610 Biochemistry II (3)
   - Chem 6630 Enzymology (3)
   - Chem 6640 Fundamentals of Bioinformatics (4)
   - Chem 6780 Biomolecular Simulations (3)
   - Chem 8360 Protein Structure and Function (3)
   - Chem 8370 Nucleic Acid Structure and Function (3)
   - Chem 8400 Medicinal Chemistry (3)
   - Chem 8510 Biophysical Chemistry (4)
   - Chem 8520 Computational Chemistry (3)
   - Chem 8620 Advanced Topics in Biochemistry (3)
   - CSc 8510 Theory of Computation (4)
   - CSc 8630 Advanced Bioinformatics (4)
   - CSc 8711 Database on the web (4)
5. Dissertation Research (30 hours of Math 9999 or Stat 9999)

Concentration in Biostatistics

1. The following two courses should be included if they are not selected in the core courses:
   - Stat 8600 Probability Theory (3)
   - Stat 8561 Linear Statistical Analysis I (3)
2. The following courses (27 credit hours) are required:
   - Stat 8440 Survival Analysis (3)
   - Stat 8540 Advance Methodologies in Biostatistics (3)
   - Stat 8562 Linear Statistical Analysis II (3)
   - Stat 8581 Statistical Theory I (3)
   - Stat 8582 Statistical Theory II (3)
   - Stat 8630 Experimental Designs (3)
   - Stat 8678 SAS programming (3)
   - Stat 8700 Categorical Data Analysis (3)
   - Ph 7011 Epidemiology for Public Health (3)
3. At least 15 credit hours should be selected from other graduate-level courses in the Department of Mathematics and Statistics and courses from other departments listed as follows:
   - Biol 6564 Advanced Genetics (4)
   - Biol 7800 Molecular Cell Biology (3)
   - Biol 7900 Genetics (3)
   - Biol 8010 Neurobiology I: Cellular (4)
   - Biol 8220 Molecular Cell Biology (4)
   - Biol 8630 Bioinformatics (4)
   - CSc 6520 Design & Analysis-Algorithms (4)
   - CSc 6810 Artificial Intelligence (4)
   - CSc 8220 Advanced Computer Networks (4)
   - CSc 8221 Optical/Wireless Networks (4)
   - CSc 8530 Parallel Algorithms (4)
   - CSc 8710 Deductive Databases and Logic Programming (4)
   - CSc 8711 Databases and the Web (4)
   - CSc 8810 Computational Intelligence (4)
   - Ph 7010 Foundation of Public Health Administration & Policy (3)
   - Ph 7011 Epidemiology for Public Health (3)
   - Ph 7170 Research in Health Policy (3)
   - Ph 7270 Intermediate Epidemiologic Methods (3)
   - Ph 7300 Urban Health (3)
   - Ph 7530 Prevention Effectiveness & Economic Evaluation (3)
   - Stat 8090 Applied Multivariate Analysis (3)
   - Stat 8610 Time Series Analysis (3)
   - Stat 8670 Computational Methods in Statistics (3)
   - Stat 8674 Monte Carlo Methods (3)
   - Stat 8680 Applied Nonparametric Methods (3)
   - Stat 8760 Sample Surveys (3)
   - Stat 8800 Statistical Consulting (1)
   - Stat 8900 Colloquium (1)
4. Dissertation Research (30 hours of Math 9999 or Stat 9999)

Concentration in Mathematics

1. The mathematics concentration requires that a student chooses three of the following six areas as subjects for the qualifying exam and take the two required courses for the topic if they were not taken as part of the common core. The qualifying exam is comprised of three separate written exams on each of the three chosen areas. The exam is administered by the department.
   - Analysis: Math 8110 Real Analysis I and Math 8120 Real Analysis II
   - Matrix Theory: Math 8200 Advanced Matrix Analysis and one of Math 8210 Topics in Applied Matrix Analysis or Math 8201 Combinatorial Matrix Theory or Math 8620 Numerical Linear Algebra
   - Algebra: Math 8220 Abstract Algebra I and Math 8221 Abstract Algebra II
   - Discrete Mathematics: Math 8420 Advanced Graph Theory and Math 8440 Combinatorics
   - Applied Mathematics: Math 8150 Applied Mathematics and Math 8610 Advanced Numerical Analysis
   - Collegiate Mathematics Education: Math 9126 Epistemology of Advanced Mathematical Concepts and Math 9136 Learning Theories Relevant to Collegiate Mathematics Education
2. For breadth and specialization a student following the concentration in mathematics will take at least 8 additional courses (24 hours) chosen from the following. At least three but no more than six should be 8000 and/or 9000-level courses within the student's chosen area of specialization. Students are not permitted to take 6000 or 7000-level courses in an area in which they have taken a qualifying exam. Topics courses can be taken more than once if the topic is different. The total number of hours

of coursework should not be less than 54 hours. If there is overlap between courses taken for the qualifying exam and the common core, then additional courses from the following list should be taken to meet the requirement for 54 hours. Two of the 8000-level courses within the student's specialty will be chosen by the student as the basis for the candidacy exam. No student will be permitted to take a candidacy exam based on a course that was used for a qualifying exam.

- **Analysis:**
  - Math 6250 Complex Analysis (3)
  - Math 6258 Vector Calculus (3)
  - Math 6265 Partial Differential Equations (3)
  - Math 6661 Analysis I (3)
  - Math 6662 Analysis II (3)
  - Math 8310 Theory of Functions of a Complex Variable (3)
  - Math 8110 Real Analysis I (3)
  - Math 8120 Real Analysis II (3)
- **Matrix Theory:**
  - Math 6435 Linear Algebra (3)
  - Math 8200 Advanced Matrix Analysis (3)
  - Math 8210 Topics in Applied Matrix Analysis (3)
  - Math 8201 Combinatorial Matrix Theory (3)
  - Math 8620 Numerical Linear Algebra (3)
- **Algebra:**
  - Math 6441 Modern Algebra I (3)
  - Math 6442 Modern Algebra II (3)
  - Math 6444 Polynomials (3)
  - Math 6450 Theory of Numbers (3)
  - Math 6455 Error Correcting Codes (3)
  - Math 6460 Cryptography (3)
  - Math 8220 Abstract Algebra I (3)
  - Math 8221 Abstract Algebra II (3)
  - Math 8230 Topics in Algebra (3)
  - Math 8240 Introduction to Commutative Algebra and Algebraic Geometry (3)
  - Math 8250 Commutative Ring Theory (3)
- **Discrete Mathematics:**
  - Math 6420 Graph Theory (3)
  - Math 8420 Advanced Graph Theory (3)
  - Math 8440 Combinatorics (3)
  - Math 8450 Probabilistic Method in Combinatorics (3)
  - Math 8520 Applied Combinatorics and Graph Theory (3)
- **Applied Mathematics:**
  - Math 6010 Mathematical Biology (3)
  - Math 6211 Optimization (3)
  - Math 6253 Introduction to Operations Research (3)
  - Math 6275 Applied Dynamical Systems (3)
  - Math 6610 Numerical Analysis I (3)
  - Math 6620 Numerical Analysis II (3)
  - Math 6650 Inverse and Ill-posed Problems (3)
  - Math 6671 Transforms in Applied Mathematics (3)
  - Math 8510 Applied Mathematics (3)
  - Math 8515 Mathematical Neuroscience (3)
  - Math 8530 Topics in Applied Mathematics (3)
  - Math 8540 Advanced Topics in Ordinary Differential Equations and Dynamical Systems (3)
  - Math 8610 Advanced Numerical Analysis (3)
  - Math 8620 Numerical Linear Algebra (3)
- **Collegiate Mathematics Education:**
  - Math 6301 College Geometry (3)
  - Math 6371 Modern Geometry (3)
  - Math 6381 General Topology (3)
  - Math 6250 Complex Analysis (3)
  - Math 6258 Vector Calculus (3)

- Math 6265 Partial Differential Equations (3)
- Math 6661 Analysis I (3)
- Math 6662 Analysis II (3)
- Math 6435 Linear Algebra (3)
- Math 6441 Modern Algebra I (3)
- Math 6444 Polynomials (3)
- Math 6450 Theory of Numbers (3)
- Math 7820 Historical and Cultural Development of Mathematics I (3)
- Math 7821 Historical and Cultural Development of Mathematics II (3)
- Math 9126 Epistemology of Advanced Mathematical Concepts (3)
- Math 9136 Learning Theories Relevant to Collegiate Mathematics Education (3)
- Math 9166 Internship in Teaching College Mathematics (3)
- Math 9185 Research Seminar in Undergraduate Mathematics Education (3)
- Math 8110 Real Analysis I (3)
- Math 8120 Real Analysis II (3)
- Math 8310 Theory of Functions of a Complex Variable (3)
- Math 8540 Ordinary Differential Equations and Dynamical Systems (3)
- Math 8320 Functional Analysis (3)
- Math 8210 Topics in Applied Matrix Analysis (3)
- Math 8201 Combinatorial Matrix Theory (3)
- Math 8220 Abstract Algebra I (3)
- Math 8221 Abstract Algebra II (3)
- Math 8230 Topics in Algebra (3)
- Math 8440 Combinatorics (3)
- Math 8420 Probabilistic Combinatorics (3)
- Math 8620 Numerical Linear Algebra (3)
- CSc 6810 Artificial Intelligence (4)
- EPRS 8500 Qualitative/Interpretative Research in Education (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- Phil 6330 Philosophy of the Mind (3)
- Phil 6530 Philosophy of Language (3)
- Psyc 8010 Research Methods in Psychology (3)
- Psyc 8015 Theories of Development (3)
- Psyc 8540 Advanced Cognitive Psychology (3)
- Psyc 8551 Cognitive and Linguistic Development (3)
- Stat 8630 Experimental Designs (3)

3. Dissertation Research (30 hours of Math 9999 or Stat 9999)

Transfer credit hours: Students can transfer at most 24 semester credit hours to the program with the approval of the appropriate Graduate Director of the Department. Petition documents include the transcript, the course syllabi, exams and course notes or the textbook.

Qualifying exam: Students must pass a qualifying exam set by the appropriate graduate committee in accordance with any further requirements specified in the previously described concentrations. Students who fail the exam on the first attempt may take it only one more time. Students must pass the qualifying exam within two calendar years of admission.

Candidacy exam: Students must pass an oral candidacy exam before a committee that includes at least two final members of the student's dissertation committee. The candidacy exam is set by the committee and covers course material within the student's area of specialization or a proposed topic of thesis research. The details are determined by the committee in a manner consistent with any guidelines stated above for the student's concentration. A student must advance to candidacy by the fourth year. The candidacy exam can be taken only twice.

Dissertation Committee: The student and his/her dissertation adviser shall form a dissertation committee. The committee should consist of at least four faculty members. For students in the bioinformatics and biostatistics concentrations, one committee member should be from another department such as the Institute of Public Health, the Department of Biology or another institution.

Final dissertation defense: Upon completion of the research, the student must defend his/her dissertation publicly.

3310 Music

Programs Offered:

Master of Music

Concentration in Choral Conducting

Concentration in Composition

Concentration in Instrumental Conducting

Concentration in Jazz Studies

Concentration in Music Education

Concentration in Orchestral Instrument Performance

Concentration in Piano Pedagogy

Concentration in Piano Performance

Concentration in Voice Performance

Doctor of Philosophy in Teaching and Learning with Concentration in Music Education (in cooperation with the College of Education)

Artist's Certificate in Music

Concentration in Orchestral Instrument Performance

Concentration in Piano Performance

Concentration in Voice Performance

Concentration in Choral Conducting

Concentration in Orchestral Conducting

Concentration in Wind Band Conducting

Office of Admissions and Enrollment
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W. Dwight Coleman, Director
Steven A. Harper, 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 Florence Kopleff 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 Ph.D. 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. Students may contact the School of Music for further information on the Ph.D. program. 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

Master of Music (36 hours)

Concentration in Choral Conducting

Additional Admissions Requirements

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.

Degree Requirements

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APVC 6000 Applied Voice (1) [two semesters]
      - Mus 6480 Choral Conducting (2)
      - Mus 6440 Vocal Pedagogy (2)
      - Mus 6640 Choral Literature I (2)
      - Mus 6641 Choral Literature II (2)
      - Mus 7080 Ensemble (1) [four semesters]
      - Mus 7220 Workshop Seminar in Choral Conducting and Performance (2) [four semesters]
      - Mus 7430 Choral Methods and Materials (3)
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8690 Choral Conducting Project (3)
      - Mus 8830 Renaissance Music (3) **or** Mus 8840 Baroque Music (3)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460 (3)
2. Comprehensive examination.

Concentration in Composition

Additional Admissions Requirements

Applicants must submit GRE scores, a portfolio of original music scores, and recordings of composed works.

Degree Requirements

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APCP 8001 Applied Composition—Graduate 1 (3)
      - APCP 8002 Applied Composition—Graduate 2 (3)
      - APCP 8003 Applied Composition—Graduate 3 (3)
      - APCP 8004 Applied Composition—Graduate 4 (3)
      - Mus 6210 Composition Seminar (2), four semesters]
      - Mus 6460 Analysis of Post-Tonal Music (3)

- Mus 6480 Choral Conducting (2) **or** Mus 6490 Instrumental Conducting (2)
- Mus 8000 Introduction to Graduate Studies (2)
- Mus 8870 Twentieth Century Music (3)
- Mus 8890 Composition Recital (1)
- Mus 8910 Final Project in Composition (3)

b. Up to two credit hours of electives chosen from the following
- Mus 6110 Orchestration and Instrumentation (3)
- Mus 6450 Advanced Tonal Analysis (3)
- Mus 6500 Historical Counterpoint (3)
- Mus 6971 Survey of Electroacoustic Music (3) (Prerequisite: Mus 6730 or equivalent)
- Mus 6980 Electroacoustic Music Composition (3)
- Mus 6981 Computer Music (3) (Prerequisite: Mus 6030 or equivalent)
- Mus 6982 Adv. Topics in Computer Music (3) (Prerequisite: Mus 6981 or equivalent)

2. A piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study.
3. Mus 6760 or proficiency in keyboard harmony.
4. Mus 6770 or proficiency in aural skills.
5. Comprehensive examination.

Concentrations in Instrumental Conducting

Additional Admissions Requirements

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.

Degree Requirements: Orchestral Track

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APCD 8001 Applied Instrumental Conducting—Graduate 1(3)
      - APCD 8002 Applied Instrumental Conducting—Graduate 2 (3)
      - APCD 8003 Applied Instrumental Conducting—Graduate 3 (3)
      - Mus 6110 Orchestration and Instrumentation (3)
      - Mus 6940 Orchestral Literature (3)
      - Mus 7070 Orchestra (1) [two semesters]
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8970 Instrumental Conducting Project (3)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460 (3)
   d. Eight credit hours of graduate-level electives in music
2. Comprehensive examination.

Degree Requirements: Wind Band Track

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APCD 8001 Applied Instrumental Conducting—Graduate 1(3)
      - APCD 8002 Applied Instrumental Conducting—Graduate 2 (3)
      - APCD 8003 Applied Instrumental Conducting—Graduate 3 (3)
      - APCD 8004 Applied Instrumental Conducting—Graduate 4 (3)
      - Mus 6770 Advanced Aural Skills (1)
      - Mus 7060 Wind Ensemble (1) [two semesters]
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8800 Wind Band Literature (3)
      - Mus 8970 Instrumental Conducting Project (3)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460 (3)
   d. Seven credit hours of graduate-level electives in music
2. Comprehensive examination.

Concentration in Jazz Studies

Additional Admissions Requirements

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.

Degree Requirements

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APxx 7000 Applied Instruction (2) [four semesters]
      - Mus 6100 Jazz Combo Arranging (1)
      - Mus 6170 Arranging for Large Jazz Ensemble (1)
      - Mus 6792 Jazz Theory (2)
      - Mus 6850 Jazz Styles (2)
      - Mus 7081 Vocal Jazz (1) **or** Mus 7090 Jazz Band (1) [three semesters]
      - Mus 7160 Jazz Combo (.5) [four semesters]
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8220 Jazz Pedagogy (2)
      - Mus 8230 Jazz Program Administration (2)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460 (3)
   d. One elective course in music education (3)
   e. Two credit hours of electives chosen from the following:
      - Mus 6730 Computer Applications in Music (2)
      - Mus 6750 Group Instruction in Jazz Piano (1)
      - Mus 6790 Advanced Jazz Improvisation I (1)
      - Mus 6791 Advanced Jazz Improvisation II (1)
2. A final project consisting of a public performance.
3. Comprehensive examination.

Concentration in Music Education

Additional Admissions Requirements

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.

Note: Courses Under a, b, c, d, and i require B or better.

Degree Requirements

1. Thirty-six hours of graduate-level courses.
   The following courses are required:
   a. Select twelve hours from:
      - EPRS 7900 Methods of Research in Education (3)
      - EPSF 7120 Social and Cultural Foundations of Education (3)
      - EPY 7080 Psychology of Learning and the Learner (3)
      - Mus 7400 Foundations of Music Education (3)
      - Mus 7590 Seminar in Music Teaching and Learning (3)
      - Mus 8240 Research in Music Education (3)
      - Mus 8260 Curriculum and Assessment in Music Education (3)
   b. Select three hours from:
      - Mus 7200 Principles and Strategies of General Music Instruction (3)
      - Mus 7250 Music in the Education of Special Needs Children (3)
      - Mus 7430 Choral Methods and Techniques (3)
      - Mus 7560 Winds: Organization and Development of Instrumental Music (3)
      - Mus 7570 Strings: String Literature and Materials (3)
   c. Select three hours from:

- Mus 7230 Special Topics in Music Education (3)
- Mus 7700 Psychology of Music Learning (3)
- Mus 8210 Arts, Education, and the Community (3)
- Mus 8400 Contemporary Issues and Philosophies in Music Education (3)
- Mus 8580 Leadership and Supervision of Music Education (3)

d. Select three additional hours from:
- Mus 7200 Principles and Strategies of General Music Instruction (3)
- Mus 7230 Special Topics in Music Education (3)
- Mus 7250 Music in the Education of Special Needs Children (3)
- Mus 7430 Choral Methods and Techniques (3)
- Mus 7560 Winds: Organization and Development of Instrumental Music (3)
- Mus 7570 Strings: String Literature and Materials (3)
- Mus 7700 Psychology of Music Learning (3)
- Mus 8210 Arts, Education, and the Community (3)
- Mus 8400 Contemporary Issues and Philosophies in Music Education (3)
- Mus 8580 Leadership and Supervision of Music Education (3)

e. One 8000-level course in music history (3)
f. Mus 6450 or Mus 6460 (3)
g. Mus 6730 Computer Applications in Music (2)
h. One 6000-level elective course in music (3)
i. Mus 7300 Directed Study in Music Education (3)
j. Mus 8900 Non-thesis Research in Music (1)

2. Comprehensive examination.

Concentrations in Performance

Additional Admissions Requirements

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.

Degree Requirements: Orchestral Instrument

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APxx 8001 Applied Music—Graduate 1 (3)
      - APxx 8002 Applied Music—Graduate 2 (3)
      - APxx 8003 Applied Music—Graduate 3 (3)
      - APxx 8004 Applied Music—Graduate 4 (3)
      - Mus 6010 Performance Laboratory (0) [four semesters]
      - Mus 6910 Chamber Literature (3) **or** Mus 6940 Orchestral Literature (3)
      - Mus 7060,7070 Large Ensembles (1) [four semesters]
      - Mus 7110-7150 Chamber Ensembles (0.5) [four semesters]
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8490 Chamber Recital (1)
      - Mus 8590 Solo Recital (1)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460 (3)
   d. Five credit hours of graduate-level electives in music
2. Comprehensive examination.

Degree Requirements: Organ

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APOR 8001 Applied Organ—Graduate 1 (3)
      - APOR 8002 Applied Organ—Graduate 2 (3)
      - APOR 8003 Applied Organ—Graduate 3 (3)
      - APOR 8004 Applied Organ—Graduate 4 (3)
      - Mus 6010 Performance Laboratory (0) [four semesters]

- Mus 6200 Service Playing & Church Music Skills (2)
- Mus 6420 Organ Pedagogy (3)
- Mus 6710 Organ Literature (3)
- Mus 6760 Advanced Keyboard Harmony (1)
- Mus 7080 Choral Ensemble (1) [two semesters]
- Mus 8000 Introduction to Graduate Studies (2)
- Mus 8490 Chamber or Ensemble Recital (1)
- Mus 8500 Performance Seminar Keyboard Instruments (2)
- Mus 8590 Solo Recital (1)

b. One 8000-level course in music history (3)
c. Mus 6450 or Mus 6460 (3)
d. One elective hour

2. Comprehensive examination.

Degree Requirements: Piano

1. Thirty-six hours of graduate-level courses.

   a. The following courses are required:
      - APPF 8001 Applied Piano—Graduate 1 (3)
      - APPF 8002 Applied Piano—Graduate 2 (3)
      - APPF 8003 Applied Piano—Graduate 3 (3)
      - APPF 8004 Applied Piano—Graduate 4 (3)
      - Mus 6010 Performance Laboratory (0) [four semesters]
      - Mus 6410 Piano Pedagogy I (3) **or** MUS 6411 Piano Pedagogy II (3)
      - Mus 6530 Accompanying (1) [two semesters]
      - Mus 6610 Piano Literature (3)
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8490 Chamber or Ensemble Recital (1)
      - Mus 8500 Solo Performance Seminar (2)
      - Mus 8590 Solo Recital (1)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460
   d. Two credit hours of graduate-level electives chosen from the following:
      - Mus 6500 Historical Counterpoint (3)
      - Mus 6620 Solo Song Literature I(3)
      - Mus 6680 The Piano: It's Historical Development, Construction and Technology (2)
      - Mus 6730 Computer Applications in Music (2)
      - Mus 6750 Group Instruction in Jazz Keyboard (1)
      - Mus 6792 Jazz Theory (2)
      - Mus 6910 Chamber Literature (3)
      - Mus 6940 Orchestral Literature (3)
      - Mus 8030 Pedagogy of Music Theory (3)
2. A piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study, or successful completion of Mus 6360 Advanced Keyboard Skills.
3. Comprehensive examination.

Degree Requirements: Voice

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APVC 8001 Applied Voice—Graduate 1 (3)
      - APVC 8002 Applied Voice—Graduate 2 (3)
      - APVC 8003 Applied Voice—Graduate 3 (3)
      - APVC 8004 Applied Voice—Graduate 4 (3)
      - Mus 6010 Performance Laboratory (0) [four semesters]
      - Mus 6620 Solo Song Lit I (2)
      - Mus 6621 Solo Song Lit II (2)
      - Mus 7080 Choral Ensemble (1) [two semesters]
      - Mus 8000 Introduction to Graduate Studies (2)

- Mus 8590 Solo Recital (1)
- Mus 8620 Opera Theatre Workshop (2-3) [two semesters]
- Mus 8625 Opera Production (2)

b. One 8000-level course in music history (3) **or** Mus 6660 Dramatic Music (3)
c. Mus 6450 or Mus 6460 (3)
d. Three credit hours of graduate-level electives in music

2. Comprehensive examination.
3. Proficiency in Italian, German, French, and English diction.

Concentration in Piano Pedagogy

Additional Admissions Requirements:

Applicants to this concentration are required to play an audition including works from four historical periods. All works must be performed from memory.

Degree Requirements:

1. Thirty-six hours of graduate-level courses.
   a. The following courses are required:
      - APPF 8001 Applied Piano—Graduate 1 (3)
      - APPF 8002 Applied Piano—Graduate 2 (3)
      - APPF 8003 Applied Piano—Graduate 3 (3)
      - Mus 6010 Performance Laboratory (0) [three semesters]
      - Mus 6080 Practicum in Piano Pedagogy (2)
      - Mus 6410 Piano Pedagogy I (3)
      - Mus 6411 Piano Pedagogy II (3)
      - Mus 6530 Accompanying (1) [one semester]
      - Mus 6610 Piano Literature (3)
      - Mus 7970 Piano Pedagogy III (2)
      - Mus 8000 Introduction to Graduate Studies (2)
      - Mus 8420 Degree Recital (1)
      - Mus 8500 Performance Seminar Keyboard Instruments (2)
   b. One 8000-level course in music history (3)
   c. Mus 6450 or Mus 6460 (3)
   d. Two credit hours chosen from the following:
      - Mus 6360 Advanced Keyboard Skills
      - Mus 6500 Historical Counterpoint (3)
      - Mus 6620 Solo Song Literature I (3)
      - Mus 6680 The Piano: Historical Development, Construction and Technology (2)
      - Mus 6730 Computer Applications in Music (2)
      - Mus 6792 Jazz Theory (2)
      - Mus 6910 Chamber Music Literature (3)
      - Mus 6940 Orchestral Literature (3)
      - Mus 8830 Renaissance Music (3)
2. Piano proficiency examination to be taken after the second semester of enrollment or 20 hours of study, or successful completion of Mus 6360 Advanced Keyboard Skills.
3. Teaching in the Piano Pedagogy Laboratory Program.
4. 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 piano pedagogy. 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.

Artist Certificate in Music

To be admitted into the Artist Certificate program, students must have either a master's degree in music or equivalent professional experience.

Concentrations in Performance (Orchestral Instrument, Piano, Voice)

Additional Admissions Requirements

In order to be admitted to these concentrations, applicants must demonstrate outstanding performance ability in an audition before a faculty committee. Applicants may contact the Music Admissions and Enrollment office directly at 404-413-5955 with questions regarding audition dates and appointments.

Concentration in Orchestral Instrument Performance (18 hours)

- APXX 8001 (3) Applied Music
- APXX 8002 (3) Applied Music
- MUS 7060 (1) or MUS 7070 (1) Wind Ensemble or Orchestra [two semesters]
- MUS 7110, 7120, 7130, or 7140 (0.5) Chamber Music [two semesters]
- MUS 8590 (1) Solo Recital
- Electives (8)

Concentration in Piano Performance (18 hours)

- APPF 8001 (3) Applied Piano
- APPF 8002 (3) Applied Piano
- MUS 6010 (0) Performance Laboratory [two semesters]
- MUS 7071 (1) Collaborative Piano [two semesters]
- MUS 8590 (1) Solo Recital
- Electives (9)

Concentration in Voice Performance (18 hours)

- APVC 8001 (3) Applied Voice
- APVC 8002 (3) Applied Voice
- MUS 6010 Performance Laboratory [two semesters]
- MUS 8620 (2) Opera Theatre Workshop [two semesters]
- MUS 8590 (1) Solo Recital
- Electives (7)

Concentrations in Conducting (Choral Conducting, Orchestral Conducting, Wind Band Conducting)

Additional Admissions Requirements

In order to be admitted to these concentrations, applicants must demonstrate outstanding performance ability in an audition before a faculty committee. Applicants may contact the Music Admissions and Enrollment office directly at 404-413-5955 with questions regarding audition dates and appointments.

Concentration in Choral Conducting (18 hours)

- APCD 8001 (3) Applied Conducting
- APCD 8002 (3) Applied Conducting
- MUS 7080A (1) University Singers [two semesters]
- MUS 7220 (2) Workshop Seminar in Choral Conducting [two semesters]
- MUS 8690 (3) Choral Conducting Project
- Electives (3)

Concentration in Orchestral Conducting (18 hours)

- APCD 8001 (3) Applied Conducting
- APCD 8002 (3) Applied Conducting
- MUS 7070 (1) Orchestra [two semesters]
- MUS 8680 (2) Seminar in Instrumental Conducting [two semesters]

- MUS 8970 (3) Instrumental Conducting Project
- Electives (3)

Wind Band Conducting (18 hours)

- APCD 8001 (3) Applied Conducting
- APCD 8002 (3) Applied Conducting
- MUS 7060 (1) Wind Ensemble [two semesters]
- MUS 8680 (2) Seminar in Instrumental Conducting [two semesters]
- MUS 8970 (3) Instrumental Conducting Project
- Electives (3)

3320 Neuroscience

Programs Offered:

Doctor of Philosophy in Neuroscience

(Master of Science in Neuroscience obtained en route to the Doctor of Philosophy)

Neuroscience Institute
Georgia State University
P.O. Box 5030
Atlanta, Georgia 30302-5030
404/413-5387
neuroscience.gsu.edu

Walter Wilczynski, Director
Marise Parent, Director of Graduate Studies

The Neuroscience Institute admits students into a program leading to the Doctor of Philosophy (Ph.D.) degree. A Master of Science is earned en route to the Neuroscience Ph.D. degree. The Neuroscience Institute is affiliated with multiple departments and emphasizes an interdisciplinary approach to graduate training. Using state of the art facilities and equipment, Neuroscience Institute faculty are actively engaged in basic research that ranges from molecular, cellular and computational to behavioral. For more specific details about the Neuroscience Institute and for all application materials, please visit the following website: neuroscience.gsu.edu.

Admission Deadlines

Applications are considered for admission in the fall semester. The Application for Graduate Study, application fee, and all supporting materials (transcripts, GRE scores, letters, and Supplementary Form for Graduate Study in Neuroscience) must be received by Jan 5.

Additional Admission Requirements

In addition to the general requirements of the College of Arts and Sciences, the Neuroscience Institute has the following additional requirements:

1. A strong record of coursework and/or experience in a discipline related to the Neurosciences.
2. Strong performance on the Graduate Record Examination.
3. Students with prior laboratory experience relevant to the Neurosciences will be viewed favorably.

Degree Requirements

Master of Science (36 hours)

A Master of Science is earned en route to the Neuroscience Ph.D. degree. A minimum of 36 hours of graduate coursework is required for the Master of Science Degree in Neuroscience. To satisfy the minimum requirements for the degree, the student must complete successfully:

1. A minimum of 28 hours of graduate classroom coursework, which must include:
    a. Neuroscience core courses (11 hours).
    b. Neuroscience electives (3-4 hours).
    c. Statistics core course (3 hours).
    d. Introduction to Graduate Studies core courses (4 hours).
    e. Topics, Concepts and Seminar courses (7-8 hours).

2. A minimum of 8 semester hours of research credit. This requirement can be satisfied by enrolling in Neur 8800 Master's Research or the equivalent.
3. A qualifying exam.

Students admitted for graduate study that have already taken relevant graduate classes or who are in possession of a graduate degree may be accorded advanced standing after an evaluation of previous graduate work. This evaluation would normally be conducted by the Director of Graduate Studies before entry into the program or at the very latest during the first semester of enrollment.

Doctor of Philosophy (90 hours)

A minimum of 90 hours of graduate credit is required for the Ph.D. degree in Neuroscience. To satisfy the minimum requirements for the degree, the student must complete successfully:

1. The Master of Science in Neuroscience (36 hours).
2. A minimum of 54 semester hours of research credit. This requirement can be satisfied by a combination of Neur 9910 Advanced Research, 9999 Dissertation Research (minimum 20 hours) and Neur 9920 Advanced Directed Readings or the equivalent.
3. A dissertation proposal.
4. A dissertation.
5. A final oral presentation, directed primarily to the defense of the dissertation.

Concentration in Neuroethics

Students in the Neuroscience Ph.D. program can earn a concentration in Neurothics. This interdisciplinary field considers how ethical theories inform neuroscientific practice and how neuroscientific discoveries inform ethical theorizing. Neuroethics PhD students must satisfy all requirements described above for the Ph.D. degree in Neuroscience plus take 12 hours of coursework in Neuroethics to satisfy the concentration, and receive a grade of B or better in each of these courses.

- Neuroethics (Phil 6780/Neur 6530, 3 credits) is required for the concentration.
- One course on the elective list for the concentration (any with Neur 6000-level numbers) may be used to satisfy the Neuroscience Elective requirement as described in 1b. above.
- One course on the elective list for the concentration (any with Neur 8000-level numbers) may be used to satisfy 3 of the required 7-8 hours of the topics/concepts/seminar requirement as described in 1e. above.
- The additional 6 hours in Neuroethics courses can be taken in lieu of additional credit hours in research (Neur 9910) or directed readings (Neur 9920) that current Neuroscience doctoral students currently take in excess of the minimum 54 credit hours required for the PhD.

3330 Philosophy

Programs Offered:

Master of Arts in Philosophy

Concentration in Neurophilosophy

Dual 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
404/413-6100
E-mail: philgrad@gsu.edu
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 seek the M.A. as preparation before seeking admission to a philosophy 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 Neurophilosophy 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 may obtain additional information about the Department of Philosophy by contacting the Director of Graduate Studies at the addresses above.

Degree Requirements, Thesis Option

1. Twenty-seven hours of graduate coursework in philosophy.
2. Distribution requirements
   a. Logic requirement
      Phil 6500 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 letter-graded courses with the word "Seminar" in the title. This requirement is exempt from the usual “no double-counting” rule for distribution requirements; e.g. Phil 8030 can count both toward this requirement and the history requirement.
3. Six hours of thesis research.
4. A thesis.
5. An oral thesis defense.

Degree requirements, non- thesis option

The non-thesis option requires thirty-three hours of graduate coursework in philosophy (six more than the thesis option), and it has the same distribution requirements as the thesis option. It does not require six hours of thesis research, a thesis, or an oral thesis defense. Students taking the non-thesis option are not eligible to graduate with distinction, and should expect to receive no letters of recommendation to philosophy Ph.D. programs. Students will decide which option to pursue, in consultation with their advisor, after completion of 18 credit hours of graduate course work.

History Courses

- Phil 6010 Plato (3)
- Phil 6020 Aristotle (3)
- Phil 6030 Topics in Ancient Philosophy (3)
- Phil 6040 Augustine and Aquinas (3)
- Phil 6050 Topics in Modern Philosophy (3)
- Phil 6055 Hume (3)
- Phil 6060 Kant (3)
- Phil 6070 Marxism (3)
- Phil 6075 Topics in 19th Century Philosophy (3)
- Phil 6085 Topics in History of Philosophy (3)
- Phil 6090 Topics in Continental Philosophy (3)
- 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 6700 Ethics (3)
- Phil 6720 Environmental Ethics (3)
- Phil 6740 Biomedical Ethics (3)
- Phil 6750 Topics in Ethics (3)
- Phil 6770 Moral Psychology (3)
- Phil 6780 Neuroethics (3)
- Phil 6790 Topics in Neuroethics (3)
- Phil 6800 Social and Political Philosophy (3)
- Phil 6820 Philosophy of Law (3)

- Phil 6830 Philosophy of Art (3)
- Phil 6855 Advanced Topics in Political Theory
- Phil 6860 Philosophical Perspectives on Women (3)
- Phil 6890 Topics in Social and Political Philosophy (3)
- Phil 8700 Seminar in Ethics (3)
- Phil 8740 Seminar in Biomedical Ethics (3)
- Phil 8770 Seminar in Moral Psychology
- Phil 8810 Seminar in Social and Political Philosophy (3)
- Phil 8820 Seminar in Philosophy of Law (3)
- Phil 8855 Seminar in Political Theory
- Phil 8870 Seminar in Feminist Philosophy (3)

Metaphysics and Epistemology Courses

- Phil 6100 Epistemology (3)
- Phil 6130 Philosophy of Science (3)
- Phil 6150 Topics in Epistemology (3)
- Phil 6300 Metaphysics (3)
- Phil 6330 Philosophy of Mind (3)
- Phil 6340 Philosophy and Cognitive Science
- Phil 6350 Topics in Metaphysics (3)
- Phil 6530 Philosophy of Language (3)
- Phil 8100 Seminar in Epistemology (3)
- Phil 8130 Seminar in Philosophy of Science
- Phil 8300 Seminar in Metaphysics (3)
- Phil 8330 Seminar in Philosophy of Mind (3)
- Phil 8340 Seminar in Philosophy and Cognitive Science
- Phil 8520 Seminar in Logic (3)
- Phil 8530 Seminar in Philosophy of Language (3)

Neurophilosophy Track

In addition to meeting the requirements noted above, students on the Neurophilosophy track have the following additional requirements

1. Phil 6330, Philosophy of Mind, Phil 6340, Philosophy and Cognitive Science, Phil 8330, Seminar in Philosophy of Mind, or Phil 8340, Seminar in Philosophy and Cognitive Science. This requirement is exempt from the usual "no double-counting" rule for distribution requirements; e.g. Phil 8330 can count both toward this requirement and the seminar requirement.
2. Six hours at the graduate level of courses relevant to neurophilosophy from other departments, such as Neuroscience or Psychology. (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.)
3. Must write a thesis on a topic related to Neurophilosophy (topic will be approved by the philosophy Neurophilosophy 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. Eighteen hours of graduate coursework in philosophy with the following distribution requirements:
   a. Two seminar courses.
   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 Biomedical Ethics (3)
- Phil 6820 Philosophy of Law (3) (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)
- Phil 6822 Topics in Philosophy of Law (3)
- Phil 6850 African American Ethical and Legal Issues (3)
- Phil 6860 Philosophical Perspectives on Women (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)

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)
- Phil 6330 Philosophy of Mind (3)
- Phil 6530 Philosophy of Language (3)
- Phil 8300 Seminar in Metaphysics (3)
- 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. Six hours of thesis research.
5. A thesis.
6. 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 three credit hours of Phil 8950 Directed Readings may be counted towards the degree. Additional hours of Phil 8950 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 three requirements shall be awarded the M.A. with distinction:

1. A graduate Georgia State philosophy GPA of 3.85 or higher.
2. A thesis and thesis defense that, upon vote of the committee grading the thesis, are 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, www.gsu.edu/philosophy.

3340 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

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H. Richard Miller, Chair
Unil A.G. Perera, Associate Chair & 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 visiting the departmental website at www.phy-astr.gsu.edu/grad/programs.html or by contacting the admissions secretary and/or Director of Graduate Studies at the addresses above. Applications can be downloaded from the departmental and college websites, filled and mailed. However, online applications (link available both on the departmental and college websites) are encouraged.

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 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)
- Biol 8020 Neurobiology II: Integrative (4)
- Biol 8040 Functional Human Neuroanatomy (3
- 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)
- Math 6544 Biostatistics (3)
- Math 8515 Dynamical Foundations of Neuroscience (3)
- Psyc 8540 Advanced Cognitive Psychology (3)

a. 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.

b. 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.

4. 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).
5. 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.
6. Satisfaction of the foreign language/research skill requirement. (Contact the department for details.)
7. 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. 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.
8. 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.
9. An oral presentation discussing the student's proposed dissertation research.
10. A dissertation.
11. 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.

3350 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

Dual 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: 404/413-6159
Fax: 404/413-6156
E-mail: polgraddirector@langate.gsu.edu
www.gsu.edu/~wwwpol

William M. Downs, Chair
Charles Hankla, 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 four areas of study. These areas include American government and politics (PolS 6100-6180, PolS 8100-8180), comparative politics (PolS 6200-6280, PolS 8200-8280), international politics (PolS 6400-6480, PolS 8400-8480), and political theory (PolS 6500-6580, PolS 8500-8580). 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. The chair and at least one member of this committee must come from the department's graduate faculty, but the third member may come from the graduate faculty of another department at Georgia State University or from among the department's permanent non-graduate faculty. Subject to the approval of the Director of Graduate Studies, additional members beyond the required three may also come from outside the university, normally among members of the political science graduate faculty at an MA or PhD granting institution.
   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. First readers on this paper should be chosen from among the department's graduate faculty, but second readers may also be chosen from among the department's permanent non-graduate faculty or from among the graduate faculty of other departments at Georgia State University, subject to the approval of the Director of Graduate Studies.

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 (PolS 6100-6180, PolS 8100-8180). One may be taken in a different political science concentration 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 American politics (PolS 6100-6180, PolS 8100-8180)
   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 (PolS 6200-6280, PolS 8200-8280) and international politics (PolS 6400-6480, PolS 8400-8480). Two of these courses may be taken in other departments with the advanced approval of the departmental Director of Graduate Studies. One may be taken in a different political science concentration 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 (PolS 6200-6280, PolS 8200-8280) and international politics (PolS 6400-6480, PolS 8400-8480).
   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.

Dual Master of Arts in Political Science and Master of International Business

The purpose of this dual 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 dual 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 dual 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 dual degrees. 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. Five courses (15 hours) 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 15 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. An additional thirty hours of coursework beyond the M.A. (excluding POLS 8800 and 8810). For students without an M.A. in hand, 54 hours of coursework, including POLS 8800 and 8810.
3. All students must take at least one course in three of the areas offered by the department: American Politics, Comparative Politics, International Politics, Political Theory, and Research Methods (excluding 8800 and 8810). The remaining courses should be chosen by the student in consultation with the Graduate Director in accordance with the student's planned comprehensive exam fields (PolS 6130-8980).
4. Students admitted to the program without a previously earned MA will earn an ‘MA in passing' consisting of a rigorous research paper. This requirement must be met by the completion of 33 hours of coursework.
5. Written examinations in three of the following fields: American Politics, Comparative Politics, International Politics, Political Theory, and Research Methods. 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 M.A. 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 36 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. Individual exam committees, at their discretion, may require students to complete an oral examination as part of their comprehensive exams. Students may take the exams twice if necessary.

6. 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 Department of Modern and Classical Languages. Ph.D. students with a major in Comparative Politics must present a foreign language. The Department strongly urges students to complete this requirement before taking the comprehensive examination.
7. 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.
8. Dissertation written and approved by a three-member faculty committee. The chair and at least one member of this committee must come from the department's graduate faculty, but the third member may come from the graduate faculty of another department at Georgia State University. Subject to the approval of the Director of Graduate Studies, additional members beyond the required three may also come from outside the university, normally among members of the political science graduate faculty at a PhD granting institution.

No grade below a "C" may be used towards the M.A. or Ph.D. degrees. In addition, because the field of political science changes so quickly, the department will not normally support the use of coursework and other qualifications older than seven years towards the M.A. and ten years towards the Ph.D.

3360 Psychology

Programs Offered:

Master of Arts in Psychology

Doctor of Philosophy in Psychology

Concentration in Clinical Psychology

Concentration in Community Psychology

Concentration in Clinical/Community Psychology

Concentration in Clinical/Neuropsychology

Concentration in Developmental Psychology

Concentration in Neuropsychology and Behavioral Neuroscience

Concentration in Cognitive Sciences Psychology

Georgia State University
Department of Psychology
P.O. Box 5010
Atlanta, Georgia 30302-5010
404/413-6200
E-mail: GradAdmissions@langate.gsu.edu
www.gsu.edu/psychology

David Washburn, Chair
Lindsey Cohen, 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, Clinical/Community Psychology, Clinical/Neuropsychology, Developmental Psychology, Neuropsychology and Behavioral Neuroscience, and Cognitive Sciences 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 rodent and primate species.

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 at 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, the majority of which must be taken at Georgia State University, are required for the Doctor of Philosophy degree. Credit for up to 30 hours is possible for students with master's degrees from other institutions with the approval of the departmental Graduate Program Committee and the Office of Graduate Services of the College of Arts and Sciences. 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.

3370 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
404/413-6110
www.gsu.edu/religion

Kathryn McClymond, Chair
Molly Bassett, 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 address 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

The Masters of Religious Studies offers two tracks: a thesis track and a course work intensive track. Students declare which track they intend to pursue after they have completed 24 hours of course work, usually at the end of the first year of study. The requirements are as follows:

Track 1 (Thesis track):

In order to receive the Masters of Religious Studies, a student must complete 30 hours of course work. 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 theory and methods in the study of religion (3):
      - RelS 8200 Pro-Seminar in Advanced Theory and Method (3)
   b. At least one course from each of the following areas (6):
      - History of Religions (Abrahamic Traditions): RelS 6040, RelS 6200, RelS 6250, RelS 6450, RelS 6460, RelS 6480, RelS 6490, RelS 6570, RelS 6580
      - History of Religions (non-Abrahamic Traditions): RelS 6610, RelS 6612, RelS 6615, RelS 6620, RelS 6625, RelS 6628
   c. One course in comparative / thematic approaches to religions (3):
      - RelS 6240 Death and the Afterlife (3)

- RelS 6060 Evil and God (3)
- RelS 6080 Religious Dimensions in Human Experience (3)
- RelS 6225 Psychology and Religion (3)
- RelS 6270 Women and Religion (3)
- RelS 6630 Comparative Study of Mysticism (3)

d. One course in religion and ethics / politics (3):
- RelS 6650 Religion and Ethics (3)
- RelS 6670 Church and State (3)
- RelS 6675 Christianity and Democracy (3)
- RelS 6680 War, Peace and Religion (3)
- RelS 6690 Secularism, Liberalism & Religion (3)

e. Additional electives (9 graduate level hours) 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

Track 2 (Course work Intensive track)

In order to receive the Masters of Religious Studies, a student must complete 36 hours of course work. These courses must include:

1. Thirty-six hours of intensive coursework. As part of these thirty-six hours, a student successfully must complete:

a. One course in theory and methods in the study of religion (3):
- RelS 8200 Pro-Seminar in Advanced Theory and Method (3)

b. At least one course from each of the following areas (6):
- History of Religions (Abrahamic Traditions): RelS 6040, RelS 6200, RelS 6210, RelS 6215, RelS 6250, RelS 6450, RelS 6460, RelS 6480, RelS 6490, RelS 6570, RelS 6580
- History of Religions (non-Abrahamic Traditions): RelS 6610, RelS 6612, RelS 6615, RelS 6620, RelS 6625, RelS 6628

c. One course in comparative / thematic approaches to religions (3):
- RelS 6240 Death and the Afterlife (3)
- RelS 6060 Evil and God (3)
- RelS 6080 Religious Dimensions in Human Experience (3)
- RelS 6225 Psychology and Religion (3)
- RelS 6270 Women and Religion (3)
- RelS 6630 Comparative Study of Mysticism (3)

d. One course in religion and ethics / politics (3):
- RelS 6650 Religion and Ethics (3)
- RelS 6670 Church and State (3)
- RelS 6675 Christianity and Democracy (3)
- RelS 6680 War, Peace and Religion (3)
- RelS 6690 Secularism, Liberalism & Religion (3)

e. Additional electives (21 graduate level hours) 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.

f. Research competence must be demonstrated on the basis of a research paper. A committee of at least three members of the faculty will pass on the acceptability of the paper or project. Two-thirds of the committee must indicate approval. This approval must be submitted in writing to the Office of Graduate Services by the appropriate deadline (www.cas.gsu.edu/graduation_requirements.html).

Students who intend to pursue additional graduate work after the Masters of Religious Studies at Georgia State University are urged to pursue the thesis track option.

Affiliated Courses

Most students will concentrate their cours ework 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:

- 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 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)
- 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 www.gsu.edu/religion.

3380 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: 404/413-6500
Fax: 404/413-6505
www.gsu.edu/sociology

Donald Reitzes, Chair
Lesley Reid, 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 3 hours (1 course) may be taken in a related field or fields and/or up to 3 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. Students may not earn two or more grades of “C” or lower in graduate Sociology courses. Students who fail to meet either of these requirements will be scholastically terminated from the Sociology graduate program.
2. 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.
3. The total number of hours must include a minimum of 30 hours in sociology, 21 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
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 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 3 hours (1 course) may be taken in a related field or fields and/or up to 3 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 (19 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)
- Soci 9050 Special Topics in Social Research Methods (3)

E. Family, Health and Life Course (FHLC) Specialty Required Course Work. Select two (6 hours):
- Soci 8101 Family Sociology (3)
- Soci 8102 Life Course Sociology (3)
- Soci 9230 Medical 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 3 hours (1 course) may be taken in a related field and/or up to 3 hours of Soci 8970: Directed Readings may be taken.

I. Other Doctoral Requirements (32 hours of non-course work):
- Soci 9970 Readings for Qualifying Examination (6)
  Written specialty examinations.
- Soci 9998 Dissertation Proposal (9)
  A dissertation proposal and oral defense.
- Soci 9999 Dissertation Research (17)
  A dissertation and oral defense.

NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or better. Students may not earn two or more grades of “C” or lower in graduate Sociology courses. Students who fail to meet either of these requirements will be scholastically terminated from the Sociology graduate program.
2. 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.
3. The total number of hours must include a minimum of 96 hours in sociology, 71 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
4. Students must register for Soci 9970 Readings for Qualifying Examinations in the semester in which they prepare for the Ph.D. specialty examinations.
5. Students must register for Soci 8990 Research Practicum and Soci 8991 Teaching Practicum while they are appointed as a GRA, GTA, and/or GLA.

6. Students who are appointed as a GTA III must successfully complete Soci 9000 Teaching Sociology and Soci 9001 Teaching Internship prior to their appointment.
7. Soci 9001 Teaching Internship hours cannot be applied to the Ph.D. degree.
8. 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 (22 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)
   - Soci 9050 Special Topics in Social Research Methods (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. Select two (6 hours):
   - Soci 8101 Family Sociology (3)
   - Soci 8102 Life Course Sociology (3)
   - Soci 9230 Medical 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 3 hours (1 course) may be taken in a related field and/or up to 3 hours of Soci 8970: Directed Readings may be taken.

F. Other Doctoral Requirements (29 hours of non-course work):
   - Soci 9970 Readings for Qualifying Examination (3)
     Written specialty examinations.
   - Soci 9998 Dissertation Proposal (9)
     A dissertation proposal and oral defense.
   - Soci 9999 Dissertation Research (17)
     A dissertation and oral defense.

NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or better. Students may not earn two or more grades of “C” or lower in graduate Sociology courses. Students who fail to meet either of these requirements will be scholastically terminated from the Sociology graduate program.
2. 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.
3. 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.
4. Students must register for Soci 9970 Readings for Qualifying Examinations in the semester in which they prepare for the Ph.D. specialty examinations.
5. Students must register for Soci 8990 Research Practicum and Soci 8991 Teaching Practicum while they are appointed as a GRA, GTA, and/or GLA.
6. Students who are appointed as a GTA III must successfully complete Soci 9000 Teaching Sociology and Soci 9001 Teaching Internship prior to their appointment.
7. Soci 9001Teaching Internship hours cannot be applied to the Ph.D. degree.
8. 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.

3390 Spanish

Program Offered:

Master of Arts in Spanish

Department of Modern and Classical Languages
Georgia State University
841 General Classroom Building
404/413-5980
E-mail: wnichols@gsu.edu
www.gsu.edu/languages

Fernando Reati, Chair
William Nichols, 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.

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.)

Program Financial Information

Effective summer 2009, lab fees will be assessed automatically for students who register for certain courses. As a result, students will no longer be required to purchase lab fee cards. For more information, please feel free to contact the institute. For a complete list of courses and their respective fees, go to General Registration Information at www.gsu.edu/es/20272.html.

Degree Requirements

Master of Arts (30 hours):

1. Basic Requirements:
   a. Students may choose to emphasize a particular field of study -- literature, culture, or linguistics/pedagogy -- by (A) selecting a faculty advisor in that field, (B) taking a minimum of 2 courses in that field, and (C) writing a thesis or a non-thesis paper in that field.(See 2a. & 2b. below)
   b. A written exit examination
   c. An oral exit examination
   d. Proficiency in a foreign language other than the student's major
2. Thesis/Non-Thesis Option
   a. Thesis Option:
      i. Twenty-four hours of graduate coursework
      ii. A written thesis proposal
      iii. Six hours of thesis research
      iv. A thesis
   b. Non-Thesis Option:
      i. Thirty hours of graduate coursework
      ii. A research paper. (See MCL graduate handbook

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.

3400 Translation and Interpretation

Programs Offered:

Graduate Certificate in Translation (French, German, Spanish)

Graduate Certificate in Interpretation (Spanish)

Department of Modern and Classical Languages
Georgia State University
P.O. Box 3970
Atlanta, Georgia 30302-3970
404/413-5980
E-mail: mclgraduate@gsu.edu
www.gsu.edu/languages

Annette G. Cash, Director
acash@gsu.edu

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 a 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.

3410 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: 404/413-6587
Fax: 404/413-6585
E-mail: wsi@gsu.edu
www.gsu.edu/womensstudies

Susan Talburt, Director
Amira Jarmakani, Director of Graduate Studies

The Master of Arts (M.A.) degree program in Women's Studies proceeds from feminist and womanist 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 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. A writing sample of up to 30 pages in length.
4. 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 Office of Graduate Services of the College of Arts and Sciences by February 15 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, 15 hours of which are required (WSt 8001, WSt 8002, WSt 8003, WSt 8004, and WSt 8005) and 15 hours of WSI courses, courses with a WSt prefix crosslisted with other departments, or approved courses in other departments. Students must receive a B minus or above in all core and elective WSt courses, a C or above in all other courses that count toward the degree, and maintain a minimum overall GPA of 3.0.
2. A written comprehensive examination,
3. A minimum of six hours of Thesis Research (WSt 8999)
4. 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 five graduate courses (15 credits) in Women's Studies. "Successful completion" means a grade of B or higher in each. Three of these courses must be in the core classes (WSt 8001 – Feminist Theories, WSt 8002 – Globalization and Gender, WSt 8003 – New Directions in Feminism, WSt 8004 – Feminist Methodologies, or WSt 8005 - Promseminar. The other two courses must be in a WSt elective (drawn from courses bearing a WSt prefix), only one of which can originate from the candidate’s home department.

Eligibility:

All students seeking the WSI Graduate Certificate must submit a formal application through the College of Arts and Sciences Office of Graduate Services. Applications are accepted three times per year: July 1 (for Fall semester), November 15 (for Spring semester), and May 1 (for Summer semester). 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—such students must apply, but existing materials on file can be used for the application and the application fee will be waived;

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—such students must submit a short application available from the Graduate Studies office;

Students who apply only for the Graduate Certificate in Women's Studies—such students must submit a complete application and pay the requisite fee.

4000 College of Education

(See Section 1600 for Educator Preparation)

Graduate programs in the College of Education are described in detail in this chapter. See subsections for specific program information as well as policies and procedures.

General Information

The information contained in this chapter applies to programs, course offerings, and requirements specific to the College of Education. However, the information in this chapter is to be considered supplemental to the general university information found in the preceding chapters of this catalog. Therefore, students should familiarize themselves thoroughly with general information on registration, fees and refunds, academic regulations, student life, and campus services. All policies, regulations, and requirements explained in the preceding chapters of this catalog also apply to the College of Education.

Office of the Dean

1000 College of Education Building (10th floor)
404/413-8100
education.gsu.edu/main/

Randy W. Kamphaus, Dean
Gwen Benson, Associate Dean for School and Community Partnerships
William Curlette, Interim Associate Dean of Research and Graduate Studies
Joyce Many, Associate Dean for Academic Programs
Matthew Gillett, College Administrative Officer

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 Mental Health Counseling MS, the School Counseling M.Ed., and the Counselor Education and Practice Ph.D. programs are accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) The Council on Rehabilitation Education (CORE) accredits the Rehabilitation Counseling program in the College of Education. The American Psychological Association (APA) accredits the doctoral programs in Counseling Psychology and School Psychology.

The Master of Education (M.Ed.) program in Communication Disorders (speech-language pathology) at Georgia State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

4010 Research and Instructional Resources

Alonzo A. Crim Center for Urban Educational Excellence

350 College of Education Building
404/413-8070
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)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; (3) 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; (4)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; (5) 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; (6) 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; (7)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. Brian Williams.

Applied Physiology Laboratory

G18 Sports Arena
education.gsu.edu/kin/App_Phy_lab.html

The Applied Physiology Laboratory serves the research, teaching, and service needs of the Department of Kinesiology and Health.

Biomechanics Laboratory

137 Sports Arena
404/413-8056
education.gsu.edu/kin/Biomec_Ergo_lab.html

The Georgia State University Biomechanics Laboratory was established in 1989 to enhance biomechanical research productivity in the areas of sport and exercise activities, medical rehabilitation, and industrial and occupational activities. The director of the laboratory is Dr. Mark Geil.

Center for Research on School Safety, School Climate and Classroom Management

351 College of Education Building
404/413-8074
education.gsu.edu/schoolsafety/

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 director is Dr. Joel Meyers.

Educational Research Bureau

330 College of Education Building
404/413-8090
education.gsu.edu/erb/

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 Dr. Susan Ogletree.

Instructional Technology Center

2nd floor, College of Education Building
404/413-8080
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.

The director of the center is Dr. Steve Harmon. Call the Instructional Technology Center for information and appointments or visit their website at itc.gsu.edu.

Principals' Center

Fourth floor, College of Education Building
404/413-8256
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 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 schools 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
404/413-8029
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
404/413-8044
education.gsu.edu/epse/1791.html

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.

4020 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
404/413-8010
education.gsu.edu/cps/

Brian Dew, Chair

Faculty: Ancis, Ashby, Brack, Cadenhead, Chang, Davis, Dew, Dixon, Hill, Kamphaus, Levy, J. Meyers, Orr, Sikes, S. Truscott, Varjas, Wynne

Degree Programs: Mental Health Counseling (M.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
404/413-8020
education.gsu.edu/ece/

Barbara Meyers, Chair
Faculty: Bennett, Bingham, Bratt, Bridges-Rhoades, Dangel, Dooley, Duncan, Fernandes-Williams, Fisher, French-Lee, Hart, Holbrook, Howard, Jarrett, Jordan, Kavanagh, Kesner, Kurumada, Kwon, Lemons-Smith, M. Matthews, May, Mays, B. Meyers, L. Meyers, Saxton, Schafer, L. Smith, S. Smith, Swars, Tanguay, Thornton-Reid, D.Truscott, B. Williams, Zhao

Degree Programs: Early Childhood (M.A.T., M.Ed., Ed.S., Ph.D.)

Course prefix: BRFV, ECE.

Educational Policy Studies

450 College of Education Building
404/413-8030
education.gsu.edu/eps/

William Curlette, Chair

Faculty: Berry, Boyles, Buras, Carter, Curlette, Dever, Dobbs, Esposito, Fortner, Fournillier, , Hutcheson, Kaufman, King, Lakes, Li, Oshima, Richardson, Rogers, Tighe,

Degree Programs: Educational Leadership (M.Ed., Ed.S., Ed.D.), Urban Teacher Leadership (M.Ed.), 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

850 College of Education Building
404/413-8040 education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Faculty: Alberto, Benson, Commander, Easterbrooks, Emerson, Ennis, Fain, Flexner, Fowler, Fredrick, Gallagher, Green, Greenberg, Heflin, Heller, Houchins, , Irving, Jolivette, Kruger, Laures-Gore, Laushey, Lederberg, Leontovich, O'Rourke, Patterson, Patton-Terry, Rambow, Renken, Schober-Peterson, Steed, Viel-Ruma, Wallen, Washington, Zabrucky

Degree Programs: Behavior/Learning Disabilities (M.Ed.), Communication Disorders (M.Ed.), Educational Psychology (M.S., Ph.D.), Multiple and Severe Disabilities (M.Ed.), Education of Students with Exceptionalities (Ph.D.)

Course prefixes: EPY, EXC.

Kinesiology and Health

137 Sports Arena
404/413-8050
education.gsu.edu/kin/

Jacalyn Lund, Chair

Faculty: Appleberry, Brandon, Brison, Cianfrone, Doyle, Ellis, Geil, Greene, Gurewicz, Ingalls, Linens, Lund, M. Metzler, Owen, Pitts, Shapiro, W. Thompson, S. Williams, Wu.

Degree Programs: Health and Physical Education (M.Ed.), Exercise Science (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
404/413-8060
msit.gsu.edu

Dana L. Fox, Chair
Mary Ariail, Associate Chair
Faculty: Albers, Ariail, Bayazit, Behm Cross, Bohan, Brown, Burns, Calandra, Chahine, Choi, Criswell, Demir, Dias, Dunn, Earl, Feinberg, Flint, Fox, Harmon, Jett, Junor Clarke, Kinuthia, Lewis, Lomax, Manley, Many, Martin-Hansen, McGrail, Puvirajah, , Shoffner, Stinson, Sullivan, Thomas, Tinker Sachs, , Yarbrough, Yi, Zoss.

Degree Programs: English Education (M.A.T., M.Ed.), Mathematics Education (M.A.T., M.Ed.), Middle Level 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 (Ph.D.)

Course prefixes: EDCI, EDLA, EDMT, EDRD, EDSC, EDSS, ELMT, IT, TSLE.

4060 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.

Criteria on Academic and Professional Integrity

The College of Education is committed to upholding standards of academic and professional integrity. These standards require that students enrolled in undergraduate and graduate programs within the College of Education adhere to both the University's Student Code of Conduct as described on-line at www2.gsu.edu/~wwwdos/ as well as their individual degree program's Policy on Student Professionalism, Integrity and Retention. Students should contact their department for a copy of their degree program's policy.

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. 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.

4070 Teacher Certification

Authority to recommend for certification rests with the dean of the College of Education. Questions about certification and certification requirements should be directed to the appropriate department. See the "Educator Preparation" chapter of this catalog for further information.

Graduate admission information may be obtained from the Office of Academic Assistance and Graduate Admissions, 300 College of Education Building, 30 Pryor Street 404/413-8000 or online at education.gsu.edu. Teachers interested in adding art, music, or foreign language certification should contact the College of Arts and Sciences Graduate Office, 800 Haas-Howell Building 404/413-5040. 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.

4080 College of Education Honors Day

The College of Education recognizes graduate students who demonstrate outstanding academic and professional achievements. College and departmental awards are given each spring at the College of Education Honors Day ceremony.

The Department of Counseling and Psychological Services awards the Chet W. Harris Memorial Scholarship and the Kenneth and Mary Matheny Scholarship.

The Department of Early Childhood Education offers the Robert L. Blaney and Joe C. White Award in recognition of academic achievements of students in the Urban Accelerated Certification and Master's 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; the Glen Vergason Scholarship for deserving minority graduate students with disabilities; awards for the Outstanding Master's and Doctoral Students in Special Education in recognition of outstanding scholarship and service; an award for the Outstanding Clinician in Communication Disorders for excellence and creativity in clinical skills; an award for Outstanding Doctoral Student in Educational Psychology for outstanding scholarship, teaching, and/or service; an award for Outstanding Doctoral Student in Special Education for outstanding scholarship, teaching, and/or service; 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; an award for Outstanding Doctoral Dissertation in Education Psychology for a doctoral dissertation of especially high quality and potential impact in the field; Outstanding Doctoral Dissertation in Special Education for a doctoral dissertation of especially high quality and potential impact in the field; an award for Outstanding Master's Thesis in Education Psychology for a Master's thesis of especially high quality and potential impact in the field; an award for Outstanding Master's Project in Educational Psychology for a Master's project of especially high quality and potential impact in the field; an award for Outstanding Teacher in Educational Psychology given to a doctoral student in recognition of outstanding teaching; an award for Outstanding Special Education teacher given to a currently employed special education teacher for creative teaching and advancement in teaching in special education; an award for Outstanding Professional Service Award for a current student in recognition of outstanding professional service; Outstanding Alumnus Award for outstanding achievement in his or her chosen field; and the Marie C. Keel Award, for effective supervision or mentoring of EPSE students.

The Department of Kinesiology and Health offers four 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 M.Ed. in Health and Physical Education.

The Department of Middle-Secondary Education and Instructional Technology gives the Graduate Award to M.A.T., 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 (404/413-8100).

4100 Office of Academic Assistance and Graduate Admissions

education.gsu.edu/oaa/
300 College of Education Building
404/413-8000
Nancy A. Keita, Director
Sharon Spurley, Assistant Director
Carla Woods, Senior Academic Advisor
Cynthia Curtis, M.A.T./TEEMS Advisor

The College of Education's Office of Academic Assistance and Graduate Admissions serves the college's students and applicants to its graduate programs. This office:

- Dispenses application information and materials;
- Receives and evaluates application materials for graduate study in the College of Education;
- Explains catalog regulations;
- Audits and clears students for graduation;
- Administers appropriate policies for the college and the university; and
- Refers 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 404/413-8000.

Department and Faculty Advisement

Each department in the college provides advisement and counseling to students enrolled in its degree programs. All admitted students are assigned a faculty adviser for academic and career development, the selection of electives, and any aspect of a student's major area of study. The initiative for contact with the faculty adviser lies with the student, who may also have ready access to other members of the faculty.

4110 Changing Major or Degree Status

Georgia State University graduate students in the College of Education who wish to change to a different graduate major must complete a "Change of Major or Degree Status" form and supply all required admission materials for the new major. In the College of Education, coursework completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major's program description and the credits meet all other College of Education guidelines for degree completion and if the student's new program adviser approves the use 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.

Graduate students admitted in nondegree status who wish to become admitted in a degree-seeking status must complete the online application , pay the $50 application fee, and supply all required admission materials for the new degree program. No more than nine (9) 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 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.

4140 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.

Level of Courses

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. No course numbered 5000 to 5999 may be applied toward the requirements of any degree program offered by the college.

Only those persons who have been admitted to a graduate program may enroll in courses numbered 6000 or higher.

College of Education courses numbered 9000 or higher are restricted to students admitted to a doctoral program. Other students may be eligible to enroll with consent of the instructor.

Minimum Grade in Courses

The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of "C" or higher. Coursework in which a grade below "C" is earned may not be applied to a program.

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.***

4150 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 (404/413-8010) for practica deadlines and applications.

Students in the Department of Educational Psychology and Special Education should contact the department (404/413-8040) 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 student's department. In addition, all students are required to contact their advisers and chair of the department in which the practicum or internship is to take place for additional criteria and specific requirements of the practicum and internship experiences.

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.

4160 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

The appeals procedure for students will follow different courses of action depending on the nature of the student's appeal. Please refer to University Information Section 1050.80 under Polices and Disclosures in this catalog or visit www.gsu.edu/enrollment/appeals.html for details.

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. The Undergraduate Catalog and the Graduate Catalog Student Code of Conduct set forth policies and requirements for Georgia State students. Students are expected to know and comply with these policies. Students may, however, seek relief or resolution when they believe that:

- The application of these policies and procedures will create undue hardship for them or will not recognize their extraordinary or extenuating circumstances; or
- Specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, or inequitable manner.

The procedures for complaints, petitions, and appeals related to University-wide and college-based policies are listed at education.gsu.edu/oaa/4009.html.

To adhere to University policy, the College of Education has developed –three forms: Petition for Admission, Petition for Waiver or Variance, and Student Petition for Resolution. Students should complete these forms and submit to the appropriate department for review. Forms are available at education.gsu.edu/oaa/.

Petition for Admissions
Applicants denied admissions who wish to appeal an admission decision or who desire a request for exception should complete the Petition for Admission Form available in the College of Education Office of Academic Assistance and Graduate Admission.

Petition for Waiver or Variance
Any student in the College of Education may petition for a waiver or variance of established policy, procedure, rule, or guideline governed by the college. This form should be used for requests of substitutions of required courses, waivers of college policies governing graduate students, or waivers of college policies governing doctoral students. The Student Petition for Waiver or Variance form must be submitted by the end of the term prior to the term in which the exception is needed. The form can be found at education.gsu.edu/oaa/4009.html.

Student Petition for Resolution
Students are encouraged to discuss academic or non-academic problems or grade concerns with the instructor prior to filing a formal petition, in an effort to gain understanding about the basis of the treatment or grade. If the issue is not resolved informally, students should complete the Student Petition for Resolution process. The form can be found at education.gsu.edu/oaa/4009.html.

4170 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 fail 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 Semester March 1

There is no guarantee that 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.

4200 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 application 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 education.gsu.edu/oaa/4427.html.

Applications and supporting materials must be filed with the Office of Academic Assistance and Graduate Admissions at the addresses listed at education.gsu.edu/oaa/oaa_contact.htm well in advance of the desired term of entry. Each applicant must allow adequate lead-time for admissions processing. International applicants should refer to the "International Applicant Admission " section of this chapter for additional admissions information.

Application deadlines vary by program. Please check the application completion date for your program of interest at education.gsu.edu/oaa/4427.html. 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. Materials submitted are not returned to the applicant and are not transferable to other institutions.

College of Education Policy on Admissions

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 College of Education. 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.

Visit the admissions section of the Office of Academic Assistance and Graduate Admissions website for detailed information on college requirements, program requirements, and deadlines at education.gsu.edu/oaa/.

Admission is based upon a variety of factors among which is the quality of the applicant's undergraduate record (and graduate record if appropriate), achievement on required admissions tests, the degree of preparation for the specific academic program to be pursued, and available space in the program. In addition to these general criteria, individual departments may consider additional factors in making admission decisions.

Each applicant must complete and submit the online application for admission to graduate study, required application materials, and the non-refundable $50.00 application fee.

All applicants must submit the following items and meet stated college minimum criteria:

1. Two transcripts from each college or university, domestic or overseas, from which they received a degree, or where they were enrolled in undergraduate or graduate level coursework. 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 or are listed on another institution's transcript.
2. 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.
   a. 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.
   b. Applicants for the Specialist in Education (Ed.S.) programs must have a grade point average of no less than 3.25 on all graduate coursework for which letter grades were awarded.
   c. Applicants for the Doctorate of Philosophy (Ph.D.) programs must have a grade point average of no less than 3.30 on all graduate coursework for which letter grades were awarded.
3. Copies of scores on the General Test of the Graduate Record Examination (GRE). Test scores must be from an examination taken within the last five years prior to the term of admission of the program. 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 a minimum score or percentile on the Graduate Record Examination. Some programs accept the Miller Analogies Test in lieu of the GRE.
4. Any supplemental application materials required by the major department. Programs may have additional application requirements.

Visit the Office of Academic Assistance and Graduate Admissions web site at education.gsu.edu/oaa/ and the individual websites of the department/program of interest to discover the full list of materials required.

Admissions Appeals and Requests for Exceptions to Admissions Criteria

Applicants denied admissions who wish to appeal an admission decision or who desire a request for exception should complete the Petition for Admission Form. Contact the Office of Academic Assistance and Graduate Admissions for more information.

Reentry

A reentry student is one who has been enrolled at Georgia State and who meets at least one of these criteria:

- has not registered for courses at Georgia State during any of the previous three semesters.
- has been on scholastic suspension after an absence of one calendar year.
- has been on scholastic exclusions after an absence of five or more years.
- has attended any semester as a transient and wishes to attend an additional term.

Application Procedures for Reentry

The Reentry Application is available online at education.gsu.edu/oaa/3985.html. Students will need to submit a $25.00 application fee with their applications. Reentry students who are accepted but do not attend the semester in which they were admitted must contact the Office of Academic Assistance and Graduate Admissions if they wish to attend the succeeding semester.

Reentry admission is not automatic. A student must reenter the program into which he or she was most recently admitted, and he or she must be able to meet all current admissions 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. 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 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. Applicants needing a student visa are required to document the availability of funds equal to the estimated cost of the first academic year at Georgia State before a certificate of eligibility will be issued.

International students applying from abroad must have application, fees, and supporting documentation on file in the Office of Admissions approximately three 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.

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) or International English Language Testing System (IELTS) test. The TOEFL or IELTS are 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 by International Student and Scholar Services.

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, and/or stamps. 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 and judged equivalent by an independent evaluation service. Georgia State University accepts course-by-course evaluations from the Josef Silny Company, ECE, and WES. The evaluations must come directly from the service.

Transient (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 transient (visiting) 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, College of Education, Georgia State University, 30 Pryor Street, Suite 300, Atlanta, GA 30303 by the deadline date listed in the Transient section at education.gsu.edu/oaa/4427.html: (1) Graduate Transient Student Application, (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, Nancy Keita, at the above address.

Georgia State University students currently pursuing degree programs in the College of Education and seeking transient (visiting) status at another institution must first secure permission from their academic advisor. Once permission is secured, the Office of Academic Assistance and Graduate Admissions provides a letter of good standing for the student.

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:

- 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
- 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 securely posted online and 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 specific 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 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 the program being applied for admits new students during at least one of those terms. Some programs only admit students one term during the academic year; therefore, postponing enrollment delays beginning the program by a calendar year. In this case, the applicant may not reactivate the application, but must submit a new online application instead (in keeping with university requirements for residency status verification). The applicant must meet current admission criteria and may also be required to resubmit supporting materials.

A written request for reactivation is required. Address the request to Graduate Admissions, Office of Academic Assistance and Graduate Admissions, Attn: Director. Admission for a subsequent term is not automatic or guaranteed.

Deadlines for notification to change entry term are as follows:

- Fall Semester July 1

- Spring Semester October 1
- Summer Semester March 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.

Any student who earns credit in a master's or specialist level program and later become 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.

4220 Master's Degree Regulations

4220.10 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 mental health counseling. Only these two majors may be combined in this manner. A description of program requirements for the Educational Research/Mental Health 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 mental health 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.

4220.20 Concurrent Master's/Ed.S. Admission

Applicants for the Master of Education degree in School 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. Admission to these programs is concurrent; however, completion of degree requirements occurs sequentially.

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. 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.

4220.30 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.

4220.50 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.

4220.60 Minimum Requirements for All Master's Degrees

1. Students must earn a cumulative grade point average of 3.00 calculated on all graduate coursework attempted at Georgia State University. The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of "C" or higher.
2. Coursework in which a grade below "C" is earned may not be applied to the master's programs.
3. 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.
4. A minimum of 36 semester hours of coursework is required.
5. Students must take a minimum of 27 semester hours of coursework at Georgia State University.
6. No coursework may be more than six calendar years old at the time of graduation except for coursework applied to the degree requirements in Mental Health Counseling, Rehabilitation Counseling, School Counseling, or School Psychology, which may be no more than seven calendar years old.
7. Each student must meet the comprehensive examination (exit) requirement of his or her program.

4220.70 Comprehensive Examination Requirement

All master's-degree students must meet a comprehensive examination (exit) requirement in at least one of the following ways as determined by program faculty:

1. 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. 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. Students complete and defend a project, portfolio, or thesis.

4230 Master of Arts in Teaching (M.A.T.) Programs

Students seeking certification from the State of Georgia Professional Standards Commission are required to pass the GACE Basic Skills Assessment (or provide an exemption) and GACE Content Assessment in their fields.

4230.05 Early Childhood Education (M.A.T.)

Department of Early Childhood Education
550 College of Education Building, 404/413-8020
education.gsu.edu/ece/

Barbara Meyers, Chair

The Master of Arts in Early Childhood Education in the Department of Early Childhood Education (ECE) at Georgia State University is an opportunity for post baccalaureate ***provisionally certified practicing teachers of record*** to work toward a graduate degree concurrent with their studies toward elementary teaching certification (grades Pk-5). This cohort based program encourages authentic collaboration around learning, teaching, and advocacy with colleagues similarly committed to pedagogical excellence and equitable educative opportunities for all children.

This five semester program has been intentionally designed to seamlessly link theory, content and practice across all courses. The ECE M.A.T. Program of Study aims to promote relevancy, interconnectedness, and applicability for ***beginning teachers of record***. Coursework has been carefully constructed in order to support novice teachers as they work in urban high needs schools in the metro Atlanta area, preparing teachers without previous coursework in education not only to meet the needs of the students they serve, but also to address the challenges in their urban school contexts. To support beginning teachers of record during the vulnerable induction phase of teaching, the ECE M.A.T. emphasizes a scaffolded, developmental, and responsive coaching model over two academic years. Faculty/coaches provide an instructional bridge for beginning teachers as they learn to connect course content and effective pedagogical practices to their own classrooms.

Students who successfully complete the entire program of study and program requirements (44 credit hours of graduate coursework and the successful completion of EXC 4020 or its equivalent) receive a M.A.T. in Early Childhood Education and will be recommended by GSU for a clear renewable certificate (grades PK-5). In the case that students elect to only receive the certification and not complete the Master’s Degree, all coursework and program requirements indicated for certification only on the Program of Study (35 credit hours) must be successfully completed. Due to the permeable and iterative design of the program, all courses must be taken in sequence beginning in the fall.

Program Admission

Admissions criteria help to ensure that candidates are prepared for the rigorous curriculum requirements of the graduate program.

Candidates must meet all admission requirements of the College of Education as stipulated on the Office of Academic Assistance and Graduate Admissions web site located at education.gsu.edu/oaa/4427.html.

Candidates who are considered for the ECE M.A.T. must meet the following criteria prior to program entry:

1. undergraduate degree from an accredited college or university
2. undergraduate GPA of 2.75 or higher
3. official scores on the Graduate Record Exam (GRE) from the past five years
4. passing scores on the Georgia Assessments for the Certification of Educators (GACE) Test of Basic Skills or exemption from this test based on GRE, SAT, or ACT scores.

Candidates must also submit academic or professional letters of recommendation.

Program Degree Requirements

Master of Arts in Teaching in Early Childhood Education

A. Professional Studies (9)
   - Required (9):
     - EPRS 7910 Action Research (3)
     - EPSF 7100 Critical Pedagogy (3)
     - EPY 7090 The Psychology of Learning and the Learner: The Young Child (3
B. Content Courses of Teaching Certification In Early Childhood Education:
   - Required (23):
     - ECE 6360 Culturally Responsive Pedagogy (3)
     - ECE 6390 Foundations of Learning and Teaching Mathematics (2)
     - ECE 6576 Integrative and Iterative Curriculum Design (6)
     - ECE 6586 Advocating for Students through the Descriptive Review of the Child (3)
     - ECE 6587 Language and Literacy Development (3)
     - ECE 7393 Number and Operation in the Elementary Classroom (3)
     - ECE 7576 Teacher Inquiry for Critical Change (3)
C. Advanced Courses for Endorsement/Specialization (3)
   - Select three credit hours:
     - Courses should be selected from the list of recommended electives after consultation with advisor. Acceptable Prefixes include: CPS, ECE, EPY, EPSF, EDRD, EDLA, TSLE, EXC, EPEL, and EPRS. All courses elected must be at the 6000, 7000, or 8000 level. Courses with other prefixes may be selected with consent of advisor.
D. Internships (9)
   - ECE 6575 Beginning Teachers of Record as Reflective Practitioners I (2)
   - ECE 6585 Beginning Teachers of Record as Reflective Practitioners II (2)
   - ECE 7575 Induction Teachers as Change Agents I (2)
   - ECE 7585 Induction Teachers as Change Agents II (3)

Students must complete all Professional Studies and Content courses with a grade of "C" or higher. Student Teaching/Internship courses must be completed with a “B” or higher continue with the cohort. All courses in the ECE M.A.T. must be taken in sequence.

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.

Program Total: minimum of 44 semester hours

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the GACE Basic Skills Assessment and GACE Content Assessments for Early Childhood Education and successfully completing:

1. EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (or its equivalent) and EPY 7090
2. The content courses of teaching certification in Early Childhood Education: ECE 6360, ECE 6390, ECE 6576, ECE 6586, ECE 6587, ECE 7393, ECE 7576.
3. The internship courses: ECE 6575, ECE 6585, ECE 7575, ECE 7585.

4230.10 English Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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. 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 Basic Skills Assessment and GACE Content Assessment 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 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

4230.15 Mathematics Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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]. How recently these courses have been completed will be a consideration.
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.

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 Basic Skills Assessment and 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 Practicum III (3)

Program total: minimum of 45 semester hours

4230.20 Middle Level Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Teacher as Reflective Professional

The M.A.T. major in Middle Level 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 Level 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)
   - **Language Arts and Social Studies Education 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. 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 Basic Skills Assessment and 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 Level Education

A. Professional Studies (9)
    - 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)
    - Required (6):
        - EDCI 7020 Middle Schools in a Diverse Society (3)
        - EDRD 7630 Literacy in the Content Areas (3)
    - Elective (3):
        - Select an elective with the approval of the Middle Level Education 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 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 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 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 level. One course should be taken from the College of Arts and Sciences and one course (EDSS) from social studies 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

4230.25 Reading, Language, and Literacy Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology

600 College of Education Building, 404/413-8060

msit.gsu.edu

Dana L. Fox, 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)
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:

2.
   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.
3. 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).
4. Documentation of previous work experience.
5. Interviews conducted by faculty and school-based personnel.
6. 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 Basic Skills Assessment and 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) 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)
   - 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)
   - 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 Literacy Assessment and Instruction (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)
   - EDCI 7660 Practicum I (3)

- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4230.30 Reading, Language, and Literacy Education (M.A.T.) Online Program

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The online program in M.A.T. major in Reading, Language, and Literacy Education is offered through the Georgia ONmyLINE (GOML) system. GOML provides access to a full array of online and distance education offerings from the 35 colleges and universities in the University System of Georgia. To find out more about GOML, please go to education.gsu.edu/main/Distance_Learning.htm.Students can apply to a Georgia State University GOML program at education.gsu.edu/main/4427.htm.

The M.A.T. major in Reading, Language, and Literacy Education (ESOL) Online Program 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 P-12 settings. This program addresses the needs of teachers who work with literacy learners from diverse cultures. Although these teachers can have an undergraduate degree in any area, they must have had experience learning a second language. They must also be currently employed teaching P-12 ESOL students, either as a provisionally certified ESOL teacher in Georgia or as an ESOL paraprofessional in Georgia. (Note: Some counties will not allow para-professionals to complete the field-based program requirements within the context of their job placement. Applicants should check on the policies in the place with the county in which they work prior to applying to the program.) The M.A.T. RLL ESOL course of study is designed to meet the requirements for professional certification at the initial level in ESOL and the requirements for a Reading Endorsement.

The M.A.T. RLL ESOL online program is 45 hours (9 hours of college core courses; 9 hours English as a Second Language; 9 hours reading endorsement; 9 hours of applied linguistics; 9 hours of practicum). Entry into the program could begin in any semester; however, applicants are required to take TSLE 7440 prior to enrolling in practicum hours, and EDRD 7600 or EDRD 7630 prior to enrolling in EDRD 7650. Consequently, M.A.T. students (who are required to complete a year-long fall/spring practicum) could enroll in summer and complete the program in a minimum of 4 semesters; otherwise, the program would take a minimum of 5 semesters. This degree addresses the professional standards from IRA for classroom teachers of reading and from TESOL for teachers of ELL learners.

Program Academic Regulations

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. 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 Basic Skills Assessment and 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) 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 Online Program

A. Professional Studies (9)
   - Required (9):
     - EPY 7080 The Psychology of Learning and Learners (3)
     - EPRS 7900 Methods of Research in Education (3)
     - EPSF 7120 Social and Cultural Foundations in Education (3)

B. Teaching Field/Major (27)

- Required (27):
  - 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 Literacy Assessment and Instruction (3)
  - TSLE 7250 Applied Linguistics for the Bilingual/English as a Second Language Teacher (3)
  - TSLE 7260 Cultural Issues for Bilingual/English as a Second Language Teacher (3)
  - TSLE 7440 Methods and Materials for Bilingual/English as a Second Language Teacher (3)

C. Internship (9)
- EDCI 7660 Practicum I (3)
- EDCI 7670 Practicum II (3)
- EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4230.35 Science Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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

Undergraduate students in the Bachelor of Science with a major in Physics can apply to the M.A.T. in Science Education if they meet the following requirements.

- Students must participate in pre-advising sessions with faculty in the Department of Physics and Astronomy.
- Students must have completed at least 30 hours of academic credit (including MATH 2211 and PHYS 2211K).
- Students must have earned a minimum cumulative GPA of 3.3.
- Students may apply to the option at any time after completing 30 hours but prior to completing 90 hours of undergraduate coursework.
  - Complete the B.S./M.A.T. application form. This will be kept on file in the Department of Physics and Astronomy and in the Office of Academic Assistance in the College of Arts and Sciences.
  - Documentation of previous work experience (resume or curriculum vitae).
  - Personal statement of goals and/or reasons for teaching.
- Formal acceptance into the M.A.T. portion of the program will be contingent upon the following:
  - Filing an application to the M.A.T. program by the appropriate deadline at education.gsu.edu/oaa/4427.html
  - Maintaining a cumulative GPA of 3.0 or higher;
  - Completion of 90 hours towards the B.S. degree in Physics (including PHYS 7460 and PHYS 7850):
  - Submission of passing scores on the GACE Basic Skills Assessment or demonstrate an exemption upon application to the program. The current options for satisfying the Basic Skills Assessment, including the exemptions, are outlined at www.gapsc.com/documentation/basicskillsinfo.asp. Under "Basic Skills Testing," go to "Options to Satisfy the Basic Skills Requirement".

- Submission of acceptable GRE scores;
- Acceptance into the Teacher Education track is contingent upon acceptance into the M.A.T. portion, completion of 24 hours in physics, and passing or exempting the GACE Basic Skills test.
- 2-3 letters of recommendation: (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; (c) one letter from a current work supervisor, if applicable.

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 prepared to teach in broad field science or in one of the science specialties of

biology, chemistry, earth/space science and physics in grades 6-12. The student's advisory committee will approve the student's planned program of study for either the broad field science preparation or preparation in one of the specialties of biology, chemistry, earth/space science and physics after a transcript analysis of previous work and consultation with the student.

Students in this program will be eligible to be recommended for Georgia initial certification after earning passing scores on the GACE Basic Skills Assessment and GACE Content Assessments for licensure in Science or in their specialty area 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)
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)
   - Select One (3):
     - EDSC 8430 The Nature of Science (3)
     - IT 7360 Integrating Technology in School-Based Learning Environments (3)
     - TSLE 7440 Methods and Materials for Bilingual/English as a Second Language Teacher (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.

Students in this program will be prepared to teach in broad field science or in one of the science specialties of biology, chemistry, earth/space science and physics in grades 6-12. The student's advisory committee will approve the student's planned program of study for either the broad field science preparation or preparation inn on one of the specialties of biology, chemistry, earth/space science and physics after a transcript analysis of previous work and consultation with the student.

C. Internship (9)
   - Required (9):
     - EDCI 7660 Practicum I (3)
     - EDCI 7670 Practicum II (3)
     - EDCI 7680 Practicum III (3)

Program total: minimum of 45 semester hours

4230.40 Social Studies Education (M.A.T.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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 twice 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

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 Basic Skills Assessment and GACE Assessments in Economics, Geography, History, and/or Political Science for licensure in the Social Studies content area(s) 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) 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 (6)
     Select Two:
     - EDCI 7980 Teaching and Learning in Urban Contexts (3)
     - EDSS 7560 Teaching History and the Social Sciences (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 (12):
   - The students select at least 12 semester hours of 6000-level and above coursework related to history and the social sciences in consultation with their advisory committee. 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

4230.45 Collaborative Program

Georgia Institute of Technology-Georgia State University B.S./M.A.T. Option

Undergraduate students in a Bachelor of Science (B.S.) program at the Georgia Institute of Technology can apply to Master of Arts in Teaching (M.A.T.) program at Georgia State University in the Department of Middle-Secondary and Instructional Technology if they meet the following requirements.

- Students must participate in pre-advising sessions with faculty in their academic department and the Director of Pre-Teaching at Georgia Tech.
- Students must have completed at least 30 hours of academic credit at Georgia Tech.
- Students must have earned a minimum cumulative GPA of 3.5.
- Students may apply to the option at any time after completing 30 hours but prior to completing 90 hours of undergraduate coursework.
- Applicants are applying for early acceptance into a M.A.T. program and therefore must submit the following documentation in addition to meeting the GPA requirement.
  - Complete the B.S./M.A.T. application form. This will be kept on file in both the student’s academic major department and in the office of the Director of Pre-Teaching at Georgia Tech.
  - 2-3 letters of recommendation: (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; (c) one letter from a current work supervisor, if applicable.
  - Documentation of previous work experience (resume or curriculum vitae).
  - Personal statement of goals and/or reasons for teaching.

- Successful interview with the faculty in the Department of Middle-Secondary and Instructional Technology.

- Formal acceptance into the M.A.T. portion of the program will be contingent upon the following:
  - Maintaining a cumulative GPA of 3.0 or higher at Georgia Tech;
  - Completion of an undergraduate degree in a field appropriate for the MAT program;
  - Submission of passing scores on the GACE Basic Skills Assessment or demonstrate an exemption upon application to the program. The current options for satisfying the Basic Skills Assessment, including the exemptions, are outlined at www.gapsc.com/documentation/basicskillsinfo.asp. Under "Basic Skills Testing," go to "Options to Satisfy the Basic Skills Requirement".
  - Submission of acceptable GRE scores;
  - Filing an application to the M.A.T. program by the appropriate deadline.

4240 Master of Education (M.Ed.) Programs

Students seeking certification from the State of Georgia Professional Standards Commission are required to pass the GACE Basic Skills Assessment (or provide an exemption) and GACE Content Assessment in their fields. Exception: Communication Disorders (Speech and Language Pathology).

4240.05 Behavior/Learning Disabilities (M.Ed.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Program Theme: Preparing Informed, Empowered, Committed, and Engaged Educators

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 (21). 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

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 a comprehensive examination. The minimum number of credit hours is 36 for a master's degree.

Students must receive a satisfactory grade of "B" or better in all core special education courses. Students who do not receive a grade of "B" or better must retake the course and satisfactorily pass the course prior to taking additional special education core coursework in the program. A course may be repeated once. Students who do not satisfactorily pass a course twice will be administratively removed from the program.

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 a degree 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, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Program Theme: Preparing Informed, Empowered, Committed, and Engaged Educators

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 Council for Clinical Certification of 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
- Audiologic 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

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

Upon enrollment in the Communication Disorders program students must complete all required courses at Georgia State University. Requests for exceptions to this policy must have prior approval of the Communication Disorders faculty.

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 or earns a grade below "B" in more than one course, 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 portfolio, 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 Praxis II (ASHA) exam for speech pathology before being recommended by Georgia State University. [Georgia will continue to accept results of the Speech and Language Pathology PRAXIS II test administered by ETS with test code 0330 and passing score 600.]

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

[The program of study is being reviewed by the university and Board of Regents. Please check with the department for the status of the program.]

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 (54).
   - 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 or earns a grade below "B" in more than one course, 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 (54):
     - EXC 7450 Language Disorders in Young Children (3)
     - EXC 7455 Language Disorders in School Age Children (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 Acquired Aphasia (3)
- EXC 7560 Diagnostic Methods of Speech and Language Disorders (3)
- EXC 7570 Advanced Audiological Assessment (3)
- EXC 7590 Contemporary Issues in Communication Disorders (2)
- EXC 7600 Swallowing and Swallowing Disorders (3)
- EXC 7610 Motor Speech Disorders (3)
- EXC 7630 Fundamentals of Clinical Practice (2)
- EXC 7840 Research in Communication Disorders (1)
- EXC 7910 Clinical Practicum in Communication Disorders (7)
- EXC 7950 Communication Disorders Medical Internship (6)
- EXC 8330 Acquired Neurocognitive Communication Disorders (3)

Program total: minimum of 63 semester hours

4240.15 Early Childhood Education (M.Ed.)

Department of Early Childhood Education
550 College of Education Building, 404/413-8020
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 one of the master's program become partners with faculty in shaping the path or paths by which content is learned.

Program Academic Regulations

The Master of Education (M.Ed.) program in Early Childhood Education is based on the assumption that learning is a constructive process which builds on the knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing effective child learning. Therefore, All ECE coursework and instruction will incorporate reflective practice, collaboration, theories of child development, strategies for managing classrooms and affirming diversity.

Teachers who apply for the program choose one of two courses of study: either the Collaborative course of study or the Mathematics Education course of study. Upon meeting the College of Education admissions requirements, students are eligible to pursue either of these courses of study. However, if you choose the Collaborative program, an interview with the Early Childhood Education faculty is required. All applicants must hold certification in early childhood education.

Collaborative

- Program begins each summer
- Must be employed in a school setting and have completed one year of teaching
- 36 semester hours
- Commit to 4 semesters of continuous study with a cohort and an initial 2 day retreat
- Course credits earned in teacher's classroom as well as on and off campus courses
- IP grading may be assigned for some courses

Mathematics Education

- Program begins each semester
- Must be employed in a school setting
- 36 semester hours
- 12 credit hours of concentrated coursework in elementary mathematics education (ECE 7393, ECE 7394, ECE 7395, and ECE 7396) plus 3 credit hours in supervised residency in mathematics education (ECE 7740) leads to the K-5 Mathematics Endorsement
- Courses may be taken in any sequence with the exception of ECE 7740 and ECE 7800

- ECE 7740 must be taken concurrently with ECE 7393, ECE 7394, ECE 7395, or ECE 7396
- Courses offered at locations on and off campus
- Traditional grading (A-F) will be assigned for most courses

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.

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.

Program Degree Requirements (Collaborative)

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 Degree Requirements (Mathematics Education)

A. Professional Studies (9).
  - Required (6):
    - EPRS 7910 Action Research (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. Teaching Field/Internship (21).
  - Required (21):
    - ECE 7390 Curriculum in the Early Childhood Classroom I (3)
    - ECE 7393 Number and Operation in the Elementary Classroom (3)
    - ECE 7394 Geometry and Measurement in the Elementary Classroom (3)
    - ECE 7395 Algebra in the Elementary Classroom (3)
    - ECE 7396 Data Analysis and Probability in the Elementary Classroom (3)
    - ECE 7410 Critical Issues in Early Childhood Education I (3)
    - ECE 7740 Internship in Early Childhood Classroom I (3)
    - (ECE 7740 must be taken concurrently with ECE 7393, ECE 7394, ECE 7965, or ECE 7396).

C. Elective (3)

D. Required (3):
  - ECE 7800 Capstone Experience (3)

Program total: minimum of 36 semester hours

4240.20 Early Childhood Education (M.Ed.)

Urban Accelerated Certification and Master's Program (UACM)

Department of Early Childhood Education
550 College of Education Building, 404/413-8020
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 Pre-K through 5th grade to teach in an urban environment. The program is designed for people who already hold a baccalaureate or higher degree and want to teach in an urban elementary school.

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. The department requires applicants to submit GRE scores taken within the last 5 years. Students must present passing scores on the GACE Basic Skills Assessment or demonstrate an exemption upon application to the program. The current options for satisfying the Basic Skills Assessment, including the exemptions, are outlined at www.gapsc.com/documentation/basicskillsinfo.asp. Under "Basic Skills Testing," go to "Options to Satisfy the Basic Skills Requirement". Applicants must also participate in oral and written 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 six consecutive terms. Successful completion of Phase I of the program (45 prerequisite semester hours) and a passing score on GACE Content Assessments in Early Childhood Education leads to a recommendation for initial certification (T-4). Applicants have the option of completing an English to Speakers of Other Languages (ESOL) Endorsement simultaneously.

Applicants who are recommended to and successfully complete Phase II of the program (30 semester hours) will earn a Master of Education degree (M.Ed.). 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.Ed. Admission to the program occurs once each year. For application and supporting materials, please contact the Department of Early Childhood Education at 404/413-8020.

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 Foundations of Learning and Teaching Mathematics (2)
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)

Fall Semester

- ECE 6385 Teaching Literacy to Culturally and Linguistically Diverse Learners I (3)
- ECE 6391 Teaching Mathematics, Pre-Kindergarten to Grade Five - I (3)
- ECE 6395 Child Growth and Development in Urban Education (3)
- ECE 6655 Student Teaching I (3)

Spring Semester

- ECE 6375 Responsive Practice for Urban Education (3)
- ECE 6386 Teaching Literacy to Culturally and Linguistically Diverse Learners II (2)
- ECE 6387 ESOL: Language Acquisition (3)
- ECE 6392 Teaching Mathematics, Pre-Kindergarten to Grade Five – II (2)
- ECE 6405 Science and Social Studies in the Urban Classroom (3)
- ECE 6656 Student Teaching II (3)

Optional ESOL Endorsement: If students would like to complete the ESOL Endorsement, they must complete ECE 6657 ESOL Student Teaching (2) [Available in fall and spring semesters].

Total prerequisite hours: minimum of 45 semester hours

Exit Requirements:

- Completion of all required course work with a 3.00 cumulative grade point average
- Successful completion of the GACE Early Childhood Education Content Assessment for licensure.
- Successful completion of Student Teaching I and Student Teaching II with grades of "B" or higher

Phase II: Program Degree Requirements
Master of Education 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 7920 Classroom Testing, Grading, and Assessment (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.

4240.25 Educational Leadership (M.Ed.)

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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 Educational Leadership and Organizational Culture (3)
     - EPEL 7020 Leadership in a Diverse Society (3)
     - EPEL 7330 Law, Policy, and Governance (3)
     - EPEL 7410 Instructional Leadership (3)
     - EPEL 7500 Management and School Operations (3)
     - EPSF 7450 Curriculum Foundations for the Educational Leader (3)
   - Required (6):
     - EPEL 7680a Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders (3)
     - EPEL 7680b Practicum Seminar: Action Research for School Leaders (3)

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

4240.30 English Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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. 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. 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 Literacy Assessment and Instruction (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

4240.35 Health and Physical Education (M.Ed.)

Department of Kinesiology and Health
137 Sports Arena, 404/413-8050
education.gsu.edu/kin/index.htm

Jacalyn Lund, 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 in Health and Physical Education (P-12):

- 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 Anatomy in Kinesiology and Health (3)
- KH 2230 Physiology in Kinesiology and Health (3)
- KH 3010 Performance and Analysis Area I: Skill Themes and Movement Concepts (3)
- KH 3020 Performance and Analysis Area 2: Fitness and Physical Activity for P-12 (3)
- KH 3030 Performance and Analysis Area 3: Team Sports (3)
- KH 3040 Performance and Analysis Area 4: Lifetime Sports (3)
- KH 3200 Instructional Skills for Health and Physical Education, P-12 (4)
- KH 3250 Teaching Comprehensive School Health Education (3)
- 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 (3)
- KH 3650 Physiology of Exercise (4)
- KH 3700 Sexuality Education3700 Sexuality Education for P-12 (3)
- KH 4540 Contemporary Instructional Models for Adaptive and Inclusive Physical Education (3)
- KH 4650 Opening School Experience (0-1)
- 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 www.gace.nesinc.com for more information).

Students who have a T-4 Certificate in Health and Physical Education (does not have to complete the above prerequisites) will have the option of completing a hybrid program in Health and Physical Education. The hybrid model comprises of online courses and face-to-face courses. Please contact the Department of Health and Physical Education at 404-413-8050 or kin@langate.gsu.edu 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 Prevention and Intervention (3)
- Select three (9) with adviser's consent or any other courses with adviser's approval:
  - 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 7470 Using Technology to Assess in Health, Physical Education, and Adapted Physical Education (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)
- Required(3):
  - KH 7790 Current Issues in School Health and Physical Education (3)
- Choose one of the following with permission of adviser (3):
  - KH 7370 Foundations for Effective Portfolio Design (3)
  - KH 7990 Master's Thesis (3)

Teacher Support Specialist Certification

Students who complete EDUC 8360 and EDUC 8660 qualify for Teacher Support Specialist (TSS) Certification in the state of Georgia.

Program total: minimum of 36 semester hours

4240.40 Mathematics Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Educator as Reflective Professional

The M.Ed. major in Secondary Mathematics Education seeks to advance early and mid-career mathematics teachers' ability to effectively implement standards-based instructional practices. The program's chief goal—to strengthen secondary students' mathematical understandings— is achieved, in part, by providing mathematics teachers with opportunities to deepen their understandings of learners from diverse backgrounds and to explore issues of equity in mathematics classrooms within urban environments. The program prepares teachers to conduct action research 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 mathematics coursework, the program strengthens teachers' mathematical content knowledge. In general, the Program of Study is

framed by the principles and standards of the National Council of Teachers of Mathematics and the core propositions of the National Board for Professional Teaching Standards.

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, 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

4240.45 Mathematics Education (M.Ed.) Online Program

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Educator as Reflective Professional

The online program in M.Ed. major in Mathematics Education is offered through the Georgia ONmyLINE (GOML) system. GOML provides access to a full array of online and distance education offerings from the 35 colleges and universities in the University System of Georgia. To find out more about GOML, please go to education.gsu.edu/main/Distance_Learning.htm. Students can apply to a Georgia State University GOML program at education.gsu.edu/main/4427.htm**.**

The M.Ed. major in Mathematics Education Online Program is a parallel program to the traditional Master of Education Mathematics that has been offered at Georgia State University as a major since Fall 1982. This entirely online program is designed to be completed in four semesters. The M.Ed. major in Mathematics Education seeks to advance early and mid-career mathematics teachers' ability to effectively implement standards-based instructional practices. The program's chief goal – to strengthen secondary students' mathematical understandings – is achieved, in part, by providing mathematics teachers with opportunities to deepen their understandings of learners from diverse backgrounds and to explore issues of equity in mathematics classrooms. The program prepares teachers to conduct action research 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 mathematics coursework, the program strengthens teachers' mathematical content knowledge. In general the program of study is framed by the Extended Georgia Framework for Teaching, the principles and standards of the National Council of Teachers of Mathematics and the core propositions of the National Board for Professional Teaching Standards.

The online program is 36 hours (9 hours of college core courses; 9 hours mathematics education, 15 hours Mathematics, 3 hours of teachers and technology). The M.Ed. online program will be available to teachers holding a clear and renewable T4 certificate in Math.

Program Degree Requirements
Master of Education in Mathematics Education Online Program

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/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*
  - EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)
  - IT 7360 Integrating Technology in School-Based Learning Environments (3)
- Select 5 courses (15 hours):
  - MATH 6301 College Geometry (3)
  - MATH 6435 Linear Algebra (3)
  - MATH 6547 Introduction to Mathematical Statistics (3)
  - MATH 7820 Historical and Cultural Development of Mathematics I (3)
  - MATH 7821 Historical and Cultural Development of Mathematics II (3)
  - With the consent of their adviser, students can select other coursework with the MATH prefix 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

4240.50 Middle Level Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Scholarship and Leadership Focused on Learning and Development

The M.Ed. major in Middle Level 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 Level 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.

A.
- 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).

2. *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)

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.
4. *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)
5. *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 Individualized Literacy Assessment and Instruction (3)
     - EDRD 8610 Supervision of School Literacy Programs (3)
     - Any 7000 level or higher EDRD course for which the students meet prerequisites.
6. *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
7. *Social Studies Option*
   - Select Two (6):
     - EDCI 7980 Teaching and Learning in Urban Contexts (3)
     - EDSS 7560 Teaching History and the Social Sciences (3)
     - EDSS 7570 Social Studies Concepts and Issues (3)
     - EDSS 8420 Topics in the School Social Studies Curriculum (3)
     - Other education courses may be substituted with advisor consent.
   - Select one (3):
   - Any 6000 level or higher ANTH, ECON, GEOG, HIST, or POLS course for which the students meet prerequisites.

B. Elective (3)

B.

- Select one course (3) numbered 6000 or higher.

Program total: minimum of 36 semester hours

4240.55 Multiple and Severe Disabilities (M.Ed.)

Department of Educational Psychology and Special Education Program
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Program Theme: Preparing, Informed, Empowered, Committed, and Engaged Educators

Certification areas: Special Education Adapted Curriculum (-Intellectual Disability), Special Education General and Adapted Curriculum (Autism Spectrum Disorders), Special Education Deaf Education, Early Childhood Special Education, Special Education Physical and Health Disabilities (Orthopedic Impairments)

The M.Ed. major in Multiple and Severe Disabilities prepares students to teach children with moderate, severe, and profound intellectual disability; autism spectrum disorders; physical and health disabilities (orthopedic impairments); 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 (physical and health disabilities, early childhood special education general curriculum, deaf education)
- Human Growth and Development (all)
- Introduction to Exceptional Children (all)
- Linking Literacy Assessment and Classroom Instruction or Individualized Literacy Assessment and Instruction (early childhood special education general curriculum)
- Methods of Teaching Mathematics (physical and health disabilities, early childhood special education curriculum)
- Methods of Teaching Reading (all) (SDU/PLU credits will be accepted only for students in ID or those in ASD who will have content concentration in an area other than reading.
- Student Teaching/Practicum (all; deaf education students, this experience must have been with deaf/hard of hearing children)

A PSC Georgia Reading Endorsement is required as part of all the MSD programs except Intellectual Disability and Autism Spectrum Disorders.

Students must earn a grade of "B" or higher in each course in the teaching field/major area (B). 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. A grade of B- does not meet the requirement.

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 Signed Language Proficiency Interview (SLPI) before admission to student teaching.

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)
  - Required (3):
    - EPY 7080 The Psychology of Learning and Learners (3)

Early Childhood Special Education concentration students can take EPY 7080 The Psychology of Learning and Learners (3) or EPY 7090 The Psychology of Learning and Learners: The Young Child (3).

B. Teaching Field/Major (27)
Select one of the following five concentration areas:

A.

1. *Early Childhood Special Education 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 Low-functioning Students with Autism Spectrum Disorders (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)

   In the Professional Studies section, Early Childhood Special Education concentration students can take EPY 7080 The Psychology of Learning and Learners (3) or EPY 7090 The Psychology of Learning and Learners: The Young Child (3).

2. *Special Education Adapted Curriculum (Intellectual Disability) Concentration (27)*
   - Required (24):
     - EXC 7030 Applied Behavior Analysis (3)
     - EXC 7250 Characteristics of Severe Intellectual Disability 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/Academics (3)
     - EXC 7330 Physical and Health Management of Students with Disabilities (3)
     - EXC 7935 Practicum II: Severe Intellectual Disability (3)
   - Select one (3):
     - EXC 7282 Teaching Academic and Functional Curricula to Students with Physical and Severe Disabilities (3)
     - EXC 7310 Strategies for Challenging Behaviors (3)
     - EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
     - 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).
3. *Special Education Deaf Education Concentration (30)*
   - Required (30):
     - EDRD 7650 Individualized Literacy Assessment and Instruction (3)
     - EXC 6480 Hearing Science and Disorders (3)
     - EXC 7030 Applied Behavior Analysis (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 7430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)
     - EXC 7940 Practicum: Deaf/Hard of Hearing (3)
   - Students, such as those who do not yet have a score of Intermediate on the SLPI, who need an extra practicum prior to student teaching may take EXC 7930 Practicum II: Deaf/Hard of Hearing.
   - Many of the courses in this program have an online option. Students who live an excessive distance from the university should discuss this option with the Deaf Education advisor prior to enrolling.
4. *Special Education General/Adapted (Autism Spectrum Disorders) Concentration (27)*
   - Required (27):

        - EXC 7030 Applied Behavior Analysis (3)
        - EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
        - EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
        - EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
        - EXC 7310 Strategies for Challenging Behaviors (3)
        - EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3)
        - EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
        - EXC 7325 Methods of Teaching High-functioning Students with Autism Spectrum Disorders (3)
        - EXC 7936 Practicum II: Autism (3)
    - Students who do not have a content concentration based on previous coursework in social science, science, math, or language arts, will complete the Reading Endorsement and will select two of the three "Professional Studies" courses from the options listed above in section A, plus EDRD 7650 Individual Literacy Assessment and Instruction (3).
5. *Special Education Physical and Health Disabilities (Orthopedic Impairments) Concentration (27)*
    - Required (24):
        - EDRD 7650 Individualized Literacy Assessment and Instruction (3)
        - EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
        - EXC 7260 Characteristics of Severe Physical and Multiple Disabilities (3)
        - EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
        - EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
        - EXC 7300 Assistive Technology: Reading and Academics (3)
        - EXC 7330 Physical and Health Management of Students with Disabilities (3)
        - EXC 7937 Practicum II: Physical and Health Disabilities (3)
    - Elective (3): Select one graduate level course with consent of major advisor.

Program total: minimum of 36 semester hours (Deaf Education Concentration is a minimum of 39 hours)

4240.60 Reading, Language, and Literacy Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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. A specialization in reading instruction is designed to prepare the graduate to work as a teacher of reading and literacy leader in grades P-12 and leads to certification as a Reading Specialist.

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.

Certification Only

Individuals who already have a master's degree in education will be eligible to be recommended for the Reading Specialist Certification after successfully completing the following course work, passing the program key assessments, and the GACE II Reading Specialist examination.

- EDCI 7660 Practicum I (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 Literacy Assessment and Instruction (3)
- EDRD 8610 Supervision of School Literacy Programs (3)

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)
- EDRD 7600 Theory and Pedagogy in the Study of Reading (3)
- EDRD 7630 Literacy in the Content Areas (3)
- EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- (Teachers who have been selected for training in Reading Recovery may substitute ECE 7360 for EDRD 7600 and ECE 7370 for EDRD 7650)

C. *Reading Instruction (15)*
- Required (9):
    - EDLA 7150 Children's and Adolescents' Literature (3)
    - EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
    - EDRD 8610 Supervision of School Literacy Programs (3)
- Select one (3):
    - EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to Reading Words (3)
    - EDRD 7260 Early Literacy Development and Instruction (3)
- 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)

Students must complete a portfolio as an exit requirement.

Program total: minimum of 36 semester hours

4240.75 Reading, Language, and Literacy Education (M.Ed.)

Online Program

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Teachers as Critical Inquirers in Multicultural, Urban Settings

The online program in M.Ed. major in Reading, Language, and Literacy Education is offered through the Georgia ONmyLINE (GOML) system. GOML provides access to a full array of online and distance education offerings from the 35 colleges and universities in the University System of Georgia. To find out more about GOML, please go to education.gsu.edu/main/Distance_Learning.htm. Students can apply to a Georgia State University GOML program at education.gsu.edu/main/4427.htm**.**

The M.Ed. major in Reading, Language, and Literacy Education (ESOL) Online Program provides advanced teacher preparation in ESOL for individuals holding bachelor's degree and who have an interest in English to speakers of other languages in P-12 settings. This program addresses the needs of teachers who work with literacy learners from diverse cultures and is open to all certified teachers, regardless of their initial preparation area. The course of study has been designed to meet the Georgia Professional Standards System requirements for an ESOL Endorsement (P-12) and the requirements for a Reading Endorsement (at the level of the candidate's base certificate).

The M.Ed. program is 36 hours (9 hours of college core courses; 9 hours English as a Second Language; 9 hours reading endorsement; a choice of 6 out of 9 offered hours of applied linguistics, and 3 hours of practicum). Candidates are required to take TSLE 7440 prior to enrolling in practicum hours and EDRD 7600 or EDRD 7630 prior to enrolling in EDRD 7650. M.Ed. students could enroll in any semester and complete the course work within 4 semesters if they averaged 3 courses per semester. This degree addresses the professional standards from IRA for classroom teachers of reading and from TESOL for teachers of ELL learners.

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 Online Program

A. Professional Studies (9).
   - Required (9):
     - EPRS 7900 Methods of Research (3)
     - EPSF 7120 Social and Cultural Foundations of Education (3)
     - EPY 7080 The Psychology of Learning and Learners (3)

B. Teaching Field/Major (27)
   - Required (21):
     - EDCI 7660 Practicum I (3)
     - EDRD 7600 Theory and Pedagogy in the Study of Reading (3)
     - EDRD 7630 Literacy in the Content Areas (3)
     - EDRD 7650 Individualized Literacy Assessment and Instruction (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)
   - Select two courses (6):
     - AL 8240 General Linguistics (3)
     - AL 8460 English Grammar for ESL/EFL Teachers (3)
     - AL 8470 Socio Linguistics (3)
     - EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)*
     - EDRD 8610 Supervision of School Literacy Programs (3)*

*NOTE: Successful completion of EDRD 7550 and EDRD 8610 (see * above) and a passing score on the Reading Specialist GACE test will lead to certification as a Reading Specialist in the state of Georgia.

Students must complete a portfolio as an exit requirement.

Program total: minimum of 36 semester hours

4240.70 School Counseling (M.Ed.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, Chair

The M.Ed. major in School Counseling prepares students for State Certification in Georgia. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for Accreditation of Teacher Education.

Program Objectives

- Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate classroom guidance lessons for children and adolescents that are consistent with the ASCA National Model for School Counseling Programs.
- Students will develop skills to enable them to understand children and adolescents from a holistic, developmental approach, grounded in theory that leads to appropriate strategies to enhance the adjustment and learning of all students.
- Students will develop skills to enable them to use data to develop a comprehensive, developmentally appropriate guidance program and to evaluate the program's effectiveness.
- Students will develop skills to enable them to understand child and adolescent academic, career, and personal/social needs in the context of a socioculturally diverse school environment.
- Students will develop skills to enable them to provide a career guidance program that is developmentally appropriate.
- Students will develop skills to enable them to provide collaborative consultation services to teachers, parents, administrators, other school professionals and community resources.
- Students will develop skills that will enable them to provide appropriate counseling and consultation services for special needs students, their families and teachers.
- Students will develop leadership skills to enable them to advocate for students, parents, and others especially with regard to closing achievement gaps between diverse groups.
- Students will develop skills that will enable them to work within the framework of ethical guidelines of the American Counseling Association and the American School Counselors Association.
- Students will learn their legal responsibilities as school counselors.
- Students will develop skills that will enable them to work within the framework of an existing school guidance program and work in collaboration with other counseling and educational professionals to enhance learning for all students.
- Students will develop skills that will enable them to use technology in appropriate ways with students, parent, teachers, and other school staff.
- Students will use current school 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.

Delivery systems used for instructions include: lecture, group work, required readings, presentations using advanced technology, simulated activities, and applied practice followed by individual and group supervision in some courses.

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/EPY 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/EPY 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 student's first fall semester – dates are posted online at the beginning of that semester. If 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.

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 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)
  - CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)

B. Teaching Field/Major (32)
- Required (20):
  - 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/EPY 7500 Individual and Family Over the Life Span (3)
  - CPS 7550 Consultation in School Counseling (3)
  - CPS 8470 Crisis Intervention (3)
- Select one of the following two options (12):

A.

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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 8400 Play Therapy (3)
     - CPS 8460 Biopsychosocial Aspects of Addictions (3)

B. Applied Practice (7)
- Required (3):

B.

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  - CPS 7661 Applied Practice I: School Counseling (3)
- Required (4):
  - CPS 7681 Internship: School Counseling (4)

Program total: minimum of 48 semester hours

4240.75 School Psychology (M.Ed.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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 7495, CPS 7510, CPS 7515, 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 7495, CPS 7510, CPS 7515, 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.

Students seeking certification from the State of Georgia Professional Standards Commission are required to pass the GACE Basic Skills Assessment (or provide an exemption) and GACE Content Assessment in School Psychology.

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)
    - Any 7000-level or above EPY course in Learning Theory (3)
  - Select One (3):
    - EPSF 7100 Critical Pedagogy (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 7490 Individual Assessment I (3)
    - CPS 7515 Individual Assessment I: Lab (2)
    - CPS 7510 Individual Assessment II (3)
    - CPS 7515 Individual Assessment II: Lab (2)
    - CPS 7520 Data-Based Decision Making for Academic Interventions in School Psychology (2)
    - 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

4240.80 Science Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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

4240.85 Science Education (M.Ed.) Online Program

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Educator as Reflective Professional

The online program in M.Ed. major in Science Education is offered through the Georgia ONmyLINE (GOML) system. GOML provides access to a full array of online and distance education offerings from the 35 colleges and universities in the University System of Georgia. To find out more about GOML, please go to education.gsu.edu/main/Distance_Learning.htm. Students can apply to a Georgia State University GOML program at education.gsu.edu/main/4427.htm.

The M.Ed. major in Science Education Online Program is a separate but parallel program to the traditional Master of Education in Science that has been offered at Georgia State University as a major since Fall 1982, and it is designed for teachers who are already certified in science at the secondary level. This program will provide students an opportunity to expand their knowledge of science content which will aid them in implementing a standards based curriculum. If teachers become proficient in their implementation of a standards based curriculum then ultimately student performance will improve as well as their knowledge of science. In addition to strengthening their knowledge base, the M.Ed. Science Education (GOML) will enhance the teaching dispositions of the participants which will provide them opportunities to deepen their understandings of learners from diverse backgrounds and to explore issues of equity in the science classroom. A need exists for science teachers to expand their knowledge of research; therefore, program participants will be expected to engage in action research in the context of their own classrooms in order to inform instruction, and to share the knowledge gained in a professional community of teachers. The ultimate goal of the program is to engage teachers in advanced courses that will strengthen their scientific content and broaden their pedagogical practices. In general the Program of Study is framed by the principles and standards of the National Science Standards and the core propositions of the National Board for Professional Teaching Standards.

This entirely online 36 hour program [9 hours of college core courses; 9 hours science education, 15 hours of science (biology, chemistry, physics, astronomy, etc.), 3 hours of teachers and technology] is designed to be completed in four semesters. The M.Ed. major in Science Education Online Program will be available to teachers holding a clear and renewable certificate in science.

Program Degree Requirements
Master of Education in Science Education Online Program

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/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):
        - BIOL 7440 Fundamentals of Evolution (3)

    - EDSC 8430 Nature of Science (3)
    - GEOL 6097 Topics in Geological Sciences (3)
    - PHYS 7110 Conceptual Physics I (3)
    - PHYS 7120 Conceptual Physics II (3)
    - With the consent of their advisor, students select from among 6000 – 8000 level courses with prefixes ASTR, BIOL, GEOL, GEOG, PHIL, PHYS, or NSCI, related to science in terms of its history, philosophy, conceptual underpinnings, applications and relationships to the secondary curriculum.
  - Students must complete a portfolio as an exit requirement.

Program total: minimum of 36 semester hours

4240.90 Social Studies Education (M.Ed.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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)
  - Select four (12):
    - EDCI 7980 Teaching and Learning in Urban Contexts (3)
    - EDSS 7560 Teaching History and the Social Sciences (3)
    - EDSS 7570 Social Studies Concepts and Issues (3)
    - EDSS 8420 Topics in the School Social Studies Curriculum (3)
    - TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
    - Other education courses may be substituted with consent of his or her advisor.
  - Select Advanced Studies in Social Studies (15): With consent of their adviser, 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

4240.95 Urban Teacher Leadership (M.Ed.)

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, Chair

The Master of Education in Urban Teacher Leadership develops 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 issues and change. Specifically, the program is designed for teachers in urban school settings who will remain in their classrooms while assuming leadership roles in the schools and within the larger context of the school community. 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.

The program is developed around a set of academic and field experiences that provide knowledge and skills for leadership in collaboration, writing for change, reflective and critical thinking, problem solving, and the advocacy of excellence in urban education grounded in concentration areas: Language Arts, Leadership, Mathematics, Middle Level, Science, and Social Studies Education. The Teacher Leader and Coaching Endorsements are embedded within the program and the Reading Endorsement is available. Students will collaborate inside and outside the classroom with cohort members, university faculty, community agencies, and urban leaders. To complete the program, the student must develop and implement an action research project developed to affect school change.

Comprehensive Examination

Completion of EPEL 7680B (3 hours): Students are expected to conduct an action research project as the culminating field-based portion of their degree. This project will be site-based; conducted on the campus/educational site where they are employed or at another school location approved by the program coordinator if necessary, and will fulfill the comprehensive examination requirement for this program.

Program Degree Requirements
Master of Education in Urban Teacher Leadership

A. Professional Studies (12)
- Select One (3):
  - EPSF 7100 Critical Pedagogy (3)
  - EPSF 7110 Multicultural Education (3)
  - EPSF 7120 Social and Cultural Foundation of Education (3)
- Select One (3):
  - EPRS 7900 Methods of Research in Education (3)
  - EPRS 7910 Action Research (3)
  - EPRS 7920 Classroom Testing and Assessment (3)
  - (Leadership concentration students are required to take EPRS 7920 as part of their concentration and should select a second course EPRS course to fulfill the Professional Studies requirement.)
- Select One (3):
  - EPY 7080 The Psychology of Learning and Learners (3)
  - EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
- Select One (3):
  - EDCI 7980 Teaching and Learning in Urban Contexts (3)
  - EPSF 8260 Sociology of the Inner Child (3)

B. Major (9)
- Required (9):
  - EPEL 7000 Educational Leadership and Organizational Culture (3)
  - EPEL 7020 Leadership for a Diverse Society (3)
  - EPEL 7680B Practicum Seminar: Action Research for School Leaders (3)

C. Concentration (15): Select ONE Concentration
- *English to Speakers of other Languages (ESOL) Concentration (15):*
  - Required (12):
    - EDCI 7660 Internship (3)*
    - TSLE 7250 Applied Linguistics for 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/Materials for Bilingual/English as a Second Language Teacher(3)*
  - Select one (3):
    - EDRD 8280 Literacy for a Diverse Society
    - EDRD 8550 Trends and Issues in Language and Literacy Education
  - *Successful completion of TSLE 7440, TSLE 7550, TSLE 7260, and EDCI 7660 and completion of the ESOL Endorsement 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 student's current level of certification.
- *English Education Concentration (15):*
  - 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 Language (3)
  - Select one (3):
    - EDLA 8330 Language Variation and Learning (3)
    - EDRD 7360 Literacy and Technology (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 Literacy Assessment and Instruction (3)
        - EDRD 8280 Literacy for a Diverse Society (3)
        - EDRD 8550 Trends and Issues in Language and Literacy Education (3)
        - TSLE 7250 Applied Linguistics for Bilingual/English as Second Language Teacher (3)
        - TSLE 7260 Cultural Issues for the Bilingual/English as a Second Language Teacher (3)
        - TSLE 7440 Methods/Materials for Bilingual/English as Second Language Teacher (3)
        - Any 6000 level or higher ENGL course for which the students meet prerequisites
- *Leadership Concentration (15):*
    - Required (15):
        - EPEL 7330 Law, Policy, and Governance (3)
        - EPEL 7410 Instructional Leadership (3)
        - EPEL 7680A Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders (3)
        - EPEL 8970 Seminar in Educational Leadership (3)
        - EPRS 7920 Classroom Testing, Grading and Assessment (3)
- *Mathematics Education Concentration (15):*
    - Required (3):
        - EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)
    - Select three (9):
        - EDMT 7360 Integration of Technology in Mathematics Instruction (3)
        - EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3)
        - EDMT 8290 Study of Learning/Instruction in Mathematics (3)
        - EDMT 8420 Topics in School Mathematics Curriculum (3)
        - EDMT 8550 Trends/Issues of Teaching Mathematics (3)
    - Required (3):
        - Any 6000-8000 level MATH courses related to mathematics in terms of its history, philosophy, conceptual underpinnings, applications, and relationships to the secondary curriculum.
- *Middle Level Education Concentration (15):*
    - Required (6):
        - EDCI 7020 Middle Schools in a Diverse Society (3)
        - EDCI 7400 Curriculum Issues in Middle Childhood Education (3)
    - Select three (9):
        - Each student selects an area of advanced study of three courses (9 semester hours) from one of the options below. (Language Arts, Mathematics, Science, or Social Studies).
    - *Middle Level Language Arts Option (9)*
        - 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)
            - EDRD 7630 Literacy in the Content Areas (3)
            - Any 6000 level or higher ENGL course for which the students meet prerequisites.
    - *Middle Level Mathematics Option (9)*
        - Required (3):
            - EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education (3)
        - Select two (6):
            - EDMT 7360 Integration of Technology in Mathematics Instruction (3)
            - EDMT 7560 Theory and Pedagogy of Mathematics Instruction (3)
            - EDMT 8290 Study of Learning/Instruction in Mathematics (3)
            - EDMT 8420 Topics in School Mathematics Curriculum (3)
            - EDMT 8550 Trends/Issues of Teaching Mathematics (3)
        - Any 6000-8000 level MATH courses related to mathematics in terms of its history, philosophy, conceptual underpinnings, applications, and relationships to the secondary curriculum.
    - *Middle Level Science Option (9)*
        - Select two (6):
            - EDSC 7120 Science Concepts and Issues

        - EDSC 7550 Theory and Pedagogy in Science Instruction (3)
        - EDSC 8400 Strategies of Instruction in Science (3)
        - EDSC 8430 Nature of Science (3)
        - EDSC 8440 Advanced Science Concepts& Issues (3)
        - EDSC 8550 Trends/Issues in Teaching Science (3)
        - EDSC 8600 Science in the School Curriculum (3)
    - Required (3):
        - Select 3 hours with science prefixes such as ASTR, BIOL, GEOL, GEOG, PHYS, or NSCI. 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.
- *Middle Level Social Studies Option (9)*
    - Select two (6):
        - EDSS 7560 Teaching History and the Social Sciences (3)
        - EDSS 7570 Social Studies Concepts and Issues (3)
        - EDSS 8290 Learning / Curriculum/ Instruction in Social Studies (3)
        - EDSS 8420 Topics in the School Social Studies Curriculum (3)
    - Required (3):
        - Select a course numbered 6000 or higher in the following areas: anthropology, economics, geography, history, political science, psychology, and sociology

- *Reading Education Concentration (15):*
    - Required (6):
        - EDRD 7600 Theory and Pedagogy of Reading (3)*
        - EDRD 7630 Literacy in the Content Areas (3)*
    - Select one (3):*
        - EDRD 7550 Linking Literacy Assessment and Classroom Instruction (3)
        - EDRD 7650 Individualized Literacy Assessment and Instruction (3)
    - Select two (6):
        - EDLA 7150 Children's and Adolescents' Literature (3)
        - EDLA 7580 Language Foundations of Literacy Learning: From Acquiring Oral Language to
    - Reading Words (3)
        - EDRD 7260 Early Literacy Development and Instruction (3)
        - EDRD 7360 Literacy and Technology (3)
        - EDRD 8610 Supervision of School Literacy Programs (3)
        - Any 7000 level or higher EDRD course for which the students meet prerequisites.
        - *Successful completion of EDRD 7600, EDRD 7630 and either EDRD 7550 or EDRD 7650 and the Reading Endorsement portfolio qualifies a person for the bachelor’s, master’s, or specialist level endorsement, depending on the upon the student's current level of certification.
- *Science Education Concentration (15):*
    - Select four (12):
        - EDSC 7120 Science Concepts and Issues (3)
        - EDSC 7550 Theory and Pedagogy in Science Instruction (3)
        - EDSC 8400 Strategies of Instruction in Science (3)
        - EDSC 8430 Nature of Science (3)
        - EDSC 8440 Advanced Science Concepts & Issues (3)
        - EDSC 8550 Trends/Issues in Teaching Science (3)
        - EDSC 8600 Science in the School Curriculum (3)
    - Required (3):
        - Select 3 hours with science prefixes such as ASTR, BIOL, GEOL, GEOG, PHYS, or NSCI. 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.
- *Social Studies Education Concentration (15):*
    - Required (12):
        - EDSS 7560 Teaching History and the Social Sciences (3)
        - EDSS 7570 Social Studies Concepts and Issues (3)
        - EDSS 8290 Learning / Curriculum/ Instruction in Social Studies (3)
        - EDSS 8420 Topics in the School Social Studies Curriculum (3)
    - Required (3):
        - Select a course numbered 6000 or higher in the following areas: anthropology (ANTH), economics (ECON), geography (GEOG), history (HIST), political science (POLS), psychology (PSYC), and sociology (SOCI).

Program total: minimum of 36 semester hours

4260 Master of Science (M.S.)

4260.05 Educational Psychology (M.S.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Chair

Program Theme: Informed, Empowered, Committed, and Engaged Educators

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

Amy Lederberg, ChairA 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 their thesis, project, or examination. 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 completing (1) a thesis, (2) project, or (3) a master’s examination.

1. 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.
2. 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.
3. The master’s examination consists of a 4 hour in-house written examination on a question or questions to be determined by the student in collaboration with the committee.

On completion of the thesis, project, or master’s examination, each student must complete an oral examination of approximately two hours. The students' advisory committee will administer the oral examination, and it will focus on the thesis, project, or examination.

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)
   1. Educational Research (6)
      - Required (3):
        - EPRS 7900 Methods of Research in Education (3)
      - Select one (3): One additional EPRS course (3)
   2. Social Foundations of Education (3)
      - Required (3): One course with the EPSF prefix (3)
   3. Educational Psychology (6)
      - For students completing a thesis:
        - Required (6):
          - EPY 7990 Master's Capstone (6)
      - For students completing a project:
        - Required (3):

        - EPY 7990 Master's Capstone (3)
    - Select one (3): One course with the EPY prefix (3)
- For students completing the Master’s examination :
    - Required (3):
        - EPY 7990 Master’s Capstone (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. One of these courses must be EPY 8961 Professional Development Seminar in Educational Psychology (3). With the consent of the advisor, an additional three hours can be a course with a Non-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, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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). 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.

Program total: minimum of 36 semester hours

4260.15 Educational Research (M.S.) Online Program

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps

William Curlette, Chair

The Master of Science in Educational Research Georgia ONmyLINE (GOML) program 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 take coursework 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

A program coordinator will serve as a point of contact to all students enrolling in the online program track. Students will be assigned academic advisors from the current faculty members in the Educational Research unit. The program coordinator will hold an online orientation each semester that will serve to introduce all programmatic requirements. Using GeorgiaVIEW Vista as the official delivery system for the online classes to provide real-time voice communication between students and the program coordinator, this orientation will provide new students with an overview of the program, a projected schedule of course offerings, and an in-depth introduction to the master's project requirements.

Program of Study

A. Professional Studies (9)
- Required (9):
  - EPRS 7900 Methods of Research in Education (3)
  - EPSF 7120 Social and Cultural Foundations of Education (3)
  - EPY 7080 The Psychology of Learning and Learners (3)

B. Major (27)
- Required (3):
  - EPS 7991 Master's Project (3)
- Choose 24 Hours of Courses:
  - EPRS 7910 Action Research (3)
  - EPRS 7920 Classroom Testing, Grading and Assessment (3)
  - 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)
  - EPRS 8600 Computer Use in Educational Research (3)
  - EPRS 8620 Educational Evaluation (3)
  - EPRS 8640 Case Study Methods(3)
  - EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design (3)
  - EPRS 8920 Educational Measurement (3)
  - EPS 7810 Directed Readings or Research (1-3)

Program total: minimum of 36 semester hours

4260.20 Educational Research/Mental Health Counseling (M.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, Chair

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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 Mental Health Counseling. This program provides the Educational Research students a content area in which to apply the educational research

methodology and provides the Mental Health 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 Mental Health Counseling program. Students are responsible for making sure they meet all prerequisites for courses taken in this program.

4260.25 Exercise Science (M.S.)

Department of Kinesiology and Health
137 Sports Arena, 404/413-8050
education.gsu.edu/kin/index.htm

Jacalyn Lund, 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 in 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 (404/413-8050) 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):

A.
   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
     - KH 6000
     - NUTR 6000
     - PT 7000
     - RMI 8000
     - RT 6000
     - SNHP 7000

Program total: minimum of 36 semester hours

4260.30 Instructional Design and Technology (M.S.)

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building
404/413-8060
msit.gsu.edu

Dana L. Fox, 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.

The M.S. major in Instructional Design and Technology program is offered online by the Instructional Technology faculty in the Department of Middle-Secondary Education and Instructional Technology. To find out more information about the online program and courses, please go to msit.gsu.edu/index.htm.

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 7360 Integrating Technology in School-Based Learning Environments (3)
  - IT 8050 Evaluation and Assessment of Online Learning (3)
  - IT 8090 Internet for Educators (3)
  - IT 8360 Design and Development of Multimedia for Education and Training (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 8440 eLearning Environments (3)
  - IT 8550 Human Performance Technology (3)
  - Other courses may be selected with consent of advisor.

C. Internship (3)
- Required (3): IT 8660 Internship in Instructional Technology (3)
  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

4260.35 Mental Health Counseling (M.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, Chair

The M.S. major in Mental Health 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.

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 60 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 Mental Health Counseling program is not designed for part-time students.** Students will distribute their required semester hours over a six or seven 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 eight semesters.

Usually, 12 credit hours of the students' program consist of laboratory experiences. The remainder of the courses occurs in classroom settings. Delivery systems used for instruction include lecture, group work, required readings, presentations using advanced technology, simulated activities, and applied practice followed by individual and group supervision in some courses.

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 nine (9) credit hours in either of the semester of practicum or internship.

All mental health 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 /EPY 7500, CPS 8100, CPS 8380, CPS 8460, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/413-8010) for information on the comprehensive examination schedule.

For mental health 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 7000, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS/EPY 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 Mental Health Counseling

A. Professional Studies (9)

- Required (8):
  - CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
  - CPS /EPY 7500 Individual and Family Over the Life Span (3)
  - EPRS 7900 Methods of Research in Education (3)

B. Major (36)
- Required (36):
  - CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
  - CPS 6410 Basic Counseling Skills (3)
  - CPS 6450 Group Counseling Systems (3)
  - CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling (3)
  - CPS 7260 Counseling Systems and Interventions (3)
  - CPS 7300 Career Theory, Assessment, and Intervention (3)
  - CPS 7450 Educational and Psychological Appraisal (3)
  - CPS 8100 Psychobehavioral Diagnosis (3)
  - CPS 8380 Family Systems and Interventions (3)
  - CPS 8430 Advanced Counseling Skills (3)
  - CPS 8460 Biopsychosocial Aspects of Addiction (3)
  - CPS 8470 Crisis Intervention (3)

C. Applied Practice Sequence (12)
- Required (12):
  - CPS 7660 Applied Practice I: Mental Health Counseling (3)
  - CPS 7680 Internship: Mental Health Counseling (9)

D. Elective (3): A list of approved electives for Mental Health 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 60 semester hours

4260.40 Rehabilitation Counseling (M.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7430, CPS/EPY 7500, CPS 8100, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/413-8010 for information on the comprehensive examination schedule.

For rehabilitation counseling students to be eligible to begin the applied practice (CPS 7663), he or she must have successfully completed the following courses: CPS 6050, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS/EPY 7500, CPS 8100, 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 (33)
   - Required (33):
     - CPS 6050 Introduction to Professional Identity, Practice, and Ethics for Rehabilitation
     - Counselors (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 7430 Assessment of Rehabilitation Potential (3)
     - CPS/EPY 7500 Individual and Family Over the Life Span (3)
     - CPS 8100 Psychobehavioral Diagnosis (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 (7)
   - Required (7):
     - CPS 7663 Applied Practice I: Rehabilitation Counseling (2)
     - CPS 7683 Internship: Rehabilitation Counseling (5)

D. Elective (3): A list of approved electives for the Rehabilitation Counseling Master's degree is available in each student's handbook and in the department at the front desk (COE 950).

Program total: minimum of 48 semester hours

4260.45 Social Foundations of Education (M.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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) (choose one):
  - EPS 7990 Master's Thesis (6)
- For students completing a master's project (6)
  Required (3):
  - EPS 7991 Master's Project (3)
- Select one course with the EPSF prefix (3)

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 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 8330 Globalization and Education Policy (3)
  - EPSF 8340 History of American Education (3)
  - EPSF 8350 Comparative Educational Systems (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 Sports Arena, 404/413-8050
education.gsu.edu/kin/index.htm

Jacalyn Lund, Chair

The Master of Science in Sports Administration degree program seeks to prepare graduates with professional skills and knowledge for careers in the $300-plus billion dollar sports business industry through an exceptional program inspired by excellence, vision, scholarship, leadership, and entrepreneurship.

Potential career paths can be found in such areas as management, marketing, legal, risk management, financial, the media, promotions, public relations, communications, sports information, design, retail, manufacturing, coaching, in the following examples of industry segments: sports media, sports facilities and arenas, sports retail business, sport product manufacturing, sport club management, entrepreneurial enterprising, amateur and community sports enterprises, professional sports, sports travel and tourism, international sport management, college sports, and athlete representation and management. The program is designed to meet the curriculum standards for the Commission on Sport Management (COSMA).

Regulations for the Degree:

1. Prerequisites: This program is specifically designed for students with an undergraduate degree in sport management and a background in the sport business industry. Incoming students without this background may be required to take prerequisite courses. For those students, you will complete any prerequisites required by the faculty advisor prior to your third semester of work in the program.
2. Research Requirement: All students will complete the university's basic certification course for human subjects research. See the university's research office website and your faculty advisor for details.
3. Internship/Thesis Requirement: Students have the option to complete the internship requirement or elect to pursue the thesis track. The internship is the cornerstone and culminating experience of the program in which the student will work in an approved sport business enterprise under professional supervision. The student is required to acquire the place for the internship in consultation with a faculty advisor. The internship cannot be taken until all other courses of the program have been completed unless as otherwise specified and permitted by a faculty advisor. Along with the internship requirement, the student will also be required to pass the Comprehensive Exam. The thesis track requires Master’s-level students in sports administration to conduct original research and complete a formal thesis. It must be started two semesters prior to graduating and is overseen by a faculty advisor. The thesis track does not require taking the Comprehensive Exam, but instead requires a formal proposal and defense of the research.
4. Course Requirements: The course requirements for the Master of Science degree in Sports Administration and the format of the program follow. Students should consult with a faculty advisor for any questions or concerns. The Course Descriptions section contains a listing and description of the courses. The Georgia State University Graduate Catalog which includes all regulations concerning graduate programs can be found on the university's web site.
5. Electives: Students may take courses of their choice in consultation with a faculty advisor from those listed here or from courses in other related such programs as business, management, marketing, hospitality, risk management, law, information technology, finance, education, international business, and research.

Program Degree Requirements
Master of Science in Sports Administration

A. Major (27)
   - Required (18):
     - KH 6380 Introduction to Sport Management (3)
     - KH 6560 Budgeting and Finance in Sports and Recreation (3)
     - KH 7100 Administration of Sports Programs (3)
     - KH 7200 Cultural Aspects of Sport (3)
     - KH 7410 Sport Marketing (3)
     - KH 7610 Sport Law (3)
   - Research Requirement (Select One) (3):
     - EPRS 7900 Methods of Research in Education (3)
     - MK 8200 Marketing Research (3)
   - Internship or Thesis Track Requirement (Select One) (6):
     - KH 7662 Internship in Sports Management (6)
     - KH 7990 Master's Thesis (6)

B. Electives (9)
   - KH 6960 Seminar (3)
   - KH 7150 Development and Revenue Generation in Sports (3)
   - KH 7380 Sport Facility Management (3)
   - KH 7440 Sport Communication and Media (3)
   - KH 7680 Sport Marketing Field Research (3)

- KH 7690 Practicum in Sports Administration (3)
- KH 7810 Directed Readings and Research (3)

Program total: minimum of 36 semester hours

4260.55 Sports Medicine (M.S.)

Department of Kinesiology and Health
137 Sports Arena, 404/413-8050
education.gsu.edu/kin/index.htm

Jacalyn Lund, 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 National Athletic Trainers Association (NATA) certified athletic trainers or be eligible for NATA certification. Candidates may be eligible for NATA certification upon graduation from a CAATE accredited undergraduate athletic training curriculum.

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 7530 Applied Anatomy for Sports Medicine (3)
  - KH 8780 Biomechanics of Sports Medicine (3)

B. Major (24)
- Required (16):
  - KH 7580 Concepts of Orthopedic Rehabilitation (3)
  - KH 7660 Practicum in Athletic Training (4)
  - KH 8265 Therapeutic Modalities in Orthopedic Rehabilitation (3)
  - KH 8300 Orthopedic Basis of Injury (3)
  - KH 8900 Evidence Based Practice in Sports Medicine (3)
- For students completing a master's thesis (8)
  - Required (5): KH 7990 Master's Thesis (6)
  - Elective (3): Choose one course from elective list (3 hours)
- For students completing a master’s project (8)
  - Required (2): KH 8820 Scientific Inquiry in Sports Medicine (2)
  - Elective (6): Choose two courses from elective list (6 hours)
- Elective Course List:
  - BIOL 7240 Human Physiology (3)
  - BIOL 7250 Human Physiology Laboratory (1)
  - 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 Sport Law (3)
  - KH 7620 Clinical Exercise Physiology (3)
  - KH 7820 Research Design (3)
  - KH 8390 ECG and Exercise Stress Testing (3)
  - RT 6005 Clinical Cardiopulmonary Physiology (3)
  - SNHP 6000 Research for the Health Professions (3)
  - Other courses may be selected with consent of adviser.

Program total: minimum of 36 semester hours

4270 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 doctoral 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.

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 Ed.S. programs. These may include specific coursework requirements as well as other professional activities. During his or her first term of enrollment, a student 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 on the "Ed.S. Residency Form". This form is available online at education.gsu.edu/oaa/4013.html. Each student and his or her adviser must plan activities to enable the students to fulfill the intent of the residency. The residency plan must be approved by the student’s adviser and department chair prior to the commencement of any residency activities. The department is responsible for verifying a student’s completion of specialist residency requirements and for notifying the Office of Academic Assistance and Graduate Admissions of such completion.

Minimum Requirements for All Specialist Degrees

1. Only courses taken after admission to the Specialist in Education degree program may be used to fulfill program requirements for the Ed.S. degree.
2. Students must earn a cumulative grade point average of 3.00 calculated on all graduate coursework attempted while admitted to the Ed.S. program. The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of "C" or higher.
3. Coursework in which a grade below "C" is earned may not be applied to the specialist programs.
4. 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.
5. Students must complete a minimum of 27 semester hours of program coursework at Georgia State University.
6. Students seeking specialist-level teacher certification must have completed three years of appropriate school experience prior to completion of the Specialist in Education degree.
7. 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 the program. A final written report of the implemented project is required.

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.

4280 Specialist in Education (Ed.S.) Programs

4280.10 Early Childhood Education (Ed.S.)

Department of Early Childhood Education
550 College of Education Building, 404/413-8020
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 T.S.S. endorsement. 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 Social, Cultural, and Political Issues in Teaching and Learning (3)
   - ECE 8200 Critical Pedagogy in Practice (3)
   - ECE 8400 Teacher Development (3)
   - ECE 8410 Curriculum Theory, Design, and Application (3)
   - 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

4280.15 Educational Leadership (Ed.S.)

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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 8180 Development During School Age (5 to 18 Years) (3)
     - EPY 8250 Psychology of Inner-City Children (3)

B. Major (24)
   - Required (18):
     - EPEL 8000 Research in Educational Leadership and Organizational Structure (3)
     - EPEL 8020 Leadership for Change in a Diverse Society (3)
     - EPEL 8330 Advanced Law, Policy, & Governance (3)
     - EPEL 8420 Advanced Instructional Leadership (3)
     - EPEL 8690 Research-Based Decision Making for School Leaders (3)
     - EPSF 8440 Curriculum Design and Analysis (3)
   - Select two (6) with consent of adviser:
     - EPEL 8620 Psychological 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

4280.20 School Counseling (Ed.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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 (6)
- Required (3):
  - EPRS 8530 Quantitative Methods and Analysis in Education I (3)
- Required (3):
- Select one of the following Social Foundation of Education Courses (3)
- EPSF 8040 Cultural Studies in Education: Gender (3)
- EPSF 8260 Sociology of Inner-City Children (3)
- EPSF 8270 Philosophy of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
- EPSF 8340 History of American Education (3)

B. Teaching Field/Major (12)
- Required (12):
- CPS 8450 Advanced Group Counseling (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 can choose electives that are 7000 level and above in programs from the College of Education or the Sociology, Psychology, or Anthropology Departments in College of Arts and Science (with the exception of Master’s level Applied Practice and Internship courses, such as CPS 7660, CPS 7661, CPS 7663, CPS 7680, CPS 7681, and CPS 7683 and Graduate Assistant Seminar courses, such as CPS 7975, ECE 7975, EPY 7975, etc.). Students can contact the Department of Counseling and Psychological Services (404/413-8010) for a School Counseling program outline that offers suggested, appropriate electives.

Program total: minimum of 30 semester hours

4280.25 School Psychology (Ed.S.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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 7495, CPS 7510, CPS 7515, 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.

Students seeking certification from the State of Georgia Professional Standards Commission are required to pass the GACE Basic Skills Assessment (or provide an exemption) and GACE Content Assessment in School Psychology.

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. 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)
     - Any 7000-level or above EXC course with permission of advisor (3)

B. B. Teaching Field/Major (34)
   - Required (34):
     - CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
     - CPS 6450 Group Counseling (3) OR CPS 8400 Introduction to Play Therapy (3)
     - CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
     - CPS 8540 Child/Adolescent Psychopathology (3)
     - CPS 8570 Psychological Consultation in the Schools II (3)
     - CPS 8662 Applied Practice II: Consultation and Intervention Practice in School Psychology (3)
     - CPS 8665 Intervention Strategies for Students with Learning Problems (3)

- CPS 8680 Internship in School Psychology (12)
- CPS 8760 Topical Seminar in School Psychology (3)

Program total: minimum of 43 semester hours

4300 Doctoral Programs Admissions

education.gsu.edu/oaa/4427.html

Admission to the doctoral programs in the College of Education is competitive and an applicant meeting the published minimum requirements is not guaranteed admission.

All documents and other materials submitted by or for persons in connection with their interest in consideration for admission to a program become the property of 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 the program being applied for admits new students during at least one of those terms. Some programs only admit students one term during the academic year; therefore, postponing enrollment delays beginning the program by a calendar year. In this case, the applicant may not reactivate the application, but must submit a new online application instead (in keeping with university requirements for residency status verification). The applicant must meet current admission criteria, and may also be required to resubmit supporting materials.

A written request for reactivation is required. Address the request to Graduate Admissions, Office of Academic Assistance and Graduate Admissions, Attn: Director. Admission for a subsequent term is not automatic or guaranteed.

Deadlines for notification to change entry term are as follows:

- Fall Semester July 1
- Spring Semester October 1
- Summer Semester March 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.

Application Procedures and General Admission Criteria

Every applicant must submit the online application. 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 education.gsu.edu/oaa/4427.html and send all supplemental materials to the addresses listed at education.gsu.edu/oaa/oaa_contact.htm. Go to education.gsu.edu/oaa/PHD_materials.htm for a current list of required program specific materials.

Admission Completion Deadlines

The Office of Academic Assistance and Graduate Admissions must receive applications and supporting materials at the address indicated above no later than the application deadline listed. 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. Each applicant is responsible for following these application procedures completely and correctly. All application completion deadlines are available online at education.gsu.edu/oaa/App_Deadlines.htm.

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 three months prior to the doctoral deadline (see website link above). International applicants should refer to section 4200 Graduate Admissions (paragraph on International Application Admission) 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 a Reentry Application with the Office of Academic Assistance and Graduate Admissions. The form, instructions, and the deadline dates are available online at education.gsu.edu/oaa/3985.html.

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.

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.

4310 Doctor of Education (Ed.D.) General Information

The College of Education currently offers a Doctor of Education (Ed.D.) in Educational Leadership.

Admission

Applicants have two admissions routes for the program: 1) Specialist in Education/Professional Doctorate in Education concurrent admissions and 2) Professional Doctorate in Education only. Applicants may apply concurrently to the Specialist in Education Educational Leadership program/Professional Doctorate in Education with a major in Educational Leadership program.

Graduate Assistantships

Graduate teaching assistantships (GTAs) and graduate research assistantships (GRAs) are available to selected doctoral students who demonstrate outstanding academic skills and expertise. Assistantships are made available through the student’s department. The number of GTA and GRA positions available depends on current class loads and research needs.

Doctoral Advisory Committee

Upon admission to a cohort, the student is assigned a major adviser. An additional faculty member will become a member of the student’s Doctoral Advisory Committee. Prior to the student’s defense of his or her dissertation, he or she must secure a minimum of one additional member of his or her Doctoral Advisory Committee. This additional member may be a university faculty member or a field-based practitioner who meets the university requirements for membership on a doctoral advisory committee. The major advisor and one of the two additional faculty members must hold graduate faculty status.

1. The major advisor serves as the chair of the Doctoral Advisory Committee, is a full time 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 Educational Leadership faculty, and holds an earned doctorate.
2. A second member of the Doctoral Advisory Committee must be a full time member of the College of Education faculty holding an earned doctorate.
3. A third member of the Doctoral Advisory Committee is an individual who can support the student’s dissertation research. The third member must also hold an earned doctorate.

After the Doctoral Advisory Committee has been established, the committee, the student, and the department chair must approve any subsequent change of membership.

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.

Comprehensive Examination

The purpose of the comprehensive examination is to evaluate the students' ability to use the subject content defined in the approved program of study to prepare a dissertation using the “Review and Research Format,” which is currently one of the approved formats in the Georgia State University College of Education.

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.

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.

Dissertation Prospectus

The purpose of the dissertation prospectus is to offer the Doctoral Advisory Committee evidence of the significance and rationale of the proposed study. The prospectus presents a statement of the problem or issue, 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 education.gsu.edu/oaa/952.html.

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 three members of the Doctoral Advisory Committee must attend the prospectus presentation.

Admission to Doctoral Candidacy

When the students have completed all coursework requirements for the degree except the dissertation the students' Doctoral Advisory Committee may recommend to the Dean of the College of Education that the students are admitted to candidacy for the Professional Doctorate of Education degree. To be recommended for candidacy, the students must additionally have successfully completed the comprehensive examination, and submitted and presented an approved dissertation prospectus.

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 education.gsu.edu/oaa/952.html. 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 Doctoral 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. 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 will be scheduled 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 three (3) members of the Doctoral 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 Doctoral Advisory Committee.

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 five years of the students' term of first matriculation. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within four years of the students' first term of matriculation. No coursework that was completed more than four 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 Ed.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.

Program of Study

The program, delivered in a three-year, closed cohort model, consists of 45 hours of course work and 9 hours of dissertation for a total of 54 hours. Candidates who hold the performance-based Specialist in Education (Ed.S.) or performance-based add-on may transfer up to six courses (18 hours) into the Ed.D. program. A transcript review is required for candidates seeking to transfer courses into the program from institutions other than Georgia State University.

Program Degree Requirements

Doctor of Education in Educational Leadership

Required Courses (54):

- EPEL 8000 Research in Educational Leadership and Organizational Culture (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8330 Advanced Law, Policy, and Governance (3)
- EPEL 8420 Advanced Instructional Leadership (3)
- EPEL 8500 Central Office Leadership (3)
- EPEL 8620 Psychological Aspects of Leadership (3)
- EPEL 8930 Applied Research (3)
- EPEL 9000 Concepts of Leadership and Research in Educational Leadership (3)
- EPEL 9970 Advanced Seminar in Educational Leadership (3)
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)
- EPRS 8500 Qualitative/Interpretive Research in Education I (3)
- EPRS 8530 Quantitative Methods and Analysis in Education (3)
- EPRS 8620 Educational Evaluation (3)
- EPSF 8440 Curriculum Design and Analysis (3)
- EPS 8360 Educational Policy Making and Analysis (3)
- EPS 9990 Dissertation (9)

* Other appropriate courses numbered 8000 to 8999 may be substituted into the program of study by the Educational Leadership unit and the Ed.D. cohort coordinator.

4320 Doctor of Philsophy (Ph.D.) General Information

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.

Doctoral Assistantships, Instructorships, and Fellowships

Graduate teaching assistantships (GTAs) and graduate research assistantships (GRAs) are available to selected doctoral students who demonstrate outstanding academic skills and expertise. Assistantships are made available through the student's department. The number of GTA and GRA positions available depends on current class loads and research needs.

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.

Doctoral Advisory Committee

The Doctoral Advisory Committee assist the students in planning an appropriate program of study and preparing for completion of non-coursework requirements, including the comprehensive examination. The Doctoral Advisory Committee has the supervisory responsibility for approving the program of coursework and approving non-coursework requirements.

Upon admission to a doctoral major in the College of Education, 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 student until a Doctoral Advisory Committee is established. The student should establish the permanent doctoral adviser and advisory committee as soon as feasible but not later than the accrual of 27 semester hours of coursework nor later than one calendar year from the undertaking of coursework.

The initial Doctoral Advisory Committee consists of a minimum of three members as follows:

1. The major adviser serves as the chair of the Doctoral Advisory Committee, is a fulltime, tenure track member of the College of Education faculty, holds primary appointment in the College of Education, has been a faculty member at Georgia State University for at least one academic year, is a member of the faculty of the major to which the 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 the student's major.

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.

Program of Study

The primary emphasis of the Doctor of Philosophy (Ph.D.) degree program is the preparation of students as researchers, scholars, and scientist practitioners. Research experiences will be a continual part of students' learning including completion of substantial coursework focused on research and scholarship as well as participation in research activities. Congruent with this perspective, students will be active participants in ongoing research activities and scholarship with GSU faculty and/or in research teams from the beginning of their enrollment in the doctoral program. Students in College of Education Ph.D. programs will continually participate in such activities throughout their doctoral program resulting in conference presentations and scholarship submitted for publication. While these experiences will be time-intensive and may overlap with some coursework, these efforts are expected to occur above and beyond doctoral students' coursework.

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 6 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 24 semester hours must be earned in the doctoral program of study at Georgia State University. The 24 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 12 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 and a core 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 36 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. No dissertation credit may be applied to the minimum requirement of 36 semester hours of coursework. The minimally required 36 semester hours are distributed among the core and major 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.

Dissertation

In addition to the minimum requirements described above, each doctoral student must enroll in a minimum of 15 semester hours of dissertation credit. The final grade will be assigned the term the student successfully defends the dissertation.

Research

A minimum of 30 semester hours of research must be completed, which includes 15 semester hours of dissertation and 15 semester hours of coursework as identified by the Doctoral Advisory Committee.

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.

Doctoral students must complete five of the following six elements for their Residency Program Plan.

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship
6. Serve the institution and/or profession

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 (if applicable) as 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 15 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.

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.

On Campus Resources

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 404/413-1640 for further information.

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 education.gsu.edu/oaa/4058.html.

Following completion of the student's comprehensive examination but before approval of the prospectus, the student and the student's 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 a majority of the committee, including the committee chair, must hold graduate faculty status in 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 and consist of no fewer than four members with earned doctorates, which mean that 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.

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.

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 15 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* education.gsu.edu/oaa/4058.html. 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.

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 15 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 at www.gsu.edu/registrar/graduation.html. Students receiving the Ph.D. degree may have some additional cost relative to graduation.

The form for changing the date of graduation is located at www.gsu.edu/registrar/graduation.html.

General Core Area Requirements (18 hours)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

Choose one course(3):

- EPRS 8500 Qualitative/Interpretive Research in Education I (3)
- EPRS 8530 Quantitative Methods and Analysis in Education I (3)

Required (12):

- A two course sequence (6 hours) in research methodology (see below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

1. Quantitative Methodology
   - EPRS 8540 Quantitative Methods and Analysis in Education II
   - EPRS 8550 Quantitative Methods and Analysis in Education III (3)
   - EPRS 8820 Institutional Research (3)
   - EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
   - EPRS 8840 Meta-Analysis (3)
   - EPRS 8860 Bayesian Statistics (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)
2. 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 9120 Poststructural Inquiry (3)
   - EPRS 9400 Writing Qualitative Research Manuscripts (3)
   - EPSF 9280 Interpretive Inquiry in Education (3)
3. Single-Case Methodology
   - EPY 8850 Introduction to Single-Case Methodology (3)
   - EPY 8860 Applications of Single-Case Methodology (3)
4. Historical/ Philosophical Methodology
   - EPSF 9850 Historical Research in Twentieth Century American Education (3)
   - EPSF 9930 Philosophical Analysis and Method (3)
5. 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 (3 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.

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):

- 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)
- 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)

4330 Ph.D. Programs of Study

The programs of study for Ph.D. majors are listed alphabetically.

4330.05 Counseling Psychology (Ph.D.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

Choose one course (3):

- EPRS 8500 Qualitative/Interpretive Research in Education (3)
- EPRS 8530 Quantitative Methods and Analysis in Education (3)

Required (12):

- A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3):
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 (50-51)

Required (41):

- CPS 8350 Biopsychology and Medication (3)
- 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 (6)
- CPS 9480 Supervision of Counseling Services (3)
- CPS 9680 Doctoral Internship (3)
- CPS 9920 Research and Publication (2)
- CPS 9962 Counseling Psychology Seminar (6)
- PSYC 8500 History of Psychology (3)
- PSYC 8510 Advanced Social Psychology (3) OR EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
  [If EPY 8220 is completed to satisfy the Core area requirements, PSYC 8510 must be completed to satisfy this requirement. EPY 8220 can only be applied to one area of study: It cannot satisfy both the Core Area and the Major Area.]

Select one (3):

- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8540 Child/Adolescent Psychopathology Assessment (3)

Assessment

Required (3):

- CPS 9665 Assessment Practicum (3)
- Select one course (3-4):
  - CPS 9410 Assessment of Intelligence (3)
  - CPS 8420 Adult Personality Assessment (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 (15)

Required (15):

- CPS 9990 Dissertation (15)

Program total: minimum of 101-102 semester hours

4330.10 Counselor Education and Practice (Ph.D.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, Chair

The Counselor Education and Practice program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a “scientist-practitioner” model and should be both consumer and producer of research.

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 (21)

The Core Area consists of 18 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (18 hours)

Required (6):

- EPRS 8500 Qualitative/Interpretive Research in Education (3)
- EPRS 8530 Quantitative Methods and Analysis in Education (3)

Required (12):

- A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (44)

Required (44):

- 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 (2)
- CPS 9963 Leadership in Counselor Education: Professional and Social Advocacy (6)
- EPY 9000 Facilitating College Teaching (3)

C. Cognate Area and Elective (12)

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 (15)

Required (15):

- CPS 9990 Dissertation (15)

Program total: minimum of 92 semester hours

4330.15 Early Childhood and Elementary Education (Ph.D.)

Department of Early Childhood Education
550 College of Education Building, 404/413-8020
education.gsu.edu/ece/

Barbara Meyers, Chair

Program Theme: Educator as Researcher

Philosophy

The theoretical stance of the Early Childhood and Elementary Education PhD Program is pragmatic. No single theory or research approach can solve the complex issues that impact children in a rapidly changing world; thus, we (the PhD faculty) believe that collaborative, comprehensive research and scholarship is our most powerful tool for investigating and answering questions about children's learning and education. Our diverse faculty has expertise in qualitative and quantitative research and evaluation. Interweaving theory, research, and practice, we inquire about how children's learning is shaped by educational inequities across race, gender, (dis)ability, and social class; educational globalization; community, home, and school connections; culturally responsive pedagogy; urban education; and curricular and technological innovations. We leverage this expertise to advocate for children's learning in multiple contexts, in and out of school.

Program Academic Regulations

If students in the Educational Specialist program in Early Childhood Education completed ECE 8400 Teacher Development (3) and ECE 8410 Curriculum Theory, Design, and Application (3), these courses can substitute for ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood and Elementary Education (3) and ECE 9400 Teacher Development (3) in the Ph.D. program in Early Childhood Education.

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 Residency experiences. For a detailed description of program requirements, please refer to the *Program Manual for the Doctor of Philosophy Degree in Early Childhood Education* available from the department.

Components

Each doctoral student's planned program of study is divided into two academic components: Research and the Major. The Research component includes 21 credit hours, including a Core set of courses that introduce research methods as well as courses that deepen knowledge about a particular set of complementary methods (qualitative, quantitative, and mixed methods). The Major includes a set of 27 hours of courses intended to deepen knowledge of research methodologies that guide scholarly inquiry in elementary and early childhood education, theories of human development, curricular issues, and historical perspectives. The Major also includes a set of electives from which students can choose. Electives can also be taken outside the Department of Early Childhood Education. Students will choose electives that will, together, create an area of specialization. Each program of study will culminate with a dissertation.

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 via a research apprenticeship experience and a dissertation. Courses suggested to develop this competence are listed in the *Program Manual for the Doctor of Philosophy Degree in Early Childhood and Elementary Education*.

Early Childhood and Elementary Education

All doctoral students in the Early Childhood and Elementary Education Major will be expected to promote scholarly advocacy for children, to understand the nature of children and their development, to understand theories undergirding educational practices and issues, and to excel as teacher educators. Required residency experiences ensure that students develop knowledge and skills about mentoring and teaching educators as well as conducting research. Courses required in the Major ensure that doctoral students share knowledge about historical, political, developmental, and theoretical paradigms that have shaped educational contexts and research. In addition, elective courses allow for individualization of the doctoral program to create an area of expertise within Early Childhood and Elementary Education. The Major course offerings are further described in the *Program Manual for the Doctor of Philosophy Degree in Early Childhood and Elementary Education*.

Planned Study

Planning doctoral study coursework to address the goals mentioned above is done in consultation with an Advisor with consideration of each student's career goals, prior academic work, and professional experience. Each program, therefore, is unique. However, the following courses are offered:

Program Degree Requirements

Doctor of Philosophy in Early Childhood and Elementary Education

A. Core Area (21)

The Core Area consists of 18 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (18 hours)

- Required (6):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3)

For a list of suggested courses, see the *Program Manual for the Doctor of Philosophy Degree in Early Childhood and Elementary Education*.

B. Major Area (27)

- Required (12):
  - ECE 9360 Curriculum, Issues, and Historical Perspectives in Early Childhood and Elementary Education (3)
  - ECE 9800 Doctoral Studies (1) [*taken 3 times in first two years*]
  - ECE 9860 Evaluating and Interpreting Research in Early Childhood and Elementary Education (3)
  - ECE 9960 Advanced Theory and Research in Child Development (3)

- Elective Courses: (minimum 15)
  - At least 12 hours of elective courses must come from within the department. Doctoral-level elective courses offered within the Department include:
  - EPRS/ECE 9120 Poststructural Inquiry (3)
  - ECE 9393 Number and Operation in the Elementary Classroom (3)
  - ECE 9394 Geometry and Measurement in the Elementary Classroom (3)
  - ECE 9395 Algebra in the Elementary Classroom (3)
  - ECE 9396 Data Analysis and Probability in the Elementary Classroom (3)
  - ECE 9420 Early Literacy Learning (3)
  - ECE/EPRS 9380 Discourse Analysis (3)
  - ECE 9840 Socio-Cultural Issues in Early Childhood and Elementary Education (3)
  - ECE 9400 Teacher Development (3)
  - ECE 9850 Research Seminar in Early Childhood and Elementary Education (3)
  - ECE 9810 Directed Readings (1-3)
  - ECE 9860 Teacher-child Relationships in Early Childhood (3)

- ECE 9890 Research Apprenticeship (3)
- ECE 9910 Developing as a scholarly writer (3)

K-5 Mathematics Endorsement (optional):

As part of the coursework leading to the Doctor of Philosophy degree, students who hold a current teaching certification from the Georgia Professional Standards Commission may satisfy part of the K-5 Mathematics Endorsement requirements by completing four 9000-level courses (ECE 9393, ECE 9394, ECE 9395, and ECE 9396). To apply for the K-5 Mathematics Endorsement, students must also complete ECE 7740 Internship in Early Childhood Education I (3) while enrolled in one of the four specified 9000-level endorsement courses. ECE 7740 does not satisfy the 8000-9000 level-course requirements for the College of Education courses applicable to the Doctor of Philosophy degree.

D. Dissertation (15)

Required (15):

- ECE 9990 Dissertation (15)

Program total: minimum of 63 semester hours

4330.20 Education of Students with Exceptionalities (Ph.D.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Program Theme: Preparing Informed, Empowered, Committed, and Engaged Educators

Concentration Areas: Autism Spectrum Disorders; Behavior Disorders; Communication Disorders; Early Childhood Special Education; Learning Disabilities; Mental Retardation; Physical and Health Disabilities (Orthopedic Impairments); Sensory Impairments

The Ph.D. major in Education of Students with Exceptionalities provides graduates with the skills necessary to succeed in university positions as they perform the roles of teaching, research, and grant writing; 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 special education and with advanced skills in research and design methods.

Evaluation of a student's performance is continuous and involves consideration of the student's performance in all academic settings. Students who fail to make progress in a timely manner or who demonstrate inappropriate or unprofessional conduct may be 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.

Students complete coursework depending on their background and concentration. 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.

Program Degree Requirements
Doctor of Philosophy in Education of Students with Exceptionalities

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (19 minimum)

- Required (16):
  - EXC 8961 Professional Development Seminar in Special Education (4)
  - EXC 8980 Professional Investigation and Writing in Special Education (3)
  - EXC 9900 Research Seminar in Special Education (3)
  - EXC 9981 Grant Proposal Writing in Special Education (3)
  - EXC 9985 Ethics and the Advancement of Research (3)
  - Select (3): Course will be selected and approved by the student's Doctoral Advisory Committee.

C. University Teaching Cognate (6)

- Required (6):
  - EPY 9000 Facilitating College Teaching (3)
  - EXC 9660 Internship in Special Education I (3)

D. Dissertation (15)

Required (15):

- EXC 9990 Dissertation (15)

Program total: minimum of 58 semester hours

4330.25 Educational Policy Studies (Ph.D.)

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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 Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

The Social Foundations and Psychology of Learning Core requirements (-3) 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 three concentration areas:

B.1 – Ph.D. Concentration in Educational Leadership (18 hours)

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 courses in a specialization area (9): In consultation with the student's advisor and the coordinator of the educational leadership programs, students choose three courses from one of these specializations: Leadership and Administration (This specialization can be designed to add-on the PL Georgia Leadership certification to a level 6 or level 7 certification); Leadership and Policy; or Leadership and Urban Education. These specializations are specifically designed for candidates who aspire to positions in academia and other closely related areas.

B.2 – Ph.D. Concentration in Research, Measurement, and Statistics (18 hours)

Select six courses (18) from the list below:

- ECE/EPRS 9380 Discourse Analysis (3)
- EPRS 8500 Qualitative/Interpretative Research in Education I (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- 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)
- EPRS 8600 Computer Use in Educational Research (3)
- EPRS 8620 Educational Evaluation (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8660 Bayesian Statistics (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 8820 Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles, and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8920 Educational Measurement (3)
- EPRS 8950 Professional Development Seminar (1)

- EPRS/ECE 9120 Poststructural Inquiry 93)
- EPRS 9350 Introduction to Item Response Theory (3)
- EPRS 9360 Advanced Item Response Theory (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)
- EPRS 9550 Multivariate Analysis (3)
- EPRS 9560 Structural Equation Modeling (3)
- EPRS 9570 Hierarchical Linear Modeling I (3)
- EPRS 9570 Hierarchical Linear Modeling II (3)
- EPRS 9600 Advanced Computer Methods for Educational Research (3)
- EPRS 9670 Practicum in Educational and Psychological Research (3)
- EPRS 9900 Advanced Research (3)
- EPRS 9920 Seminar in Special Topics in Qualitative Research (3)

B.3 – Ph.D. Concentration in Social Foundations of Education (18 hours)

Select six courses (18) from the list below:

- EPSF 8010 Cultural Studies In Education: Film (3)
- EPSF 8040 Cultural Studies in Education: Gender (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 8330 Globalization and Education Policy (3)
- EPSF 8340 History of American Education (3)
- EPSF 8350 Comparative Educational Systems (3)
- EPSF 8440 Foundations of Curriculum Development (3)
- EPSF 9260 Epistemology and Learning (3)
- EPSF 9280 Interpretive Inquiry in Education (3)

C. Cognate Area (12)

The major and cognate areas should represent a cohesive program of study.

D. Dissertation (15)

Required (15):

- EPS 9990 Dissertation (15)

Program total: minimum of 69 semester hours

4330.30 Educational Psychology (Ph.D.)

Department of Educational Psychology and Special Education
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Program Theme: Preparing Informed, Empowered, Committed, and Engaged Educators

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 who have little or no background in educational psychology may be required to complete additional coursework beyond the minimum requirements described below.

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 education.gsu.edu/epse/4631.html.

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

[Changes to the program of study are being reviewed by the university and Board of Regents. Please check with the department for the status of the program.]

Doctor of Philosophy in Educational Psychology

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (18-24)

Required (9):

- EPY 8010 Professional Studies in Educational Psychology (3)
- EPY 8961 Professional Development Seminar in Educational Psychology (3)
- EPY 9000 Facilitating College Teaching (3)

Select (9-15): Students must select a minimum of 15 hours of additional credit hours of coursework, a majority of which must be in educational psychology. As an exception, students who have a Master’s degree in Educational Psychology from Georgia State University select a minimum of 9 additional credit hours.

C. Dissertation (15)

Required (15):

- EPY 9990 Dissertation (15)

Program total: minimum of 51-57 semester hours

4330.35 Instructional Technology (Ph.D.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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, 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 Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (27)

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 (15):

- EDCI 9850 Research Seminar (9) [Students will take the course for one hour every semester until they are admitted into candidacy.]
- EDCI 9900 Critique of Education Research (3)
- IT 8660 Internship in Instructional Technology (3)

Select (12):

Students and Doctoral Advisory Committee select additional departmental courses relating to instructional technology.

C. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: minimum of 60 semester hours

4330.40 Kinesiology (Ph.D.)

Department of Kinesiology and Health
137 Sports Arena, 404/413-8050
education.gsu.edu/kin/index.htm

Jacalyn Lund, Chair

Concentration Areas: Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, and Physical Education Teacher Education

[The new concentration in Physical Education Teacher Education is being reviewed by the university and Board of Regents. Please check with the department for the status of the concentration.]

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. Concentration areas that are available within this program: Biomechanics and Physical Rehabilitation; Exercise Physiology, Exercise Psychology, and Physical Education Teacher Education.

The concentration in Biomechanics and Physical Rehabilitation 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 in areas related to cardiopulmonary and neuromuscular physiology with particular emphases on exercise metabolism and performance in healthy populations, and in populations with chronic diseases (e.g., cardiovascular, metabolic, and neuromuscular diseases).

The concentration in Exercise Psychology prepares students to teach and to conduct research in areas related to the correlates of physical activity, mental health benefits of physical activity, theory-based behavior change strategies, and the design, implementation, and testing of theory-based physical activity interventions. Completion of this concentration will not lead to students becoming licensed psychologists.

The concentration in Physical Education Teacher Education (PETE) prepares students for careers in higher education as scholars, researchers, and teacher educators. Research expertise will be acquired in the areas of instruction, curriculum, assessment, teacher education, and teacher development. The cognate area will prepare students as members of communities of scholars in higher education.

Program Degree Requirements
Doctor of Philosophy in Kinesiology

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (19-21)

The students select one of the following four concentration areas:

B1 – Biomechanics and Physical Rehabilitation Concentration (19)

Required (19):

- KH 8830 Motion Analysis (4)
- KH 8870 Biomechanics of Orthopedic Injuries (3)
- KH 9560 Neuromechanics of Human Locomotion (3)
- KH 9820 Research in Kinesiology (5)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

B2 - Exercise Physiology Concentration (19)

Required (19):

- 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 (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

B3- Exercise Psychology Concentration (19)

Required (19):

- CPS 8820 Health Psychology (3)
- KH 8600 Physical Activity Interventions and Behavior Change (3)
- KH 9280 Advanced Topics in Exercise Psychology (3)
- KH 9820 Research in Kinesiology (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

B4- Physical Education Teacher Education (21)

- Required (15):
  - KH 9660 Analysis of Teaching Physical Education (3)
  - KH 9670 Models of Teacher Education in Physical Education (3)
  - KH 9820 Research in Kinesiology (3)
  - KH 9830 Research on Teaching and Learning in Physical Education (3)
  - KH 9960 Advanced Research Seminar in Kinesiology (3)
- Select 6 hours from the list of courses:
  - KH 8610 Curriculum Theory in Physical Education (3)
  - KH 8620 Assessment Theory in Physical Education (3)
  - KH 8630 Instructional Design for Physical Education (3)
  - KH 8685 Initial Supervision and Teacher Development in Physical Education (3)
  - KH 8690 Technology in Physical Education Instruction and Teacher Education (3)

C. Cognate Area (9)

Coursework applied to meet the cognate area requirement must be taken outside the major field of study.

C1 - Biomechanics Concentration (9):

The purpose of the cognate area requirement is to provide opportunities for doctoral students to develop an extended knowledge based associated with the major field of study. Courses fulfilling the cognate requirement will be determined in consultation with the doctoral advisor and approved by the Doctoral Advisory Committee.

C2 - Exercise Physiology Concentration (9):

The purpose of the cognate area requirement is to provide opportunities for doctoral students to develop an extended knowledge based associated with the major field of study. Courses fulfilling the cognate requirement will be determined in consultation with the doctoral advisor and approved by the Doctoral Advisory Committee.

C3- Exercise Psychology Concentration (9):

The purpose of the cognate area requirement is to provide opportunities for doctoral students to develop an extended knowledge based associated with the major field of study. Courses fulfilling the cognate requirement will be determined in consultation with the doctoral advisor and approved by the Doctoral Advisory Committee.

C4- Physical Education Teacher Education Concentration (9):

The purpose of the cognate area requirement is to provide opportunities for doctoral students to develop an extended knowledge based associated with the major field of study, with an emphasis on careers in higher education. Courses fulfilling the cognate requirement will be determined in consultation with the doctoral advisor and approved by the Doctoral Advisory Committee.

D. Dissertation (15)

Required (15):

- KH 9990 Dissertation (15)

Program total (Biomechanics and Physical Rehabilitation): minimum of 61 semester hours

Program total (Exercise Physiology): minimum of 61 semester hours

Program total (Exercise Psychology): minimum of 61 semester hours

Program total (Physical Education Teacher Education): minimum of 63 semester hours

4330.45 School Psychology (Ph.D.)

Department of Counseling and Psychological Services
950 College of Education Building, 404/413-8010
education.gsu.edu/cps/

Brian Dew, 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

[Changes to the program of study are being reviewed by the university and Board of Regents. Please check with the department for the status of the program.]

Doctor of Philosophy in School Psychology

A. Core Area (18; 12 for B.A.-to-Ph.D. students)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3):

EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3) or another course from the Social Foundations of Education and Psychology of Learning as identified by the Doctoral Advisory Committee.

B. Major Area (Required: 38; 35 for B.A.-to-Ph.D. students)

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 school psychology. 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 these course requirements must earn a minimum of 38 semester hours at Georgia State University to complete the major area of the doctoral program.

- CPS 8350 Biopsychology and Medication (3)
- CPS 8640 Administration and Supervision in Pupil Personnel Services (3)
- CPS 8760 Advanced Topical Seminar in School Psychology (9; 6 for B.A.-to-Ph.D.) [topics rotate; Advanced Topical Seminar taken as part of the Ed.S. program may be counted towards this requirement.]
- CPS 9680 Doctoral Internship (9)
- CPS 9760 School Psychology Research Seminar (3-9) [Must be taken at three times (minimum total = 9 credits). Student must maintain continuous enrollment until doctoral candidacy is reached.]
- CPS 9920 Research and Publication (2)
- PSYC 8500 History of Psychology (3)

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. Dissertation (15)

Required (15):

- CPS 9990 Dissertation (15)

Program total: minimum of 71 semester hours (62 semester hours for B.A.-to-Ph.D. students)

4330.50 Teaching and Learning (Ph.D.)

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, Chair

Program Theme: Educator as Researcher

Concentration Areas: Language and Literacy Education; Mathematics Education; Music Education; Science Education; Social Studies Education; Teaching and Teacher Education.

[The new concentration in Teaching and Teacher Education is being reviewed by the university and Board of Regents. Please check with the department for the status of the concentration.]

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: Language and Literacy Education, Mathematics Education, Music Education, Science Education, Social Studies Education, and Teaching and Teacher 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 for Each Concentration
Doctor of Philosophy in Teaching and Learning with concentrations in Language and Literacy Education; Mathematics Education; Music Education, Science Education, Social Studies Education, and Teaching and Teacher Education
1 – Concentration Area: Language and Literacy Education

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (30)

- Required (18):
  - EDCI 8970 Seminar in Teaching and Learning (3)
  - EDCI 9850 Research Seminar (3)
  - EDCI 9900 Critique of Educational Research (3)
  - EDRD 8310 Theoretical Models and Processes of Literacy Learning (language, reading, and writing) (9)
- Select (12): The student and Doctoral Advisory Committee select additional coursework.

C. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: Minimum of 63 semester hours

2 – Concentration Area: Mathematics Education

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (18)

- Required (9):
  - EDCI 9850 Research Seminar (3)
  - EDCI 9900 Critique of Educational Research (3)
  - EDMT 9870 Advanced Research Seminar in Mathematics Education (3)
- Choose three required courses (9 hours):
  - 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 of Mathematics Education (3)
  - EDMT 8550 Trends and Issues of Teaching Mathematics (3)

C. Cognate Area (18)

- Required (6):
  - EDCI 8970 Seminar in Teaching and Learning (3)
  - EDCI 9660 Internship (3)
- Select (12): The student and Doctoral Advisory Committee select additional coursework.

D. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: Minimum of 69 semester hours

3 – Concentration Area: Music Education

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (18)

- Choose three required courses from the list of courses below (9):
  - MUS XXXX (graduate methods course in area of focus) (3)

  - MUS XXXX (graduate music education elective) (3)
  - MUS XXXX (graduate music education elective) (3)
  - MUS 8980 Advanced Research Project in Music Education (3)
- Required (9):
  - EDCI 9660 Internship (3)
  - EDCI 9850 Research Seminar (3)
  - EDCI 9900 Critique of Educational Research (3)

C. Cognate Area (15)

- Required (15):
  - EDCI 8970 Seminar in Teaching and Learning (3)
  - MUS 8960 Proseminar in Music Education (3) (repeatable course taken four times)
  - Semester A – Current Issues & Sociology of Music Teaching and Learning
  - Semester B – Philosophy of Music Teaching and Learning
  - Semester C – History of Music Teaching and Learning
  - Semester D – Perception, Cognition & Creativity in Music Teaching and Learning

D. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: Minimum of 66 semester hours

4 – Concentration Area: Science Education

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (18)

- Required (18)
  - EDCI 9850 Research Seminar (3)
  - EDCI 9900 Critique of Educational Research (3)
  - EDSC 8430 Nature of Science (3)
  - EDSC 9870 Seminar in Teaching and Learning (9) (repeatable course taken three times)

C. Cognate Area (18)

- Required (6):
  - EDCI 8970 Seminar in Teaching and Learning (3)
  - EDCI 9660 Internship (3)
- Select (12): The student and Doctoral Advisory Committee select additional coursework.

D. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: Minimum of 69 semester hours

5 – Concentration Area: Social Studies Education

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (33)

- Required (18):
  - EDCI 9660 Internship (6)
  - EDCI 9850 Research Seminar (3)
  - EDCI 9900 Critique of Educational Research (3)
  - EDSS 8290 Learning, Curriculum and Instruction in Social Studies (3)
  - EDSS 8550 Trends and Issues of Teaching Social Studies (3)
- Select (15): The student and Doctoral Advisory Committee select additional coursework.

C. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: Minimum of 66 semester hours

6 – Concentration Area: Teaching and Teacher Education

[The new concentration in Teaching and Teacher Education is being reviewed by the university and Board of Regents. Please check with the department for the status of the concentration.]

This concentration prepares scholars for research, practice, and policy work in teaching and the preparation of teachers. Working alongside faculty who have close connections to practice in urban schools and to the development, implementation, and evaluation of teacher education programs, graduate students will be prepared to contribute to the quality of professional practice and policy at the K- 12 level, as well as in the education and development of practicing professionals.

Program of Study

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Research Core (15 hours)

- Choose one course (3):
  - EPRS 8500 Qualitative/Interpretive Research in Education (3)
  - EPRS 8530 Quantitative Methods and Analysis in Education (3)
- Required (12):
  - A two course sequence (6 hours) in research methodology (see section 4320 for specific tracks/courses)
  - Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

Social Foundations of Education and Psychology of Learning course (3) [see section 4320 for specific courses]

B. Major Area (27)

- Required (15):
  - EDCI 8970 Seminar in Teaching and Learning (3)
  - EDCI 9660 Internship (6)
  - EDCI 9850 Research Seminar (3)
  - EDCI 9900 Critique of Educational Research (3)
- Select (12): The student and Doctoral Advisory Committee select additional coursework.

C. Dissertation (15)

Required (15):

- EDCI 9990 Dissertation (15)

Program total: Minimum of 60 semester hours

4400 Nondegree Admissions and Programs

4400.10 Nondegree Admissions

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,
- 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 a nondegree student must apply for admission according to the requirements of the degree desired. No coursework taken while admitted the as a nondegree student may be credited toward the completion of a Specialist in Education degree.

Admission Requirements

Every applicant must submit the online application. 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 education.gsu.edu/oaa/4427.html and send all supplemental materials to the addresses listed at education.gsu.edu/oaa/oaa_contact.htm. Go to education.gsu.edu/oaa/Non_Degree_materials.htm for a current list of required program specific materials.

The following list is only a general guide, and applicants should check the web site for the most recent information at education.gsu.edu/oaa/Non_Degree_materials.htm. 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.** The Department of Early Childhood Education offers nondegree programs in Literacy Collaborative and Reading Recovery.
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. 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.
4. A 300-500 word statement of professional career goals.

5. The following programs require a resume or vita: Add-On PL-6 (Performance-Based) Leadership (showing three years of school experience), , and School Counseling. This document should describe all professional employment and work-related experience, as well as past educational endeavors.
6. The Add-On PL-6 (Performance-Based) Leadership Certification program requires one letter of recommendation from the applicant's school principal.
7. 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.
8. Add-On PL-6 (Performance-Based) Leadership Certification. 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).
9. Mental Health 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 School Counseling 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 (404/413-8000 for more information about the application procedures.
10. Students must present passing scores on the GACE Basic Skills Assessment or demonstrate an exemption upon application to an initial educator preparation program. The current options for satisfying the Basic Skills Assessment, including the exemptions, are outlined at www.gapsc.com/documentation/basicskillsinfo.asp. Under "Basic Skills Testing," go to "Options to Satisfy the Basic Skills Requirement".
11. International applicants should refer to section – 4200 Graduate Admissions under “International Application Admissions” in this catalog for additional information.

Types of NonDegree Programs

Add-Ons

- Add-On PL-6 (Performance-Based) Leadership Certification by the Department of Educational Policy Studies

Endorsements

- Coaching Endorsement – Literacy by the Department of Early Childhood Education
- English to Speakers of Other Languages (ESOL) Endorsement by the Department of Middle-Secondary Education and Instructional Technology K-5 Mathematics Endorsement by the Department of Early Childhood Education
- Online Teaching Endorsement by the Department of Middle-Secondary Education and Instructional Technology
- Preschool Special Education Endorsement by the Department of Educational Psychology and Special Education
- Reading Endorsement by the Department of Early Childhood Education
- Reading Endorsement by the Department of Middle-Secondary Education and Instructional Technology

Initial Certification

- Initial Certification in Special Education General Curriculum: Consultative by the Department of Educational Psychology and Special Education
- Initial Certification in Early Childhood Special Education by the Department of Educational Psychology and Special Education
- Initial Certification in Special Education Adapted Curriculum (Intellectual Disability) by the Department of Educational Psychology and Special Education
- Initial Certification in Special Education Deaf Education by the Department of Educational Psychology and Special Education
- Initial Certification in Special Education General/Adapted Curriculum (Autism Spectrum Disorders) by the Department of Educational Psychology and Special Education
- Initial Certification in Special Education Physical and Health Disabilities by the Department of Educational Psychology and Special Education

Certificates

- Certificate in Qualitative Research in Education by the Department of Educational Policy Studies
- Certificate in Quantitative Research in Education by the Department of Educational Policy Studies
- Literacy Coach Certificate

Non-Degree Programs

- Comprehensive Intervention Model-Literacy Intervention Specialist by the Department of Early Childhood Education
- Reading Recovery by the Department of Early Childhood Education

4410 NonDegree Programs by Department

Department of Early Childhood Education

4410.05 Coaching Endorsement – Literacy

Department of Early Childhood Education
550 College of Education Building, 404/413-8024
education.gsu.edu/ece/

Barbara Meyers, Chair

Floretta Thornton-Reid, Executive Director

The Department of Early Childhood Education offers graduate courses in literacy which apply to Georgia's Coaching Endorsement. These courses focus on four areas (a) understanding literacy – the reading and writing process, (b) linking assessment and instruction, (c) using instructional strategies in specific content areas and (d) professional development, supervision and systematic change.

The Coaching Endorsement - Literacy presupposes certification at least at the Master's level. Successful completion of application sequences (Reading Recovery Teacher Leader Strand) qualifies a person for the master's, or specialist level endorsement, depending on the current level of certification. This endorsement qualifies an individual to be considered 'in field' as a coach at the level of the base certificate. Teachers pursuing the coaching endorsement are enrolled as non-degree students in specific programs for certification as Reading Recovery Teacher Leaders.

Strand 1:

Understanding Literacy – Reading and Writing Process/Linking Assessment and Instruction

- ECE 8300 Reading Recovery Theory I (3)
- ECE 8360 Reading Recovery Clinical for Leaders I (3)

Strand 2:

Understanding Literacy – Struggling Readers and Writers/Linking Assessment and Instruction

- 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/Professional Development, Reflective Analysis of Teaching and Systematic Change

- ECE 8380 Reading Recovery Clinical for Leaders III (3)
- ECE 8700 Reading Recovery Supervision (3)

4410.10 Comprehensive Intervention Model – Literacy Intervention Specialist

Department of Early Childhood Education
550 College of Education Building, 404/413-8024
education.gsu.edu/ece/

Barbara Meyers, Chair

Floretta Thornton-Reid, Executive Director

The Comprehensive Intervention Model (CIM) is a well-coordinated, Response to Intervention seamless design for providing intervention services to struggling readers. The CIM is a systemic model for reversing the reading failures of struggling readers through layered interventions, including differentiated classroom instruction and supplemental interventions in small groups or one-to-one. The goal is two-fold. In grades K-3 the goal is to increase the overall literacy achievement by the end of the third grade and to reduce the number of children identified with learning disabilities within 1.5% or less of the general population. In grades 4-6, interventions focus on research-based strategies for reading and writing in the content areas.

The system goal of the CIM is to change the achievement profile of a school by providing: a) research-based interventions that increase the literacy levels of low-performing children, and b) training and professional development for teachers that increase their knowledge and expertise in teaching the lowest performing children.

Prerequisites: In addition to completing the Comprehensive Intervention Model (CIM) Institute the previous summer, participants are required to have completed ECE 7963 Practicum in Interventions or be a trained Reading Recovery teacher, Reading Recovery teacher leader or Literacy Collaborative coordinator. Candidates must be employed as an interventionist in a school setting.

Program of Study: This year-long program of study focuses on preparing K-6 educators to differentiate reading and writing instruction within a range of settings for students experiencing difficulty in literacy learning. The training consists of intensive study of the Comprehensive Intervention Model Framework and focuses on gaining in-depth knowledge and skills in designing and implementing a portfolio of small-group interventions for K-6 students. Intervention candidates complete 6 hours of academic credit. Intervention candidates continue to work full-time in their school districts in addition to completing coursework.

Required (9):

- ECE 7963 Practicum in Interventions (3)
- ECE 7964 Comprehensive Literacy Model for School Improvement (3)
- ECE 7965 Intervention Designs for Struggling Readers (3)

4410.15 K-5 Mathematics Endorsement

Department of Early Childhood Education
550 College of Education Building, 404/413-8024
education.gsu.edu/ece/

Barbara Meyers, Chair

This endorsement is intended for teachers who hold a clear, renewable certificate, level 4 or higher in in one of the following areas: Early Childhood Education, Middle Grades - Mathematics, or Special Education General Curriculum/Early Childhood Education. Other areas of Special Education are eligible to enroll if they have a core academic content concentration in mathematics. Requirements for the K-5 Mathematics Endorsement include 15 hours of concentrated coursework in elementary (PreK-5) mathematics education. Students must be admitted to the university and may be enrolled as a non-degree student or pursuing another advanced degree.

Required (15):

- ECE 7393 Number and Operation in the Elementary Classroom (3)
- ECE 7394 Geometry and Measurement in the Elementary Classroom (3)
- ECE 7395 Algebra in the Elementary Classroom (3)
- ECE 7396 Data Analysis and Probability in the Elementary Classroom (3)
- ECE 7740 Internship in Early Childhood Classroom I (3)

Total hours for endorsement: minimum of 15 semester hours

4410.20 Literacy Coach Certificate

Department of Early Childhood Education
550 College of Education Building, 404/413-8024
education.gsu.edu/ece/

Barbara Meyers, Chair

Floretta Thornton-Reid, Executive Director

The Literacy Coach Certificate is also referred to as the Partners in Comprehensive Literacy (PCL) program.

The Partners in Comprehensive Literacy (PCL) is a research-based companion program to the Comprehensive Intervention Model (CIM). PCL is a systemic school improvement model based on the principles of apprenticeship learning. Inherent to the model is the coaching and mentoring feature. The series of courses for Literacy Coach Certificate are designed to prepare individuals for supporting accountability with a school-wide assessment system using multiple ways for evaluating student achievement; providing embedded professional development for teachers; assisting with the development of a well-designed school-wide literacy plan; and with assisting teachers to expand their knowledge and expertise particularly in providing differentiated classroom instruction.

With the growing need to support classroom teachers serving diverse populations, there is an increased demand for embedded professional development as well as coaching and mentoring within school settings. Thus the demand for school-based literacy coaches has increased over the past few years. Also, teachers serving as literacy coaches desire to further develop their knowledge and expertise to increase their effectiveness as an instructional facilitator/coach.

The certificate program focuses on specialized coursework for preparing teachers to serve as highly qualified teachers/coaches equipped to collaborate across classrooms, with school administrators, parents and community representatives in order to improve student achievement.

The Literacy Coach/Instructional Facilitator certificate program is an 18-hour program of study designed for students who already have a master's degree or a minimum of 9 hours of appropriate reading coursework, and are seeking specialized training as an Instructional Facilitator/Literacy Coach. The training is restricted to candidates employed as a literacy coach in a school setting.

The admission requirements for the Literacy Coach Certificate program follow the same standards for admission to a non-degree graduate program. A Baccalaureate degree from a regionally accredited college or university with a grade point average of no less than 2.50 (4.0 scale). In addition, the candidate must have a valid teaching license (Georgia or other state); a master's degree or a minimum of 9 hours of appropriate reading coursework; and be employed as a literacy coach in a school setting.

Program of Study

- Theory and Research (6 hours)
  - ECE 7980 Theory and Practice in Literacy (3) or EDRD 7600 Theory and Pedagogy in the Study of Reading (3)
  - ECE 7964 Comprehensive Literacy Model for School Improvement(3)
- Practicum/Field Experiences (9 hours)
  - ECE 7981 Supervision and Organization of Reading Programs (3) or EDRD 8610 Supervision of School Literacy Programs (3)
  - ECE 7982 Professional Experiences in Reading (3) or EDCI 7660 Practicum I (3)
  - ECE 7983 Literacy Coaches as Agents of Change (3)
- Curriculum Framework (3 hours)
  - ECE 7984 Curriculum Design and Evaluation

4410.25 Reading Endorsement

Department of Early Childhood Education
550 College of Education Building, 404/413-8024
education.gsu.edu/ece/

Barbara Meyers, Chair
Floretta Thornton-Reid, Executive Director

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 or Reading Recovery Teacher Leader 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 a Reading Recovery Teacher or a Reading Recovery Teacher Leader.

Strand 1:

Understanding Readers and the Reading Process/Linking Assessment and Instruction

- 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 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 7380 Reading Recovery Clinical for Teachers III (3)
- ECE 8380 Reading Recovery Clinical for Leaders III (3)

4410.30 Reading Recovery

Department of Early Childhood Education
550 College of Education Building, 404/413-8024
education.gsu.edu/ece/

Barbara Meyers, Chair

Floretta Thornton-Reid, Executive Director

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 404/413-8024 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).

Department of Educational Policy Studies

4410.35 Add-on PL-6 (Performance-Based) Leadership Certification

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

Sheryl Gowen, Chair

Persons wishing to obtain the PL-6 add-on in 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 (15):

- EPEL 8000 Research in Educational Leadership and Organizational Culture (3)
- EPEL 8020 Leadership for Change in a Diverse Society (3)
- EPEL 8330 Advanced Law, Policy, and Governance (3)
- EPEL 8420 Advanced Instructional Leadership (3)
- EPSF 8440 Curriculum Design and Analysis (3)

Select One (3):

- EPEL 8650 The Principal (3)
- EPEL 8500 Central Office Leadership (3)

The students in a cohort group will take these six courses in a sequence during three consecutive academic terms.

Total hours for certification: minimum of 18 semester hours.

4410.40 Certificate in Qualitative Research in Education

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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)
- 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 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)
- SOCI 8342 Qualitative Methods in Sociology (3)
- COMM 8160 Style and Narrative Analysis (3)
- COMM8410 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)

4410.45 Certificate in Quantitative Research in Education

Department of Educational Policy Studies
450 College of Education Building, 404/413-8030
education.gsu.edu/eps/

William Curlette, 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)
- 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 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)

Department of Educational Psychology and Special Education

4410.50 Preschool Special Education Endorsement

Department of Educational Psychology and Special Education
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim 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

4410.55 Initial Certification Special Education

Special Education General Curriculum: Consultative

Department of Educational Psychology and Special Education
835 College of Education Building, 404/413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim 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 2.75 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 Literacy Assessment and Instruction (3)

Total hours for certification: 33 semester hours

Students may not transfer any core special education coursework into the certification program. Students may be given credit for EPY 2050 if prior appropriate coursework can be documented. Students must become highly qualified in reading by completing the Reading Endorsement, through passing EDRD 6600, EXC 7190, and EDRD 7650, and completing a reading portfolio as required. Students must receive a satisfactory grade of "B" or better in all core special education courses. Students who do not receive a grade of "B" or better must retake the course and satisfactorily pass the course prior to taking additional special education core coursework in the program. A course may be repeated once. Students who do not satisfactorily pass a course after two attempts will be administratively withdrawn from the program.

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 their 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.

4410.56 Initial Certification in Early Childhood Special Education

Department of Educational Psychology and Special Education
835 College of Education Building, 404-413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

The Early Childhood Special Education Program offers two certification options, including:

- Early Childhood Special Education-General Curriculum (certified to teach all core subjects for children from preschool through 5th grade with and without disabilities included in the general curriculum)
- Special Education Preschool (certified to teach children 3-5 years old with disabilities)

Requirements for Certification in Early Childhood Special Education-General Curriculum

- Prerequisite Courses (21):
  - EDMT 7400 Mathematics Concepts for Special Learners (3)
  - EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
  - EDRD 7550 Linking Literacy Assessment and Classroom Instruction OR EDRD 7650 Individualized Assessment and Instruction (3)
  - EPY 2050 Human Growth and Development (3)
  - EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
  - EXC 7030 Applied Behavior Analysis (3)
  - EXC 7929 Practicum I: Early Childhood (3)
- Program Courses (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 Low Functioning Students with Autism Spectrum Disorders (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)

Requirements for Certification in Special Education Preschool

- EXC 7010 Language Development and Language Disabilities (3)
- EXC 7650 Characteristics of Young Children with Disabilities (3)
- EXC 7660 Methods of Teaching Young Children with Disabilities (30

4410.57 Initial Certification in Special Education Adapted Curriculum (Intellectual Disability)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

This course of study is for students seeking only teacher certification. Certification only students complete a planned program that leads to a College of Education recommendation to the Professional Standards Commission for certification K-12 as a teacher of Special Education: Adapted Curriculum. The focus of the coursework is students with moderate, severe, and profound mental retardation.

- Prerequisite Courses:
  - EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
  - EPY 2050 Human Growth and Development (3)
  - EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
  - EXC 7925 Practicum I: Severe Mental Retardation (3)
- Program Courses:
  - EXC 7030 Applied Behavior Analysis (3)
  - EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
  - EXC 7280 Methods of Teaching Students with Severe Disabilities (3)
  - EXC 7281 Adapted/Functional Curriculum for Students with Severe Disabilities (3)
  - EXC 7935 Practicum II: Severe Intellectual Disability (3)

4410.58 Initial Certification in Special Education Deaf Education

Department of Educational Psychology and Special Education
835 College of Education Building, 404-413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

Applicants who hold a bachelor's degree and clear, renewable teaching certification in an area of regular education or special education and are highly qualified in a content area based on coursework may apply to this program. Applicants must be teachers or paraprofessionals in classrooms of students who are deaf or hard of hearing, or they must submit a letter from a school superintendent verifying access to deaf or hard of hearing students.

Prerequisites:

- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) or similar introduction to special education course (3)
- EPY 2050 Human Growth and Development or equivalent (3)

Required Courses:

- EXC 6480 Hearing Science and Disorders (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 7430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)
- EXC 7940 Practicum (3)

Candidates must post a rating of "Intermediate" on the Signed Language Proficiency Interview (SLPI) before admission to EXC 7940 Practicum.

Total hours for certification: minimum of 21 Hours

4410.59 Initial Certification in Special Education General/Adapted Curriculum (Autism)

Department of Educational Psychology and Special Education
835 College of Education Building, 404-413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

The sequence of courses emphasizing Autism Spectrum Disorders (ASD) at Georgia State University (GSU) is contained in the Multiple and Severe Disabilities (MSD) program. Georgia does not have a separate teaching certification for autism. However, at GSU, a student can earn a teaching certificate in either "Special Education (P-12) General Curriculum" or "Special Education (P-12) Adaptive Curriculum". The certificate is determined based on the characteristics of pupils with ASD the student is, or plans on, working with and the Praxis II or GACE completed. Either certification results in the student being uniquely qualified to educate children and youth with autism spectrum disorders. Students who wish only certification can apply to the non-degree program and take the courses that lead to certification, enabling them to be better prepared to educate individuals with autism spectrum disorders.

- Required Courses:
  - EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
  - EPY 2050 Human Growth and Development (3)
  - EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
  - EXC 7030 Applied Behavior Analysis (3)
  - EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
  - EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
  - EXC 7280 Methods of Teaching Students with Severe Disabilities (3)
  - EXC 7310 Strategies for Challenging Behaviors (3)
  - EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3)
  - EXC 7320 Methods for Teaching Low-Functioning Students with Autism Spectrum Disorders (3)
  - EXC 7325 Methods for Teaching High-Functioning Students with Autism Spectrum Disorders (3)
  - EXC 7926 Practicum I: Autism (3)
  - EXC 7936 Practicum II: Autism (3)

EDRD 7650 Individualized Literacy Assessment and Instruction (3) also is required for students who wish to acquire the Reading Endorsement.

4410.60 Initial Certification in Special Education Physical and Health Disabilities

Department of Educational Psychology and Special Education
835 College of Education Building, 404-413-8040
education.gsu.edu/epse/

Amy Lederberg, Interim Chair

The Physical and Health Disabilities Program (formally known as the Orthopedic Impairments program) prepares teachers to instruct students in the special education category of orthopedic impairments. This includes students with a wide range of physical impairments, neuromotor impairments, degenerative diseases, and severe health impairments who may have additional cognitive/learning or sensory impairments. To prepare teachers to instruct students with orthopedic impairments, a wide range of coursework is provided which includes such areas as characteristics, specialized instructional strategies to teach academics, specialized curricular areas, physical and health management, and assistive technology.

Certification only students complete a planned program that leads to the College of Education recommendation to Professional Standards Commission for certification in Special Education Physical and Health Disabilities (P-12). This certification will make these teachers eligible to instruct students who are in the special education category of orthopedic impairments.

- Prerequisite Courses:
  - EDMT 7400 Mathematics Concepts for Special Learners (3)
  - EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
  - EPY 2050 Human Growth and Development (3)
  - EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
  - EXC 7030 Applied Behavior Analysis (3)
  - EXC 7927 Practicum I: Physical and Health Disabilities (3)
- Program Courses:
  - EXC 7260 Characteristics of Severe and Multiple Disabilities (3)
  - EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
  - EXC 7300 Assistive Technology: Reading and Academics (3)
  - EXC 7330 Physical and Health Management of Students with Disabilities (3)
  - EXC 7937 Practicum II: Physical and Health Disabilities (3)

Department of Middle-Secondary Education and Instructional Technology

4410.61 English to Speakers of Other Languages (ESOL) Endorsement

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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.A.T. major in Reading, Language, and Literacy Education 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

4410.65 Reading Endorsement

Department of Middle-Secondary Education and Instructional Technology
639 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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 a 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 Literacy Assessment and Instruction (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

4410.70 Online Teaching Endorsement

Department of Middle-Secondary Education and Instructional Technology
600 College of Education Building, 404/413-8060
msit.gsu.edu

Dana L. Fox, 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 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 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.

5000 Byrdine F Lewis School of Nursing and Health Professions

Graduate programs in the Byrdine F Lewis School of Nursing and Health Professions are described in detail in this chapter. See subsections for specific program information as well as policies and procedures.

5010 General Information

The Byrdine F Lewis School of Nursing and Health Professions is committed to the preparation of professionals in the areas of Nursing, Nutrition, Physical Therapy and Respiratory Therapy. The graduate programs build on undergraduate education and prepare the students for advanced practice, research, and leadership. 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
404-413-1100
snhp.gsu.edu

Margaret C Wilmoth, Dean
Lynda Goodfellow, Associate Dean for Academics

5010.30 Accreditation

The Doctor of Physical Therapy (DPT) degree program is accredited by the Commission on Accreditation in Physical Therapy Education. The Dietetic Internship Certificate program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. . The Integrated Program (IP) in the Division of Respiratory Therapy leading to the Master's of Health Sciences with a concentration in Respiratory Therapy is accredited for entry into the profession of respiratory care by the Committee on Respiratory Care Education (CoARC).

5010.40 Degrees Offered

The School of Nursing and Health Professions offers the following graduate programs:

- Master of Science: major in health sciences (concentrations in nutrition and respiratory therapy)
- 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/NP, family nurse practitioner and nursing leadership in healthcare innovations.)
- Post-Master's Certificates in all clinical areas in nursing
- Doctor of Philosophy: major in nursing (focus in health promotion, protection, and restoration in vulnerable populations)
- Doctor of Physical Therapy

5010.60 Academic Units

Division of Nursing

900 Urban Life Building
404/413-1200
nursing.gsu.edu/349.html

Joan Cranford, Assistant Dean

Faculty: Aycock, Bacon, , Bates, Casseus, Clark, Cole,Cranford, Cranwell-Bruce, Decker DiFalco, Eastman, Gebhardt, Gordon, Grantham, Grindel, Harris, Hayes, Horne, Howell, Kelley, Killian, Kirkendoll, Lee, Long, Minick, Moloney, Nelson, Plitnick, Sims, Taylor, Thomas, Washington, Wilmoth

Division of Nutrition

862 Urban Life Building
404/413-1225
nutrition.gsu.edu/692.html

Anita Nucci, Division Head

Faculty: Benardot, Dansby, Ganji, Henes, Hopkins, Johnson, , McCarroll, Melton, Ndirangu, Nucci, Penumetcha, Thompson

Division of Physical Therapy
1228 Urban Life Building
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Steven Janos, Division Head
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Division of Respiratory Therapy
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Robert Harwood, Division Head

Faculty: Ari, Bryant, Gardenhire, D, Gardenhire,R, Goodfellow, Harwood, Murray, Sheard, Zimmerman

5020 Admissions

A person seeking to pursue any of the school's programs of graduate study must be admitted to Georgia State University through the Byrdine F Lewis School of Nursing and Health Professions. The requirements for admission stated in the following sections are established by the School of Nursing and Health Professions and the divisions of the program. Acceptance into one of the programs in the School of Nursing and Health Professions does not imply acceptance into another College in the University.

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 baccalaureate degree in nursing must complete additional undergraduate course work as prerequisites to master's course work. The determination of required undergraduate course work is based on an evaluation of each applicant's past academic work and on current undergraduate requirements for the baccalaureate nursing program.

Nursing accepts students into the master's degree options each semester. The application deadline for both summer and fall semesters is February 1. The application deadline for spring semester is September 1.

The following materials are required for admission:

1. Application for Graduate Study, and supplemental application for specific program option.
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; if you have completed your undergraduate nursing degree within past five years, one letter must come from a former professor.
5. Current vitae 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 written statement indentifying your educational /professional goals and the purpose for applying to the specific graduate option.
8. A Certificate of Immunization.
9. Official scores from either the the Miller Analogies Test (MAT), which is preferred, or the 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.
3. Registration as a professional nurse in Georgia or another U.S. state and evidence of application to the Georgia Board of Nursing.
4. An interview with a faculty member.
5. One to two years of clinical practice in the specialty area for master's education is preferred for applicants in the clinical practice specialist.

Application information and materials are available on the School's website nursing.gsu.edu/498.html

Admission Status

Full Graduate Status: Admission to the master's program is contingent upon the availability of faculty and clinical resources Applicants who meet all admissions guidelines based upon faculty review may be admitted to full graduate status.

Provisional Graduate Status: Students who do not meet all admission criteria MAY be admitted on a provisional basis. These students are limited to nine semester hours of study. These nine hours of study are 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). A grade of B must be achieved in each course 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 Master's 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 Nursing program accepts students into the doctoral program in the fall semester only. The application deadline is February 1.

The following materials are required for admission:

1. Application for Graduate Study.
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 vitae or resume including education, work experience and professional development, professional and/or community activities, research, and publications.
6. Statements of professional goals and research area of interest.
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 a Nursing faculty member.
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.

Non Degree Admission

Non-degree status is granted on an individual basis in the graduate nursing programs. Applicants must possess a bachelor's of science degree with a major in nursing to be eligible to take master's courses. Applicants must have a GPA of 2.75 or greater to take master's level nursing courses. Applicants wishing to take a doctoral course must have a master's degree. Instructor permission is required for course enrollment. Admission to non-degree status does not warrant or secure admission to the degree program. Students with non-degree status may take up to a maximum of six credit hours of graduate coursework without admission to the nursing program.

Application information and materials are available on School’s website snhp.gsu.edu/188.html

Nutrition, Master of Science in Health Sciences

IMPORTANT: The four courses listed below **are required** prerequisites to the M.S. degree program in Nutrition. These courses **must** be completed prior to admission. If you wish to complete or update the required prerequisites at Georgia State University, you can apply through the Office of Undergraduate Admissions at www.gsu.edu/admissions for postbaccalaureate status.

Inorganic Chemistry (1 semester)

(GSU CHEM 1151K or equivalent)

Organic Chemistry (1 semester)

(GSU CHEM 1152K or equivalent)

Human Anatomy and Physiology (2 semesters)

(GSU BIOL 1110K and BIOL 1120K or equivalent)

Additionally, a biochemistry course (Nutr 6700 or equivalent) and a normal nutrition and metabolism course (Nutr 6500 or equivalent) are prerequisites to graduate coursework. They may be taken after acceptance into the graduate program. The biochemistry and nutrition/metabolism courses must have been completed within 10 years prior to beginning the graduate program if they are not taken as part of the graduate program.

The Master of Science program accepts students into the program each semester. The application deadline for summer semester is April 1, fall semesters is May 15 and for spring semester is October 1.

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.

The following materials are required for admission:

1. Application for Graduate Study.
2. A $50 application fee.
3. Supplemental Application for the Master of Nutrition
4. Two letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities
5. Statement of Professional Goals

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 coursework.
2. A rank in the 50th percentile or greater on both the Graduate Record Examination (GRE) Verbal Reasoning and Quantitative Reasoning measures.
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 Fall and Spring semesters to the specialization in nutrition. The application deadline for fall semester is May 15 and the application deadline for spring semester is October 1. Students planning full time course loads are strongly urged to enter in fall semester to maximize availability of courses due to sequencing.

Application information and materials are available on the School’s website snhp.gsu.edu/217.html.

Nutrition, Master of Science in Health Sciences, Coordinated Program

IMPORTANT: The four courses listed below are required prerequisites to the M.S. degree program in Nutrition. These courses must be completed prior to admission. If you wish to complete or update the required prerequisites at Georgia State University, you can apply through the Office of Undergraduate Admissions at www.gsu.edu/admissions for postbaccalaureate status.

Inorganic Chemistry (1 semester)

(GSU CHEM 1151K or equivalent)

Organic Chemistry (1 semester)

(GSU CHEM 1152K or equivalent)

Human Anatomy and Physiology (2 semesters)

(GSU BIOL 1110K and BIOL 1120K or equivalent)

Additionally, a biochemistry course (Nutr 6700 or equivalent) and a normal nutrition and metabolism course (Nutr 6500 or equivalent) are prerequisites to graduate coursework. They may be taken after acceptance into the graduate program. The biochemistry and nutrition/metabolism courses must have been completed within 10 years prior to beginning the graduate program if they are not taken as part of the graduate program.

Applicants to this program must meet the requirements for admission to the Master of Science in Health Science in Nutrition, including the Nutrition Specialization requirements listed above. They must also have completed an undergraduate course in anthropology, psychology, or sociology. Additionally, they must submit the supplemental application that is available online. Undergraduate majors from Didactic Programs in Dietetics who hold a CADE Verification Statement listing completion date or CADE Declaration of Intent to Complete Form with anticipated completion date must apply for this program January 15 for early admission or April 15th for a Summer Semester start date. All other applications are due May 15 for a Fall Semester start date.

The Coordinated program accepts students twice a year. The application deadline for summer semester is April 1, fall semester is May 15 and for spring semester is October 1.

Doctor of Physical Therapy

Candidates for admission to the entry-level doctor of physical therapy degree program 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 rank in the 50th percentile or greater on both the Graduate Record Examination (GRE) Verbal Reasoning and Quantitative Reasoning measures. The minimum required score on the Analytical Writing section score is 3.5.
- A cumulative undergraduate grade point average (GPA) of 3.0 is recommended. A GPA of 3.0 in pre-requisite courses is required.
- Documentation of volunteer and/or work experience in two physical therapy practice settings. A total of 80 hours of service is required with at least 20 hours of observation in each setting. 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.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 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.

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 and the program begins 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 on the School's website snhp.gsu.edu/221.html.

Respiratory Therapy, Master of Science in Health Sciences

The selection of potential degree candidates for the Master of Science degree program in Health Sciences is competitive. Admission is based upon the quality of the undergraduate record, achievement on required admission tests, and suitable preparation for the specific degree program to be pursued. All applicants must be graduates of accredited institutions with baccalaureate degrees 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 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.

Respiratory Therapy Specialization

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 rank in the 50th percentile or greater on both the Graduate Record Examination (GRE) Verbal Reasoning and Quantitative Reasoning measures.
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), a copy of National Board of Respiratory Care (NBRC) credentials.

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.

Applications are accepted for the fall semester only. The application deadline is March 15. Application information and materials are available on the School's website snhp.gsu.edu/225.html.

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 school. 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 must include the courses approved by the home institution. The application must be printed/downloaded from the website snhp.gsu.edu/188.html.

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 School of Nursing and Health Professions Office of Academic Assistance. Students must be in good Academic Standing at Georgia State University in order to continue as transient students at the University. Transient students who are not in good academic standing will not be allowed to continue taking courses as transient students in the School of Nursing and Health Professions per the University Reentry Definition see section 1110.10 in this catalog. 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. Transient students who do not remain in good academic standing at Georgia State University may not be allowed to continue taking courses in the School of Nursing and Health Professions.

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 School of Nursing and Health Professions recommends Josef Silny and Associates, Inc. (www.jsilny.com). The school will also accept evaluations of foreign credentials from Educational Credential Evaluators, Inc. (www.ece.org) and World Education Services (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 School of Nursing and Health Professions is valid only for the semester, the degree, the major and the concentration specified in the letter of acceptance. A student who does not enroll for the semester for which acceptance was granted should notify the college of their decision to change their semester of entry. 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 School of Nursing and Health Professions may only reenter the same graduate program or status in which they were last enrolled. Students must additionally be approved for reentry through their division. Students who have attended Georgia State University in both undergraduate and graduate categories may apply to reenter in either category. Reentry applications for Undergraduate Students are submitted online to the Office of Admissions at www.gsu.edu/es/admissions.html. Graduate Student may obtain applications through the school's website. Transient students should refer to the "Transient Student Admission" section in this chapter.

5020.40 Tuition Deposit

The Division of Physical Therapy requires students newly accepted into their program 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

5030 Degree Regulations

Graduate students in the Byrdine F Lewis School of Nursing and Health Professions are responsible for knowledge of all regulations and procedures of the school, 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 School of Nursing and Health Professions. 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 school 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 School of Nursing and Health Professions 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.

Students should inquire with the separate divisions in the School to determine the maximum amount of transfer credit allowed for each program.

5030.20 Academic Warning and Suspension

Each student admitted to graduate work in the School of Nursing and Health Professions 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 School of Nursing and Health Professions 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 provisional status or nondegree status must achieve a 3.00 cumulative grade point average by the end of their period in that status, however individual programs may not allow students in these categories to continue if their cumulative grade point average falls below 3.00. Transient students must maintain a 3.00 cumulative grade point average in order to continue in that status. Transient students who do not maintain a 3.00 cumulative grade point average may be subject to Academic Suspension. 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.

Each division 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 School of Nursing and Health Professions. 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 School of Nursing and Health Professions may have stricter requirements on changing catalog editions.

5030.40 Continuous Enrollment

Students in all graduate programs must maintain enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance may receive a registration hold preventing all current and future registration. Those students will be notified by an e-mail message sent to their official Georgia State University's e-mail account.

To resume their programs, students with continuous enrollment holds must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the re-entry term plus the two terms preceding it must total to 6 hours or more. The maximum required enrollment level for the re-entry term is 6 hours. For more information on the re-entry process, see section 1100.

5040 Degree Requirements

Degree requirements in the Byrdine F Lewis School of Nursing and Health Professions are program specific and are listed under the individual programs.

5040.10 Thesis Hours

Students in Nutrition and Respiratory Therapy 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. Masters students in Nursing do not complete a thesis requirement.

All doctoral students in the Nursing who are involved in writing a 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.

Doctor of Physical Therapy students are not required to complete a thesis or dissertation.

5050 Academic Advisement and Graduation Procedures

Academic Advisement for graduate students in the Byrdine F Lewis School of Nursing and Health Professions is done by the faculty within the School.

All candidates for the MS, PhD or DPT degrees or post-master’s certificates in Nursing must file a formal application for graduation with the University’s Graduation Office at least two semesters in advance of the expected semester of graduation. Deadlines are published on the GSU Website: www.gsu.edu/es/graduation.html. The Graduation Office will inform the School when the application is filed. The School of Nursing and Health Professions will conduct an audit and inform the student of any remaining requirements. A degree will be awarded only to a student who meets the university academic and residence requirements as well as the standards of performance and academic requirements for the MS, PhD or DPT degrees or post-master’s certificate in Nursing.

All credits, including transfer credits, presented for the Master of Science and Doctor of Physical Therapy degree must have been earned within six calendar years of the date of the degree. For the Doctor of Philosophy degree credits, including transfer credits must be earned within seven 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 School of Nursing and Health Professions. A student must have a minimum grade point average of 3.0 in order to receive a Doctor of Philosophy or 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 School of Nursing and Health Professions does not guarantee licensure, certification, or employment in the relevant occupation.

5060 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

The appeals procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to University Information Section 1050.80 under Polices and Disclosures in this catalog or visit www.gsu.edu/es/24954.html online for details.

5070 Clinical, Field Experience or Internship

As part of the degree completion requirements for some of the programs in the Byrdine F Lewis School of Nursing and Health Professions, 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 School of Nursing and Health Professions does not grant special consideration or waiver of any degree completion requirements, including placement in a clinical setting.

Please note that majors in the School must complete a clinical program 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. Since the program is a requirement, the student might be prevented from completing the degree program. The programs in the School of Nursing and Health Professions 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 Byrdine F Lewis School of Nursing and Health Professions. Further information regarding availability and qualifications for these positions can be obtained by contacting the graduate director/coordinator in each division.

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/NP, Nursing Leadership in Healthcare Innovations

Ph.D in Nursing

900 Urban Life Building
404/413-1200

Joan Cranford, Assistant Dean

Faculty: Aycock, Bacon, Bates, Casseus, Clark, Cole, Cranford, Cranwell-Bruce, Decker, DiFalco, Eastman, Gebhardt, Gordon, Grantham, Harris,Hayes, Horne, Howell, , Kelley, Killian, Kirkendoll, Lee, Long, Minick, Moloney, Nelson, Plitnick, Sims, Taylor, Thomas, Washington, Wilmoth

The master's program in nursing focuses on the preparation of leaders for innovative health delivery systems of the future. Graduates are prepared as clinical experts with advanced competencies in practice, critical thinking, inquiry, leadership, self-awareness, and empowerment. The curriculum is designed to prepare graduates to assume nursing administration, nursing informatics and a variety of advanced practice roles. Preparation is offered in a variety of nursing areas: adult health, psychiatric mental health, perinatal /women's health, child health, family health , nursing administration and nursing informatics. The Master of Science program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, 202/887-6791. Graduates of all master’s options are eligible to take national certification examination in their documented major.

The purpose of the doctoral program (PhD) is to prepare nurse leaders and scholars who will expand health-related knowledge and make socially relevant contributions to the discipline of nursing and the larger society. The focus of the curriculum is on the development of nurse scholars and scientists; emphasis is placed on health promotion, protection, and restoration of health for high risk, vulnerable populations. Both the master's program and the doctoral program are offered in a web-enhanced format. Classes are held onsite (approximately four times per semester) and online (synchronous and asynchronous formats).

Program Degree Requirements
Master of Science in Nursing: Advanced Practice Nursing Specialties

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)
   - Nurs 7000 Research Methods for Advanced Practice Nurses (3)

2. Specialization Curriculum (26 hours)

1.
   1. **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 7080 Ambulatory Care of Women for Advanced Practice Nurses (6)
   2. **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)
   3. **Family Nurse Practitioner**
      - Nurs 7340 Common Health Problems of Adults (10)
      - Nurs 7342 Common Health Problems of Children and Adolescents (6)
      - Nurs 7380 Common Health Problems of Women (6)
      - Nurs 7360 Advanced Family Nursing Practicum (4)
   4. **Perinatal Women's Health CNS/PNP**
      - Nurs 7090 Advanced Practice with the Childbearing Family (9)
      - Nurs 7080 Advanced Practice in Ambalator Health Care of Women (7)
      - Nurs 7340 Common Health Problems of Adults (10)
   5. **Psychiatric Mental Health CNS/NP**
      - Nurs 7120 Theories of Advanced Psychiatric Nursing (3)
      - Nurs 7140 Advanced Psychiatric Care for Individuals (5)
      - Nurs 7160 Psychiatric Mental Health Nursing of Families and Groups (4)
      - Nurs 7170 Advanced Psychopharmacology (2)
      - Nurs 7190 Seminar on Complex Cases (5)
      - Nurs 7050 Ambulatory Care of Adults for Advanced Practice Nurses (7)
   6. **Nursing Leadership in Healthcare Innovations**
      - Nurs 7610 Leadership and Organizational Behavior in Multicultural Healthcare Environments (3)
      - Nurs 7620 Leadership in Promoting Innovation in Nursing and Healthcare Systems (3)
      - Nurs 7630 Leadership for Health Policy, Law and Ethics (3)
      - Nurs 7660 Healthcare Technology and Clinical Informatics-An Overview (3)
      - Nurs 7670 Research Methods for Measuring Quality and Effectiveness (3)
      - HA 8160 Health Care Systems (3)
      - HA 8550 Basics of Financial Management (3)
      - Nurs 7730 Leadership Residency I (3)
      - Nurs 7740 Leadership Residency II (3)
   7. **Technology/Informatics Courses**
      - Nurs 7680 Health Informations Systems (3)
      - Nurs 7690 Human Computer Interfaces (3)
      - Nurs 7720 Advanced Topics and Healthcare Informatics (3)
   8. **Nursing Administration Courses**
      - HA 8460 Human Resource Management (3)
      - HA 8620 Operations Management (3)
      - Nurs 7710 Advanced topics in Managing Healthcare and Nursing Systems (3)

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 Nursing program requirements for undergraduate non-nursing course work and to take the following nursing courses:

- 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 a health assessment course.

Clinical and Residency Course Requirements

Prior to entering clinical courses, students must complete the Nursing student 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 licensure as a Registered Professional Nurse (RN) within the U.S. Prior to any clinical activities, students will be required to have criminal background and substance usage checks. The student must utilize approved vendors to obtain these tests and must individually bear the costs.

Post-Master's Certificates

Nursing offers post-master's certificates in all specialty areas to enable nurses who hold master's degrees in nursing to gain the knowledge and competencies needed for certification in a specific clinical options. The options offered are Adult Health Nursing, Psychiatric Mental Health Nursing, Child Health Nursing, Perinatal Women's Health Nursing, Family Nurse Practitioner and Nursing Leadership in Healthcare Innovations.

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 credit hour course represents three lecture hours per week. Semester credit 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 Perspectives on Leadership, Research, Ethics, and Policy (3)
- SNHP 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 8001 Epidemiology for Health Professionals (3)
- Individualized Area of Concentration Courses (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 an advisor. Within the first year, a Doctoral Advisory Committee is formed to assist the student in planning and approving an appropriate program of study, selecting residency activities, and constructing, administering and evaluating the comprehensive examination. There will be a minimum of three committee members: a major advisor from the Nursing faculty, one additional committee member from Nursing, and one non-nursing committee member with faculty rank outside the School. The outside member may be a faculty member from within Georgia State University, or a nursing or non-nursing faculty member from another institution.

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 advisor and one other committee member from within Nursing and one member from outside 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 new individuals to constitute the Doctoral Dissertation Committee.

5110 Nutrition

Programs Offered:

M.S. in Health Science, Specialization in Nutrition (with optional emphasis in Sports Nutrition and/or optional Certificate in Public Health)

M.S. in Health Science—Coordinated Program in Dietetics without Didactic Program in Dietetics prior Completion

M.S. in Health Science--Coordinated Program in Dietetics with Didactic Program in Dietetics prior Completion

Accreditation

The Didactic Program in Dietetics (DPD) and the Coordinated Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 120 South Riverside Plaza, Chicago, IL 60606; (312) 899-5400.

The Division of Nutrition offers a Coordinated Program (CP) that is granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE), 120 South Riverside Plaza, Chicago, IL 60606; 312/899-5400. This program provides students the opportunity to meet undergraduate, graduate and pre-professional experiences (internship) required for eligibility to take the Registration Examination for Dietitians to become Registered Dietitians (RD). Admission to this option does not require an undergraduate degree in nutrition; however, it does require completion of an undergraduate degree and the prerequisites for the M.S. It is a four to six semester (minimum) program of didactic coursework and supervised practice, if the student selects the portfolio capstone option. The supervised practice component has a general focus with an urban health emphasis. Students have the option of completing a thesis during an additional two semesters. The CP requires additional academic courses for students who enter the program prior to meeting the undergraduate coursework required for a Didactic Program in Dietetics (DPD) accredited by CADE. At the completion of the degree, graduates receive a Master of Science in Health Sciences with a specialization in nutrition and also receive a Verification Statement that makes them eligible to take the Registration Examination for Dietitians to become Registered Dietitians (RD).

Division of Nutrition

862 Urban Life Building
404/413-1225
http://nutrition.gsu.edu/

Yong Tai Wang, Assistant Dean, Health Professions
Anita Nucci , Division Head
Catherine McCarroll, Coordinated Program Director
Anita Nucci, Graduate Program Director

Faculty: Benardot, Dansby, Ganji, Henes, Hopkins, Johnson , McCarroll, Melton, Ndirangu, Nucci, Penumetcha, Thompson

Emeritus Faculty: Cody, Baxter, Kicklighter, Roman, Rosenbloom

The Byrdine F Lewis School of Nursing and Health Professions 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.

The graduate program of study in the Division of Nutrition is built on a common core of courses and allows for maximum flexibility to meet the needs of the students and their professions. In this way, each program may be individualized to meet the student's professional goals in keeping with the overall objectives of the program. The curriculum includes core health sciences courses, nutrition specialization courses, elective courses, and either a thesis or nonthesis capstone option.

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, or portfolio) will be permitted. Any grade below a C is not acceptable toward the master's degree. No more than two C grades (maximum of six semester credits) 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. 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)
   - SNHP 6000 Research Methods for the Health and Human Science Professions (3)
   - SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
2. Specialization Curriculum (15)
   - 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)
3. Electives (9)
   - Chosen in Consultation with Graduate Program Director
4. Capstone (6)
   - *Thesis Option:* Students will take Nutr 7999. A minimum of two semesters at three credits 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 7990 Portfolio Seminar for a minimum of three semesters at one semester credit each and an additional three-hour elective

Coordinated Program

1. Health Sciences Core (6)
   - SNHP 6000 Research Methods for the Health and Human Science Professions (3)
   - SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
2. Specialization Curriculum (24)
   - Nutr 6002 Supervised Practice I (2)
   - Nutr 6003 Supervised Practice II (2)
   - Nutr 6004 Supervised Practice III (2)
   - Nutr 6005 Supervised Practice IV (2)
   - Nutr 6006 Supervised Practice V (2)
   - Nutr 6007 Supervised Practice VI (2)
   - Nutr 6008 Supervised Practice VII (2)
   - Nutr 6009 Supervised Practice VIII (2)
   - Nutr 6010 Supervised Practice IX (2)
   - Nutr 6011 Orientation to Practice I
   - Nutr 6012 Orientation to Practice II
   - Nutr 6101 Nutrition Research Methods (3)
   - Nutr 6102 Nutrition Intervention (3)
   - Nutr 6104 Advanced Normal Nutrition I (3)
   - Nutr 6105 Nutrition, Culture, and Life Cycle (3)
   - Nutr 6106 Advanced Normal Nutrition II (3)
   - Nutr 7101 Nutrition Issues (3) OR Nutr 7950 Advanced Topics in Medical Nutrition Therapy (3)
3. Capstone Option (6)
   - *Thesis Option:* Students will take Nutr 7999. A minimum of two semesters at three credits 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 7990, Portfolio Seminar for a minimum of three semesters at one semester credit each and an additional three-hour elective.
4. Courses Required by the Program beyond Degree Requirements [This section includes courses that can be satisfied in an undergraduate curriculum and additional practice hours beyond the typical institutional requirements for the M.S. degree]
   - Nutr 6500 Nutrition and Metabolism (3)
   - Nutr 6700 Medical Biochemical Principles (3)
   - Nutr 6150 Food Science I (4) Nutr 7200 Medical Nutrition Therapy I (3)
   - Nutr 7250 Medical Nutrition Therapy II (3)
   - Nutr 6170 Food Safety (3)
   - Nutr 7600 Restaurant and Food Service Systems (3)
   - HADM 3401 Food Production and Service Management (2)
   - HADM 3402 Food Production Lab (1)

Clinical Course Requirements

Students who complete a clinical component as part of their program of study must complete the School of Nursing and Health Professions 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 Coordinated Program Director or Coordinator in the Division of Nutrition 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 who plan to complete a thesis 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 School of Nursing and Health Professions.
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.

Portfolio Capstone Option

The Portfolio Advisor must hold a primary appointment in the student’s division.

5120 Physical Therapy

Programs Offered:

Doctor of Physical Therapy

Division of Physical Therapy

1228 Urban Life Building
404/413-1225
physicaltherapy.gsu.edu/541.html

Yong Tai Wang, Assistant Dean, Health Professions
Steven Janos, DPT Program Director
Faculty: Chen, Cline, Garcia, Janos, Lewis, Lorio, Morelli, Sedenu, Thompson, 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 Byrdine F Lewis School of Nursing and Health Professions 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 a 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

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:
      i. If Semester GPA is at least 3.0 and Cumulative GPA is at least 3.0, the student returns to "good academic standing".
      ii. If Semester GPA is less than 3.0 and Cumulative GPA is less than 3.0, student is terminated from the program.
      iii. 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).
      iv. 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 internships incorporate full-time clinicals provided in the first, third, sixth, eighth and ninth semesters. The first internship is one week in length, and the second through fifth internships are 8 weeks in length. Students will complete internships in an acute or sub-acute care, out-patient, and adult rehabilitation settings. 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)
- Pathophysiology (3)
- Professional Practice I: The Doctoring Profession (3)
- Clinical Internship I (1)
- Evidence-Based Practice (2)

- 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

5140 Respiratory Therapy

Programs Offered:

M.S. Health Science, Respiratory Therapy

Intergrated M.S. Health Science, Respiratory Therapy

Division of Respiratory Therapy

1228 Urban Life Building
404/413-1225
respiratorytherapy.gsu.edu

Yong Tai Wang, Assistant Dean, Health Professions
Robert Hardwood, Division Head

Faculty: Ari, Bryant, Gardenhire, D, Gardenhire,R, Goodfellow, Harwood, Murray, Sheard, Zimmerman

The Division of Respiratory Therapy 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.

There are two options in graduate study for Respiratory Therapy. One option is the **Traditional M.S. degree** which is built on a common core of courses and allows for maximum flexibility to meet the needs of the students and their professions. Various specialty tracks or specialties in the Division of Respiratory Therapy are offered. 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 capstone option. An initial program of study is planned by the student in consultation with the Major Advisor or Chair of the Graduate Thesis Committee by the end of the first year or before 12 semester hours of coursework has been completed.

The Division of Respiratory Therapy also offers an **Integrated Program** (IP) 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 provides students with the opportunity to meet undergraduate and graduate pre-professional experiences required for eligibility to take the National Board for Respiratory Care credentialing exams. Admission to this option requires an undergraduate degree and completion of program pre-requisites.

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 School of Nursing and Health Professions Office of Academic Assistance for review by March 15.

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 two C grades (maximum of six semester credits) 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 (Traditional)

A minimum of 36 hours are required for the traditional Master's degree. Semester hours are shown in parenthesis after each entry.

- Health Sciences Core (15)
  - SNHP 6000 Research Methods for the Health and Human Science Professions (3)
  - SNHP 6010 Graduate Medical Terminology (3)
  - SNHP 7819 Interpretation Laboratory Values (3)
  - SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
  - SNHP 8040 Ethics and Leadership in Health Care (3)
- Respiratory Care (15)
  - RT 6005 Clinical Cardiopulmonary Physiology (3)
  - RT 7010 Teaching Practicum (3)
  - RT 7020 Advanced Clinical Preceptorship (3)
  - RT 7030 Advanced Topics in Ventilatory Support (3) * required
  - RT 7040 Advanced Cardiopulmonary Monitoring (3) * required
  - RT 7050 Statistical Research II (3) *Optional

- RT 7090 Seminar in Respiratory Care (3)
- RT 7095 Special Problems in Respiratory Care (3)
- RT 7950 Directed Readings in Respiratory Care (3)
- Electives Chosen in Consultation with Graduate Program Committee (6)

- 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. These courses must be taken consecutively. 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.

Integrated Program

Courses required by the Program beyond Degree Requirements [This section includes courses that can be satisfied in an undergraduate curriculum and additional practice hours beyond the typical institutional requirements for the M.S. degree]

- Health Sciences Core (15)
  - SNHP 6000 Research Methods for the Health and Human Science Professions (3)
  - SNHP 6010 Graduate Medical Terminology (3)
  - SNHP 7810 Interpretation Laboratory Values (3)
  - SNHP 8000 Trends Affecting Health Policies, Practices and Laws (3)
  - SNHP 8040 Ethics and Leadership in Health Care (3)
- Specialization Curriculum (61)
  - RT 6005 Clinical Cardiopulmonary Physiology (3)
  - RT 6111 Respiratory Therapy Equipment I (4)
  - RT 6025 Patient Evaluation (4)
  - RT 6030 Pulmonary Function Diagnostics (3)
  - RT 6040 Respiratory Pharmacology (3)
  - RT 6027 Pulmonary Diseases (3)
  - RT 6112 Respiratory Therapy Equipment II (3)
  - RT 7010 Teaching Practicum (3)
  - RT 7011 Mechanical Ventilation I (3)
  - RT 7012 Mechanical Ventilation II (3)
  - RT 7020 Advanced Clinical Preceptorship (3)
  - RT 7030 Advanced Topics in Ventilatory Support (3)
  - RT 7040 Advanced Cardiopulmonary Monitoring (3)
  - RT 7050 Statistical ResearchII (3) *Optional
  - RT 7070 Advanced Cardiac Life Support (2)
  - RT 7075 Patient Care Management Strategies (3)
  - RT 7080 Pediatric Respiratory Care (2)
  - RT 7081 Neonatal Respiratory Care (3)
  - RT 7085 Trends to Long-Term Care (3)
  - RT 7090 Seminar in Respiratory Care (3)
  - RT 7095 Problems in Respiratory Care (3)
  - RT 7995 Directed Studies (3)
- Clinical Curriculum (15)
  - RT 6050 Clinical Practice I (1)
  - RT 6051 Clinical Practice II (4)
  - RT 6052 Clinical Practice III (1)
  - RT 7051 Clinical Practice IV (4)
  - RT 7052 Clinical Practice V (5)

Clinical Course Requirements

Students who must complete a clinical component as part of their program of study must complete the School of Nursing and Health Professions 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 traditional 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 School of Nursing and Health Professions.
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.

6000 College of Law

law.gsu.edu/

In September 1982, the College of Law began operation on the Georgia State University downtown campus. The college, which offers conventional first-year law courses to both day and evening students, enrolled a first-year class of about 200 students. Second- and third-year classes now complete a student body of about 675 students.

The College of Law makes a quality legal education as accessible as possible, both to traditional students and to the large number of qualified and motivated individuals whose present occupations would prevent them from pursuing a traditional, full-time law program. The College of Law thus maintains, in addition to our conventional program, an affirmative attitude toward part-time law study. The college views the part-time program as an attractive and equally respectable alternative for many applicants. We believe the ability to choose between programs provides students with a flexibility that is an exceptional strength of the college.

With this in mind, our faculty helps all of our students gain knowledge of the law, of legal institutions and of legal processes. This knowledge will become progressively more important to our students' upward movement, both vocationally and avocationally.

The College of Law is committed to providing an excellent, affordable, and distinctive legal education to a diverse student body; to promoting legal scholarship and service that enrich the legal profession and the communities we serve; and to capitalize on the unique environment in which we are located. Accreditation

The College of Law is accredited by the American Bar Association and is a member of the Association of American Law Schools.

Directory

- Admissions - 302 Urban Life Center, 404/413-9200
- General Information - 302 Urban Life Center, 404/413-9000
- Law Library - 100 Urban Life Center, 404/413-9100
- Career Services - 145 Urban Life Center, 404/413-9070
- Office of the Dean - 422 Urban Life Center, 404/413-9035

Administration

- Steven Kaminshine, Dean and Professor of Law
- Roy Sobelson, Associate Dean for Academic Affairs and Professor of Law
- Kelly Cahill Timmons, Associate Dean for Academic Affairs and Professor of Law
- Bill Prigge, Assistant Dean of Administration and Finance
- Ken Walsh, Director, Administrative Services
- Cheryl George, Director, Admissions
- Ely Abbott, Director of Development
- Vickie Brown, Director, Career Services
- James Hellegaard, Director of Communications
- Lin Inlow, Director, Education and Mediation, CNCR
- Patricia Rackliffe, Registrar

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: To view the Law College's Academic Calendar visit the College's of Law's Registrar Bulletin website at law.gsu.edu/registrar/bulletin/.

Admission and Program Requirements

Admissions policies, program policies and requirements, and financial aid resources for the College of Law are maintained on the college's website at law.gsu.edu. Please visit the site for further information on the College of Law.

7000 J. Mack Robinson College of Business

Graduate programs in the Robinson College of Business are described in detail in this chapter. See subsections for specific program information as well as policies and procedures.

7010 General Information

7010.10 Office of the Dean

7th floor, Robinson College of Business Building
35 Broad Street
404/413-7000
robinson.gsu.edu

H. Fenwick Huss, Dean
Irene Duhaime, Senior Associate Dean for Administration
Jane F. Mutchler, Associate Dean for Academic Planning and Programs
David Forquer, Assistant Dean for Executive Programs
Ralph E. Kahlan, Assistant Dean for Administration and Finance
Toby McChesney, Assistant Dean of Graduate Recruiting and Student Services

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.

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 Business Development in Transitional Economies
- Center for the Economic Analysis of Risk
- Center for Ethics and Corporate Responsibility
- Center for Excellence in Brand and Customer Management
- Center for Executive Education
- Center for Global Business Leadership
- Center for Health Services Research
- Center for International Business Education and Research

- Center for Mature Consumer Studies
- Center for Process Innovation
- Center for Research in Information Systems
- Center for the Study of Regulated Industry
- Center for Risk Management and Insurance Research
- 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 404/413-.

- Academic Units Floor Phone
- Accountancy 5 7200
- Beebe (Human Resource Management) 10 7525
- Computer Information Systems 9 7360
- Finance 12 7310
- Health Administration 8 7630
- Hospitality Administration 2 7615
- International Business 14 7275
- Managerial Sciences 10 7525
  (Includes Business Analysis, Strategic Management, Operations Management, Organization Behavior and Entrepreneurship)
- Marketing 13 7650
- Real Estate 14 7720
- Risk Mgt. and Insurance 11 7500
  (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, Beligum, Brazil, China, France, Germany, Hungary/Czech Republic, Italy, South Africa, Turkey, 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 Students Association (ASA) is an official Georgia State University student organization whose mission is to serve actuarial science students by providing information, coordinating with companies and recruiters, and assisting students with passing actuarial exams and seeking employment. All of the students in the Actuarial Science program at Georgia State University --prospective, current, and past—have access to ASA resources. For more information, contact the Department of Risk Management and Insurance, 404/413-7500.

AIESEC: AIESEC is an international non-profit organization that strives for spreading cultural understanding by means of international exchange. Being the world's largest student organization, AIESEC serves as an "international platform for young people to discover and develop their potential so as to have a positive impact on society." Currently, AIESEC occupies over 1,100 universities spanning across more than 100 countries and territories. AIESEC encourages and helps students to discover both their social and professional potential. Through AIESEC, students have access to leadership positions, traineeship abroad opportunities and conferences. For more information, contact aiesec.gsu@gmail.com

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 404/413-7650 visit 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, 404/413-7360.

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, 404/413-7200.

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 404/413-7130.

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 may be found at 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 Robert Gemmell at 404/413-7542.

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 404/413-7310 or visit www2.gsu.edu/~wwwtfs/.

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 404/413-7462 or visit www.rmi.gsu.edu.

Future Healthcare 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, 404/413-7630. www.gsu-fhe.org

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 404/413-7500.

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 404.413-7155.

GSU Campus Talkers/Toastmasters: This is an officially chartered club of Toastmasters International. The mission of the club is to provide a supportive and positive learning environment in which members develop their communication and leadership skills through more effective thinking, speaking, and listening. For specific meeting and contact information, check the club's website at www.gsu.edu/gsutoastmasters.

International Business Alliance (IBA): The IBA is open to all students. It provides a wide range of opportunities for students to build business relationships in the international business community, to broaden and deepen their knowledge of the practice of international business, and to meet other students with similar interests and career goals. IBA programs include:

- ***Mentor Program*:** The Mentor Program is the flagship program of the International Business Alliance. Each student is matched with a senior executive who brings a wealth of experience and insight to the practice of international business. This is an annual program. Applications are accepted during the summer for a fall semester start.
- ***Speakers Forum*:** Speakers from the international business community are invited to talk on various topics of interest. The topics vary by industry, functional area, or geographic focus. It is an opportunity to meet leaders in the community, expand students' knowledge base, or explore a new area of interest.
- ***Company Visits*:** Company visits provide an opportunity to meet the practitioners on their turf, ask questions, and build relationships.

Several other types of community, cultural, and social events are part of the activities of the IBA. For additional information and announcements, consult the website at iib.gsu.edu/IIB/iba.aspx/; contact the IBA office at iibiba@langate.gsu.edu, or call 404/413-7286. The IBA office is located in 1436 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, 404/413-7200.

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 - Robinson College of Business 404.413.7167 for the current leadership.

NET Impact: We are the new generation of leaders 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 - Robinson College of Business 404.413-7167 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 404/413-7462 or visit 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, 404/413-7555.

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, 404/413-7720.

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, 404/413-7170.

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, 404/413-7200.

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, 404/413-1515.

7020 Office of Graduate Recruiting and Student Services

605 RCB Building
404/413-7167

Toby McChesney Assistant Deanof Graduate Recruiting and Student Services – Professional MBA, Flexible MBA, Fast-Track MS, Executive MS, and Specialized MS Programs

Andria Reddick, Budget

Graduate Recruiting and Student Services

6th floor, Robinson College of Business Building
35 Broad Street
404/413-7167

Tiffany Nelson, Associate Director of Recruiting – Professional MBA, Flexible MBA, Fast-Track MS, Executive MS, and Specialized MS Programs

LaTonya O'Neal, Assistant Director of Recruiting – Professional MBA

Kendall Jones, Admissions Coordinator – Professional MBA

Brandon Walton, Assistant Director of Enrollment Management

Shantina Knox, Assistant Director of Graduate Admissions – Flexible MBA, Fast-Track MS, Executive MS Programs, and Specialized MS Programs

Tameka Hudson, Admissions Recruiter - Flexible MBA, Fast-Track MS, Executive MS Programs, and Specialized MS Programs

Felton Todd, Admissions Recruiter - Flexible MBA, Fast-Track MS, Executive MS Programs, and Specialized MS Programs

Caroline Bukundo, Admissions Coordinator – Flexible MBA, Fast Track MS, Executive MS and Specialized Master's Programs

Anitha Green, Admissions Coordinator – Flexible MBA, Fast Track MS, Executive MS and Specialized Master's Programs

Dondette Wendler, International Admissions Coordinator – Flexible MBA, Fast Track MS, Executive MS and Specialized Master's Programs

Mission

The Graduate Recruiting and Student Services staff supports the college's mission of academic excellence by promoting the college to prospective applicants and facilitating the application process to admit qualified students to the master's program.

Services

This office provides admission counseling to prospective applicants and assistance in selecting a degree program that meets their academic and professional goals.

7020.20 Graduate Student Services

Naomi Leader, Associate Director of Student Services & Alumni – Professional MBA, Fast-Track MS and Executive MS Programs

Lindsey Cravotta, Assistant Director of Student Services – Professional MBA, Fast-Track MS and Executive MS Programs

Stephanie Cole, Admin Coordinator– Professional MBA, Fast-Track MS and Executive MS Programs

Karl Adams, Assistant Director – Academic Advising Flexible MBA and Specialized Master's Programs

Tanya Mosley, Senior Advisor – Flexible MBA and Specialized Master's Programs

Candice Taylor, Advisor – Flexible MBA and Specialized Master's Programs

Mission

The Graduate Student Services office helps graduate students become knowledgeable about academic programs, pertinent regulations, and services available though the college and university.

Services

This division provides academic counseling, including new student orientation, preparing evaluations of students' academic programs and academic standing, assisting students with course selection and schedule revisions each semester, explaining catalog regulations, and administering policies of the college and university.

7020.30 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

7025 Robinson Career Management Center

Robinson Career Management Center
35 Broad St, 6th floor
404-413-7155
www.robinson.gsu.edu/career/

Jason Aldrich, Executive Director, jaldrich@gsu.edu

Dirk Duran Smith, Associate Director Graduate Career Management, dduran@gsu.edu, Career Counselor for FlexMBA

Kenneth Lee, Career Counselor, klee89@gsu.edu, EMBA and PMBA cohorts in Buckhead

Marilyn Santiago, Career Counselor, msantiago@gsu.edu, PMBA cohorts in Peachetree-Dunwoody and Henry County

Sharon Cohen, Senior Career Counselor, scohen@gsu.edu, Global Partners MBA, Fast-Track MBA Programs, Masters of International Business, Specialized Master's.

Mission

The Robinson Career Management Center (CMC) is committed to pro-actively helping Robinson College of Business students and alumni manage their career, develop excellent job search skills and connect with high-quality job opportunities, while providing employers with an outstanding recruiting experience.

Services

The following services are available to the graduate students in the Robinson College of Business.

- Individual career counseling
- Career Assessment
- Resume and cover letter critiques
- Mock interviews
- Job and internship search strategy development
- Online research and job/internship resources
- Workshops pertaining to all aspects of the job search process.
- Access to RCC – Robinson Career Connection, our on-line career management system for posting resumes, jobs and internship openings.
- Executive Career Coaching - a unique mentoring program which matches current Robinson students with Alumni and local Business Executives for individual coaching are sponsored to give students and alumni optimum exposure to employers.
- Field Trip Fridays – small groups of students visit local employers to learn more about their organization.

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 Recruiting and Student Services by the application deadline.

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), the Global Partners M.B.A. Program which begins only in the fall (October), Professional MBA which begins fall (August) and Spring (January), Fast Track MS Fall and Spring, and Executive MS MIT which is offered in the fall. 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.

International Applicants U.S. and International Deadlines:

Semester Applying	Abroad	Applicants in the U.S.
Fall (Aug)	February 1	April 1
Spring (Jan)	April 1	September 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 Joseph Silny or Educational Credential Evaluators. Course-by-course evaluations, equivalence to an, World Education Services, accredited U.S. degree (or number of years toward completion), and grade-point average equivalents are required.

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: 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 instructions given below (Sections 7030.25-7060.75) 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 Recruiting and Student Services. A notice acknowledging receipt of the completed application packet is sent to the applicant by Graduate Recruiting and Student Services. 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 Graduate Recruiting and Student Services
Georgia State University
P.O. Box 3988
Atlanta, GA 30302-3988
Phone: 404/413-7167
Fax: 404/413-7162
robinson.gsu.edu/prospective.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 questions. Answers to these questions must be typed. Evaluative interviews are not part of the application process for most programs, although an interview may be requested, 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. The application also is used to establish the applicant's record on the university's computer record system and with the Office of the Registrar. It is important that this information is coded completely and correctly.

7030.40 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 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

One official copy of the transcript of all previous college work are required from each institution previously attended. Each set of transcripts must be submitted in a sealed envelope from the institution. 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 Graduate Recruiting and Student Services 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. Graduate Recruiting and Student Services will obtain a record of the Georgia State coursework.

One copy of each of the transcripts will be given by Graduate Recruiting and Student Services 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 one official copy of a supplementary transcript showing the awarding of the degree as soon as it is available but at the latest the first day of registration of your second semester of enrollment.

7030.60 Admission Tests

The Graduate Management Admission Test (GMAT) and the General Test of the Graduate Record Examinations (GRE) are the primary admission tests for admission at the master's level in the Robinson College of Business.

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 Business Administration
- Master of Business Administration/Master of Health Administration joint programs
- Master of Business Administration/Juris Doctor joint programs
- Master of Professional Accountancy
- Master of Actuarial Science
- Master of International Business
- Master of Science majors in Business Economics, Finance, Managerial Sciences
- Risk Management and Insurance
- Master of Science in Health Administration
- Master of Science in Real Estate
- Master of Taxation [Law Scholastic Aptitude Test (LSAT) scores may be submitted by MTx applicants only.]
- Fast Track MPA, Fast Track MS in Marketing, Fast Track MS in Information Systems, Fast Track MS in Finance, EX MS MIT

Graduate Certificates in:

- Brand and Customer Management (see below)
- Accountancy
- Enterprise Risk Management
- Information Systems
- Real Estate
- Strategic Sales Leadership

This certificate program is only open to MBA students in the Robinson College of Business and graduate students from other colleges at Georgia State University. Enrollment status of applicants to this program will be verified.

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 GRSS.

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 will be sent to Graduate Recruiting and Student Services two 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 (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: 1-610-290-8975
E-mail: greinfo@ets.org
www.gre.org

GRE scores may not be more than five years old at the desired semester of entry. Applicants whose scores do not meet this age limit must re-take the GRE or take the Graduate Management Admission Test and have the current scores sent to Graduate Recruiting and Student Services.

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 sent electronically within 30 days of the test date.

7030.65 Interviews

Evaluative interviews are not part of the admissions process for most programs. However, the Master’s Admissions Committee may request an interview. 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 Graduate Recruiting and Student Services at any time during the application process.

7030.71 Resume

A resume is a required part of the application for all master's-level programs in the Robinson College of Business.

7030.70 Letters of Recommendation

Letters of recommendation are not part of the admissions process for most programs. Applicants who wish to submit them, however, may do so. Applicants who choose to submit letters can use the online recommendation system or 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 or submitted by the recommender using the online application system. 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), varicella (Chicken Pox), tetanus, and diphtheria before being allowed to register. Forms for providing this certification to GSU Student Health Services are available

online at www.gsu.edu/health/forms.html. Questions about the requirement may be directed to GSU Student Health Services (141 Piedmont Ave. NW, Suite D, Atlanta, Georgia 30303-2417, telephone: 404/413-1930, fax: 404-413-1955

The college can consider applications for master's-level admission before receiving this documentation. Applicants will be eligible only for conditional admission and may register for their initial semester prior to receipt of proof of immunization. However, registration for subsequent semesters will not be allowed 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.

U.S.-born applicants born after 1980 and all foreign-born applicants regardless of year of birth must show proof of vaccination, reliable history of varicella disease, laboratory/serologic evidence of immunity, or history of herpes zoster (shingles).

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 Recruiting and Student Services. In addition, applications to the following programs also are reviewed by faculty representative(s) of the programs: Master of Actuarial Science, Master of International Business, Master of Professional Accountancy, M.B.A./Master of Health Administration joint programs, Master of Science in Health Administration, Master of Science in Real Estate, Master of Science with majors in, in managerial sciences, 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, rubella, varicella, tetanus, and diphtheria (see 7030.75 above). Forms for providing this certification are available online at www.gsu.edu/health/forms.html. 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 possible 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.

7050.35 Change of Program

Currently enrolled nondegree or postgraduate students who wish to change to degree/certificate status must file Change of Program form for the program desired including an essay explaining why you are requesting this change. Include in this discussion why this particular program / major / concentration is better suited to your career path versus your current program.

Further information on application procedures for changing to degree or certificate programs in the Robinson College of Business may be found in 7080.12 below or obtained from the Office of Graduate Student Services.

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 and Cross Registration

7060.10 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 Graduate Recruiting and Student Services 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 transient application materials described in items 1-3 below must be submitted to the Office of Graduate Recruiting and Student Services. .

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 Graduate Admissions and Recruiting. 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
Fall (August)	July 1
Spring (January)	December 1
Summer (June)	May 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 Graduate Recruiting and Student Services for each subsequent semester.
2. Have the home institution submit another Certification of Good Standing to Graduate Admissions and Recruiting 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 Graduate Student Services 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:

Semester	Priority Deadline	Regular Deadline
Fall Semester	February 1	June 1
Spring Semester	October 1	November 1
Summer Semester	February 1	April 1

7060.20 Cross Registration

Georgia State University participates in the Atlanta Regional Consortium for Higher Education (ARCHE) cross registration agreement. Please see section 1320 Cross Registration earlier in this catalog for complete information. Students from other ARCHE institutions may enroll in graduate courses in the Robinson College of Business provided they meet the academic eligibility and other requirements of the agreement, and show evidence that any prerequisites for the RCB courses they wish to take have been met.

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) or International English Language Testing System (IELTS) before admission can be considered.

Exceptions: Neither the TOEFL nor IELTS is required of U.S. naturalized citizens or international applicants who have received a degree from a regionally accredited U.S. institution. Documentation of citizenship status or proof of a U.S. degree must accompany the application.

The acceptable English proficiency scores for the TOEFL are at least a 610 (paper), 253 (computer, and 101 (internet) with a score of at least 25 in each area. To electronically send TOEFL scores to our office, please use the college's TOEFL code number for master's-level programs, 5251 and the college's department code number, 02.

The acceptable English proficiency scores bands for the IELTS are 7 (Good User), 8 (Very Good User) and 9 (Expert User). Please send all IELTS scores to Georgia State University, J. Mack Robinson College of Business, Graduate Recruiting and Student Services, PO. Box 3988, Atlanta, GA 30302-3988.

The acceptable English proficiency score for the PTE is 73. Please send all PTE scores to Georgia State University, J. Mack Robinson College of Business, Graduate Recruiting and Student Services, P.O. Box 3988, Atlanta, GA 30302-3988.

Georgia State University also requires that all accepted international applicants whose native language is not English, including those exempt from the TOEFL, IELTS or PTE to 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 Joseph Silny (www.jsilny.com), World Educational Services (www.wes.org), or Educational Credential Evaluators (www.ece.org) .If this evaluation is needed, the applicant will be notified by the Office of Graduate Admission and Student 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 document 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 2011-2012 year had not been set. For the 2010-2011 year, a single student, or one coming to the United States alone, was required to show resources totaling approximately $48,790 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 (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 $3,300 per course per semester up to the 15-hour plateau for tuition and additional $125 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 some of 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 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 depending on the program. 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 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 Admission and Recruitment 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)	April 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 Services in writing and consulting the graduate catalog to determine requirements for the new major or concentration. Written notification of the decision will be provided.

An RCB master's student who wishes to change majors within the M.S. program or to change programs or status (for example, M.B.A. to M.S., C.R.E. to M.S.R.E., M.P.A. to M.B.A., ., M.P.A. to .M.S.I.S.A.C, M.S. to M.S.I.S.A.C, M.S.-MGS. to M.S.-H.R.M., nondegree to M.B.A.) may begin the process by notifying GRSS 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, except as noted below. 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.

NOTE: 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. Failure to meet this standard for "continuous enrollment" will require the graduate student to apply for reentry.

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 from the Office of Graduate Student Services.

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 Recruiting and Student Services GRSS.

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. Exception: Students who have graduated and wish to reenter in order to take additional graduate level courses but not earn another graduate degree or certificate will reenter as post-graduate (PG) students.

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. Graduate Student Services will evaluate the request to change degrees or majors as part of the reentry process in accordance with the relevant regulations of the college. Exception: Students who have graduated from one graduate program in RCB and who wish to return to take courses for another graduate degree or certificate, must file a new application for admission rather than a Reentry form.

Reentry approval is valid for the semester applied for. Students approved for reentry who do not register for the semester for which they applied, must submit a new reentry application 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 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. [NOTE: The Graduate Program Council may establish minimum hours requirements for students earning multiple degrees. If approved, the new hours requirement will be published online at www.gsu.edu/es/23592.html].

The earning of the second major or concentration will be confirmed by letter from the Office of Graduate Student 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 the student 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 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 Graduate Student Services.

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 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 **1336.15 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 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 the Office of Graduate Student Services.

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, which is credit from another institution. The Office of Graduate Student 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 Graduate Student Services 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 Graduate Student Services 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 Graduate Student Services.

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 www.gsu.edu/ist/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. 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 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 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. 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.

MBA Advantage Requirement

The purpose of the MBA Advantage Program is to provide students with opportunities to develop skills to become better professionals. Opportunities provided include sessions on developing critical thinking and problem-solving skills. In addition, sessions include opportunities to develop skills in areas such as networking, teamwork, career management and other areas of value to professional development. Students must earn a total of 10 points from the MBA Advantage offerings before they graduate and must earn at least 3 points per semester until they have accumulated 10 points. See the MBA website for further details on components of the program.

MBA Course Requirements

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 and MBA 8025 Financial Statement Analysis.

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 7090.60 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 Environment: Ethics and Corporate Governance 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 7090.60 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 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
- Real Estate
- Risk Management and Insurance

Students should contact individual departments regarding requirements for obtaining concentrations and majors not detailed below.

Accounting

Allison Jacobs, Coordinator, 404/413-7238, ajacobs@gsu.edu

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 4111 Intermediate Accounting I
- ACCT 4112 Intermediate Accounting II
- ACCT 4113 Intermediate Accounting III
- ACCT 4210 Cost/Managerial Accounting or (MBA 8115 Managerial Control and Cost Systems)*
- 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 8130 Advanced Accounting Topics
- ACCT 8410 Seminar in Financial Accounting Theory and Policy
- 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 www.gsu.edu/es/catalogs_courses.html.

- Math 4751 Mathematical Statistics I
- Math 4752 Mathematical Statistics 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 Insurance Mathematics (Life Contingencies II)

- Econ 8740 Applied Statistics and Econometrics
- AS 8430 Loss Distributions and Credibility Theory
- 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. Satish Nargundkar, Director

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

Dr. Jon Mansfield, Coordinator 404/413-0151

5th Floor, Andrew Young School of Policy Studies Bldg.

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:

- Econ 8220 Human Resources and Labor Markets
- Econ 8430 Theory of the Firm and Business Strategy
- Econ 8440 Industrial Organization and Antitrust Economics
- 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 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

Robert Gemmell, 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 the following three courses, unless MGS 8500 is exempted:

- MGS 8500 Entrepreneurship and Enterprise
- MGS 8590 Field Study in Entrepreneurship
- MGS 8510 Business Plan Development

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

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:

This is an additional option. See the description of career paths later in this section.

Health Administration

Professor Andrew T. Sumner, Coordinator
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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

Assistant Professor, Abhay Mishra, Coordinator
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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 Pervasive Healthcare Technologies
- CIS 8080 Security and Privacy of Information and Information Systems
- HA 8160 Introduction to the 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 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 Graduate Student Services 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 Graduate Student Services.

A concentration in Human Resources Management consists of 12 hours. Required:

- MGS 8300 Human Resources Management
- MGS 8360 Human Resources Recruitment and Selection
- MGS 8390 Strategic Compensation

Take at least one of the following:

- MGS 8320 Legal and Ethical Environment of Human Resource Management
- MGS 8395 Field Research in Human Resource Management
- MGS 8380 Strategic Human Resource Management

Courses not on the list may be chosen through consultation with a faculty advisor.

Information Systems

Dr. Carl Stucke, Coordinator

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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 Acct 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/CPI 8060 Supply Chain Management
- CIS 8080/Acct 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 8670 Enterprise Resource Planning Systems (ERP)
- 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 Business Telecommunications and Networks
- CIS 8070 Pervasive Healthcare Technologies
- 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 8670 Enterprise Resource Planning Systems (ERP)
- CIS 8850 Web Application Development
- CIS 8900 Knowledge Systems

Please see www2.cis.gsu.edu/cis/program/mbacis.asp for more information and the most current list of CIS courses.
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 Acct 8680, IB 8680, IB 8710, provided the relevant course prerequisites have been satisfied.

International Business

Dr. Daniel Bello, Director

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
- CIS/CPI 8060 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 Finance and Banking in the Global Economy
- 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 Business Systems in Advanced Economies and Emerging Markets
- 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 8630 International Business Negotiation
- 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
- Tx 8300 nternational 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. A student seeking a MIB degree must demonstrate proficiency in a business language prior to going on a required internship and graduation.

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 8680

International Finance:

Fi 8040, IB 8410F, IB 8080, and any of the following: Fi 8240, Fi 8340, Fi 8440, Tx 8330

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:

These 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 8200 Marketing Research
- MK 8210 Marketing Intelligence
- MK 8300 Marketing Communications 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 8710 Customer Relationship Management
- MK 8800 Services Marketing
- MK 8900 Strategic Market Planning

MBA 8145 must be taken or waived. If waived, it cannot be taken later for credit and the number of credit hours waived must be replaced with 8000-level RCB courses within Marketing.

Operations Management

Dr. Yusen Xia, 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 Operations Strategy
- MGS 8750 Simulation
- MGS 8760 Quality Management
- MGS 8770 Service Operations Management
- MGS 8030 Knowledge Management
- MGS 8130 Problem Solving
- CIS/CPI 8060 Supply Chain Management
- IB 8690 Global Operations Management

Leadership and Organization Management

Dr. Ed Miles, Coordinator

Electives to constitute a concentration (12 hours) in Leadership and 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 the coordinator.

- 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

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

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 8860 Economics of Global Finance
- Fi 8300 Advanced Corporate Finance
- Fi 8320 Corporate Financial Strategy
- MGS 8040 Data Mining

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 7090.50.

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 4111 Intermediate Accounting I
- Acct 4112 Intermediate Accounting II
- Acct 4113 Intermediate Accounting III
- Acct 4210 Cost/Managerial Accounting
- Acct 4310 Accounting Information Systems
- Acct 4610 Assurance Services

A course in a procedural or object-oriented programming language such as Visual BASIC, 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

In addition, students must take six hours of elective credit from 8000-level courses in the Robinson College of Business or the Department of Economics in the Andrew Young School to meet the minimum elective hours requirement for the MBA degree.

Faculty Contact: Allison Jacobs, 404/ 413-7238, E-mail: ajacobs@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 8680/CIS 8080 Security and Privacy of Information and Information Systems
- Econ 8860 Economics of Global Finance
- Fi 8300 Advanced Corporate Finance
- Fi 8320 Corporate Financial Strategy
- MGS 8040 Data Mining

Faculty Contact: Dr. Martin F. Grace, 404/413-7469, E-mail: mgrace@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 F 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; 404-413-7617 and Dr. Julian Diaz, Department of Real Estate, jdiaz@gsu.edu; 404-413-7723

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.

These required MBA courses are particularly applicable to this career path.

- MBA 8125 Information Technology Management (3.0)
- MBA 8155 Operations Management (3.0)
- MBA 8165 Leadership and Organizational Change (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

In addition, students must take three hours of elective credit from 8000-level courses in the Robinson College of Business or the Department of Economics in the Andrew Young School to meet the minimum elective hours requirement for the MBA degree.

Faculty Contact: Dr. Carl Stucke, 404/413-7379, E-email: 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:

- RMI 8050 Risk Management Modeling
- RMI 8150 Corporate Risk Management
- RMI 8370 Financial Risk Management
- CIS 8020 Systems Integration
- CIS 8080/ACCT 8680 Security and Privacy of Information and Information Systems.
- CIS 8100 Management of Information Services

Recommended Electives:

- CIS 8000 Information Technology Project Management

RMI Elective

Faculty Contact**:** Dr. Carl Stucke, 404-413-7379, 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 am object-oriented programming language such as 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:

- CIS 8000 IT Project Management
- CIS 8010 Process Innovation
- CIS 8220/IB 8710 International Information Technology
- ACCT 8680/CIS 8080 Security and Privacy of Information and Information Systems
- 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 IB 8990 (in lieu of MBA 8820): 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. Carl Stucke, E-mail: 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.

- MGS 8500 Entrepreneurship and Enterprise
- MGS 8590 Field Study in Entrepreneurship
- IB 8090 International Business Environment
- IB 8100 International Entrepreneurship
- MGS 8510 Business Plan Development
- IB 8660 International Management

Capstone Course: (In lieu of MBA 8820) IB 8990: Policy & Strategy in the International Marketplace

Faculty Contacts: Robert Gemmell

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 Graduate Recruiting and Student Services 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 Graduate Student Services 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 cannot be taken later for credit.

7100 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

The appeals procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to University Information Section 1050.80 under Polices and Disclosures in this catalog for details.

Please note the procedure below for GMAT/GRE waiver requests.

The GMAT/GRE requirement may be waived for applicants who have already received an MBA from an AACSB accredited institution. Applicants must submit a request to waive the GMAT/GRE with the original application packet.

The Assistant Dean and Master’s Admission Committee will review the entire application file and waiver request. The decision to waive the GMAT/GRE is at the discretion of the Assistant Dean and Master’s Admission Committee. The submission of this request does not guarantee the GMAT/GRE score will be waived.

Applicants will be notified of the committee’s decision within 10 business days of submitting a complete application file.

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 Science in Real Estate, Master of Taxation, Master of Professional Accountancy 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; MPA and MBA and students satisfy this requirement by taking MBA 8015; MSRE students satisfy this requirement by taking BCom 8250 or 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 404/413-7650 or faxing to 404/413-7699 if any of the following apply:

- Earned a grade of "B-" or higher in BCom 3950, Engl 8250, BCom 8250 or BCOM 8260 at Georgia State University.
- Earned a grade of "B-" 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 "B-" 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 www.robinson.gsu.edu/EMBA or call 404/413-7180.

7130 Global Partners M.B.A. Program

The Robinson College of Business offers the Global Partners MBA in association with IAE de Paris, the Sorbonne Graduate Business School, and the COPPEAD Graduate School of Business at the Federal University of Rio de Janeiro. The highlights of the program are as follows:

- The Global Partners MBA is a full-time, 14-month, four-continent program.
- Students rotate their studies through extended residency stays in Atlanta, Paris, and Rio de Janeiro. In addition, they spend two weeks in China working with companies and local agencies.
- Students interact with corporate and government leaders in each locale, including extended company visits in China (Beijing, Shanghai, and one 2nd tier city), Washington DC, and Brussels.
- Courses are integrated across the partner schools, providing students with a truly global perspective.
- Commercial Diplomacy and Leadership are program themes. Commercial Diplomacy focuses on the relationship 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. Students spend time in Washington D.C. at the outset of the program and observe first-hand the American approach to public affairs. This experience builds over the course of the program with key visits to the European Union Directorate in Brussels, and other firms and agencies in all program locations.

- Students learn the latest leadership principles and practices. They learn to distinguish between effective and ineffective leadership practices while learning the most effective ways to lead in the upper-middle and executive levels of an organization. In addition, students learn their own leadership style and write a personal leadership development plan.
- 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 program experiences and can take place anywhere in the world. During this period, students complete a research project that aligns with their internship.
- Graduates receive the Robinson College of Business MBA degree, the Master d' Administration des Entreprises degree from IAE de Paris, Sorbonne and a certificate from Coppead.

Global Partners MBA Courses Overview

- GMBA 7035 Economics for Managers
- GMBA 8025 Financial Accounting
- GMBA 8030 Global Legal and Regulatory Issues
- GMBA 8090 International Business Environment
- GMBA 8115 Managerial Accounting
- GMBA 8120 Information Technology and Global Competition I
- GMBA 8135 Corporate Finance
- GMBA 8145 Marketing Management
- GMBA 8150 Global Operations and Logistics I
- GMBA 8160 Human Resources Management & Organizational Behavior I
- GMBA 8170 International Finance I
- GMBA 8190 International Affairs & Economic Integration
- GMBA 8220 Information Technology and Global Competition II
- GMBA 8250 Global Operations and Logistics II
- GMBA 8260 Human Resources Management & Organizational Behavior II
- GMBA 8270 International Finance II
- GMBA 8410 The Asian Experience
- GMBA 8500 Internship / Thesis
- GMBA 8605 International Marketing
- GMBA 8610 Leadership Practices
- GMBA 8620 Commercial Diplomacy
- GMBA 8630 Strategic Business Communications
- GMBA 8990 Policy & Strategy

Admission requirements include the following:

- Bachelor's degree
- GMAT
- Essays
- Two letters of recommendation.
- Interview
- Proficiency in a second language. This will be assessed at the time of the interview
- Two-to-three years of full-time work experience is preferred
- TOEFL or IELTS (if applicable)

Final application deadline is April 1st. To be considered for scholarships, all materials must be turned in by the deadline.

For further information about the program, visit robinson.gsu.edu/gpmba; e-mail: gpmba@gsu.edu, or call the Global Partners MBA Program at 404/413-7296.

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 four years of professional full-time work experience . Students receive an MBA degree upon completion of the program.

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 and 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 strong networking, a more in-depth learning environment and support among the students as they take the same courses together during the program.

Classes meet every other Thursday evenings and all day Saturday of the same week, or every Tuesday evening and every other Thursday evening, or every Monday evening and every other Wednesday evening depending on location. Electives are available on a cohort basis and are selected by class vote or may be taken outside of the cohort. International trips are available through the Robinson College's Institute of International Business.

PMBA cohort programs are offered at the Alpharetta, Buckhead, and Peachtree-Dunwoody campuses. The PMBA program also offers a dual degree with Master of Health Administration in a lock-step format over seven semesters. This program is offered at the Peachtree-Dunwoody location with an every other Monday evening and every Wednesday evening format.

Admission requirements

- Bachelor's degree from an accredited university
- Approximately four years of professional, full-time work experience
- GMAT or GRE Test Scores
- TOEFL if applicable
- Completed Online Application
- Up to three letters of recommendation
- Resume
- Personal interview
- Essay

For more information, including admission criteria, visit the Professional MBA Web site at www.robinson.gsu.edu/PMBA or call 404/413-7145.

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 Legal Environment: Ethics and Corporate Governance (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 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, Program Director and Graduate Program 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. degreeor in addition to the 48 hours required for the dual degree program. They are assigned as part of theadmissions 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 Econ 8710 or completed two semesters of undergraduate mathematical statistics (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 9720 Econometrics II as a substitute for Econ 8740. Students in the dual degree Master of Actuarial Science and Master of Science in Risk Management and Insurance Specializing in Mathematical Risk Management must substitute Econ 9720 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)
- MGS 8040 Data Mining (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)
- RMI 8300 Predictive Risk Models (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 9720 Econometrics II (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 8520 Non-life Insurance Mathematics (3)
- Econ 8860 Economics of Global Finance (3)
- Fi 8240 Global Portfolio Management (3)
- Fi 8020 Financial Analysis and Loan Structuring (3)
- Fi 8260 Hedge Funds and Their Strategies (3)
- Fi 8300 Advanced Corporate Finance (3)
- Fi 8310 Investment Banking (3)
- Fi 8320 Corporate Financial Strategy (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 8040 Data Minining (3)
- MGS 8150 Business Modeling (3)
- RMI 8150 Corporate Risk Management (3)
- RMI 8200 Life Insurance (3)
- RMI 8300 Predictive Risk Models (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 a,b, or c (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 one-semester administrative residency is included. The residency (three semester hours) must be satisfactorily completed at a site approved by the Director of the Institute. 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 AACSB 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 33 semester hours of health administration courses listed in items 4 and 5 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 Analysis 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 (27hours):

- 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 Environment: Ethics and Corporate Governance, 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, Operations Management, in the MBA curriculum.
- 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. Electives in Health Administration (9 hours). At least three 8000-level health administration electives chosen from this list are required of all students:

- HA 8440 Executive Leadership in Health Care
- HA 8630 Managed Care and Integrated Health Systems
- HA 8680 Care Management and Delivery Systems
- HA 8700 Health Services Research and Evaluation Methods

6. Residency Requirement (3 hours).

An administrative residency or experiential learning of one academic semester is required to provide an opportunity for synthesizing and applying the curriculum. 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 student protocols, and evaluates the residency. Three hours of credit will be awarded for the academic semester of residency, upon completion of HA 8810. The residency is subject to the same matriculation/tuition fees taken on campus for these three semester hours. Students must meet all report/evaluation assignments. With approval by the faculty of the Institute, the administrative residency for international 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

David Bruce, Faculty Advisor

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 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 (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)
- CIS/CPI 8060 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 Finance and Banking in the Global Economy (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 Business Systems in Advanced Economies and Emerging Markets (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 8620 Commercial Diplomacy (3)
- IB 8630 International Business Negotiation (3)
- 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, 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, CIS/CPI 8060.

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 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 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 the Office of Graduate Student Services. 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. In addition to attending the MBA orientation, MIB candidates are required to participate in the MIB orientation during the first year of their program. 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. MIB candidates pay a program fee of $1,200 per semester for their first three semesters for a total of $3,600. The fee is collected at the same time as payment of tuition.

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. Fernando O. Reati, Department of Modern and Classical Languages, 841 General Classroom, 404/413-5984 or Dr. Daniel Bello, Institute of International Business, Ste. 1430 Robinson College of Business, 404/413-7275, 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.

The joint degree program allows students to use 12 – 15 hours from the Master's degree to satisfy the requirements of the Bachelor's degree. Students reduce the total number of credit hours needed to complete both programs from 153 to 138 by pursuing the joint degree. Upon completion of the requirements for both degrees, students in the five-year AB/MIB program will be awarded both a Bachelor of Arts degree and a Master's in International Business.

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. William Downs, Department of Political Science, 1004 General Classroom, 404/413-5169/ polwmd@langate.gsu.edu or Dr. David Bruce, IIB, Ste. 1441 Robinson College of Business, 404/413-7275 / 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 Paula Huntley, IIB, Ste. 1430 Robinson College of Business, 404/413-7275 / iib@gsu.edu.

7190 Master of Professional Accountancy

Allison Jacobs, Coordinator, 404/413-7238, ajacobs@gsu.edu

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. The primary objectives 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. 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.

NOTE: The MPA program no longer offers a specialization in Accounting Information Systems. Students interested in this topic may consider applying to the new Master of Science in Information Systems Audit and Control (MISAC) program offered jointly by the School of Accountancy and the Department of Computer Information Systems.

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 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 4111, Acct 4112, Acct 4113, Acct 4210, Acct 4310, Acct 4510, and Acct 4610.

Behavioral Science: MBA 8165 Leadership and Organizational Behavior or management principles (MGS 3400).

Programming: Visual BASIC or C/C++ (CIS 3260): required if ACCT 8630 (Information Technology Auditing) is taken as an elective.

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.

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:

a. Required Courses (24 hours)

- MBA 8015 Strategic Communications (3)
- Acct 8120 Advanced Federal Taxation (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 8700 Financial Statement and Business Analysis (3)
- Acct 8740 Seminar on Internal Auditing (3)

b. Electives in the Specialization (6 hours).

Select any two 8000-level ACCT or TX classes.

4. 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 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.

5. 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.

6. Time Limit: The time limit for completing the MPA program is five years from the first semester a course in the program.

7195 Fast-Track Master of Professional Accountancy

Allison Jacobs, Coordinator, 404/413-7238, ajacobs@gsu.edu

Georgia State University's J. Mack Robinson College of Business is pleased to introduce the one-year Fast-Track Master of Professional Accountancy (Fast-Track MPA), the first program of its kind in Atlanta. Designed for business school graduates who were non-accounting majors, the Fast-Track MPA provides students with the knowledge, skills and upper level credit hours required to become eligible to sit for the Certified Public Accountant exam or Certified Management Accountant exam within one year—a process that usually takes more than two years to complete.

The one-year Fast-Track MPA is an academically rigorous program taught by the faculty of Robinson's School of Accountancy, who are renowned for their excellence as instructors, practitioners and researchers. Students proceed as a cohort, a structure that fosters peer learning, collaboration and lifelong professional networks. All classes are taught at the Executive Education Center in Buckhead. Classes meet every Tuesday evenings from 5:30 – 9:45 PM, every other Thursday from 5:30 – 9:45 PM, and eight Saturday sessions over the course of the year.

Curriculum

The rigorous 10-course curriculum provides graduates with broad and deep functional knowledge as well as the upper-level credit hours required for CPA/CMA eligibility.

- ACCT 8010 Financial Accounting I
- ACCT 8020 Financial Accounting II
- ACCT 8030 Managerial Accounting and Systems
- ACCT 8040 Topics in Federal Taxation
- ACCT 8050 Assurance and Information Systems Control
- ACCT 8130 Advanced Accounting Topics
- ACCT 8410 Seminar in Accounting Theory and Policy
- ACCT 8700 Financial Statement and Business Analysis
- ACCT 8740 Seminar in Internal Auditing
- TX 8020 Advanced Federal Taxation

All applicants must take the GMAT and finalist will be interviewed before an admission decision is made.

For additional information, please visit the following website: www.robinson.gsu.edu/accountancy/fasttrackmpa/index.html.

7196 JD/MPA Joint Program

The College of Law and the J. Mack Robinson College of Business offer a joint degree program that allows students simultaneously to pursue advanced coursework in Law and Public Accountancy (the "JD/MPA Program"). Full-time students are able to satisfy all requirements for both a Juris Doctorate and a Master of Professional Accountancy (MPA) in as little as four years, or eight semesters, as opposed to the five years, or ten semesters, that would be required if the two degrees were pursued separately.

For the MPA, the J. Mack Robinson College of Business requires all candidates to complete 24 credit hours of general business coursework. Students without an undergraduate degree in accounting must also complete two introductory accounting courses (Acct 2101 and Acct 2102, or MBA 8025 and MBA 8115) and 21 semester hours of undergraduate (4000 level) accounting courses. Additionally, the J. Mack Robinson College of Business requires students to complete 30 credit hours of 8000-level courses: a three-credit hour strategic communications course, 21 credit hours of required accounting and tax courses, and six credit hours of accounting and tax electives.

The College of Law requires all JD candidates to complete 90 credit hours of law courses (43 of which are required courses and 47 of which are elective courses).

Students enrolled in the Joint JD/MPA Program are permitted to apply 24 credit hours of law courses toward the required 24 credit hours of general business coursework. In addition, the J. Mack Robinson College of Business will allow 12 semester hours of law courses to be credited toward the 30 credit hours of 8000 level required MPA courses, as follows: six credit hours of law courses applied toward the six credit hours of elective MPA courses; a three credit hour tax law course applied toward the required course TX 8020, and a three credit hour law course applied toward the three credit hour strategic communications course.

Reciprocally, the College of Law will allow 12 credit hours of 8000-level MPA courses to be credited towards the requirements of the JD program. Thus, a student enrolled in the Joint JD/MPA Program student will be able to complete the requirements for both degrees by completing 45 credit hours in the Robinson College of Business and 78 credit hours in the College of Law.

Candidates interested in the joint-degree program must satisfy the admissions requirements and be admitted to each College separately. Applicants should contact the Admissions Office of each school for application information. Students must take the GMAT for admissions to the J. Mack Robinson College of Business and the LSAT for admission to the College of Law. After students have been admitted to both programs and have declared their intent to enter the dual degree program, they must, at their first opportunity, complete the first 31 credit hours of required courses in the JD program. After the first 31 required credit hours of law are complete, enrollment in either college or both concurrently is permitted. Degree requirements for both programs must be complete within eight years of the student's initial semester of enrollment in the MPA Program. The JD degree must be completed within six years of the student's initial enrollment in the JD program. Students must satisfy the degree requirements of each school and should consult with advisors in each school for the precise graduation requirements for each degree and for information about course offerings. JD candidates may apply for the MPA program at any point. MPA candidates may enroll in the joint program at any point prior to completion of 21 semester hours of 8000-level MPA coursework.

7200 Master of Science

The Master of Science program allows students to concentrate their studies in one of the six majors listed below:

- Business Economics
- 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 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 (15 hours)

Fifteen 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.

- Econ 8100 Applied Microeconomic Analysis (3)
- Econ 8110 Macroeconomic Analysis (3)
- Econ 8430 Theory of the Firm and Business Strategy (3)

Select two of the following four:

- MGS 8110 Applied Regression Analysis (3)
- Econ 8710 introduction to Statistical Foundations for Econometrics (3)
- Econ 8740 Applied Statistics and Econometrics (3)
- Econ 8780 Financial Econometrics (3)

c. Economics Electives (15 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, Dr. Jon Mansfield.

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 (404/413-0141) or Dr. Mansfield (Jon.Mansfield@gsu.edu) to schedule an appointment. A copy of the program 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 adviser and a copy of the changes sent to the Office of Graduate Student Services. 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.

7200.15 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.

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: MBA 8165 Leadership and Organizational Behavior or 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 equivalent.

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) (or MBA 8025 Financial Statement Analysis (3) subject to approval by the MS faculty advisor)
- 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. Specializations (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 8040 Survey of International Finance (3)
- Fi 8200 Derivative Markets I (3)
- Fi 8300 Advanced Corporate Finance (3)
  Fi 8320 Cases and Readings in Corporate Finance (3)
- Fi 8350 Corporate Restructuring and Workouts (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 8240 Global Portfolio Management (3)
- Fi 8260 Hedge Funds and Their Trading Strategies (3)
- FI 8310 Investment Banking (3)

Financial Institutions and Capital Markets

- Fi 8020 Financial Analysis and Loan Structuring (3)
- Fi 8040 Survey of International Finance (3)
- Fi 8260 Hedge Funds and Their Trading Strategies (3)
- Fi 8400 Financial Institutions (3)
- Fi 8420 The Financial System (3)
- Fi 8440 Finance and Banking in the Global Economy (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 Recruiting and Student Services (GRSS) 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.

7200.16 Fast-track Master of Science in Finance

Alfred Mettler, Craig Ruff, and Milind Shrikhande, Program Advisors

The Fast-track Master of Science in Finance (Executive MS-Finance) with a specialization in corporate finance is a one-year program, the only program of its kind in Atlanta. Designed to provide students with strong analytical and application skills as well as broad market knowledge and financial management acumen, the FT MS-Finance is specifically tailored for rising professionals whose route to the C-suite is functional expertise. The program is ideally suited for accounting, treasury, and finance professionals wishing to augment their financial expertise and is focused on the decision-making, analytical and technical skills required to compete in today's ever-changing financial environment.

Further, students are provided leadership training as well as extensive contact with corporate executives through a formal mentoring program, guest speaker series, and professional and social gatherings. Applicants must hold a four-year undergraduate degree from an accredited college or university. Work experience is preferred but not required.

Robinson's Executive MS-Finance will be offered in a one-year format over three semesters. Class size will be limited and students will proceed as a cohort—a structure that fosters peer learning, collaboration and building lifelong business networks. The FTMS-Finance program will be taught at Robinson's Executive Education Center in Buckhead and will meet every Monday evening from 5:30 p.m. to 9:45 p.m. and every other Wednesday evening from 5:30 p.m. to 9:45 p.m. during the Spring and Fall semesters. Two classes will be offered during the Summer semester with a month-long break in between. Two innovative courses, Current Issues in Finance and Leading the Finance Function, designed to promote interaction with senior level finance executives, will meet four Saturdays during every Spring and Fall semester.

The 30-hour curriculum comprises 24 hours of specialization courses and 6 hours of technical support courses.

Specialization Courses

- Corporate Finance
- Corporate Financial Strategy
- Corporate Restructuring and Workouts or Special Topics in Finance
- Current Issues in Finance
- Financial Analysis and Loan Structuring
- Investment Banking
- Leading the Finance Function
- Valuation of Financial Assets

Technical Support Courses

- Business Modeling
- Financial Statement Analysis

For more information, including admission process, cost and more, visit the Fast-Track Master of Science in Finance Web site at: robinson.gsu.edu/finance/execms.htm**.**

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 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

Satish Nargundkar, 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

Yusen Xia, Faculty Coordinator

- MGS 8710 Operations Planning
- MGS 8740 Operations Strategy
- MGS 8760 Quality Management
- MGS 8770 Service Operations Management

Concentration 4: Organizational Change

Edward Miles, Faculty Coordinator

- 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

c. Elective Courses. 12 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. The Masters of Science in Marketing is now available in a one year fast-track format. For additional information on this format, please visit the following website: robinson.gsu.edu/marketing/AcademicPrograms/fasttrackms.htm.

2. 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 30-hour program.

3. Course Requirements. The course requirements for the degree Master of Science with a major in marketing and the format of the program follow:

a. Foundation Courses. The courses in this list are in addition to the 33 hours required for the degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the Web at www.gsu.edu/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 8145 Marketing Management (3)
- Mk 8100 Buyer Behavior (3)
- Mk 8200 Marketing Research (3)

c. Marketing Electives (18 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)

4. 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 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 the Office of Graduate Student Services. 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.

5. 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.

7200.26 Fast-track Master of Science in Marketing

Fast-Track Master of Science (MS) in Marketing is a year-long cohort program for marketing professionals who want to update/expand their knowledge, managers who oversee marketing activities but lack formal training, and career changers. Students proceed as a group through a sequenced curriculum of five session modules. Courses meet at Georgia State University's Buckhead Center on Monday and Wednesday evenings.

The internationally renowned faculty of Robinson's Department of Marketing and its Center for Excellence in Brand and Customer Management developed the program, drawing on their expertise as researchers and theorists, strategists and practitioners. Concurrent to earning a Master of Science in Marketing, students also will earn Robinson's Certificate in Brand and Customer Management.

The program is open to full-time working professionals, full-time students, and international students.

7200.30 Major in Personal Financial Planning

Conrad S. Ciccotello, Director and Program 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 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 8135 Corporate Finance (3)
- Fi 8000 Valuation of Financial Assets (3)
- Fi 8240 Global Portfolio Management (3)
- RMI 8200 Life Insurance (3)

c. Elective Courses (9 hours). Students must select nine hours of 8000-level courses. These electives must be approved by the faculty adviser.

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

Martin F. Grace, Graduate Program Adviser

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. 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: Martin F. Grace

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: : MBA 8165 Leadership and Organizational Behavior or 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 ECON 8710 or have two semesters of undergraduate mathematical statistics (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 Corporate Finance (3)

b. Required Courses in the Specialization (3)

- RMI 8050 Risk Management Modeling (3)

c. Electives in the Specialization (24)

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 8300 Predictive Risk Models (3)
- RMI 8370 Financial Risk Management (3)
- Fi 8000 Valuation of Financial Assets (3)
- Fi 8200 Derivative Markets I (3)
- Fi 8300 Advanced Corporate Finance (3)
- Fi 8340 Multinational Corporate Finance (3)

Insurance Track

The following courses are recommended for students in the insurance track.

- RMI 8120 Property and Liability Insurance (3)
- RMI 8150 Corporate Risk Management (3)
- RMI 8200 Life Insurance (3)
- RMI 8370 Financial Risk Management (3)
- Fi 8000 Valuation of Financial Assets (3)
- Fi 8300 Advanced Corporate Finance (3)
- Fi 8440 Finance and Banking in the Global Economy (3)
- HA 8250 Health Economics and Financing (3)
- LglS 8450 Legal Environment of Health Care (3) (Same as HA 8450)
- PFP 8400 Personal Financial Planning (3)
- MGS 8300 Human Resource Management (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 (3)
- MRM 8620 Quantitative Financial Risk Models (3)
- MRM 8630 Stochastic Interest Rate and Credit Models (3)
- RMI 8370 Financial Risk Management (3)
- Econ 9720 Econometrics II (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 8020 Financial Analysis and Loan Structuring (3)
- Fi 8240 Global Portfolio Management (3)
- Fi 8260 Hedge Funds and Their Strategies (3)
- Fi 8300 Advanced Corporate Finance (3)
- Fi 8310 Investment Banking (3)
- Fi 8320 Corporate Financial Strategy (3)
- Fi 9000 Mathematical Methods in Contemporary Finance Theory (3) (Requires consent instructor.)
- Fi 9100 The Theory of Asset Valuation (3) (Requires consent of instructor.)
- MGS 8040 Data Mining(3)
- MGS 8150 Business Modeling (3)
- RMI 8150 Corporate Risk Management (3)

- RMI 8300 Predictive Risk Models (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 9720 Econometrics II (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)
- Econ 8860 Economics of Global Finance (3)
- Fi 8260 Hedge Funds and Their Strategies (3)
- Fi 8300 Advanced Corporate Finance (3)
- Fi 8310 Investment Banking (3)
- Fi 8320 Corporate Financial Strategy (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 8040 Data Mining(3)
- MGS 8150 Business Modeling (3)
- RMI 8150 Corporate Risk Management (3)
- RMI 8200 Life Insurance (3)
- RMI 8300 Predictive Risk Models (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 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 Office of Graduate Student Services. 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 desire a background in health administration and the opportunity to acquire skills in areas of business or healthcare administration. PMBA students may take the MSHA as a second degree.

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 Statistical 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, a customized concentration of 8000-level RCB courses, or MBA concentrations, to complete this section of the M.S.H.A. program. For concentrations in the Master of Business Administration program cited 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: Must include HA 8460 Human Resource Management in Healthcare.

Health Informatics: Students take any four of the following – CIS 8000 – IT Project Management, CIS 8070 – Pervasive Healthcare Tehnologies, CIS 8080 – Security & Privacy of Information Systems, CIS 8040 – Fundamentals of Database Management Systems, CIS 8030 – Software Requirements Management or CIS 8010 – Process Innovation

Managerial Sciences: Students who choose this concentration may not take MBA 8155, Operations Management, as one of the concentration courses.

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 must contact the Institute for consultation and guidance. Concentration courses must be approved by the Institute Director, and students are 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 Services as soon as they select their area of concentration. Progress toward the degree, including clearance for graduation, will be determined by Office of Graduate Student Services 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 eligiblefor the joint program.

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.

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.

7220 Master of Science in Information Systems

Carl Stucke, Coordinator, cstucke@gsu.edu

The Master of Science in Information Systems (M.S.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 Master of Science in Information Systems 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.

Students in the M.S. I.S. program 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. This concentration is available as an executive program that can be completed in one year. Please see the appropriate section below for additional information.

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 in Information Systems 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 Master of Science in Information Systems students. 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 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 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 8165 or both Management (Mgs 3400) and Marketing Principles (Mk 3010).

Economics: MBA 7035 or Microeconomics principles (Econ 2106).

Mathematics: College Algebra (Math 1111).

Statistics: MBA 7025 or Math 1070.

Programming: Two courses: CIS 3260 (C#) and CIS 3270 (Java).

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 Business Telecommunications and Networks

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 the 8000-level CIS courses. The purpose of allowing these waivers is to further enhance the flexibility provided to students in the Master of Science in Information Systems program.

c. Concentration (12 hours). Select one of the concentrations listed below to complete this section of the Master of Science in Information Systems program.

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 Pervasive Healthcare Technologies
- 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 Pervasive Healthcare Technologies
- HA 8160 Introduction to 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 required courses stated in Section b. Electives may be selected from CIS 8000-level courses not already applied to the chosen program of study.

Thesis Option:

MSIS 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 IS 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./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 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 Office of Graduate Student Services. 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 Master of Science in Information Systems is five years from the semester the first course in section B or C (above) is taken.

7220.10 4 + 1 Programs

1. The Department of Computer Information Systems in the Robinson College of Business and the Department of Computer Science jointly offer a combined BS in Computer Science/MS in Information Systems program. The program is designed to take five years, at the end of which, a student will receive both a Bachelor of Science in Computer Science and a Master of Science in Information Systems. The graduate level coursework permits a choice of emphasis in Managing Information Technology or Information Systems Development. The program requires application. Please see the Computer Science undergraduate program for the complete description of this joint offering.

2. The Department of Computer Information Systems in the Robinson College of Business and the Department of Mathematics and Statistics jointly offer a combined BS in Mathematics/MS in Information Systems program. The program is designed to take five years, at the end of which, a student will receive both a Bachelor of Science in Mathematics and a Master of Science in Information Systems. The graduate level coursework permits a choice of emphasis in Managing Information Technology or Information Systems Development. The program requires application. Please see the Mathematics undergraduate program for the complete description of this joint offering.

7225 Executive Master of Science in Managing Information Technology

Dr. Ephraim McLean, Program Director

The Executive Master of Science in Information Systems concentrating on managing information technology (MSIS MIT) is a 12-month lock-step program designed for rising professionals with a minimum of four years professional information technology (IT)-related experience. Students receive a Master of Science in Information Systems degree upon completion of the program.

The purpose of the Executive Master of Science in Information Systems program is to provide mid-level managers, and those aspiring to IT-related management, a challenging curriculum relevant to the needs of rising IT professionals. The MSIS MIT curriculum is designed to prepare IT professionals for significant management level positions. Participants will increase their ability to think efficiently, plan productively, manage effectively, and make decisions that create added value for the enterprise. For example, the curriculum will help managers assume a strategic role in the enterprise's future; plan and manage for the next generation of IT business challenges; utilize and manage resources effectively and efficiently; and identify and broker solutions to current challenges utilizing best-in-practice IT methods. From an IT perspective, managers will be better able to implement a business-focused approach to create value and deliver a competitive edge for their organization.

The program consists of ten three-hour courses and a six-hour capstone project. The courses cover a wide range of IT management topics extending from strategic to organizational, financial, and technical. All courses are enhanced versions of the award-winning courses offered in the traditional two- year program. The capstone projects will be selected based on the interests of participants and their value and relevance to their companies.

The lock-step format serves to forge strong networking, a more in-depth learning environment and support among the students as they take the same courses together during the program.

This Executive format program meets the needs of busy IT professionals; the program is designed to be completed in one year while maintaining full-time employment. Face-to-face classes are held on alternate Saturdays. Electronic distant-learning modules are offered in between these Saturdays at the convenience of the participant – any time, any place.

Another aspect of the strong commitment to the success of each participant is the Mentor of Excellence program. During the year-long experience, each participant will be paired with a business leader who will serve as mentor to guide, advise, and support.

Courses:

MIT8100 - Management of Information Services
Instructor: Eph McLean

As IS managers move into positions of increased responsibility, understanding the information needs of their organizations and how to provide for them becomes even more important. Issues of strategy, planning and control, and the effective utilization of the firm's information resources are the focus of this course. Topics include:

- Frameworks for IS planning and different planning techniques
- Analyzing the different ways in which systems can be built or bought, including outsourcing options throughout the world
- Management strategies for dealing with project and system risk
- Understanding the differences among cost centers, profit centers, and investment centers and how they can be used to manage and control IS resources
- Managing and motivating computing personnel
- Understanding the emerging leadership roles for IS managers in a global economy

MIT8200 - Information Systems Strategy
Instructor: James Senn

This course focuses on the fundamental transformations occurring in business and the manner in which companies are redefining their managerial practices in response to them. It examines the expanding roles played by information systems and by IS leaders as companies realize they can no longer rely on information systems strategies characterized merely by efficient transaction management systems or competitive applications that competitors can easily duplicate. The course investigates advanced practices that are being adopted in companies to gain true strategic power from their investments in information systems. It also examines ways in which IS managers can employ leading practices for integrating information systems and business strategy. It intertwines the responsibilities of both managers and information systems directors in the development and implementation of information systems strategy. The course includes:

- Transformation of business practices, products, and services
- Role of information systems in creating and enabling global business strategies
- Components of information systems strategy
- Competitive potential in the strategic use of information systems
- Impact of information technology on the global business
- Evolving information technology architectures to fit business transformations

MIT8210 - Global Systems Sourcing
Instructor: Detmar Straub

Global systems projects are an essential aspect of creating, delivering, and utilizing information technology for business. This course is designed to assist managers in developing the knowledge and skills needed to work with systems integration vendors and processes in an international environment. It focuses on the concepts and methods associated with designing, planning, contracting for, and overseeing information technology infrastructure and applications in a global business environment. The course familiarizes managers with the legal issues related to preparing, distributing, and evaluating requests for proposal (RFP) and the subsequent integration and contracting matters. Effective tools and techniques for managing systems sourcing and organization development projects are introduced. Special exercises and cases focus on ways to meet the challenges of managing across countries. Managers prepare and evaluate systems proposals for various sourcing options and managing third-party relations.

MIT8000 - Project Management
Instructor: Bala Ramesh

IT project management in most organizations is not very disciplined and thus a majority of these projects result in failure. This course will give managers an understanding of the processes, tools, and techniques that are necessary to achieve success in IT project management and to develop quality software systems. Managers will develop an understanding of traditional project management approaches and core practices as well as new agile software development techniques. The course will help them recognize the warning signs associated with failing projects. In addition, they will be exposed to project management tools and associated software that can help better plan and manage IT projects. Upon completion of the course, participants will be able to:

- Articulate similarities and differences between IT projects and other types of projects.
- Justify an IT project by establishing a business case
- Develop a project charter, work breakdown structure, and estimates of task durations and assign resources for IT projects
- Establish task interdependencies and develop and analyze a project network diagram
- Identify IT project risks and develop risk mitigation strategies
- Perform a post-project audit
- Identify cases of IT project escalation and how to de-escalate troubled IT projects
- Acquire a working knowledge of critical IT project management activities such as cost estimation and software quality assurance
- Understand the principles of Agile Project Management and how to scale agile project management techniques to larger projects and teams

MIT8299 - Finance and Accounting for Information Systems
Instructor: Bert Richards

The financial aspects of information systems investments and expenses are a mystery to many IT managers; but with the increasing pressures to cut costs – i.e., to do more with less – understanding how CFOs and CEOs think can be a critical dimension of job success. The course addresses the financial and accounting aspect of the information system function. It will cover:

- How is capital budgeting done; how are capital budget decisions made?
- What are the bases of cost allocations; accounting for IT services?
- What are the pros and cons of changing users for the IT services they receive?
- What are the different treatments for IT investments and expenses?
- What are some financial renewal models for IT investments?
- What would a P&L statement and a balance sheet look like for an IT department?
- How do you measure the business value of IT; the contribution of the IT department to the "bottom line" of the company?

MIT8699 - Business Process Innovation
Instructor: Duane Truex

This course in Business Process Innovation examines how IT can be used to substantially improve business process performance. Managers learn how to recognize business processes and assess their information-related pathologies. They learn how to develop organizational agility through business process innovations enabled by IT. Upon successful completion of this course, managers:

- Know how to organize and manage business process innovation initiatives
- Understand and be able to evaluate how alternative process configurations impact business agility
- Be familiar with techniques to identify and diagnose information pathologies within business processes that, when corrected, can lead to significant improvements
- Understand the important role played by IT as a source of business process innovation and know how to adopt exemplary types of IT to achieve increased business value

MIT8010 - Organizational Change Management
Instructor: Jim Senn

IT managers are directly involved in planning and executing IT initiatives which are intended to transform organizations in fundamental ways. This course provides the conceptual and analytical tools for understanding how to manage such initiatives and make them succeed. The course relies upon case discussions and relevant research studies to shape skills for understanding and managing IT-enabled organizational change. Key concepts and objectives include:

- Understanding and overcoming barriers to IT initiatives
- Managing the transition to new organizational forms and practices
- IT managers as agents of organizational transformation

MIT8080 - Security and Privacy of Information Systems
Instructor: Carl Stucke

Security breaches and disruptions to business are high-priority corporate concerns, according to a recent Gartner Group CIO survey. Data "spills" during the last few years have raised significantly the priority of data protection and privacy. It is important for emerging IS leaders to build their knowledge and insights in these critical areas. This security and privacy course presents a broad, business-oriented security and privacy framework, including the following areas:

- Threats and safeguards
- Risk assessment and management
- Business continuity planning and disaster recovery
- Laws, codes of practice, and standards that form the context for information security and privacy.
- Cloud Computing’s impact on risk management

MIT 8090 - Managing the Enterprise Architecture
Instructor: Duane Truex

Firms comprising integrated global business networks have solid enterprise architectures allowing them to align and manage their business processes and Information Technology (IT) infrastructure with overall strategy. This course takes an enterprise-level

view of the portfolio of business processes, software and hardware, networks, people, operations and projects with a goal toward greater integration of those elements. As an example of enterprise IT integration, the course covers principles to successfully integrate Enterprise Resource Planning (ERP) systems into extant enterprise architectures. It helps managers understand the respective role of users, enterprise architects, developers and managers in the selection, preparation, implementation and management of large and complex enterprise applications. A participant completing this course will:

- Analyze a current architecture and perform an effective gap analysis before an ERP implementation
- Be able to map enterprise architectural resources to a contemporary Enterprise Architecture mapping tool
- Articulate the life cycle stages of any ERP implementation
- Effectively anticipate problems typical of enterprise-wide implementation projects
- Synthesize prior theoretical and experiential knowledge in IT development and project management with the current literature on Enterprise System development and deployment
- Be able to evaluate the progress of an ongoing enterprise implementation project

MIT8070 - Mobile and Wireless Technologies & Applications
Instructor: Upkar Varshney

Managers will learn a comprehensive and in-depth understanding of wireless and mobile technologies and applications. The covered topics will include the current and emerging wireless and mobile technologies, such as wide-area wireless networks, wireless LANs, satellite-based systems, fixed wireless, and personal-area networks. How these technologies are being applied and used to enhance business productivity and provide business value will be demonstrated, including:

- How to manage an increasingly diverse and complex wireless and mobile infrastructure
- How best to utilize emerging wireless and mobile applications and technologies for business results.
- How to integrate end-to-end wireless solutions for business needs.

MIT8990 - Capstone Project, Company-Specific Projects
Instructor: Carl Stucke

Admission requirements include the following:

- Bachelor's degree
- Minimum of four years of professional experience
- GMAT or GRE
- Professional Resume
- Personal interview
- Essay
- TOEFL if applicable

For additional information, please visit the following website: www2.cis.gsu.edu/cis/ManagingIT/ManagingIT.asp.

7230 Master of Science in Information Systems Audit and Control

Dr. Balasubramaniam Ramesh, Program Director, msisac@cis.gsu.edu

There is a developing shortage of specialists with the combination of accounting and technology knowledge needed to properly inform and execute management decisions in areas such as IT Assurance, Information Security, IT Governance, and IT Risk Management. The purpose of the Master of Science in Information Systems Audit and Control (**MSISAC**) program is to produce graduates who are able to combine a thorough knowledge of accounting principles with an equally thorough knowledge of Information and Communication Technologies (ICT) to enable organizations to competently operate in environments where accounting systems are tightly integrated with organizational ICT. Graduates will be well prepared for careers in IT auditing, but also for a variety of other areas such as accounting, information systems, consulting, and assurance.

ICT provides the basic fabric with which organizational management develop, record, and process abstractions and models that are both the basis of management strategy, decision making and of recording the flows of assets and liabilities within the organization and with its trading partners. Accountants are increasingly called upon to design, review, audit, and advise stakeholders with regard to the accuracy, timeliness and appropriateness of complex ICT based systems. Developing competencies in IT audit often requires a broad understanding of enterprise-wide approaches for managing growing international risks and emerging regulations. IT auditors must know how to identify and mitigate information risks, effectively manage security-related incidents, and reduce the impact of these on people, profitability and property.

To summarize, the purpose of the Master of Science in Information Systems Audit and Control program is to produce graduates who are able to combine their knowledge of accounting and auditing with the latest information systems tools and techniques to enable organizations to achieve information assurance and security. MSISAC program graduates are expected to be academically prepared to take both the CPA and CISA exams upon completion of their degree. This combination of skills necessary for obtaining these highly valued certifications is very rarely found in any program in the nation.

Regulations for the Degree

1. All Master of Science in Information Systems Audit and Control (MSISAC) 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 MSISAC program. A maximum of 12 hours of transfer credit is permitted in this 30-hour program.

2. Course Requirements. The course requirements for the Master of Science in Information Systems Audit and Control degree and the format of the program follow. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the Georgia State University Undergraduate and Graduate Catalogs. These catalogs are available on the web at www.gsu.edu; click on Students then University 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 from an AACSB or EQUIS accredited institution. If they wish, students may take guided self-study online courses to refresh their understanding in these areas. Students without a BBA or equivalent have the option of taking these courses for a grade or the guided online self-study courses on a pass/fail basis. Students failing the online course (less than 80%) must take the courses.

Behavioral Science: MBA 8165 Leadership and Organizational Behavior or both MGS 3400 Managing People in Organizations (MGS 3400)

Statistics: MBA 7025 Statistical and Business Analysis or Elementary Statitics MATH 1070

Economics: MBA 7035 Economics for Managers or Microeconomics principles (Econ 2106)

Mathematics: College Algebra (Math 1111).

b. Prerequisite 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. These courses are pre-requisites for the graduate courses in Accounting and CIS. It is assumed that a person entering the MSISAC 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 or CIS. An accepted applicant, who at the time of admission to the MSISAC 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 the program.

Accounting

Acct 2101-2102 Financial and Managerial Accounting Principles

Acct 4111 Intermediate Accounting I (3 hours)

Acct 4112 Intermediate Accounting II (3 hours)

Acct 4113 Intermediate Accounting III (3 hours)

Acct 4210 Cost/Managerial Accounting (3 hours)

Acct 4310 Accounting Information Systems (3 hours)

Acct 4510 Introduction to Federal Income Taxes (3 hours)

Acct 4610 Introduction to Assurance Services (3 hours)

Computer Information Systems

CIS 3300 Analyzing business systems or CIS 8030 Software Requirements Management

CIS 3730 Database Management Systems or CIS 8040 Fundamentals of Database Management Systems

c. Required Courses (30 hours)

Credit Hours/COURSES

Required Graduate Courses

3 CIS 8000 Information Technology Project Management

3 CIS 8300 Software Quality Management

3 CIS 8630 Business Computer Forensics and Incident Response

3 CIS 8670 Enterprise Resource Planning Systems: Implementation & Management

3 ACCT 8310 Seminar in Management Accounting Systems

3 ACCT 8630 Information Technology Auditing

3 ACCT 8680 or CIS 8080 Security and Privacy of Information and Information Systems

3 ACCT 8740 Seminar in Internal Auditing

Elective Graduate Courses

3 Elective (8000-level course in Accounting or CIS)

3 Elective (8000-level course in Accounting or CIS)

4. Program of Study/Course Prerequisites. Each student's program must be planned in consultation with a faculty adviser for approval by the MSISAC program director before a non-required course is taken. Students may contact the program director for the name of their faculty adviser and to schedule an appointment. A copy of the program will be filed with the program director 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 the program director. 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.

5. Time Limit. The time limit for completing the MSISAC is five years from the semester the first course in section B or C (above) is taken.

6. Advisement/Course Selection: The MSISAC program director is available to students for consultation and guidance as needed. Students are encouraged to contact the director and schedule an appointment for advisement as needed. Progress toward the degree, including clearance for graduation, will be determined by the program director 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.

7. The MSISAC program requires strict adherence to the prerequisites listed for each of its courses (see the Course Descriptions chapter of this catalog). Students enrolled in courses without having completed the stated prerequisites with minimum grades of C will be required to withdraw from the course. Please contact the program director before registration if you have questions about course prerequisites.

7300 Master of Science in Real Estate

Alan Ziobrowski, Coordinator

The Master of Science in Real Estate degree is designed for students who are principally interested in careers in the real estate industry and those who will use real property in business decision making. It provides the student with both general and specialized real estate knowledge and analytical skills. The degree prepares students for professional areas such as financial counseling, market analysis and valuation, as well as industry activities such as real property development, acquisition, disposition, and management. The MSRE program is based on a synthesis of legal, physical, market and financial considerations that affect the real property decision process. The student's educational experience is enhanced because the program attracts many experienced real estate professionals into the classroom, and the program has a practical orientation in which students participate in industry problem solving and research under the direction of the program's faculty.

7300.10 Regulations for the Degree

1. Course Requirements. The Master of Science in Real Estate degree consists of 36 semester hours of course work numbered 8000 and above. Previous undergraduate and graduate real estate coursework successfully completed at the Robinson College of Business will be evaluated and up to six hours credit toward the required courses in the major (section "c" below) may be awarded to entering students. The option of awarding credit toward the MSRE degree is totally at the discretion of the Department of Real Estate and its designees. The course requirements for the degree and the format of the program follow. The number of hours of 8000-level credit required in each section of the program is shown in parentheses after the section heading. This number represents the minimum requirement. If prerequisites for the courses listed in each section have not been properly

completed or if they are not included as electives within the M.S.R.E. program, they must be taken as additional hours. In most cases, however, the graduate-level prerequisites can be incorporated as electives into the student's program of study. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

a. Foundation Courses. The courses in this section are in addition to the 36 hours required for the M.S.R.E. degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of C. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the Web at www.gsu.edu; click on Students then Catalogs.

Accounting: MBA 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: Microeconomic principles (Econ 2106).

Mathematics: College algebra (Math 1111).

Statistics: MBA 7025 or Math 1070.

b. Communications Requirement (3 hours). All MSRE students are required to take either MBA 8015 Strategic Business Communication or BCOM 8250 Effective Executive Communication. Students are encouraged to satisfy this communication requirement early in their programs.

c. 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.

d. Electives (6 hours). Students who receive entering credit for previous undergraduate and/or graduate real estate coursework taken at the Robinson College of Business (see under "Course Requirements" above) must consult the MSRE program coordinator to select approved graduate courses to meet this requirement. Other students may choose as electives any two 8000 level RE prefixed courses or may select appropriate courses from an approved list available from the Department of Real Estate

2. Program of Study/Course Prerequisites.

Each student's program of study must be planned in consultation with the MSRE program coordinator or a designee of the coordinator before a copy of the program of study is filed with the Office of Graduate Student 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 Office of Graduate Student Services. 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.

3. 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.

7310 Master of Taxation

Tad D. Ransopher, Director, 404/ 413-7229, acctdr@langate.gsu.edu

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. The Master of Taxation Program is an academically rigorous program taught in the J. Mack Robinson Colleg of Business Buckhead Center by the faculty of the School of Accountancy. Students begin the program in either the Fall semester or the Spring semester and complet ehte program in either one or two years. Classes meet once a week and are offered from either 4:30 to 7:00 or 7:15 to 9:45 in Fall and Spring. Summer classes are offered two days a week.

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.

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 30 semester hours required for the M.Tx. degree. They are assigned as part of the admissions process based on a review of each student's transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of C-. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at www.gsu.edu/es/catalogs_courses.html; click on Students then Catalogs.

Accounting: Financial accounting principles (Acct 2101) or MBA 8025.

Behavioral Science: Sociology (Soci 1101), or psychology (Psyc 1101), or anthropology (Anth 1102), or buyer behavior (Mk 4100), or management principles (MGS 3400), or managerial decision making (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.

b. Required Courses in Taxation (15 hours)

- Tx 8020 Advanced Federal Income Taxation (3)*
- Tx 8030 Tax Research (3)
- Tx 8040 Tax Practice and Procedures (3)
- Tx 8080 Taxation of Partnerships and Partners (3)
- Tx 8120 Taxation of Corporations and Shareholders (3)
- Tx 8180 Current Topics in Taxation (3)
- Tx 8220 Estate/Gift Taxation & Estate Planning (3)
- Tx 8270 State and Local Taxation (3)
- Tx 8300 International Aspects of Taxation (3)
- Tx 8510 Issues in Individual Tax (3)

7320 Graduate Certificate in Accountancy

Allison Jacobs, Coordinator, 404/413-7238, ajacobs@gsu.edu

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 www.gsu.edu/es/catalogs_courses.html; click on Students then Catalogs.

- Acct 4111 Intermediate Accounting I (3)
- Acct 4112 Intermediate Accounting II (3)
- Acct 4113 Intermediate Accounting III (3)
- Acct 4210 Cost and Managerial Accounting (3)
- Acct 4310 Accounting Information Systems (3)
- Acct 4510 Introduction to Federal Taxation (3)
- Acct 4610 Auditing (3)

b. Required Accounting Courses (15 semester hours)

- Acct 8120 Advanced Federal Taxation (3)
- Acct 8130 Advanced Accounting Topics (3)
- Acct 8700 Financial Statement and Business Analysis (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
- Fi 8300 Advanced Corporate Finance
- Fi 8320 Corporate Financial Strategy
- 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.

7335 Graduate Certificate in Information Systems

Carl Stucke, Faculty Adviser, 404/413-7379, cstucke@gsu.edu

The purpose of the Graduate Certificate in Information Systems is to more formally acknowledge students who have chosen to strengthen their technical foundation by successfully undertaking and completing additional Information Systems studies. The Graduate Certificate in Information Systems program is designed for students in any graduate major who wish to prepare to meet business and personal challenges through the use of information technology. From biology and the health sciences through the arts, social sciences, legal and business disciplines information systems are a fundamental enabler.

Admission to the Graduate Certificate in Information Systems program is subject to the minimum Georgia State University and RCB cumulative grade-point-average requirement for RCB graduate programs. Applicants for the Graduate Certificate in Information Systems must either be a current Robinson student or they must apply for admission to Robinson - meeting normal admission requirements and be accepted into the Robinson College.

Obtaining the Graduate Certificate in Information Systems requires completion of any three CIS 8000 level courses. For currently available courses, see www2.cis.gsu.edu/cis/program/syllabus/index.asp. In addition, you must have a grade point average of at least 3.0 for the three courses, with all grades a B- or higher. Please be aware that some of these courses have prerequisites and other requirements for enrollment. There are no additional fees required for the Graduate Certificate in Computer Information Systems. For more information including how to request the certificate after completing course work, please see www2.cis.gsu.edu/cis/program/ciscertificate.asp.

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 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.

7355 Graduate Certificate of Specialization in Brand & Customer Management

This certificate program is open to all MBA students in the Robinson College of Business and graduate students from other colleges at Georgia State University who are qualified for admission to a masters program in the Robinson College of Business.

To earn the (Graduate) Certificate of Specialization in Brand & Customer Management, students must complete the following 4 courses:

MK 8200 Marketing Research (MR)

MK 8710 Customer Relationship Management (CRM)

MK 8620 Product and Brand Management (PBM)

And one of the following:

MK 8720 Direct and Database Marketing (DDM)

MK 8210 Marketing Intelligence (MI)

Prerequisite for all courses: MBA 8145 Strategic Marketing Management

Students must earn an overall 3.0 grade point average (GPA) in all courses taken in the J. Mack Robinson College of Business and must earn a minimum of B- in all courses taken as part of this certificate.

7356 Graduate Certificate in Strategic Sales Leadership

Kent Christopher Lemley, Coordinator

Graduate students may earn a Certificate in Strategic Sales Leadership by completing MK 8330 Strategic Account Selling and MK 8340 Strategic sales Leadership, and two or more from the following set of electives:

- MK 8400 Channels of Distribution
- MK 8510 Business to Business Marketing
- MK 8710 Customer Relationship Management
- MGS 8430 Negotiation

Students must maintain an overall GPA of 3.0 or higher in courses taken in the J. Mack Robinson College of Business, and an overall GPA of 3.0 or higher in the courses taken as part of this program.

7358 Executive Doctorate in Business (EDB)

EDB Program Office

Tower Place 200, 3348 Peachtree Road NE, Suite 500, Atlanta, GA 30326
404/413-7187
Program website: robinson.gsu.edu/execdoctorate
E-mail address: kalnitz@gsu.edu

Maury C. Kalnitz, MBA,MS, Director of the EDB Program

Lars Mathiassen, Ph.D., Academic Director of the EDB Program

******* Please contact the EDB Program Office for more information about this program.

7358.10 Goals and Expectations

The Executive Doctorate in Business (EDB) program of the J. Mack Robinson College of Business advances the development and practice of effective organizational leadership by providing senior level executives with:

- The knowledge and expertise required to identify, understand, and successfully tackle the interdisciplinary, big picture issues that characterize global business management today.
- The skills in formal social inquiry required to define and address complex issues and to disseminate knowledge related to their profession in a variety of professional and public outlets “to influence professional activity and public policy.”
- The type of interdisciplinary and global systems oriented perspective that is not available in traditional advanced degree programs.

The EDB program is a 3-year degree program designed for senior executives who already possess an MBA, EMBA, or equivalent MS degree. It is offered in an executive format with students participating in four 3-day residencies (Thursday, Friday and Saturday) per semester for 6 semesters.

Admissions: Applications, Procedures, and Criteria

Applications for the EDB program will be accepted for once-a-year admission in the fall semester. All inquiries and requests for application materials should be made to:

EDB Program Office
Tower Place 200
3348 Peachtree Road NE, Suite 500,
Atlanta, GA 30326

The EDB Program Office phone number is 404.413.7187. The program’s website is www.robinson.gsu.edu/execdoctorate. All documents and other materials submitted by or for applicants for admission to the EDB 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 EDB Program Office by the deadline for receipt of materials. Incomplete applications will not be processed.

Admission Criteria

Admission decisions are based on a careful review of the applicant’s scholastic record, resume, required essays, and the other information submitted in support of the application. Applicants must possess an accredited MBA, EMBA, or equivalent MS degree. Applicants are not required to submit a certification of their state of health but on enrollment, 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 EDB Program Office to be considered for admission.

Application
Applicants must submit all application forms, including the narrative section.

Application Fee
An application fee of $100 must be submitted by all applicants. 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 EDB 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.

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.

Decisions
Applications will be reviewed by a selection committee comprising faculty and the directors of the Executive Doctorate in Business program.

Potential candidates will be short-listed based on meeting criteria that include:

- Managerial experience in senior positions
- Capacity for conducting applied scholarship
- Compatibility of professional goals with the objectives of the Executive Doctorate program
- Motivation and commitment

Short-listed applicants will be interviewed by the selection committee, who will make final admission decisions.

Acceptance is on a rolling basis. The admission process will be open until the class is full. However, **the final application deadline** for the cohort beginning in August of any year will be **June 1st** of that same year.

7360 Ph.D. Program

Ph.D. Program Office
831 RCB Building
404/413-7070
Program website: www.robinson.gsu.edu/phd/
E-mail address: rcbphd@gsu.edu

Detmar W. Straub, PhD., Director of the Ph.D. Program
Adenike Brewington, BA., Associate Director of the Ph.D. Program

7360.05 Goals and Expectations

The Ph.D. 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 Ph.D. 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.

Conduct
All Ph.D. students must assume full responsibility for knowledge of the rules and regulations concerning their studies. Moreover, students are expected to abide by generally accepted standards of conduct. The university reserves the right to exclude any student whose conduct is prejudicial or injurious to the university, faculty, or other students. Students should review the "University Code of Conduct" in the General Information chapter of this catalog for explicit information on this topic.

The Nature of Ph.D. Studies

Ph.D. studies are fundamentally different from undergraduate or master's programs. The Ph.D. student must be self motivated and work well independently. The program is academically rigorous and students must have exceptional quantitative and verbal skills. Coursework is but one facet of the program. The research component is the heart of the Ph.D. program. The student must be highly motivated to work on research projects independently and with faculty. Most students take five years to complete the degree. Students are encouraged to present research papers at national and regional meetings. The college provides partial funding to help defray costs. The successful student is one who not only has excellent academic skills, but a passion for scholarly research.

7360.10 Ph.D. Majors Offered

The Robinson College of Business offers the Ph.D. in Business Administration with major fields in:

- Accountancy
- Computer Information Systems
- Finance
- Managerial Sciences (specializations are currently offered in Organization Behavior/Human Resource Management and Strategic Management). Please contact the Ph.D. Program Office for information about which of these programs is currently admitting students.
- Marketing
- Real Estate
- Risk Management and Insurance

7360.15 Ph.D. Program Operation

The doctoral program of the Robinson College of Business is governed and administered as follows:

1. The Graduate Program Council of the Robinson College of Business, comprised of five faculty members, recommends Ph.D. degree requirements and academic regulations that are subsequently submitted for approval by the college faculty.
2. The Ph.D. Program Office is run by the associate director who reports to the director. This office is the student's primary point of contact for administrative matters. Applications for admission are processed by this office.
3. The Ph.D. coordinator is the faculty member in the student's academic unit* who advises students on courses to be taken and other degree requirements.

7360.20 Admissions: Applications, Procedures, and Criteria

Applications for the Ph.D. programs will be accepted for once-a-year admission in the fall semester. The deadline for receipt of all required application materials is February 1.

There are two options for applying to the Ph.D. program. The preferred method is to apply online using the link on the website. Alternatively, a hard copy of the application can be obtained by contacting the PhD Program Office. Information about the application can be found at http://robinson.gsu.edu/phd/admissions.html or by emailing the Ph.D. Program Office at rcbphd@gsu.edu. The office phone number is 404-413-7070.

All documents and other materials submitted by or for applicants for admission to the Ph.D. 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 Ph.D. Program 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 Ph.D. admissions committee of that major. 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 upon admission. 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 Ph.D. Program Office to be considered for admission.

Application

Applicants must submit all application forms, including a statement of purpose.

Application Fee
An application fee of $50 must be submitted by applicants who have never applied to the Ph.D. program of the Georgia State University Robinson College of Business and paid the fee in the past. The online application allows applicants to pay by credit card. 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 one official copy of all transcripts be sent directly from each institution to the Ph.D. Program Office or submit the official transcripts unopened with the application.

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.

* The following units —Business Process Innovation, Computer Information Systems, Finance, Marketing, Organizational Behavior/Human Resource Management, Real Estate, and Risk Management and Insurance—will accept scores on the Graduate Record Examinations (GRE) as a substitute for the GMAT from applicants.. Other academic units may consider GRE scores on a case-by-case basis, but an applicant to any program other than those 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 with the hard copy materials that they send to the admissions office to facilitate the office in locating the official score report.

*GMAT scores will not be considered if they are more than seven years old at the time of application to the Ph.D. program. The school code is QCK-ZW-59.

A GMAT Information Bulletin may be obtained by contacting the Graduate Management Admission Council:

Pearson VUE-GMAT Program
5601 Green Valley Drive
Suite 300
Bloomington, MN 55437
Phone: 1 800 717 4628
E-mail: gmat@ets.org
www.gmac.com

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 Ph.D. 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 Ph.D. 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 2011-2012 year, an unmarried student coming to the U.S. without dependents was required to show resources totaling approximately $47,554 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.

Immunization Certification
The Board of Regents of the University System of Georgia Requires that all accepted applicants who have never attended Georgia State University submit proof of immunization from measles, mumps, and rubella (MMR) as well as the varicella vaccine before being allowed to register. The Ph.D. program will consider applicants for admission without this documentation.

However, in order to matriculate, an applicant must have fulfilled this requirement. A form for providing this certification will be provided to an applicant upon acceptance. Applicants born before January 1, 1957, are considered to be immune to measles, mumps, and rubella.

7360.30 Changing Year of Entry and Record Retention

Admission to the Ph.D. program is for the specific semester and year stated in the acceptance letter. Any accepted applicant who does not enroll for the semester and year for which acceptance was granted must notify the associate director of the Ph.D. 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. All application files of nonmatriculated applicants, regardless of admissions decision, will be kept on file for two years. An applicant who wishes to reactivate an application after that period may need to resubmit application materials and official documentation.

7360.35 Ph.D. Assistantships, Instructorships, and Fellowships

Ph.D. 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 Ph.D. students who have passed the dissertation proposal defense. In addition, there are various fellowships and scholarships awarded on a competitive basis to Ph.D. students. No separate application is required for applicants to be considered for funding.

7360.40 Graduate Research Assistantships

Newly admitted Ph.D. students. Soon after admission to the Ph.D. program, the Ph.D. 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 Ph.D. studies. Each academic unit will determine the assistantship appointment level to be allocated to its continuing Ph.D. 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 Ph.D. students may be permitted to teach advanced-level courses. Only Ph.D. 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 University. The student is responsible for completing all paperwork involved in this process well in advance of the semester for which approval is sought.

Any Ph.D. 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 demonstrate adequate proficiency in their language skills to the satisfaction of their academic unit 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 and all graduate students who have a full tuition waiver (as defined by the university) must pay a mandatory health insurance fee or provide proof of health insurance. Submission of proof of insurance does not automatically exempt a student from this requirement. Approval is contingent on verification of coverage. For further information, students should visit University Health Clinic website at: www2.gsu.edu/~wwwuhs/.

7360.55 Standards Applying to Both GRA and GTA Appointments

1. Students must register for a minimum of nine 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. Ph.D. 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 Ph.D. Program Office.

7360.60 Instructorships

A temporary instructor is appointed for one academic year at a time. Appointment as a temporary instructor benefits Ph.D. students who have passed the dissertation proposal defense and have demonstrated satisfactory classroom teaching ability over a period of two or more semesters by providing them with a significant level of income and other university employee benefits during the year in which they are working full time on their dissertation.

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 Ph.D. students who are appointed as GRAs or GTAs. Information on specific fellowships and scholarships is available from the Ph.D. coordinator of the student's academic unit.

7360.70 Doctor of Philosophy in Business Administration

I. Program of Study

The Ph.D. 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 Ph.D. Coordinator and the Director of the Ph.D. Programs by the end of the second semester of enrollment. This program of study is filed in the RCB Ph.D. 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-two (42) semester hours of coursework, as a minimum, must be completed successfully for graduation. The major field requirement is a minimum of 18 credit hours; the research methods requirement is a minimum of 15 credit hours; and free elective or secondary area courses are a minimum of 9 credit hours for a total of 42 semester hours. 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 Research Foundations (15 semester hours)

Students entering the Ph.D. program are 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 Ph.D. programs and their Ph.D. Coordinator for recommendations on overcoming deficiencies.

III. Major Field (18 semester hours)

Hours of Coursework. The satisfactory completion of no fewer than 18 graduate-level semester hours constitutes minimum preparation in the major field.

Students must have satisfactorily completed all courses on the program of study in the major field and in the research methods requirement to be eligible to take the preliminary examination. Requests to take the preliminary examination are made through the Ph.D. Coordinator. The Ph.D. Coordinator will notify the Office of Ph.D. Programs with the names 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. Research Methods Requirements (15 semester hours)

The satisfactory completion of no fewer than 15 graduate-level semester hours constitutes minimum preparation in research methods. The Ph.D. Coordinator may approve substitutions for any of the following research methods requirements.

1. Intermediate Statistics: MGS 9920 or MGS 9920-9930 (3)
2. Research Design: MGS 9940 (3)
3. Regression: MGS 9950 or Econ 8750 (3)
4. Multivariate Data Analysis: MGS 9960 (3)
5. Elective: research methods/theory development course; course may be from the student's major field and department (3)

V. Free Electives or Secondary Area (9 semester hours)

a. The satisfactory completion of no fewer than nine (9) semester hours fulfills this coursework requirement and students may choose to fulfill these credits, with the approval of their Ph.D. Coordinator, either with a secondary area or with free electives. Courses would generally be at the 9000 Ph.D. level, except as advised by the Ph.D. Coordinator of the student's academic unit, and would support and complement the student's research interest.
b. Courses for each secondary area shall be taken from a list of courses prepared by the academic unit offering the secondary area, but students must have the approval of their Ph.D. Coordinator for both taking a secondary area and for the set of courses making up that secondary area.
c. Substitutes for secondary area courses can be made with the approval of the unit offering the secondary area and the student's Ph.D. coordinator.

7360.75 Academic Regulations

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 Ph.D. 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 Ph.D. 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 Ph.D. faculty. Final approval for the acceptance of transfer credit rests with the director of the Ph.D. program at the time the program of study is submitted to the Ph.D. Program Office.

Residency Requirement

In order to earn a graduate degree at Georgia State University, students must earn the majority of their graduate program credit hours from Georgia State University. All transfer hours are subject to unit/college level approval. The Robinson College of Business defines residency in the Ph.D. program as being enrolled in approved coursework that is appropriate for the program, and that have not been counted toward another graduate degree of this college. The minimum residency requirement is 18 semester hours.

Scholastic Warning and Termination

The Ph.D. grade-point average (GPA) is defined as the GPA for all courses numbered 6000 or higher taken after admission to the Ph.D. program. Each student must maintain a 3.0 Ph.D. GPA ("B" average). A student whose Ph.D. GPA falls below 3.0 is on "scholastic warning." After being placed on scholastic warning, a student must attain a 3.0 Ph.D. GPA within two consecutive calendar semesters; otherwise the individual will be terminated from Ph.D. studies in the Robinson College of Business.

The Ph.D. 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 Ph.D. program.

No student will be permitted to sit for any examination required for the Ph.D. degree, other than course examinations, without having a minimum 3.00 Ph.D. GPA at the time the examination is to be taken. A student with a Ph.D. GPA below 3.00 is ineligible for graduate assistantship appointments as either a GRA or GTA. Students must have at least a 3.0 Ph.D. GPA in order to graduate.

A student who has been terminated from the Ph.D. program will not be permitted to reapply to or reenter the program.

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 Ph.D. program may require that the student withdraw from Ph.D. 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.

Petitions

When a student feels that unusual circumstances call for an exception to any of the regulations or requirements relating to the degree in his or her particular case, the student may write to the Ph.D. coordinator and request exemption from or change in the policy. The petition by the student must be submitted with accompanying justifications. If the Ph.D. coordinator and academic unit support the request, the Ph.D. coordinator will write a letter of support for the student and submit the material to the director of the Ph.D. program for a decision.

Continuous Registration

Beginning with the semester of acceptance, a Ph.D. student must register for a full load each semester (excluding summer semester unless the student holds a GRA/GTA) until graduation. A full load is considered a minimum of nine semester hours. 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 Ph.D. studies in the Robinson College.

Reentry

As stated in the previous section concerning continuous registration, students must enroll for a full course load each semester (excluding summers). Any absence from the program must be approved through the petition procedure (see section regarding petitions). Students who leave the program without an approved petition or who do not fulfill the terms of an approved petition for an absence, may not be allowed to reenter the program. Any student who is not registered for one calendar year must file a reentry application with the Registrar's Office. Students must be mindful of the deadline for this application. There is a charge to file a reentry application. As previously state, reentry approval is not automatic and the student should check with the Ph.D. Program Office if considering reentry.

Preliminary Examination

The purpose of the preliminary examination is to determine student mastery of the body of knowledge in their area of specialization and their readiness for dissertation research. Students are encouraged to confer with their Ph.D. coordinator regarding the areas the examination will encompass. The preliminary examination is a written examination, supplemented in some cases by an oral examination. The preliminary exam may have several parts and students must have successfully completed all parts before being designated, informally, as ABD (“All-But-Dissertation”). The units offering doctoral programs will determine how many parts there will be to their preliminary exam and when these will be offered.

Students must have satisfactorily completed all required courses in the program of study in the major field to be eligible to take the preliminary examination (or the first part in the event of a multi-part exam). Requests to take the preliminary examination are made through their Ph.D. coordinator. The Ph.D. coordinator will notify the Ph.D. Program Office which student(s) are 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.

The Dissertation

The purpose of the dissertation is for the Ph.D. candidate to demonstrate his or her ability to conduct research 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 and use of archival data, 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://www.gsu.edu/research/human_subjects.html.

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 Ph.D. student. Guidelines for multi-paper studies, though, are articulated next since this model is not as familiar within U.S. schools of business.

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.

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 Ph.D. program upon the recommendation of the Ph.D. 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 members 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 Ph.D. coordinator names of potential faculty who would be the most appropriate chair of the Dissertation Committee. Only after the Ph.D. 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 Ph.D. coordinator. Normally, one of the committee members is from outside the academic unit. The final committee membership is then sent to the unit Ph.D. coordinator and the director of the Ph.D. 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).

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 Ph.D. 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 Ph.D. 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.

Final Dissertation Defense

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 Ph.D. coordinator will inform the Ph.D. 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 Ph.D. Program Office. Unanimous approval is required. Guidelines for the dissertation are available from the Ph.D. Program Office and on the Ph.D. website at robinson.gsu.edu/phd/1611.html. Click on "Information for Current Students," then click on "The Dissertation."

Dissertation Embargo Policy

Students may request a 3-month, 6-month, 9-month, or 12-month restriction of dissertation publishing (hereafter termed embargo). Requests must be made in writing to the dissertation chair/co-chairs prior to the electronic uploads of the dissertation to ProQuest/UMI and Georgia State University's Digital Archive Library. Written approval from the chair/co-chairs must be sent to the PhD program office. Once the approval is received by the PhD program office, the dissertation will not be published for the approved embargo period. The dissertation will be released for publishing after the embargo period ends.

Graduation

Students must apply for graduation through the Office of Graduation. The deadline for applying for graduation is usually several months before the anticipated graduation date, so students need to apply in a timely manner. There is no summer commencement. More information concerning applying for graduation can be found at www.gsu.edu/es/applying_for_graduation.html**.** The associate director of the Ph.D. program will provide the candidate with information regarding clearance for graduation. An electronic copy of the dissertation must be submitted to the Ph.D. Program Office two weeks prior to the anticipated date of graduation.

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:

- 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 Ph.D. program.
- 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 all parts of the preliminary exam.
- All requirements for the Ph.D. degree, including the dissertation, must be completed within seven years from the semester of entry into the Ph.D. program.

8000 Institute of Public Health

Graduate programs in the Institute of Public Health are described in detail in this chapter. See subsections for specific program information as well as policies and procedures.

About the Institute of Public Health

The Institute of Public Health (IPH) is a multi-disciplinary, research-based unit, drawing upon the faculty of all Georgia State University (GSU) 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).

Contact Information:

Institute of Public Health
Business Administrative, Financial and Student Services
348 Citizens Trust Bank Building
404/413-1130
publichealth@gsu.edu

Office of Academic Assistance
Graduate Admissions
811 Urban Life Building
404/413-1000
snhpoaa@gsu.edu

Institute of Public Health
Faculty and Staff
848 Urban Life Building
404/413-1130 and 404/413-1142
publichealth@gsu.edu

For current information, visit the Institute of Public Health's website: publichealth.gsu.edu

Administration
Michael P. Eriksen, Director and Professor
Frances McCarty, Assistant Professor and Doctoral Program Director
Courtney M. Burton, Academic Professional and Graduate Program Coordinator
David Caudill, Assistant Director of Finance and Administration
Colleen Blanchard, Business Manager

Faculty
Becker, Burton, Casanova, Crimmins, Edwards-Gaura, Eriksen, Graybill, Lyn, Lutzker, Majestic, McCarty, Okosun, Perry, Rothenberg, Salazar, Self-Brown, Shanley, Smith, Stauber, Sterling, Stevens, Steward, Strasser, Swahn, Whitaker, and Wilcox

8000.10 Degrees Offered

The Institute of Public Health offers the following graduate programs:

1. **Doctor of Philosophy in Public Health**
2. **Master of Public Health**
3. **Graduate Certificate in Public Health**

8000.20 Research Centers and Initiatives

Center for Healthy Development
34 Peachtree Street, 17th Floor
404/413-1281
publichealth.gsu.edu/658.html

The Center for Healthy Development (CHD) was established in August 2008 to house the National SafeCare® Training and Research Center (NSTRC) and the Center for Leadership in Disability (CLD), a University Center for Excellence in Developmental Disabilities (UCEDD). The NSTRC is funded by a number of private and public service and research grants and

contracts. It was created in 2007 with a center grant from the Doris Duke Charitable Foundation. The CLD is primarily funded by a center grant from the Administration on Developmental Disabilities (ADD) of the Administration on Children and Families (ACF) within the U.S. Department of Health and Human Services (USDHHS).

Center for Excellence on Health Disparities Research
848 Urban Life Building
404/413-1130
coex.gsu.edu

The Center for Excellence on Health Disparities Research (CoEX) is funded through the NIH's National Center for Minority Health and Health Disparities and includes major research topics, as well as outreach programs. It is based in the Institute of Public Health and includes researchers and faculty from public health, social work, criminal justice, African-American studies, sociology, psychology and the Center for Healthy Development. The three major research areas include: investigating variations in health among disadvantaged neighborhoods, especially in the wake of Atlanta's relocation of residents from traditional public housing; examining the role of religion and churches in reducing drug use and the transmission of HIV and testing a method (the SafeCare Model) of reducing child maltreatment by using computers.

Partnership for Urban Health Research
848 Urban Life Building
404/413-1137
urbanhealth.gsu.edu

The Partnership for Urban Health Research (PUHR) was established to understand how the urban environment affects the health and well-being of people who reside and work in the metropolitan Atlanta area. The focus of its efforts is on populations that bear a disproportionate burden of illness and disease using an interdisciplinary approach to research. In partnership with surrounding communities, PUHR creates and disseminates knowledge that is both meaningful and beneficial to the communities that participate in the process.

8010 Mission, Philosophy, and Goals

The Institute of Public Health has the mission of advancing health through leadership, scholarship, research, and service to better the human condition and promote the common good. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems.

With a focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University "to achieve a front-rank position among the nation's premier state-supported universities located in an urban setting." The Institute's mission is strengthened by the objective of the University System of Georgia, through its Strategic Plan for Public Health Education, Research and Service, "to ensure that the System becomes one of the national leaders in public health education, research and service."

The goals of the Institute of Public Health graduate programs 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. Advance public health sciences and our understanding of the causes and prevention of disease.
4. Incorporate the needs, perspectives and expertise of the public health practice community in the design and conduct of the curriculum and field experiences

8010.10 Accreditation

The Institute of Public Health's Master of Public Health Degree (MPH) program is accredited by the Council on Education for Public Health (CEPH) under the auspices of the U.S. Department of Education.

8020 Admissions

The Institute of Public Health accepts students into the Master of Public Health (MPH) and Graduate Certificate in Public Health (GCPH) programs for both the fall and spring semesters. The application deadline for the fall semester is February 15. The application deadline for the spring semester is September 1. See sub-section 80870 of the Graduate Catalog for admission requirements for the PhD in Public Health or visit the following link: publichealth.gsu.edu/1188.html.

The following materials are required for admission:

1. Application for Graduate Study.
2. A $50.00 application fee.

3. Two copies of official transcripts from all colleges and/or university attended.
4. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
5. A statement of interest and professional intent.
6. 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.)
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.
9. Lawful Presence Verification: publichealth.gsu.edu/1307.html

For complete application materials instructions, visit the following Institute of Public Health application are available through the website of the Institute of Public Health: publichealth.gsu.edu/1186.html.

8020.10 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 Institute of Public Health recommends Josef Silny and Associates, Inc. (www.jsilny.com). The Institute will also accept evaluations of foreign credentials from Educational Credential Evaluators, Inc. (www.ece.org) and World Education Services (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:** An international student with a student visa is required to carry a full course of study in the fall and spring semesters. A full course of study at Georgia State University is 9 semester hours for graduate students. International students cannot be admitted as non-degree students.

8020.20 Transient Student Admission

A student enrolled in a graduate degree program at another accredited institution may seek admission as a transient student in the Institute of Public Health. 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 must include the courses approved by the home institution. The application must be printed/downloaded from the website: publichealth.gsu.edu/1186.html.

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 Institute of Public Health. Students must be in good Academic Standing at Georgia State University in order to continue as transient students at the University. Transient students who are not in good academic standing will not be allowed to continue taking courses as transient students per the University Reentry Definition (section 1110.10 in this catalog). 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 are sent to

the home institution. Transient students who do not remain in good academic standing at Georgia State University may not be allowed to continue taking courses in the Institute of Public Health.

8020.30 Changing Semester of Entry

Admission to a graduate program in the Institute of Public Health is valid only for the semester and the degree in the letter of acceptance. Students who do not enroll in the semester for which acceptance was granted should notify the Institute of their decision to change their semester of entry. 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.

8020.40 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 Institute of Public Health may only reenter the same graduate program or status in which they were last enrolled. Students must be approved for reentry through the Institute. Graduate Students may obtain reentry applications through the Institute of Public Health at publichealth.gsu.edu/1303.html.

8020.50 Tuition Deposit

The Institute of Public Health requires newly accepted applicants into their degree 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.

8030 Program and Degree Regulations

Graduate students in the Institute of Public Health are responsible for knowledge of all regulations and procedures of the program and the university. 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 regulations related to the public health program.

8030.10 Grade Point Average Requirements

An overall institutional grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree and the GCPH. 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 requirements will be reviewed for continuation in the program.

8030.20 Final Course Grades

The following course grades will be given as final grade options in courses taught by public health faculty members. Any deviations will be at the discretion of the individual faculty member and specifically stated in his or her syllabus.

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F below 60

8030.30 Transfer of Credit

A student may apply a maximum of nine (9) semester hours of approved course credit transferred from other graduate programs or institution (s) toward fulfilling MPH degree requirements. A student may apply a maximum of three (3) semester hours of approved course credit transferred from another program or institution toward fulfilling CPH requirements. Transfer credits are processed by the Institute and must be approved accepted by the student’s faculty advisor, the graduate program coordinator and the Director of the Institute: publichealth.gsu.edu/pdf/transfercreditrequest.pdf.

Students who have been accepted into an Institute of Public Health program and who wish to take courses at another institution for credit, must first obtain written approval from their advisor and the graduate program coordinator. All credits, including transfer credits, presented for the Master degree must have been earned within six calendar years of the date of the degree and all credits presented for the certificate must have been earned within three calendar years.

8030.40 Selecting a Specialty Track and Program of Study

By the end of the second semester or after completing at least 6 core courses, whichever comes first, MPH students must select a specialty track. Selection should be done in consultation with the student's academic advisor. At the time of selection, a program of study should be filed by the student: publichealth.gsu.edu/1229.html. The program of study form may be updated from time to time as coursework progresses.

8030.50 Continuous Enrollment Policy and Degree Completion

Students in all graduate programs must maintain an enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance will receive a registration hold preventing all current and future registration. Those students will be notified by an e-mail message sent to their official Georgia State University's e-mail account. To resume their programs, students with continuous enrollment holds must file for re-entry: publichealth.gsu.edu/1303.html by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. For more information on the re-entry process, contact the Office of Academic Assistance.

8030.60 Application for Graduation

All candidates for the MPH degree must file a formal application for graduation with the University's Graduation Office at least two semesters in advance of the expected semester of graduation. Deadlines are published on the GSU Website: www.gsu.edu/es/graduation.html. The Graduation Office will inform the Institute when the application is filed. The Institute of Public Health will conduct an audit and inform the student of any remaining requirements. A degree will be awarded only to a student who meets the university academic and residence requirements as well as the standards of performance and academic requirements for the MPH degree.

All candidates for the GCPH must file a formal application for completion: publichealth.gsu.edu/920.html with the Institute of Public Health during the semester in which the student plans to complete the GCPH. The Institute will conduct an audit to confirm completion of the requirements before the certificate is issued to the student. A certificate 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 for the GCPH.

8040.70 Time Limit for Completion of the Program

Before deciding to enroll in a graduate program, 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 (6) years from the first semester of admission for the MPH and three (3) years from the first semester of admission into the certificate program. Students or applicants with questions about the commitment needed to complete a graduate program should schedule an appointment with the graduate program coordinator.

A student must have a minimum grade point average of 3.0 in order to receive a master's degree or certificate from the Institute of Public Health.

8030.80 Academic Warning and Suspension

Each student admitted to graduate work in the Institute of Public Health must maintain a minimum cumulative grade point average of 3.00. A student whose cumulative institutional 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 Institute. 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. Transient students must maintain a 3.00 cumulative grade point average in order to continue in that status. Transient students who do not maintain a 3.00 cumulative grade point average may be subject to Academic Suspension.

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.

8030.90 Changing Catalog Editions

Students will normally satisfy the degree requirements of the catalog in effect at the time they enter the graduate program. 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.

8040 Academic Advisement

Upon admission to the MPH degree program or the GCPH program, each student is assigned a faculty advisor who will remain the student's advisor throughout the duration of the student's graduate studies. Any request for change in faculty advisor should be made to the graduate program coordinator or the director of the Institute of Public Health.

Advisors provide information concerning program and university policies and procedures, as well as information on services available throughout the university.

Successful completion of a program of study in the Institute of Public Health does not guarantee licensure, certification, or employment in a relevant or related occupation.

8050 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals

The appeals procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to University Information Section 1050.80 under Polices and Disclosures in this catalog or visit www.gsu.edu/es/24954.html online for details.

8060 Graduate Assitantships

A limited number of graduate assistantships are available for qualified candidates in the Institute of Public Health. Further information regarding availability and qualifications for these positions can be obtained by contacting the Institute of Public health at publichealth@gsu.edu. Graduate Research Assistant applications are located on this link: publichealth.gsu.edu/704.html.

8100 Master of Public Health

The faculty of the Institute of Public Health (IPH) is committed to providing a supportive academic environment that promotes the growth and progress of students engaged in graduate studies.

Master of Public Health

The MPH program includes a minimum of forty-two (42) semester credit hours of study at the master's level beyond the bachelor's degree.

The curriculum includes:

- 21 credit hours (seven courses) in core public health courses required of all students;
- 12 additional credit hours (generally four courses) in the student's selected specialty track;
- at least 3 credit hours from a list of recommended electives designed to supplement the specialty track or the student's research or career interests;
- 3 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 twelve credit hours are selected. The topic of the thesis or special project should correspond to the track selected. Within these specialty tracks, further specializations 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 (21 credit hours)**
   Students must complete twenty-one (21) credit hours of required coursework listed below. Credit hours are shown in parentheses after each entry.
   - PH 7010 Foundations of Public Health Administration and Policy (3)
   - PH 7011 Epidemiology for Public Health (3)
   - PH 7017 or STAT 7010 Biostatistics 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)
2. **Specialty Tracks.**
   Twelve (12) hours of required coursework have been established to ensure that students achieve proficiency in the core competencies and skills related to each specialty track. 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. For a complete list of specialty track courses, visit the following link: publichealth.gsu.edu/701.html.

1.
    1. **Prevention Sciences** (12 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.
    2. **Health Promotion and Behavior** (12 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.
    3. **Health Management and Policy** (12 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.
2. **Additional Electives (3 credit hours)**
   All MPH students must take three (3) 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.
3. **Practicum or Internship (3 credit hours)**
   Students will take three (3) 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.
4. **Thesis or Special Capstone Project (3 credit hours)**
   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 Institute of Public Health 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

The Graduate Certificate in Public Health (GCPH) is a 15-credit hour program of study. The content is the same as the core courses taught in the Master of Public Health degree program. All courses have been specially designed and developed for students currently working in public health or in a related field.

The Graduate Certificate in Public Health will offer strong foundations in public health theory, research, and practice, for example:

- Community Health Practice and Research
- Program Planning, Management, and Evaluation
- Human Communication
- Health Promotion and Education
- Environmental Health
- Health and Human Rights
- Health Policies

Required Courses (15 credit hours)

1. Core Courses (9 hours)
   - PH 7010 Foundations of Public Health Administration and Policy (3)
   - PH 7011 Epidemiology for Public Health (3)
   - PH 7017 or STAT 7010 Biostatistics for Public Health (3)
2. Elective Courses (6 hours)
   - Two electives agreed upon by the student and the Faculty Advisor.

8110 Doctor of Philosophy in Public Health

Contact:

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Institute of Public Health
848 Urban Life Building
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Website: publichealth.gsu.edu

Approved by the University System of Georgia Board of Regents in March 2011, the Doctor of Philosophy (PhD) in Public Health program in the Institute of Public Health is the first Board of Regent's approved public health doctoral program in the metropolitan Atlanta area. The program will serve to educate the next generation of prevention scientists conducting public health research in academia, governmental public health, health care organizations and the private sector.

8110.10 Program Objectives

Students in the PhD in Public Health program will be trained in the following areas and objectives:

Designing research:

- Critically review the scientific literature, synthesizing the results across studies, in order to identify promising avenues for original research or research applied to existing scholarship.
- Clearly identify research questions that have the potential to make significant contributions to scientific knowledge about important public health problems, theory, policy or practice, and further research.
- Design original research or research based on existing scholarship by developing a clear research question(s), presenting a rationale demonstrating the public health significance of the question(s), and identifying a detailed and appropriate methodology, including research design for answering the question(s).
- Design all research within the ethical principles of research, of the conduct of research involving human subjects and with cultural sensitivity.

Conducting research studies:

- Conduct independent research.
- Manage the overall research effort, including collecting data; assuring quality control, documentation and security; preparing data for analysis; and guaranteeing credible analytic outcomes.

Analyzing data and disseminating results:

- Analyze data using approaches appropriate to the research design including using state of the art qualitative and quantitative methods.
- Use analytic methods to extract information from data through the syntheses of existing scholarship and relevant theory and draw meaningful implications and conclusions for public health theory, policy, practice, and further research.
- Present the findings of the research clearly and succinctly in both oral and written formats, including presentations at scientific and working meetings, submission of abstracts to professional conferences and meetings, submission of articles to peer reviewed journals, and books or chapters.

8110.20 Admissions

Applicants will be accepted for fall semesters only. **The application deadline is January 15 each year.**

Applicants must possess the MPH, MSPH, or equivalent at the time of expected enrollment. Applicants who hold other graduate degrees will be considered for admission, but they may need to complete prerequisite coursework in public health before taking doctoral level course work.

The following materials are required for admission:

1. Application for Graduate Study.
2. A $50.00 application fee.
3. Two copies of official transcripts from all colleges and/or universities attended.
4. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities. One of the letters must be an academic reference.
5. A statement of interest and professional intent.
6. A writing sample limited to fifteen (15) double-spaced pages.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Applicants with an earned doctorate (including an M.D. or J.D.) from an accredited institution in the U.S. do not need to take either examination.
8. Additional requirements for international students can be found at: publichealth.gsu.edu/1305.html.

Applicants who are currently enrolled in another graduate program at Georgia State University may complete a "Request for Transfer of Records" in their current college's graduate admissions office.

8110.30 Degree Requirements

Prerequisites: Basic Public Health Core

Applicants to the Doctor of Philosophy must provide documentation of successful completion of the five core public health competencies on the graduate level. The Council on Education for Public Health (CEPH) designates the following competencies as public health core knowledge areas: *Biostatistics, Epidemiology, Environmental Health, Health Services Administration, and Social and Behavioral Sciences*. Applicants may waive these courses if they enter the PhD program with a MPH or have successfully completed a comparable course(s) with a grade of B or better.

1. **Public Health Core: 18 credit hours**
   The following courses constitute the Public Health Core of the PhD in Public Health Program. Credit hours are designated in the parentheses.
   - PH 7130: Leadership and Public Health (3)
   - PH 8350: Biological Basis for Disease (3)
   - PH 8120: Theory and Practice in Health and Prevention (3)
   - PH 8130: Intervention and Evaluation of Health Promotion & Disease Prevention (3)
   - PH 8140: Advanced Research Methods (3)
   - PH 8150: Public Health Ethics (3)
2. **Public Health Concentration/Cognate: 15–18 credit hours**
   Each student must select courses that will allow him or her to develop expertise in a selected area of public health. To fulfill this requirement, students may take relevant graduate-level courses in the Institute or in other university departments including, but not limited to, Sociology, Psychology, Anthropology, Social Work, Public Management and Policy.
3. **Basic Research Methods/Statistics: 6 credit hours**
   Students will select two courses from the following list:
   - PH 8027: Biostatistics II (3)
   - PH 8170: Applied Correlation & Regression (3)
   - EPRS 8540: Quantitative Methods & Analysis ED II (3)
   - EPRS 8550: Quantitative Methods & Analysis ED III (3)
   - PSYC 8410: Psychological Research Statistics I (3)
   - PSYC 8420: Psychological Research Statistics II (3)
4. **Advanced Analysis/Statistics: 6–9 credit hours**
   A list of courses that may be taken to satisfy this requirement can be found at the following website: http://publichealth.gsu.edu/pdf/PhD_AdvancedAnalysisCourses.pdf
5. **Professional Seminars: 5 credit hours**
   - PH 8180: Doctoral Research Seminar (2)
   - PH 8190: Presenting and Critiquing Research (1)
   - PH 8200: Grant writing (1)
   - PH 8210: Review Paper (1)
6. **Research and/or Applied Practicum Requirement**
   Students are required to complete a practicum experience (research and/or practice-based).
   - PH9960 Doctoral Practicum (3)

     This experience will occur over the course of at least one semester and a maximum of two consecutive semesters. The selection of a research or a practice-based practicum should reflect the student's interests and professional goals. Requirements may be waived for students who demonstrate competency in these areas by providing documentation of work completed.

7. **Teaching Requirement**
   All doctoral students are required to teach at least two courses under the supervision of an IPH faculty member and participate in regular teaching supervision meetings during the semester(s) of teaching.
8. **Comprehensive Doctoral Examination (Oral and Written)**
9. **Dissertation Requirement**
   - PH990 Dissertation (9)

     The dissertation will provide the student with an educational experience that enables the student to make a significant contribution to the field of public health and to develop knowledge and skills that allow them to contribute to the theoretical, conceptual, empirical, or practice base in the field of public health. Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination. Students must register for a minimum of nine (9) credit hours of PH9990.

8110.40 Graduate Research/Teaching Assistantships

All admitted doctoral students who plan to study full-time will be considered for Graduate Research Assistantships (GRAs) and/or Graduate Teaching Assistantships (GTAs). Assistantships cover the cost of tuition and provide an annual stipend up to $22,000 for at least three years.

The following criteria must be met and maintained for a student to be a GRA or GTA.

- Students must have and maintain a 3.2 or higher cumulative grade point average.
- Students must be enrolled in the minimum hours deemed a full-time load (nine semester hours during the regular academic year and six semester hours in the summer).
- Concurrent with the assistantship appointment, doctoral students should not be engaged in other significant outside employment. Students in this situation should request approval for hire through the head of the academic unit and director of the doctoral program.

8110.50 Major Professor and Advisory Committee Requirements

All students in the doctoral program must identify a Major Professor, assemble an Advisory Committee, complete a self-assessment upon acceptance into the program, and respond to an annual review concerning their progress toward completion of their degree.

Major Professor/Advisor

Upon admission to the PhD program in Public Health, a student is assigned a temporary adviser from the IPH faculty. This adviser assists the student until he or she selects a Doctoral Advisory Committee. In conjunction with the doctoral program director, each student will select a doctoral adviser and advisory committee no later than one calendar year from the time the student begins his or her coursework. The Major Professor serves to advise and mentor the student throughout the program and to assist the student in choosing courses, signing off on official documents, and chairing the students' doctoral advisory committee.

Doctoral Advisory Committee (Program of Study Committee)

During the first year of residence, the student assembles, in consultation with the director a Doctoral Advisory Committee. This committee consists of the Major Professor (this person serves as the chair of the committee) and at least two other faculty members who will assist the student in planning and approving an appropriate program of study, selecting practicum activities, and constructing and administering the comprehensive examination.

The composition of the committee has the following restrictions:

- At least two members of the Advisory Committee must have graduate faculty status, including the chair.
- At least two members must be from IPH.
- At least one member's primary affiliation must be from outside of IPH.
- No more than one committee member can be a non-GSU faculty, who holds a terminal degree in their field of study. This person must be nominated by the Doctoral Program Director and approved by the Director of the Institute. The person's vita and a letter of justification must be sent to the Director.

Once the student has assembled the doctoral advisory committee, the Doctoral Advisory Committee form is filed with the Doctoral Program who will forward it to the Office of Academic Assistance. This form can be submitted as early as the end of the first year and no later than the end of the second year of residence.

First-Year Doctoral Student Self-Assessments

Students will complete a self-assessment questionnaire upon entering the program and at the end of their second year to rate their competence in relation to the overarching program objectives.

Annual Review of Doctoral Students

The Graduate Faculty of IPH will meet annually to evaluate the progress of doctoral students toward completion of their degrees. This evaluation is conducted to advise students as to the feasibility of continuing in the program. Students will be notified by letter of the meeting with the graduate faculty and will be notified in writing of the decision on their progress toward degree completion. If progress is unsatisfactory, the student will plan a course of action with his or her advisor and the Doctoral Program Director to improve their progress. If the student demonstrates unsatisfactory progress in the second year, he or she may be withdrawn from the program.

8110.60 Enrollment Requirements

Students in all graduate programs must maintain enrollment totaling six hours (or more) over three consecutive semesters, including summers. In other words, the total enrollment of the current term plus the two terms preceding it must add up to six hours or more. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is noncompliant will receive a hold on their registration, which would prevent registering for all current and future classes. Those students will be notified by an e-mail message sent to their official GSU e-mail account. To resume their programs, students with continuous holds on their enrollment must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the re-entry term plus the two terms preceding it must total six hours or more. The maximum required enrollment level for the re-entry term is six hours. For more information on the re-entry process, contact the Office of Academic Assistance.

8110.70 GPA Requirements

Students must maintain a 3.2 grade point average (GPA) to progress from one semester to the next and must receive at least a grade of B for each public health course. Doctoral students whose cumulative GPA falls below 3.2 at the end of a semester will receive a warning from the Institute. If at the end of the next six semester hours of enrollment, the student has not achieved a 3.2 cumulative GPA, he or she will be withdrawn from the graduate program. Any student who is withdrawn from the program may apply for readmission after a period of one year.

8110.80 Residency Requirements and Time Limitations

The purpose of requiring completion of all degree requirements within a fixed period is to ensure currency, continuity, and coherence in the academic experiences leading to the degree. Within nine (9) years of the students' term of first matriculation, it is required they complete all degree requirements. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years (7) of the students' first term of matriculation. No coursework completed more than seven years before 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 student 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.

Transfer of Credits

A maximum of 12 semester hours of approved credit may be transferred from other institutions. Transfer credit, whether from other institutions or Georgia State University, must have been completed within five (5) years of entry into the doctoral program.

These courses must constitute a logical part of the student's program and must be recommended by the student's Major Professor and Director for approval by the Institute. No grade below a B may be transferred, and the courses to be transferred may not have been used in a degree program at another institution. All requests for transfer of credit, with accompanying official transcripts and syllabus, must be submitted at least 60 days before the time the student plans to graduate. Please note that the acceptance of transfer credit is not automatic; it must be approved and documented by the Doctoral Program Director program and the Director of the Institute. Courses transferred for the doctoral degree may not be used in fulfilling the PhD Public Health Core requirements or the residency requirement.

Admission to Candidacy

The signed Preliminary Doctoral Program of Study (PDPS) must be submitted to the Doctoral Program Director when the student has completed 20 semester credit hours and no later than three semesters after starting the program. In general, full-time students will submit the PDPS by the end of their first year of residency. For example, students who started in the fall semester should submit this form by the end either of the spring semester or by the beginning of the following fall semester. Although the PDPS is a university form, it is for departmental use only and should NOT be sent to the University.

Final Doctoral Program of Study

This form must be completed and submitted to the Doctoral Program Director at least two weeks before applying for admission to candidacy and be approved by the Doctoral Advisory Committee. The Advisory Committee, the Director, and the Institute must submit this Final Doctoral Program of Study on the proper form for approval. The Final Doctoral Program of Study must show all graduate courses relevant to the doctoral program (including master-level courses and courses approved from other universities), in addition to courses satisfying the minimum degree requirement.

After completing the required coursework and as a prerequisite to admission to candidacy, the student must pass the comprehensive doctoral examination (written and oral).

8110.90 Comprehensive Exams

Doctoral students must pass formal, comprehensive written and oral examinations before being admitted to candidacy and must successfully defend their dissertation before being awarded a doctoral degree.

Doctoral students must pass formal, comprehensive written and oral examinations before being admitted to candidacy. The purpose of comprehensive examinations is to ascertain the student's readiness to conduct the dissertation. The exam will include three main questions (with the potential for additional questions) prepared by the student's program advisory committee that reflect the students areas of focus, including the public health core and research methods and statistics.

The student must demonstrate expertise in expressing ideas with clarity and depth, synthesizing knowledge from public health and related fields, and applying knowledge and critical thinking skills to specific problems or issues in public health. To be eligible to take the comprehensive examination, the student must have completed 45 hours of required course work (excluding dissertation), achieved a 3.2 or greater cumulative grade-point average in the doctoral program of study, and received approval from the Doctoral Advisory Committee. The student has two opportunities to pass the comprehensive examination. Prior to retaking the exam, all students will be required to take additional coursework or complete other learning experiences. Students may only continue in the doctoral program if they pass the examination on the second attempt.

Written Comprehensive Exam

This examination is developed and administered by the Advisory Committee in accordance with the student's plan of study, that is, three questions pertaining to the student's areas of focus will be written by the members of the advisory committee.

The criteria below guide the preparation for the examination. The nature of responses will vary from question to question and from area to area. In general, however, responses will be evaluated based on the following criteria:

- The response is relevant to the question.
- The response is detailed and indicates depth of knowledge.
- Ideas are logically developed.
- Statements and ideas are documented using available research.
- Scholarly writing, including correct citations, well-structured paragraphs, correct grammar and spelling, and clarity of presentation are demonstrated.

The Advisory Committee members will evaluate the examination. The Advisory Committee will have two weeks from the date the exam is returned to submit their grade to the Major Professor. A single grade of pass or fail will be reported to the Major Professor by each examiner. The student may receive one failing vote and still pass the exam if all other votes are positive. Two failing votes indicate a failed exam. The Major Professor will report the results to the student, the Advisory Committee, and the Director. A student who fails the written comprehensive examination may be scheduled for a re-examination once only. The Major Professor must notify the Program Director at least three weeks before the re-examination.

Oral Comprehensive Exam

After the student passes the written portion of the comprehensive examination, an oral comprehensive examination may be given. The oral comprehensive examination is open only to the student's advisory committee. The examination will be scheduled within one month following completion of the written examination.

The oral examination will focus primarily on a discussion of the content of the written comprehensive examination. However, it may include the entire field of study. The examination may also include discussion of the dissertation prospectus, but it may not be a substitute for the examination or the proposal.

A student who fails the oral comprehensive examination may be scheduled for re-examination once only.

The student can apply for doctoral candidacy after passing the oral comprehensive exam.

Each member of the Advisory Committee will cast a written vote of pass or fail. A majority of the votes must be positive to pass. The student can apply for doctoral candidacy after passing the oral comprehensive exam.

Admission to Candidacy

Admission to candidacy for a doctoral student is requested immediately after the successful completion of the comprehensive oral examinations. The following is a complete list of requirements for admission to candidacy:

1. All prerequisites set as a condition to admission have been satisfactorily completed.
2. The advisory committee, the Graduate Coordinator, and the College have approved the final program of study.
3. A GPA of 3.2 (B) has been maintained for all graduate courses taken and for all completed courses on the program of study (no course with a grade below C+ may be placed on the final program of study).
4. Written and oral comprehensive examinations have been passed and reported to the Institute.
5. The advisory committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment.
6. The residence requirement has been met.

Application for Admission to Candidacy

This form must be submitted to the Institute as soon as possible following the completion of these requirements. Candidacy begins on the date the form is received by the Institute. After admission to candidacy, a student must register for at least nine (9) hours of dissertation credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted by the published deadline for candidacy during that semester and register for three (3) hours. The student must also meet all other deadlines for graduation in that semester. A student must register for a minimum of three (3) hours of credit in any semester when using University facilities, and/or faculty or staff time. The Institute shall not accept a thesis or dissertation if the student has not been admitted to candidacy for the degree.

Time Limit on Candidacy

All degree requirements must be successfully completed within nine (9) years of a student's first term of matriculation. The dissertation must be completed (within four (4) years following admission to candidacy) to qualify for graduation. If a doctoral student's candidacy expires after the first week of classes in the final semester, the student is granted the remainder of the semester to complete degree requirements without special permission of the Institute.

Dissertation

Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination. The Doctoral Dissertation Committee will consist of a minimum of four members: a major adviser and one other committee member from within and one member from outside the IPH. The outside member may be a faculty member from within GSU or a faculty member from another institution. All committee members must hold an earned doctorate and be graduate faculty or the equivalent. The non-IPH committee members should be selected to facilitate the completion of the dissertation.

Dissertation Planning

Students pursuing a PhD must complete a dissertation on a subject connected with their major field of study. The dissertation must present original research, independent thinking, scholarly ability, and technical mastery of a field of study. Its conclusions must be logical, its literary form must be acceptable, and its contribution to the field of public health should merit publication.

The dissertation must provide the student with an educational experience that enables the student to make a significant contribution to the field of public health and to develop knowledge and skills that allow them to contribute to the theoretical, conceptual, empirical, or practice base in the field of public health. At a minimum, the dissertation should contribute to at least one of these knowledge bases. These activities must take place under the direction of the student's dissertation committee. The study must include all of the following:

- Identifying an appropriate theory to inform the study.
- Conceptualizing the research questions and hypotheses.
- Developing the research design.
- Applying the appropriate methodology.
- Interpreting the study results.

These guidelines do allow for secondary data analysis, but the student must demonstrate competency in data collection by working directly on another research project as a data collector or by including a component to the dissertation that would allow for primary data collection. This could include qualitative data collection.

It is most important that the persons who serve on the Advisory Committee, at the time the dissertation research is undertaken, be those faculty members most knowledgeable in the areas of the student's research. Within the guidelines for committee membership, they should be selected regardless of their departmental affiliation. Sometimes it will be appropriate for the membership of the Advisory Committee to remain unchanged during a student's entire doctoral program, while at other times, changes in the composition of the original committee will be necessary.

Examination of the Defense Prospectus

When the Major Professor certifies that the dissertation prospectus is satisfactory, the Advisory Committee in a meeting with the student must formally consider it. This formal consideration may not take the place of the comprehensive oral examination.

1. The student will provide a complete copy of the prospectus (written and electronic) to all members of the committee at least two weeks before the examination. The prospectus and the final dissertation must be formatted according to the AMA Manual of Style (latest edition).
2. The prospectus will include
   a. Chapter 1: Introduction and Statement of Purpose
   b. Chapter 2: Review of the Literature
   c. Chapter 3: Methods
   d. Reference section of all citations
   e. Appendices of supporting documents
3. Approval of the prospectus signifies that members of the Advisory Committee believe that it proposes a satisfactory research study. Approval of the prospectus requires the agreement of all members of the Advisory Committee except one, as endorsed by their signatures on the appropriate form that, together with this approved prospectus, is filed with the Graduate Coordinator.
4. Before starting the data collection, the student must request approval from the Institutional Review Board (IRB) if human subjects are involved in the research project.

The Major Professor has the primary responsibility for guiding research, but the student should consult all members of the Advisory Committee to draw upon their expertise in relevant areas.

Dissertation Approval and Defense

When the Major Professor is satisfied with the completed dissertation, he or she will certify that it has his or her approval and is ready to be read. The Major Professor will then distribute copies of the dissertation to the remaining members of the Advisory Committee and will schedule a final oral defense and notify the Institute. Subsequently, the Institute will announce the time and place of the defense of the dissertation to the University community. The committee members will have three weeks to read and evaluate the completed dissertation. Written assent of all committee members except one is required before a dissertation is approved as ready for a final defense. If the Advisory Committee declines to approve the dissertation as ready for the final defense, the Major Professor will notify the student and the Institute in writing.

The Major Professor will chair the dissertation defense. All members of the Advisory Committee except one must approve the dissertation and the defense and must certify their approval in writing. The results of the defense of the dissertation must be reported to the Graduate School at least 2 weeks prior to graduation. The date (year) on the title page of the dissertation shall be the same as the date (year) on which the dissertation is approved by the Institute, following approval by the Advisory Committee. The final dissertation document must conform to all format and content requirements specified by the Institute of Public Health.

Appendix I: Course Descriptions

Graduate courses offered by Georgia State University are listed in this section in alphabetical prefix order and course name.

Course Subjects

AAS African-American Studies
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
EDB Executive Doctorate in Business
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
GEOS Geosciences
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
KH Kinesiology & Health
LATN Latin
LAW Law
LGLS Legal Studies
MATH Mathematics
MBA Master of Business Administration
MGS Managerial Sciences
MIT Managing Information Technology
MK Marketing
MRM Mathematical Risk Management
MUA Music Appreciation
MUS Music

NEUR Neuroscience

NSCI Natural Sciences

NURS Nursing

NUTR Nutrition

PFP Personal Financial Planning

PH Public Health

PHIL Philosophy

PHOT Photography

PHYS Physics

PMAP Public Management & Policy

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

SNHP School of Nursing & Health Professions

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 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 prerequisite identifies a course or other requirements that a student must have completed successfully before enrolling in the listed course. Any student who has not met prerequisites for a 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.

Course Prefix Name and Description

AAS AFRICAN-AMERICAN STUDIES

AAS 6000 PROSEMINR AFRICAN-AMER STUDIES

Credit Hour(s): 3.0

Proseminar in African-American Studies. This course examines the origins, parameters, and scope of the discipline of African-American Studies.

AAS 6005 THEORIES AFRICAN-AMER STUDIES

Credit Hour(s): 3.0

Theories in African-American Studies. This course examines the major theoretical formulations employed in African-American Studies.

AAS 6007 BLACK FEMINIST THOUGHT

Credit Hour(s): 3.0

Black Feminist Thought. (Same as WSt 6750.) 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.

AAS 6010 RESEARCH METHODS AF-AM STUDIES

Credit Hour(s): 3.0

Research Methods in African-American Studies. Examination of the major research methodologies.

AAS 6012 QUALITATIVE METHODS IN AAS
Credit Hour(s): 3.0

Qualitative Methods in African-American Studies. Examines qualitative methodologies utilized in African-American Studies.

AAS 6014 QUANTITATIVE METHODS IN AAS
Credit Hour(s): 3.0

Quantitative Methods in African-American Studies. Examines quantitative methodologies utilized in African-American Studies.

AAS 6020 AFRICAN-AMER SOCIAL MOVEMENTS
Credit Hour(s): 3.0

African-American Social Movements. An examination of the causes, process and impact of African-American Social Movements.

AAS 6025 SEMINAR AFRICAN-AMER HISTORY
Credit Hour(s): 4.0

Seminar in African-American History. (Same as Hist 8070.) A three-topic sequence which explores the diversity in African-American ideologies, movements, class and gender. Topics vary according to instructor. May be repeated if topics vary.

AAS 6026 SEMINAR AFR-AM WOMEN'S HISTORY
Credit Hour(s): 4.0

Seminar in African-American Women's History. Explores the diversity in African-American ideologies, movement, class and gender with respect to African-American women.

AAS 6027 SEM SOUTH MODERN CIVIL RIGHTS
Credit Hour(s): 4.0

Seminar in Southern Modern Civil Rights Movement. This seminar will explore the history of the modern civil rights movement in the South from the decade of the 1940s to the Voting Rights Act of 1965.

AAS 6029 AFR-AM POLITICAL PARTICIPATION
Credit Hour(s): 3.0

African-American Political Participation. (Same as PolS 8175.) Voting behaviors and ideological orientation of African-Americans. Changes in the nature and effectiveness of African-American participation from the protests of the Civil Rights Movement to the politics of the 1990s.

AAS 6030 DYNAMICS OF AFRICAN-AM FAMILY
Credit Hour(s): 3.0

Dynamics of the African-American Family. An analysis of the major attributes, patterns and trends of the African-American Family.

AAS 6032 AFRICAN-AMERICAN MASCULINITY
Credit Hour(s): 3.0

African-American Masculinity. An analysis of the social construction of Black Masculinity.

AAS 6034 AFRICAN-AMERICAN WOMEN IN US
Credit Hour(s): 3.0

African-American Women in U.S. Contemporary social issues of black women. Emphasis on the historical roots of current issues and the interrelationships of gender, race, and class.

AAS 6040 AFR-AM COMMUNITY EMPOWERMENT
Credit Hour(s): 3.0

African-American Community Empowerment. An examination of strategies, public and private, used to empower the African-American community

AAS 6042 ETHNICITY AND AGING
Credit Hour(s): 3.0

Ethnicity and Aging. (Same as Gero 8124 and 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, "life-chance," and socialization differences among older adults attributable to race, ethnicity, and/or minority status.

AAS 6044 AFRICAN-AMERICAN ANTHROPOLOGY
Credit Hour(s): 3.0

African-American Anthropology. (Same as Anth 6280.) Major writings in the field of African-American Studies; theories, categories, and methods used in studying complex societies are brought to bear upon literature; and the use of ethnographies to provide a comparative perspective for understanding African-American cultures.

AAS 6050 AFRICAN SOCIAL MOVEMENTS
Credit Hour(s): 3.0

African Social Movements. An examination of selected social movements in Africa from the end of the 19th century to present.

AAS 6052 AFRICANA WOMEN & SOCIO/POLITIC
Credit Hour(s): 3.0

Africana Women and Socio Political Change. An examination of gender and power relationships in the Africana World.

AAS 6055 AFRICAN POLITICS
Credit Hour(s): 3.0

African Politics. (Same as PolS 8235.) Comparative theoretical analysis of the politics of Sub-Saharan African countries.

AAS 6056 GEOGRAPHY OF AFRICA
Credit Hour(s): 3.0

Geography of Africa. (Same as Geog 6402.) 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.

AAS 6060 AFRICAN ART
Credit Hour(s): 3.0

African Art. (Same as AH 6000.) 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.

AAS 6062 CONTEMPORARY AFRICAN ART
Credit Hour(s): 3.0

Contemporary African Art. (Same as AH 6030.) Arts and artists of Africa during the colonial and post-colonial eras. Social, political, economic, and cultural frameworks explore shifting notions of tradition, authenticity, and identity as they relate to art, artists, and audiences.

AAS 6063 ART OF EGYPT, NUBIA & MAGHRIB
Credit Hour(s): 3.0

Art of Egypt, Nubia & Maghrib. (Same as AH 6010.) Introduction to the arts of North Africa. Painting, sculpture, architecture, ceramics, textiles, and metal arts. Objects and monuments are examined within a cultural and historical framework.

AAS 6070 AFRICAN-AMER LITERARY THEORY
Credit Hour(s): 3.0

African-American Literary Theory. Prerequisite: One undergraduate course in African-American Literature. This course explores the history and trends in African-American literary criticism from eighteenth century to the present.

AAS 6073 19TH C AFRICAN-AMER LITERATURE
Credit Hour(s): 3.0

19th Century African-American Literature. (Same as Engl 8831.) 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.

AAS 6075 20TH C AFRICAN-AMER LITERATURE
Credit Hour(s): 3.0

20th Century African-American Literature. (Same as Engl 8880.) The study of one or more major twentieth century African-American writers and the study of the theoretical issues surrounding African-American literature.

AAS 6079 AFRICAN-AMERICAN LANGUAGE
Credit Hour(s): 3.0

African-American Language. (Same as Engl 8245.) Examines the cultural and linguistic characteristics which define and connote language use among people of African-American descent in America. Includes history and theories of origin and development. Analysis of grammar, lexicon, and discourse, and studies of issues surrounding language variation in America.

AAS 6080 THE BLACK ARTS MOVEMENT
Credit Hour(s): 3.0

The Black Arts Movement. Examines the Black Arts Movement in its many manifestations including music, literature, theater, and the graphic arts of the period.

AAS 6082 AFRICAN-AMERICAN ART
Credit Hour(s): 3.0

African-American Art. (Same as AH 6620.) Aesthetic expression of African-American artists from colonial times to present. Social, cultural, and creative history of Black America. Diverse contributions made by artists of African descent to the development of American culture, art movements, the relationship of art to politics, and formation of racial/cultural identity.

AAS 6090 AFRICAN-AMERICAN RELIGION
Credit Hour(s): 3.0

African-American Religion. (Same as RelS 6250.) Survey of the development of African-American religion from colonial times to the present, including an examination of both theological arguments and spiritual experiences.

AAS 8980 NON-THESIS RESEARCH
Credit Hour(s): 1.0 TO 15.0

Non-Thesis Research.

AAS 8999 THESIS RESEARCH IN AAS
Credit Hour(s): 1.0 TO 9.0

Thesis Research in African-American Studies. Faculty supervision and guidance of student thesis research.

ACCT ACCOUNTING

ACCT 8010 FINANCIAL ACCOUNTING I
Credit Hour(s): 3.0

Financial Accounting 1. Prerequisites: Grad or undergrad degree in bus other than acct. Acct 2101 or MBA 8025, Acct 2102 or MBA 8115. CSP: 1, 2, 6, 7. Students will learn the financial reporting environment, the conceptual framework, the financial accounting process, preparation of financial statements, income measurement, and asset valuation.

ACCT 8020 FINANCIAL ACCOUNTING II
Credit Hour(s): 3.0

Financial Accounting II. Prerequisites: Acct 8010, minimum grade of C-. CSP: 1, 2, 6, 7. Students will learn the valuation of liabilities and investments, reporting of stockholders? equity, accounting for income taxes, postemployment benefits, leases, changes and errors, and preparation of statement of cash flows with complex transactions.

ACCT 8030 MGRL & ACCT IS

Credit Hour(s): 3.0

Managerial and Accounting Information Systems. Prerequisite: Grad or undergrad degree in bus other than acct. Acct 2101 or MBA 8025, Acct 2102 or MBA 8115. CSP: 1, 2, 4, 6, 7. This course examines a wide range of fundamental managerial techniques used by companies for tracking and reporting internal operations. In particular, it focuses on techniques for costing and evaluating products, services, programs, projects, departments and other operational units. The primary emphasis is on developing the needed understanding, insights and skills for capturing, analyzing and applying internal accounting data in order to make optimum managerial-level, cost-related decisions and appropriate managerial performance evaluations. In addition, students are expected to develop analytical skills necessary for evaluating alternative designs of control systems.

ACCT 8040 TOPICS IN FEDERAL TAX

Credit Hour(s): 3.0

Topics in Federal Taxation. Prerequisites: Acct 8020, minimum grade of C-. CSP: 1, 2, 6, 7. This course introduces students to the federal tax concepts applicable to individuals, sole proprietorships, partnerships, corporations, estates, and trusts. In particular, it focuses on developing a professional level of problem-solving skills and critical thinking as well as oral and written communications. Emphasis is placed on differences between tax and financial accounting concepts. In addition, students are exposed to accounting periods and methods, deferred compensation, tax planning, ethical practices, and tax research.

ACCT 8050 ASSUR AND INF SYS CONTROL

Credit Hour(s): 3.0

Assurance and Information Systems Control. Prerequisite: Acct 8020, minimum grade of C-. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course develops students knowledge of Accounting Information Systems (AIS) and auditing the AIS focusing on both the processes of the AIS and the evaluation of accounting information. Topics include choosing , extracting and analyzing information to solve business problems, the ethical responsibilities the accountants, evidence accumulation and evaluation, materiality, risk assessment and control of the processes, and legal responsibilities. The course emphasizes the utilization of technology tools in business environments.

ACCT 8060 FIN ACCT GOVT/NONPROF ORG

Credit Hour(s): 3.0

Financial Accounting in Governmental and Nonprofit Organizations. Prerequisite: Acct 4113, 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

Credit Hour(s): 3.0

International Accounting Practices. Prerequisite: Acct 4113, minimum grade of C-. CSP: 1, 2, 4, 6, 7. This course provides a detailed examination of Internationl Financial Reporting Standards (IFRS) and their application. It identifies differences between IFRS and Generally Accepted Accounting Principles and analyzes the implicaions of those differences. It also offers a framework for identifying and analyzing national differences in the applications of IFRS.

ACCT 8120 ADVANCED FEDERAL TAXATION

Credit Hour(s): 3.0

Advanced Federal Taxation. Prerequisite: Acct 4510 or Act 8040, minimum grade of C-. CSP: 1, 2, 6, 7. Same as TX 8020. Students may not receive credit for both TX 8020 and ACCT 8120. This course provides an in depth study of the federal tax law applicable to sole proprietorships, partnerships, corporations, estates, and trusts. In addition, this course introduces students to topics such as the alternative minimum tax, international tax, state and local tax, employee compensation, related party transactions, and tax exempt entities. Some time also is devoted to tax planning, ethical practices, taxation of crossborder business transactions, and tax research.

ACCT 8130 ADVANCED ACCOUNTNG TOPICS

Credit Hour(s): 3.0

Advanced Accounting Topics. Prerequisite: Acct 4113 or Acct 8020, 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

Credit Hour(s): 3.0

Strategic Cost Management. (Students taking Acct 8200 and Tx 8020 should take them concurrently.) Prerequisite: Acct 4210 or equivalent. CSP: 1, 2, 3, 4, 5, 6, 7. This course focuses on the knowledge, skills, and attributes necessary for accounting managers operating in technology-enabled environments. The accounting manager is considered not as a strict purveyor of information but as a leader on the strategic management team. The course investigates the accounting manager's role in developing strategy, planning, measuring results, and working with other managers to define the direction and future of a variety of organizations, including those with e-business applications. Topics will vary but strategic issues in capital budgeting and cost analysis, performance measurement, value chain analysis, decision support services, strategic management control systems, and activity-based management are illustrations of subjects that might be covered.

ACCT 8310 SEMINAR IN MAS

Credit Hour(s): 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 inventory management issues including the cost and revenue implications and managing uncertainties in the demand and supply arenas. Students will analyze issues related to distribution management, revenue generation under supply constraints and the importance of supplier alliances and outsourcing of core products and services. The importance of information flow and strategic decision making under these conditions will be discussed.

ACCT 8389 DIR READ IN ACCOUNTING

Credit Hour(s): 1.0 TO 3.0

Directed Readings in Accounting. Prerequisites: consent of the instructor, good academic standing.

ACCT 8391 FIELD STUDY ACCOUNTING

Credit Hour(s): 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

Credit Hour(s): 1.0 TO 3.0

Seminar in Financial Accounting Theory and Policy. Prerequisite: Acct 4113 or Acct 8020, minimum grade of C-. CSP: None. This course provides an overview of financial accounting theory and policy with the aim of helping to increase students? understanding and analytical abilities in this complex area. Current and proposed financial accounting standards are analyzed. Major elements of both normative and positive accounting theories are identified and related to the practice of accounting and standard setting. This type of analysis helps to establish an appreciation of the impact of accounting theory on practice and policy.

ACCT 8500 REPRT&CONTRL ISS ELEC COM

Credit Hour(s): 3.0

Reporting and Control Issues in E-Commerce. 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 e-business environments. Topics include, but are not limited to, web-based capital markets, just-in-time capital, real-time financial reporting, assurance services in e-business, and tax policy implications of global e-business.

ACCT 8610 ADV TOPIC IN ASSUR SERV

Credit Hour(s): 3.0

Advanced Topics in Assurance Services. Prerequisite: Acct 4310, Acct 4610, both with minimum grades of C-. CSP: 1, 2, 4, 6, 7. This course covers auditing and assurance topics in depth from professional and research perspectives. The topics include audit judgment research, substantive testing research, fraud, going concern judgments, attestation engagements, international auditing, professional ethics, and litigation issues. Topics of current interest, especially those related to assurance services in an e-business environment and the development of international auditing standards, are also covered.

ACCT 8630 IT AUDITING

Credit Hour(s): 3.0

Information Technology Auditing. Prerequisite: Acct 4610 or 8000-level CIS courseor MBA 8125. Corequisites: Cis 3210, CIS 3260, Cis 3270, Cis 3300, or Cis 4000. 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 post-Sarbanes-Oxley world in which internal control is assessed in financial audits. The course covers assessment of internal control in technology-intensive settings, continuous monitoring and auditing of applications, and auditing of system development. Students work through audit simulations to develop IT audit expertise.

ACCT 8680 SECURITY&PRIVACY INFO SYS

Credit Hour(s): 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 technology-enabled environments. It focuses on concepts and methods associated with planning, designing, implementing, managing, and auditing security at all levels on different platforms, including worldwide networks for e-business. The course presents techniques for assessing risk associated with accidental and intentional breaches of security and covers the associated issues of ethical uses of information and privacy considerations.

ACCT 8700 FINANCIAL/BUSINESS ANALY

Credit Hour(s): 3.0

Financial Statement and Business Analysis. Prerequisite: Acct 4113 or Acct 8020. CSP: 1, 2, 6, 7. This course provides in-depth use of methods for performing financial statement analyses to evaluate a company's profitability, liquidity, solvency, and market value. It demonstrates how these analyses can be used to diagnose a company's past performance and to set operational and financial targets in traditional and e-business environments.

ACCT 8710 FORENSIC ACCOUNTING

Credit Hour(s): 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

Credit Hour(s): 3.0

Seminar on Internal Auditing. Prerequisite: Acct 4610 or Acct 8050. 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 auditing-related 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

Credit Hour(s): 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

Credit Hour(s): 1.0 TO 3.0

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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Reading Seminar in Accounting. Prerequisite: consent of the instructor.

AE ART EDUCATION

AE 6050 SPECIAL TOPICS IN ART EDUCATN

Credit Hour(s): 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

Credit Hour(s): 3.0

Professional Practice in Higher Education. Teaching philosophy, syllabus construction, teaching methods, and development of a teaching portfolio. To be taken at least once while a graduate assistant is teaching. Not for degree credit.

AE 6200 ART FOR PRESCHOOL-FIFTH GRADE

Credit Hour(s): 3.0

Art for Preschool through Fifth Grade. Prerequisites: Art 1020, 1030, 1040 and two 1000-level 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

Credit Hour(s): 3.0

Art for Middle and Secondary Schools (TE). Prerequisites: AE 6200 with grade of B or higher and admission to the art education major (2.5 institutional GPA, 3.0 GPA in art and art history courses, passing scores on GACE Basic Skills test, and successful portfolio review). Curriculum materials, methods assessment and observations. Lecture and laboratory.

AE 6400 MEDIA, TECH, & VISUAL PRESENTN

Credit Hour(s): 4.0

Media, Technology, and Visual Presentation. Prerequisite: AE 6200 and admission to the art education major (2.5 institutional GPA, 3.0 GPA in art and art history courses, passing scores on the GACE Basic Skills test, and successful

portfolio review). Computer-based educational media, creative applications for technology and visual presentation. Lab Fee $40.00.

AE 6750 STUDENT TEACHING IN ART
Credit Hour(s): 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
Credit Hour(s): 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 6770 STUDENT TEACHING IN ART
Credit Hour(s): 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 6780 STUDENT TEACHING IN ART
Credit Hour(s): 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
Credit Hour(s): 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). Full-time 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
Credit Hour(s): 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. Full-time internship in an elementary, middle school, or high school setting. Responsibilities will include self-assessment of teaching performance, creating instructional resources, and integrating art into the larger curriculum.

AE 6850 VISITING SCHOLAR SEMINAR
Credit Hour(s): 3.0

Visiting Scholar Seminar. Prerequisite: MA Ed status, or permission of area coordinator. Specialized graduate course devoted to topics related to the Ernest G. Welch Visiting Scholar. The Visiting Scholar will be distinguished in his or her area of expertise and will teach on campus during his or her semester of residency.

AE 6900 ART THEORY & CRITCSM IN ART ED
Credit Hour(s): 3.0

Art Theory and Criticism in Art Education. Prerequisites: AE 6200 with grade of B or higher and admission to the art education major (2.5 institutional GPA, 3.0 GPA in art and art history courses, passing scores on the GACE Basic Skills test, 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Research in Art Education Prerequisites: admission to Ed Specialist program, AE 8010 and 8020. Specialist-level option to fulfill art education research requirement and complete a specialist project proposal.

AE 8400 AESTHETICS AND CRITICAL THEORY
Credit Hour(s): 3.0

Aesthetics and Critical Theory Prerequisite: M.A. Ed. in art education or permission of art education advisor. Graduate-level course focusing on foundational readings in aesthetics and art criticism shaping the field of art education. Traditional view of disciplines; contemporary critical theory regarding art, visual culture, technology, and the environment as educational issues.

AE 8500 DIRECTED STUDY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

Thesis Research. Prerequisite: Consent of thesis advisor.

AH ART HISTORY

AH 6000 AFRICAN ART
Credit Hour(s): 3.0

African Art. (Same as AAS 6060.) 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
Credit Hour(s): 3.0

Art of Ancient Egypt and Nubia. (Same as AAS 6063.) 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
Credit Hour(s): 3.0

Art and Architecture of Ancient Egypt I: 4000-1600 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
Credit Hour(s): 3.0

Art and Architecture of Ancient Egypt II: 1600-31 BC Prerequisite: Art 1700 or consent of instructor. An examination of the art and architecture of ancient Egypt from the New Kingdom to the Ptolemaic Period with reference to stylistic development and historical, religious, and cultural contexts.

AH 6020 ART/ARCHITCT ANCIENT NEAR EAST
Credit Hour(s): 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
Credit Hour(s): 3.0

Contemporary African Art. (Same as AAS 6062.) Prerequisites: Art 1850 or AH 4000/6000. Arts and artists of Africa during the colonial and post-colonial eras. Social, political, economic, and cultural frameworks explore shifting notions of tradition, authenticity, and identity as they relate to art, artists, and audiences.

AH 6110 ART & ARCH OF ANCIENT GREECE
Credit Hour(s): 3.0

Art and Architecture of Ancient Greece. Aegean and ancient Greek art from 3000-31 B.C. Examination of archaeological methods; development of style; and the social, religious, and political contexts of artistic production.

AH 6120 ART & ARCH OF ANCIENT ROME
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Baroque Art. Art of seventeenth-century Europe during the age of kings, papal princes, and a new bourgeoisie in the north.

AH 6450 18TH-CENTURY EUROPEAN ART
Credit Hour(s): 3.0

Eighteenth-Century European Art. Prerequisite: AH 1750 with grade of C or higher, or consent of instructor. Critical history of the major developments in European art and architecture of the eighteenth century.

AH 6500 19TH-CENTURY EUROPEAN ART
Credit Hour(s): 3.0

Nineteenth-Century European Art. Prerequisite: AH 1750 with grade of C or higher, or consent of instructor. Critical history of the major developments in European art and architecture of the nineteenth century.

AH 6600 MODERN ARCHITECTURE
Credit Hour(s): 3.0

Modern Architecture. Evolution of twentieth-century methods, materials, and concepts of architectural design.

AH 6610 20TH C PAINTING & SCULPTURE
Credit Hour(s): 3.0

Twentieth-Century Painting and Sculpture. European and American painting and sculpture since 1900. Study of painting emphasizes analysis of style and content; study of sculpture emphasizes conceptual and technological innovations.

AH 6620 AFRICAN-AMERICAN ART
Credit Hour(s): 3.0

African-American Art. (Same as AAS 6082.) Aesthetic expression of African-American artists from colonial times to present. Social, cultural, and creative history of Black America. Diverse contributions made by artists of African descent to the development of American culture. Artists, art movements, the relationship of art to politics, and the formation of racial/cultural identity.

AH 6630 PRE-COLOMBIAN ART
Credit Hour(s): 3.0

Pre-Colombian Art. Introduction to the visual culture of the Andes and Mesoamerica before Columbus.

AH 6650 AMERICAN ART
Credit Hour(s): 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
Credit Hour(s): 3.0

Nineteenth and Twentieth-Century 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 6700 CONTEMPRY ART: THEORY & CRIT
Credit Hour(s): 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
Credit Hour(s): 3.0

Women Artists. A survey of women artists from prehistory to the present.

AH 6800 SPECIAL STUDIES LECTURE
Credit Hour(s): 3.0

Special Studies Lecture. Prerequisite: one 1000-level 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 6850 VISITING SCHOLAR SEMINAR
Credit Hour(s): 3.0

Visiting Scholar Seminar. Prerequisite: MA status, or permission of area coordinator. Specialized graduate course devoted to topics related to the Ernest G. Welch Visiting Scholar. The Visiting Scholar will be distinguished in his or her area of expertise and will teach on campus during his or her semester of residency.

AH 6900 SPECIAL STUDIES SEMINAR

Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Curatorial Practicum in Ancient Art. Prerequisite: one 6000-level 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
Credit Hour(s): 3.0

Special Problems. Prerequisite: consent of the instructor and School director. Independent study.

AH 8000 SEMINAR IN ART HISTORY
Credit Hour(s): 3.0

Seminar in Art History. Topics may include: Picasso, the Bauhaus, romanticism, impressionism, abstract expressionism, and surrealism.

AH 8010 METHODOLGY/HISTORIOGPHY OF ART
Credit Hour(s): 3.0

Methodology and Historiography of Art. Research skills; methods of art historical investigation, and the history of literature on art.

AH 8500 DIRECTED STUDY
Credit Hour(s): 3.0 TO 6.0

Directed Study. Prerequisite: consent of the instructor. For the M.A. student majoring in art history.

AH 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

AL APPLIED LINGUISTICS

AL 6121 HISTORICAL LINGUISTICS
Credit Hour(s): 3.0

Historical Linguistics. Prerequisite: AL 3021 or ForL 3021 with grade of C or higher, or equivalent. Comprehensive introduction to historical and comparative linguistics with a focus on causes and mechanisms of language change over time.

AL 8240 GENERAL LINGUISTICS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

The Sound System of English. Comprehensive treatment of second language pronunciation pedagogy drawing on current theory, research, and practice. Thorough grounding in the sound system of North American English and in research on the acquisition of second language pronunciation abilities. In-depth discussion of instructional issues.

AL 8330 INTERCULTURAL COMMUNICATN
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Approaches to Teaching Second/Foreign Languages. An overview, description, and analysis of methods and approaches to second language teaching. Focus on theoretical perspectives, major issues, and current controversies. Examination of the historical and theoretical foundations. Particular attention to long-term development of language teachers as decision-makers and problem-solvers.

AL 8460 ENG GRAM FOR ESL/EFL TCHR
Credit Hour(s): 3.0

English Grammar for ESL/EFL Teachers. Investigation of the characteristics of the English language with emphasis on form

and meaning in discourse. Discussion and applications to the teaching of ESL/EFL, especially the development and modification of language-teaching curricula, lessons, and materials.

AL 8470 SOCIOLINGUISTICS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8550 SECOND LANG EVALUATION
Credit Hour(s): 3.0

Second Language Evaluation and Assessment. An overview of language testing with a focus on the development of teacher-generated tests to measure student's achievement in a second language.

AL 8570 SECOND LANG READ-WRIT RELATION
Credit Hour(s): 3.0

Second Language Reading-Writing 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 8610 TEACHER SUPERVIS IN TESL ADULT
Credit Hour(s): 3.0

Teacher Supervision in the Teaching of English as a Second Language to Adults. This course focuses on second language (L2) teacher supervision from both teachers' and supervisors' perspectives. Course objectives include deepening awareness of the constructive possibilities supervision can play in the lives of language teachers, supervisors, and other language program administrators.

AL 8620 TECHNOLOGY & LANGUAGE TEACHING
Credit Hour(s): 3.0

Technology and Language Teaching. This course provides an overview of computer-based or technology-enhanced language learning and teaching through exploring a working theory of technology and language learning environments, using and discussing existing and potential applications of computer and corpus tools and approaches in the language classroom, and creating projects to use and test knowledge gained through reading, discussion, and hands-on experience.

AL 8630 TCHING ENGL SPECIFIC PURPOSES
Credit Hour(s): 3.0

English for Specific Purposes (ESP). Refers to that branch of ESL teaching and research in which the course content and teaching methods are derived from an analysis of a specific language use situation, such as English for business, English for tour guides, English for English teaching, or English for air traffic control. The course focuses on two aspects of ESP teaching and research that may be said to distinguish them from more general purpose English: authenticity of task and the interaction between language knowledge and specific purpose content knowledge.

AL 8660 MATER DESIGN, DEVEL & PUB
Credit Hour(s): 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.
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8780 DISCRSE ANALYS FOR LANG TCHRS
Credit Hour(s): 3.0

Discourse Analysis for Language Teachers. In-depth investigation of various topics related to the analysis of oral discourse. Using insights from several approaches to discourse analysis, this course focuses on the nature of spoken communication with special emphasis on how discourse analysis can be effectively used in L2 classrooms. A primary goal is to develop analytical skills for purposes of teaching and research.

AL 8900 PRACTICUM: TEACHING ESL
Credit Hour(s): 3.0

Practicum in Teaching English to Speakers of Other Languages. Practical teaching experience for pre-service 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
Credit Hour(s): 1.0 TO 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Teaching Apprenticeship for Graduate Teaching Assistants. In-service teacher training for GTA's. Required for all GTA's in the department. Does not count toward degree requirements.

AL 8950 PORTFOLIO DEVELOPMENT
Credit Hour(s): 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 classroom-based 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 8955 ACADEMIC SOCIALIZATION
Credit Hour(s): 3.0

Academic and Professional Socialization for Applied Linguistics. In this doctoral course, students will read about and discuss issues related to being a successful doctoral student and job applicant. Topics include the importance of mentors, time-management, professional development (e.g., writing abstracts for conferences, presenting papers, writing for publication), ethics (e.g., multiple authorship), development of CVs, grant-writing, deconstruction of job ads, jobs (e.g., phone interviews, on-site interviews), and the first year on the job (e.g., research, teachings, and service). Students also keep a reflective journal.

AL 8960 QUANTITATIVE RESEARCH METHODS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in Research Methods. Prerequisites: AL 8960 and AL 8961, or permission of instructor. In-depth 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 ANALYSIS
Credit Hour(s): 3.0

Current Issues in Linguistic Analysis. Prerequisite: AL 8240. Overview of linguistic theory of particular relevance to applied linguistics. Topics may include syntax, morphology, and cross-language speech perception. May be repeated if topics vary.

AL 8972 SEM LANG COGNITION COMMUNICATN
Credit Hour(s): 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
Credit Hour(s): 3.0

Current Issues in Adult Second Language Acquisition. Prerequisite: AL 8250. Survey of current research and theory in the field of L2 acquisition. Topics may include cognitive, sociocultural, and discourse theories of second language 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. May be repeated if topics vary.

AL 8983 BILINGUAL LANGUAGE PROCESSING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 12.0

Doctoral Dissertation Research.

ANTH ANTHROPOLOGY

ANTH 6020 ANTHROPOLOGICAL THEORY
Credit Hour(s): 4.0

Anthropological Theory. Prerequisite: Anth 2020 or consent of instructor. Historical treatment of the major theoretical trends in anthropology.

ANTH 6040 GNDR/RACE/CLASS IN COMPLEX SOC
Credit Hour(s): 3.0

Gender, Race, and Class in Complex Societies. Experiential learning in the urban setting through direct exposure and experience in an ethnic community. Informed awareness of the knowledge, attitudes, and practices of ethnic communities within the community and larger society.

ANTH 6060 ENVIRONMENTAL ANTHROPOLOGY
Credit Hour(s): 3.0

Environmental Anthropology. Prerequisite: Anth 1102, 2010, 2020, or 2030 with grade of C or higher, or consent of instructor. During this course we will examine how humans interact with and are influenced by environmental resources, as well as how our actions impact natural resources and ecological systems. Human populations and cultural groups are therefore (re)situated in nature. To explore environmental

anthropology as a subfield, the course is structured as a survey of the discipline, examining topics such as historical ecology, population ecology, cultural constructions of "nature," the anthropology of environmentalism, political ecology, and global environmental issues.

ANTH 6080 CONSUMPTION & MATERIAL CULTURE

Credit Hour(s): 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

Credit Hour(s): 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 6111 ANTHROPOLOGY OF SELF & EMOTION

Credit Hour(s): 3.0

Anthropology of Self and Emotion. Prerequisite: Anth 2020 or consent of instructor. This course draws upon readings in anthropological theory and ethnography to consider the cultural construction of selfhood, identity, and feelings, with an emphasis on the historical specificity of particular experiences, how they may be influenced by factors such as capitalism, how they may change over time, and the significance of gender.

ANTH 6112 MODERNITY AND IDENTITY

Credit Hour(s): 4.0

Modernity and Identity Representations of modernity in postcolonial and metropolitan nation-states. National identities and their articulation with gender, race, and class.

ANTH 6140 EUROPEAN PREHISTORY

Credit Hour(s): 3.0

European Prehistory. Prerequisite: Anth 2030 or consent of instructor. This course is a survey of the prehistory of Europe from the Paleolithic period until the Roman conquest. Because of the temporal and geographic variability of Europe this survey is selective, focusing on major transitions and themes (e.g., subsistence adaptations, island settlement, trade, technology, the emergence of social complexity, early states, and so forth) and using specific examples (case studies) of regions or sites to highlight them.

ANTH 6170 MESOAMERICAN ARCHAEOLOGY

Credit Hour(s): 3.0

Mesoamerican Archaeology. Prerequisite: Anth 2030 or consent of instructor. This course highlights some of the major cultural achievements of Mesoamerican peoples. The class begins with the peopling of the New World over 10,000 years ago and proceeds to cover the origins of agriculture and the development of complex societies from the Olmec to the Aztec. The course draws from the rich iconographic, epigraphic, and archaeological data of the region to explore concepts and specific sites up until the time of Spanish Contact, A.D. 1521.

ANTH 6180 ARCHAEOLOGY OF SOUTHEASTERN US

Credit Hour(s): 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 6190 ARCHAEOLOGICAL PRAC & PUBLIC

Credit Hour(s): 3.0

Archaeological Practice and the Public. Prerequisite: Anth 2030 or consent of instructor. This course on Public Archaeology covers a great number of fields where professional archaeologists work with public interests, upholding legislation designed to conserve ancient sites and artifacts, managing museum collections, presenting the past to the public, working with developers to reduce the impact of building and construction projects on the remains of the past. At the same time Public Archaeology covers the general public's interest in the archaeological past: from fakes and illicit trade of antiquities to Indiana Jones, to the search for Atlantis.

ANTH 6200 URBAN ANTHROPOLOGY

Credit Hour(s): 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 6240 FOOD: HIS, ECO, & POL ECONOMY

Credit Hour(s): 3.0

Food: History, Ecology, and Political Economy. Prerequisite: Anth 2010 or Anth 2020, or instructor's consent. Explores the cultural histories of foods or types of food that have had major impacts on global political economy, ecology, and culture from the 14th century to present day.

ANTH 6300 HUMAN EVOLUTION

Credit Hour(s): 3.0

Human Evolution. Principles and mechanisms of hominid evolution.

ANTH 6310 HUMAN VARIATION

Credit Hour(s): 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 6330 PRIMATE BEHAVIORAL ECOLOGY

Credit Hour(s): 3.0

Primate Behavioral Ecology. Examination of the diversity of free-ranging primates in their natural habitats. Ecological factors affecting diet, locomotor repertoires, body size, and the evolution of social behavior will be emphasized.

ANTH 6340 APPLIED ANTH

Credit Hour(s): 3.0

Applied Anthropology. Prerequisite: Limited to graduate students. This course examines historical, contemporary, and interdisciplinary perspectives of applied anthropology: a way of life and work informed by scientific and scholarly knowledge, expressed as socially responsible conduct, and defined by ethical principles and strategies of social reform. We will explore, evaluate, and critique (1) anthropologists' claims of a "new anthropology" concerned with the study of humanity at the service of humanity; (2) epistemological, theoretical, and methodological frameworks of applied anthropology across the sub-disciplines of archaeology, biological anthropology, sociocultural anthropology, and linguistics; and (3) empirical case studies of policy and practice.

ANTH 6350 APPLIED BIOCULTURAL ANTHROPLGY

Credit Hour(s): 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

Credit Hour(s): 3.0

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

Credit Hour(s): 3.0

Forensic Anthropology. Prerequisites: Anth 2010 or consent of instructor. Laboratory-based identification of skeletal remains of unknown individuals with an emphasis on determining age, sex, evidence of trauma, and cause of death. Crime scene recovery, documentation of evidence, the criminal justice system, and human rights initiatives will be explored.

ANTH 6390 DIET, DEMOGRAPHY, AND DISEASE

Credit Hour(s): 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 GENDER AND POWER

Credit Hour(s): 3.0

Gender and Power in Ethnographic Perspective. (Same as WSt 6210.) Prerequisite: Anth 2020 or consent of the instructor. Ethnographic and theoretical examination of the role of gender in human societies, including role differences and inequalities between women and men cross-culturally; the cultural significance and social institutions associated with public and domestic spheres; power, ideology, and the production of historically specific gender identities and sexualities; global perspectives on feminism and approaches to women's empowerment.

ANTH 6440 EPIDEMIOLOGY AND ANTHROPOLOGY

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 4.0

The Anthropology of Globalization. Prerequisite: Anth 2020 with grade of C or higher. This course critically analyzes the concept of globalization by examining the various components that are often invoked in defining/discussing the concept and the current world structure. We will explicitly examine the anthropological components of globalization and determine the manner in which it shapes culture, constructions of identity, restrictions of the body, distributions of economic and natural resources, intercultural contact, and patterns of global inequality.

ANTH 6520 ANTHROPOLOGY OF PUBLIC CULTURE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 6670 METHODS IN SOCIOCULTURAL ANTH

Credit Hour(s): 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 6850 GSU EXCH/NON-GSU STUDY ABROAD

Credit Hour(s): 3.0 TO 9.0

GSU Exchange and Non-GSU Study Abroad. Prerequisite: Permission of faculty member in the Department of Anthropology at GSU. This course provides students with an opportunity to receive Anthropology credit hours in a study abroad program or field school, including GSU exchange programs (but not GSU faculty-led study abroad programs) and non-GSU programs. Students may receive credit for programs that involve travel to a society overseas that exposes them to anthropological perspectives and methods of studying and interpreting different ways or life and that provides them with experience in anthropological methods.

ANTH 6980 SELECTED TOPICS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 8020 GRAD PROF SEM

Credit Hour(s): 1.0

Graduate Professionalization Seminar. Prerequisite: Limited to graduate students in Anthropology unless otherwise

permitted by instructor. This weekly seminar centers on graduate-level topics and skills in anthropology. Its primary aim is to provide a well-rounded supplement to the core graduate curriculum: to give graduate students a space in which to benefit from their peers and from scholars in GSU anthropology, GSU departments in related fields, or elsewhere in the greater Atlanta area. The course will include discussion of selected articles and book chapters from areas of interest; practice presentations of conference posters or defenses by interested students; invited guest lectures by local scholars; tutorials in literature research and other skills; and similar.

ANTH 8030 RESEARCH SEMINAR
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in Applied Anthropology. Prerequisite: consent of the instructor. Advanced topics in applied anthropology. May be repeated if topics vary.

ANTH 8065 NON-THESIS RESEARCH
Credit Hour(s): 1.0 TO 15.0

Non-thesis research. For graduate lab assistant (GLA) or graduate research assistant (GRA) students only.

ANTH 8240 PUBLIC ARCHAEOLOGY
Credit Hour(s): 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 8900 DIRECTED STUDY
Credit Hour(s): 3.0 TO 9.0

Directed Study. Independent Study.

ANTH 8910 INTERNSHIP
Credit Hour(s): 3.0 TO 9.0

Internship.

ANTH 8990 RESEARCH PRACTICUM
Credit Hour(s): 3.0

Research Practicum. For non-thesis students only. This course serves as a research practicum in lieu of a thesis for the M. A. degree. May be retaken but only three credit hours can count toward the M.A.

ANTH 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

ART ART

ART 6300 RESEARCH PRACTICUM IN ART
Credit Hour(s): 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
Credit Hour(s): 3.0

Laboratory Practicum in Art. Not for degree credit. Supervised work as a studio laboratory assistant to an art discipline.

ART 6780 INTERNSHIP
Credit Hour(s): 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 6850 VISITING ARTIST SEMINAR
Credit Hour(s): 3.0

Visiting Artist Seminar. Prerequisite: MFA status, or permission of area coordinator. Specialized graduate course devoted to topics related to the Ernest G. Welch Visiting Artist. The Visiting Artist will be distinguished in his or her area of expertise and will teach on campus during his or her semester of residency.

ART 8700 GRADUATE RESEARCH
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Insurance Mathematics. Prerequisite: AS 8340. This course consists of life insurance as well as non-life 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
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Actuarial Science. Prerequisite: consent of the instructor, good academic standing.

AS 8420 LINEAR REGRESSION
Credit Hour(s): 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 least-square 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
Credit Hour(s): 3.0

Loss Distributions and Credibility Theory. Prerequisite: MRM 8320. CSP: 2. This course provides an introduction to fitting and validating actuarial models, including estimating loss distributions and applying credibility theory, tests of goodness-of-fit for frequency and severity distributions, and credibility of information obtained from various sources.

AS 8440 ADV SURVIVAL MODELS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Actuarial Science Graduate Seminar. Prerequisite: AS 8340. CSP: 2, 7. This course introduces the student to the practical considerations of actuarial modeling taught through a seminar format. The interactive approach of the seminar requires students to draw upon knowledge from the basic actuarial courses and learn modeling skills in a hands-on environment. This course emphasizes communication skills, teamwork, and synthesis of subjects in an applied setting. Professional standards applicable to actuarial work are reviewed.

ASTR ASTRONOMY

ASTR 6000 FUNDAMENTALS OF ASTROPHYSICS
Credit Hour(s): 3.0

Fundamentals of Astrophysics. Prerequisite: consent of the instructor. Three lecture hours a week. This course is prerequisite for all 8000-level astronomy courses. Application of mechanics, electricity and magnetism, and atomic and nuclear physics to the solution of astrophysical problems.

ASTR 6100 ASTRO TECHNQS/INSTRUMENTATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0

Teaching Astronomy Lab Practicum. Prerequisite or corequisite: Astr 6300 with grade of C or higher, or consent of the instructor. One half-hour seminar and two laboratory hours a week. Hands-on experience in teaching introductory laboratories; the syllabus will vary according to the specific lab taught.

ASTR 7010 ASTRONOMY FOR TEACHERS I
Credit Hour(s): 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
Credit Hour(s): 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; old-age; and death, including neutron stars

and black holes. Our Milky Way and other galaxies; quasars and peculiar galaxies; evidence for and interpretation of an expanding universe. Information on teaching resources will be available.

ASTR 7910 DIR STUDY IN ASTR FOR TEACHERS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Galactic Structure. Three lecture hours a week. Structure, kinematics, and dynamics of the Milky Way Galaxy and its various components.

ASTR 8300 INTERSTELLAR MEDIUM

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 1.0 TO 15.0

Doctoral Dissertation Research.

BA BUSINESS ADMINISTRATION--GRAD

BA 6000 COMP SKILLS/EMP RESEARCH

Credit Hour(s): 1.0

Computer Skills for Empirical Research. Prerequisite: introductory statistics. This course is designed to prepare the student to apply computer tools in conducting empirical research. Micro and mainframe computer hardware, software and interfaces essential for data manipulation and statistical analysis are presented and discussed. Numerous computer laboratory sessions provide students with hands-on experience in using the tools. Students learn to use text and data editors, database managers, programming languages and statistical software, and learn how they interrelate in an empirical research context. The course concludes by drawing together various hardware and software elements that are presented throughout the course to demonstrate an "Empirical Researcher's Intelligent Work Station," a productivity-enhancing tool for the researcher.

BA 6999 RESPONSIBLE RESEARCH

Credit Hour(s): 0.0

Responsible Conduct in Research. CSP: 1, 7. This course is Part 2 of the Scholarship and Research Integrity (SARI) program at GSU, developed in response to the America Competes Act requirements. The SARI program is designed to offer students enrolled in undergraduate research, graduate degree programs, and post doctoral programs comprehensive training in the responsible conduct of research in a manner that is tailored to address the issues faced by students in their respective programs. The SARI program includes two parts: Part 1, CITI online-training, and Part 2, a 5 hours discussion-based course in responsible conduct of research. This course fulfills the latter requirement and covers universal and discipline-specific material regarding how research should be conducted responsibly and ethically.

BA 7010 INTERNATIONAL ETHICS

Credit Hour(s): 3.0

Ethical Issures in International Business. Prerequisites: MBA 8000 or MBA 8030 or LGLS 8050. CSP: 1, 6, 7. Crosslisted with LAW 7339. The course prepares managers and lawyers to understand and manage the legal, ethical, and social challenges of international business in the face of increasing expectations for transparency and accountability. Through focused readings in international law and management, interactive case-studies, role-plays, simulated corporate scenarios, media interviews, and simulated presentations to corporate executives, the course equips students to manage the differing perspectives that lawyers and managers bring to ethical challenges.

BA 8100 MANAGING CORPORATE INTEGRITY

Credit Hour(s): 3.0

Managing Corporate Integrity. Prerequisite: MBA 8000 and MBA 8030. CSP: 1, 6, 7. Cross listed with Law 7339. The course exposes business and law students to fundamental issues and current best practices in managing legal/ethical compliance and corporate social responsibility. Course topics cover both domestic and international business issues, including child labor, environmental sustainability, anti-corruption, and human rights. Special attention is given to preparing law and management students to understand and manage the demands on U.S and international corporations making complex business decisions in the face of increasing expectations for transparency and accountability. Structured around real-world cases that simulate the challenges of today?s domestic and global markets, the course equips students to manage and integrate the differing perspectives of lawyers and managers.

BA 8800 EXECUTIVE LEADERSHIP

Credit Hour(s): 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 country-based turnaround situations. A major component on global leadership and interaction with foreign governments is included in the course.

BA 9000 DOCTORAL RESEARCH

Credit Hour(s): 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

Credit Hour(s): 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 9260 THEORY DEVELOPMENT

Credit Hour(s): 3.0

Theory Development. Students understand how to develop theory and surface a theoretical contribution. They understand the distinction between identifying a business problem and a scientific problem, and the approaches to achieve rigor and relevance. They learn about the elements of a theory and the approaches to build theory. They understand the distinction between process and variance models, and the importance of achieving correspondence between theoretical arguments and model specification. They develop an understanding about how to leverage context and time in building theory, and about multi-dimensional constructs and multi-level models.

Cumulatively, they develop the skills and understanding to formulate a research question, synthesize the literature, build a theory, and specify a model.

BA 9280 QUANT RSCH MTHDS BUSINESS
Credit Hour(s): 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
Credit Hour(s): 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 article-length 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 9320 MNGRL DECISION MAKING
Credit Hour(s): 3.0

Managerial Decision Making CSP: 1, 2, 6. This course introduces students to the subject of managerial decision-making. Decision-making is obviously a very important part of what managers do. Research into managerial decision-making is highly relevant to a wide variety of business school disciplines including: accounting, marketing, managerial sciences, information systems, risk management and insurance, and real estate. Drawing on relevant theories and academic journal articles, the student is introduced to bounded rationality, cognitive biases, bounded awareness and ethicality, framing effects, escalation of commitment, whistle blowing, negotiator cognition, and emotional influences on decision making.

BA 9500 DISSERTATION RESEARCH
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6010 MATHEMATICAL BIOLOGY
Credit Hour(s): 3.0

Mathematical Biology. Prerequisite: Math 2212 or Math 1220. (Same as Math 6010.) This course provides an introduction to the use of continuous and discrete differential equations in the biological sciences. Biological topics will include single species and interacting population dynamics, modeling infectious and dynamic diseases, regulation of cell function, molecular interactions and receptor-ligand binding, biological oscillators, and an introduction to biological pattern formation. There will also be discussions of current topics of interest such as Tumor Growth and Angiogenesis, HIV and AIDS, and Control of the Mitotic Clock. Mathematical tools such as phase portraits, bifurcation diagrams, perturbation

theory, and parameter estimation techniques that are necessary to analyze and interpret biological models will also be covered.

BIOL 6011 PRINCIPLES OF PALEONTOLOGY
Credit Hour(s): 4.0

Principles of Paleontology. (Same as Geol 6011.) Prerequisite: Geol 1122K, or consent of instructor. 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.

BIOL 6014K INVERTEBRATE BIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 4.0

The Natural Environments of Georgia. Prerequisite: Biol 1108K or 2108K, or equivalent. Three lecture hours a week with a one-day weekend lab every other week. Principles involved in the structure and function of Georgia's dwindling, but diverse ecosystems. Locations, diversity, and indicator species will be examined in the classroom and in the field.

BIOL 6074 DEVELOPMENTAL BIOLOGY
Credit Hour(s): 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
Credit Hour(s): 4.0

Developmental Neurobiology. Prerequisite: Biol 3800 or equivalent. (Same as Neur 6100.) 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 NEUROBIOLOGY
Credit Hour(s): 4.0

Neurobiology. Prerequisites: Biol 3800 and 3840, or equivalents. (Same as Neur 6010.)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
Credit Hour(s): 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 on-site at Zoo Atlanta. Students will work directly with animal curators and keepers.

BIOL 6110 NEURAL PLASTICITY
Credit Hour(s): 4.0

Neural Plasticity. Prerequisite: Neur 6010 or Biol 6102 with a grade of C or higher, or equivalent. (Same as Neur 6110 and Psyc 8625.) Four lecture hours per week. Phenomenology and mechanisms of experience-dependent changes in the nervous system. The course will examine plasticity at many levels of analysis, from synaptic mechanisms to clinical strategies, and from molecular neuroscience to cognitive psychology.

BIOL 6115 MEDICAL NEUROANATOMY
Credit Hour(s): 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 6240 ENDOCRINOLOGY
Credit Hour(s): 4.0

Endocrinology. Prerequisite: Chem 6600 or equivalent. (Same as Neur 6200.) 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
Credit Hour(s): 4.0

Hormones and Behavior. Prerequisite: Biol 3840 or equivalent. (Sames as Neur 6420 and 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

Credit Hour(s): 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
Credit Hour(s): 4.0

Advanced Human Physiology. Prerequisites: Biol 2240 or Biol 3240, and Biol 3800 with grades of C or higher, or equivalents. The circulatory, respiratory, gastrointestinal, and renal physiological systems will be emphasized.

BIOL 6248 CELL PHYSIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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 6282 TUMOR IMMUNOLOGY
Credit Hour(s): 4.0

Tumor Immunology. Prerequisites: Biol 3880 and Biol 3900 with grades of C or higher, or equivalent course work. Four lecture hours a week.This course discusses the molecular basis of tumorigenesis and the interactions between the immune system and tumors/cancer cells. Research in tumor immunology is based on the premise that tumor cells express antigenic determinants that are not found on normal cells and furthermore, that these antigens can elicit an anti-tumor immune response. Topics covered include: basic tumorigenesis of common solid tumors, basic immunology, tumor antigen expression, types of immune responses to tumors, mechanisms by which tumors escape/suppress the immune response and novel approaches for immunotherapy of advanced cancers. This course will involve critical thinking and communication about the complex biological systems of cancer and the immune system.

BIOL 6428 MEDICAL MICROBIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 PRACTICA-BIOTECH
Credit Hour(s): 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. Hands-on experience will be integrated with theory and current best practices.

BIOL 6450 MOLECULAR MODELING METHODS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6484 LAB TECH:APPL&ENVIR MICROBIOL

Credit Hour(s): 4.0

Laboratory Techniques in Applied and Environmental Microbiology. Prerequisites: Biol 3880, 3890, or equivalent; Biol 4438 and 4458. 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 6500 HUMAN GENETICS

Credit Hour(s): 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 6564 ADVANCED GENETICS

Credit Hour(s): 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 6565 GENERAL ONCOLOGY

Credit Hour(s): 4.0

General Oncology. Prerequisite: Biol 3900. Four lecture hours a week. Etiology, pathology, mechanisms of metastasis and treatment of cancer. Students will also analyze current primary literature in the field.

BIOL 6575 VIROLOGY

Credit Hour(s): 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 6576 NEUROVIROLOGY

Credit Hour(s): 4.0

Neurovirology. Following an introduction to basic neuroanatomy and neuroimmunology, individual lectures will focus on the diagnosis, treatment, and pathogenesis of several neurologic diseases of virus origin. These include encephalitis, meningitis, chronic inflammatory and demyelinating diseases, HIV/AIDS-associated dementia, peripheral neuropathies, retinitis, and transmissible spongiform encephalopathies caused by prions. The concept of virus latency within the nervous system will be emphasized, as will the possible contributions of viruses or prions toward the onset of Alzheimer's disease.

BIOL 6580 MICROBIAL PATHOGENESIS

Credit Hour(s): 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 bacterium-host interactions including bacterial attributes, virulence factors and several paradigms of bacterial-host interactions focusing on molecular and genetic approaches.

BIOL 6595 MICROBIAL PHYSIOLGY & GENETICS

Credit Hour(s): 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 6615 DEV OF MODERN WESTERN SCIENCE

Credit Hour(s): 4.0

The Development of Modern Western Science. Examination of the histories of different scientific disciplines and thought, integrating transformations in the sciences with broader historical changes. Topics include the histories of scientific perception and scientific revolutions; mechanical explanations of nature and the development of the natural sciences; the science of race and gender; the development of neuroscience; comparisons to non-Western science; criticisms of scientific discourses.

BIOL 6630 ENZYMOLOGY

Credit Hour(s): 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

Credit Hour(s): 4.0

Fundamentals of Bioinformatics. Prerequisites: Biol 3800 or written approval of instructor. (Same as Chem 6640, CSc 6640, and Neur 6320.) Four lecture hours per week. A "hands-on" approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for proteins and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three-dimensional structures of proteins and nucleic acids, the

major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

BIOL 6648 BIOGEOGRAPHY
Credit Hour(s): 4.0

Biogeography. (Same as Geog 6648.) Prerequisites: Geog 1112, Biol 1104K, or Biol 2108K with grade of B or higher, or consent of instructor. Spatial variations, processes, and environmental constraints influencing distribution of life.

BIOL 6680 BIOLOGICAL IMAGING
Credit Hour(s): 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
Credit Hour(s): 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 6686 PATHOPHYSIOLOGY
Credit Hour(s): 4.0

Pathophysiology. Prerequisites: Biol 3800 and 3240, or consent of instructor. Clinical case studies will be used to teach the principles and processes behind adult and childhood diseases. Students will learn basic diagnostic skills in hematology and blood chemistry, histopathology, ECG, spirometry, radiology, and urology.

BIOL 6694 BIOSAFETY: PRINCIPLES & PRAC
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 self-contained 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Survival Skills in Academia. (Same as Neur 6600 and Psyc 6801.) Guidance and direction for graduate students on how to accomplish many of the day-to-day tasks encountered by researchers and instructors throughout their careers in academia. Topics covered include how to write and publish scientific papers, grantspersonship, scientific ethics, posters and oral presentations, mentoring, and job interviewing.

BIOL 6900 DIR LAB STUDY
Credit Hour(s): 2.0

Directed Laboratory Study. Co-requisite: 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 6905 THEME-BASED BIOLOGY LABORATORY
Credit Hour(s): 2.0 TO 4.0

Theme-Based Biology Laboratory. Prerequisite: Biol 3810 with grade of C or higher. Students will work in small groups to develop specific biological hypotheses, design and carry out experiments to test these hypotheses, and analyze the results they obtain. May be repeated for credit if topic is different.

BIOL 6911 INTERNSHIP IN ZOO RESEARCH
Credit Hour(s): 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

Credit Hour(s): 3.0

Zoo Internship in Animal Management. Prerequisite: Biol 6104. Admission by permission of instructor. Nine lab hours per week. Supervised hands-on experience with the practical aspects of managing a wide range of exotic animals in a captive setting. Students will work directly with animal curators and keepers.

BIOL 6913 GEORGIA AQUARIUM INTERNSHIP I

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 2.0

Collaborative Internships in Biology. Prerequisite: consent of instructor. Students engage in off-campus internship training arranged through collaboration with biology faculty members. May be taken for credit a maximum of two times.

BIOL 6916 INTERNSHIPS IN BIOLOGY

Credit Hour(s): 2.0

Internships in Biology. Prerequisite: consent of instructor. Students receive hands-on experience in activities that require knowledge and skills related to the field of biology. Specific topics available each semester will vary. May be taken for credit a maximum of two times.

BIOL 6930 TOPICS IN BIOLOGY

Credit Hour(s): 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

Credit Hour(s): 1.0

Biology Careers Seminar Prerequisite: Biol 3800 or equivalent. Speakers from different biology-related fields will discuss their jobs from the perspective of helping Biology majors with their career planning. Topics will include graduate training at GSU, health and teaching-related careers, other biology-related careers, and job search strategies. (May be repeated for credit a maximum of two times.)

BIOL 6970 BIOLOGY SEMINAR

Credit Hour(s): 1.0

Biology Seminar. No more than one hour a semester. Current research topics in biology.

BIOL 6990 INDEPENDENT READINGS

Credit Hour(s): 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

Credit Hour(s): 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 7021 INFECTIOUS DISEASE & SOCIETY

Credit Hour(s): 3.0

Infectious Disease and Society. A consideration of the role played by infectious diseases in shaping civilization and society. The focus will be on HIV/AIDS, but sexually transmitted infections such as syphilis, gonorrhea, genital herpes, and genital warts will be discussed as well. HIV/AIDS will also be compared with other infectious diseases of historical importance including the Black Death, leprosy, smallpox, tuberculosis, influenza, and poliomyelitis.

BIOL 7240 HUMAN PHYSIOLOGY

Credit Hour(s): 3.0

Human Physiology. Prerequisites: Biol 1107K, 1108K, and Chem 1212K, or equivalent, or consent of instructor. Three lecture hours a week. Integrative physiology of major organ systems, with emphasis on homeostatic mechanisms in health and disease.

BIOL 7250 HUMAN PHYSIOLOGY LAB

Credit Hour(s): 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
Credit Hour(s): 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 pre-service and in-service teachers.

BIOL 7440 FUNDAMENTALS OF EVOLUTION
Credit Hour(s): 3.0

Fundamentals of Evolution. Prerequisite: Biol 2108K with grade 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
Credit Hour(s): 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
Credit Hour(s): 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 7801 EFFECTIVE MENTORING SKILLS
Credit Hour(s): 1.0 TO 3.0

Effective Mentoring Skills. Prerequisite: consent of instructor. Graduate students will receive training in the teaching methods that produce effective mentors, tutors and instructors.

BIOL 7802 INSTRUCTIONAL METHODS
Credit Hour(s): 1.0 TO 3.0

Instructional Methods. Prerequisite: consent of instructor. One-two hours a week for discussion sections with laboratory supervisors and/or one-two 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
Credit Hour(s): 3.0

Molecular Cell Biology Laboratory. Prerequisite: Biol 7800 or concurrently. Experiments demonstrating techniques and concepts in molecular cell biology with an emphasis on learning critical thinking through writing.

BIOL 7820 PLANT BIOLOGY
Credit Hour(s): 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 7840 ANIMAL BIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8010 NEUROBIOLOGY I: CELLULAR
Credit Hour(s): 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 Neur 8010 and 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
Credit Hour(s): 4.0

Neurobiology II: Integrative Neurobiology. Prerequisite: Biol 8010 with grade of B or higher, or equivalent, or consent of the instructor. (Same as Neur 8020 and 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
Credit Hour(s): 3.0

Functional Human Neuroanatomy. Prerequisite: Biol 3840 or Psyc 8610, or equivalent, or consent of the instructor. (Same as Neur 8300 and Psyc 8615.) Two lecture and two laboratory hours a week. In-depth study of the neuroanatomy and function of the human central nervous system. Considers neuroanatomical techniques used to study the brain, neuroanatomical basis for the control of sensory and motor systems, as well as cortical, autonomic nervous system, and limbic system anatomy and function. Both normal brain anatomy and pathologies are covered.

BIOL 8060 BEHAVIORAL NEUROSCIENCE
Credit Hour(s): 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 reticular-cortical mechanisms in behavior.

BIOL 8065 PSYCHOPHARMACOLOGY
Credit Hour(s): 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
Credit Hour(s): 3.0

Advanced Behavioral Neuroscience. Prerequisites: Biol 8010 and Biol 8020, or equivalents, or consent of instructor. (Same as Neur 8030 and 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
Credit Hour(s): 2.0

Concepts in Neurobiology. Prerequisite: consent of the instructor. (Same as Neur 8710.) Two lecture hours a week. Lectures and discussions dealing with contemporary topics in neurobiology.

BIOL 8220 ADV MOLECULAR CELL BIOL
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 4.0

Molecular Immunology. Prerequisite: Biol 4278 or 6278 or consent of instructor. Four lecture hours a week. Important concepts of modern immunology and mechanisms of inflammation. Topics include host defense against pathogens, inflammation, innate and adaptive immunity, systemic and cellular level regulatory mechanisms. The course also discusses major current inflammatory diseases and infectious conditions.

BIOL 8310 CONCEPTS:CELL BIOL, PHYSIOLOGY
Credit Hour(s): 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
Credit Hour(s): 3.0

Protein Structure and Function. Prerequisite: Chem 6610 or consent of instructor. (Same as Chem 8360 and Neur 8200.)

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
Credit Hour(s): 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 8415 FERMENTATION MICROBIOLOGY
Credit Hour(s): 3.0

Fermentation Microbiology. Prerequisite: Biol 3880 or equivalent. To familiarize the advanced student with the issues, problems, fundamentals, and approaches to the scale-up of microbiological processes. Selected team/group demonstrations and tutorials will be conducted with the students to illustrate and reinforce the concepts and examples provided in the lectures.

BIOL 8416 BACTERIAL & ARCHAEAL SYSTEMS
Credit Hour(s): 3.0

Bacterial and Archaeal Systematics and Taxonomy. Prerequisite: Biol 3880 or equivalent. The rationale and approach to microbial systematics and the application of practical taxonomy as related to bacteria and archaea.

BIOL 8458 ADVANCED MICROBIAL ECOLOGY
Credit Hour(s): 4.0

Advanced Microbial Ecology. Prerequisites: Biol 3880 and Chem 4600 with grades of C or higher, or equivalent course work. Four lecture hours per week. Microbial interactions with their biotic and abiotic environments, with an emphasis on ecological principles, experimental approaches and current literature.

BIOL 8510 CONCEPTS IN MICROBIOLOGY
Credit Hour(s): 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
Credit Hour(s): 3.0

Advanced Methodologies in Biostatistics. (Same as Stat 8540.) Prerequisite: Stat 6752. General overview of S language, using S-plus for distributions and data summaries, linear statistical models, generalized linear models, non-linear regression models, modern regression, and survival analysis.

BIOL 8550 INTRO TO GRADUATE BIOL STUDIES
Credit Hour(s): 2.0

Introduction to Graduate Studies in Biology. (Same as Neur 8600.) Two lectures hour a week. Analysis, discussion, and review of basic skills, techniques, requirements for compliance in biology, organizational requirements, and requirements for responsible conduct in research (RCR), including ethics, publication, attribution of work, conflict of interest, and human and animal welfare. Course also entails taking and passing the Federal on-line RCR review (CITI).

BIOL 8610 PHYSIOLOGY/GENETCS:PROKARYOTES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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, CSc 8630, and Neur 8350.) Advanced topics in bioinformatics, computer and internet tools, and their applications. Computer skills for the analysis and extraction of functional information from biological databases for sequence and structure of nucleic acids and proteins. Students will complete a computer-based bioinformatics project.

BIOL 8637 NUCLEIC ACID STRUCTURE & FUNCT
Credit Hour(s): 3.0

Nucleic Acid Structure and Function. Prerequisite: Chem 6610 or consent of instructor. (Same as Chem 8370 and Neur 8210.) 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
Credit Hour(s): 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 8696 ADVANCED BIOTECHNIQUES LAB
Credit Hour(s): 4.0

Advanced Biotechniques Lab. Prerequisite: Consent of instructor. One lecture and six laboratory hours a week. Topics include gene cloning and expression, genomic sequencing and analysis, protein purification by AKTA FPLC, PCR and real-time quantitative PCR, transcriptome analysis by DNA microarrays, immunoblot, and proteomics.

BIOL 8700 BIOLOGY SEMINAR
Credit Hour(s): 1.0

Biology Seminar. (No more than one hour a term.) Current research topics in biology.

BIOL 8710 CONCEPTS: MOLECULAR GENETICS
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 25.0

Research. Repeatable course.

BIOL 8888 NON-THESIS MASTER'S RESEARCH
Credit Hour(s): 4.0

Non-Thesis Master's Research Prerequisite: consent of instructor. Investigation, review, and critical evaluation of topics in biological science.

BIOL 8900 TOPICS IN MICROBIOLOGY
Credit Hour(s): 1.0

Topics in Microbiology. May be repeated if topics vary.

BIOL 8910 TOPICS IN BIOLOGY
Credit Hour(s): 3.0

Topics in Biology. May be repeated if topics vary.

BIOL 8940 TOPICS IN PHYSIOLOGY
Credit Hour(s): 1.0

Topics in Physiology. May be repeated if topics vary.

BIOL 8950 TOPS IN BEHAVIOR & NEUROBIOLOG
Credit Hour(s): 1.0

Topics in Behavior and Neurobiology. (Same as Neur 8720.) May be repeated if topics vary.

BIOL 8956 TOPICS BEHAV NEURO
Credit Hour(s): 1.0

Topics in Behavioral Neuroscience. Prerequisite: consent of the instructor. May be repeated if topics vary.

BIOL 8960 TOPICS: CELL PHYSIOLGY&BIOCHEM
Credit Hour(s): 1.0

Topics in Cell Physiology and Biochemistry. May be repeated if topics vary.

BIOL 8970 TOPS IN MOLECULAR BIOL SCIENCE
Credit Hour(s): 1.0

Topics in Molecular Biological Sciences. (Same as Chem 8970.) May be repeated if topics vary.

BIOL 8980 TOPS-APPLIED/ENVIRON MICROBIOL
Credit Hour(s): 1.0

Topics in Applied and Environmental Microbiology. May be repeated if topics vary.

BIOL 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 25.0

Thesis Research.

BIOL 9991 DOCTORAL RESEARCH PROPOSAL
Credit Hour(s): 2.0

Doctoral Research Proposal. Prerequisite: consent of instructor. Students write and defend a research proposal as a prerequisite for admission to candidacy. Students receive a grade (A-F) based on their written and oral presentations. Restricted to doctoral students in specific disciplines based on programmatic considerations.

BIOL 9992 DOCTORAL RESEARCH PROPOSAL
Credit Hour(s): 2.0

Doctoral Research Proposal. Prerequisite: consent of instructor. Students write and defend a research proposal as a prerequisite for admission to candidacy. Students are evaluated on their written and oral presentations on a S/U basis. Restricted to doctoral students in specific disciplines based on programmatic considerations.

BIOL 9999 DOCTORAL DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 25.0

Doctoral Dissertation Research. Prerequisite: consent of the instructor.

CER CERAMICS

CER 6050 CERAMICS
Credit Hour(s): 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. Lab Fee: $80.00.

CER 6910 HISTORY OF CERAMICS
Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 twenty-four credit hours.

CER 8980 SPECIAL PROBLEMS

Credit Hour(s): 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 twenty-four credit hours.

CER 8999 THESIS RESEARCH

Credit Hour(s): 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

Credit Hour(s): 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 acid-base systems, metal ion complexes and solubility, and their relationship to chemical analysis, using manual and semiautomatic methods of data collection.

CHEM 6010 INST METHODS I:CHROMATOGRPHY

Credit Hour(s): 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

Credit Hour(s): 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 FOUR-TRAN NMR SPECTRO

Credit Hour(s): 2.0

Introduction to Fourier-Transform NMR Spectroscopy. Prerequisites: demonstrated research need and approval of the departmental chair. Introduction to techniques of Fourier-Transform Nuclear Magnetic Resonance Spectroscopy

CHEM 6100 CHEMICAL LITERATURE

Credit Hour(s): 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

Credit Hour(s): 3.0

Physical Chemistry I. Prerequisites: Chem 3410, Math 2212, Phys 2211K, and Phys 2212K with grades of C or higher, or equivalents. 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

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 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 Fourier-Transform theory and their application to chemical problems. The results of quantum mechanics will be used as a guide in the analysis of spectra.

CHEM 6210 INORGANIC CHEMISTRY
Credit Hour(s): 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 stereo-chemistry are among the topics discussed.

CHEM 6220 BIOMETALLOCHEMISTRY
Credit Hour(s): 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 6230 METALS IN BIOLOGY AND MEDICINE
Credit Hour(s): 5.0

Metals in Biology and Medicine Prerequisite: Chem 6600 or equivalent, with B or higher. Overview of the roles of metals in biology and medicine, focusing on the metal-binding ability of proteins and nucleic acids and their relations to various disease states. Emphasis will be on the mechanism of metal-dependent enzymes. Topics include oxygen activation by metal ions, production of reactive oxygen species (ROS) in biological systems, metal uptake and toxicity, metal-assisted amino acid radical productions, metals in medicine, and biomineralization. An overview of bioinformatics and the key instrumental methods used in bioinorganic chemistry will be covered.

CHEM 6330 ADVANCED SYNTHESIS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6430 ADV SYNTH & MECHAN ORGAN CHEM
Credit Hour(s): 3.0

Advanced Synthesis & Mechanism in Organic Chemistry. Prerequisite: consent of instructor. This course focuses on advanced synthetic methodologies and reactions mechanisms.

CHEM 6440 PRACTICUM IN BIOTECHNOLOGY
Credit Hour(s): 5.0

Practicum in Biotechnology. Prerequisite: consent of instructor and the Biotechnology Committee. Laboratory training and experience related to Biotechnology. Both technique and project-based rotations will be offered. May be repeated up to three times if projects or rotations change.

CHEM 6450 MOLECULAR MODELING METHODS
Credit Hour(s): 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
Credit Hour(s): 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, structure-activity relationships.

CHEM 6590 SPEC TOPICS IN PHYSICAL CHEM

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 6630 ENZYMOLOGY

Credit Hour(s): 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

Credit Hour(s): 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 "hands-on" approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for proteins and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three- dimensional structures of proteins and nucleic acids, the major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

CHEM 6650 NUCLEIC ACID SYNTH/DRUG DESIGN

Credit Hour(s): 3.0

Nucleic Acid Synthesis and Drug Design. Prerequisite: consent of instructor. Lectures on nucleic acid synthesis, mechanism, therapeutics, and detection. Course may be repeated.

CHEM 6780 BIOMOLECULAR SIMULATIONS

Credit Hour(s): 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 self-contained 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

Credit Hour(s): 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

Credit Hour(s): 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 6850 BIOANALYTICAL CHEMISTRY I

Credit Hour(s): 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 biologically-oriented problems.

CHEM 6860 BIOANALYTICAL CHEMISTRY II

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6905 THEME-BASED CHEMISTRY LAB
Credit Hour(s): 2.0

Theme-Based Chemistry Laboratory. Prerequisite: Biol 3810 with grade of C or higher. Students will work in small groups to develop specific biological or chemical hypotheses, design and carry out experiments to test these hypotheses, and analyze the results they obtain. Topics will vary.

CHEM 7000 ESSENTIALS OF GENERAL CHEM
Credit Hour(s): 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
Credit Hour(s): 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 atomic structure, chemical bonding, and molecular structure. For secondary school teachers. Cannot be used for a graduate degree in chemistry.

CHEM 7020 FOUNDATIONS OF GENERAL CHEM II
Credit Hour(s): 3.0

Foundations of General Chemistry II. Prerequisite: Chem 7010 with grade of B or higher, or equivalent. Three lecture hours a week. Principles of chemical equilibrium, thermochemistry, acid/base theories, and electro-chemistry. For secondary school chemistry teachers. Cannot be used for a graduate degree in chemistry.

CHEM 7900 DIRECTED STUDY IN CHEMISTRY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Protein Structure and Function. Prerequisite: Chem 6610 with grade of B or higher, or consent of instructor. (Same as Neur 8200.) 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
Credit Hour(s): 3.0

Nucleic Acid Structure and Function. Prerequisite: Chem 6610 with grade of B or higher, or consent of instructor. (Same as Biol 8637 and Neur 8210.) 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
Credit Hour(s): 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 8440 NMR SPECTROSCOPY ORGANIC CHEM
Credit Hour(s): 3.0

NMR Spectroscopy for Organic Chemists. Prerequisite: Chem 6050 or the consent of the instructor. Theory and application of NMR spectroscopy for characterization and structure elucidation of organic molecules.

CHEM 8450 NMR SPECTROSCOPY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 computer-based bioinformatics project.

CHEM 8800 SEMINAR IN CHEMISTRY
Credit Hour(s): 1.0

Seminar in Chemistry. Prerequisite: departmental consent. Discussion of current research areas in chemistry.

CHEM 8850 GRADUATE SEMINAR IN CHEMISTRY
Credit Hour(s): 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 NON-THESIS PAPER WRITING
Credit Hour(s): 1.0 TO 4.0

Non-Thesis Paper Writing. Prerequisite: consent of instructor and the Biotechnology Committee. Students will write a non-thesis paper based on a review of the literature.

CHEM 8900 DIRECTED STUDY IN CHEMISTRY
Credit Hour(s): 1.0 TO 5.0

Directed Study in Chemistry. Prerequisite: departmental consent. May be repeated if topics vary.

CHEM 8910 DIRECTED RESEARCH IN CHEMISTRY
Credit Hour(s): 1.0 TO 15.0

Directed Research in Chemistry. May be repeated if topics vary.

CHEM 8960 CHEMISTRY LAB SUPERVISION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 18.0

Thesis Research.

CHEM 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 18.0

Dissertation Research.

CIS COMPUTER INFORMATION SYSTEMS

CIS 8000 IT PROJECT MANAGEMENT
Credit Hour(s): 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), in-house developed systems, and outsourced projects.

CIS 8010 PROCESS INNOVATION
Credit Hour(s): 3.0

Process Innovation. Formerly CIS 8160. CSP: 1, 4, 5, 7. This course examines the design of an organization's structure and business processes. The course primarily focuses on the application of information technologies to transform organization and improve their performance. Methods of introducing and implementing information technologies to enable organizational change are examined.

CIS 8020 SYSTEMS INTEGRATION
Credit Hour(s): 3.0

Systems Integration. CSP: 1, 2, 3, 7. This course focuses on the integration of information systems in organizations, 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 integration as well as proven management practices for integration projects.

CIS 8030 SOFTWARE REQ MGMT
Credit Hour(s): 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, patterns and reuse that promise major improvements in software development productivity.

CIS 8040 FNDMTLS OF DBASE MGT SYS
Credit Hour(s): 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 applications 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 BUSINESS TELECOM NETWORKS
Credit Hour(s): 3.0

Business Telecommunications and Networks. Formerly CIS 8170. Prerequisites: None. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course provides a broad introduction to network technologies, architectures, services and management necessary to meet business needs; including network and internetwork designs, applications and telecom industry.

CIS 8060 SUPPLY CHAIN MGMT
Credit Hour(s): 3.0

Supply Chain Management. Same as CPI 8060. Formerly CIS 8400. CSP: 1, 2, 3, 4, 5, 6, 7, 8. Prerequisite: CIS 8110, MBA 8473 or MBA 8120/8220. Students develop the ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics. Business competition is now between 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 impacting supply chain strategies and practices, including logistics, digital coordination of decisions and resources, inventory and risk management, procurement and supply contracting, product and process design, and revenue management.

CIS 8070 PERVASIVE HEALTH TECH
Credit Hour(s): 3.0

Pervasive Health Technologies. CSP: None. This course provides an in depth coverage of issues in pervasive healthcare technologies. This will include the emerging healthcare applications; current and emerging technologies; networking, wireless and mobile infrastructure; and devices, middleware, and network access issues.

CIS 8080 SECURITY & PRIVACY INFO SYS
Credit Hour(s): 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 to 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
Credit Hour(s): 3.0

Enterprise Architecture. Prerequisite: CIS 8030. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course will explore the concepts, principles, and state of the art methods in enterprise architectures, including architectural styles, architecture description languages (ADL), software connectors, dynamism in architectures, and architecture based testing and analysis. The course will help understand the role of architecture in software engineering, specifically during requirements analysis, design (including object oriented design and related notations, such as UML), and implementation. The course will also cover practical applicability of architectures in software reuse and component interoperability platforms

(such as CORBA, Enterprise JavaBeans, COM/ DCOM, and NET).

CIS 8100 MGMT OF INFO SERVICES
Credit Hour(s): 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 end user computing, project and operations management, systems security, and the management of information technology professionals.

CIS 8200 INFORMATION SYSTEM STRATEGY
Credit Hour(s): 3.0

Information Systems Strategy. Formerly CIS 8610. Prerequisites: MBA 8110; MBA 8125; 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 advantages; 2) the competitive potential for strategic use of information systems; 3) special issues related to interorganization information systems; 4) special issues related to strategic use of information systems involving international 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
Credit Hour(s): 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 evaluating requests for proposal (RFP) and subsequent integration contracting matters. Students will prepare and evaluate systems proposals for various sourcing and managing third party relations.

CIS 8220 INT'L INFO TECH ISSUES & POL
Credit Hour(s): 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 readings 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
Credit Hour(s): 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 TOPICS IN IS MGT
Credit Hour(s): 3.0

Topics in Information Systems Management. Formerly. CIS 8690. Prerequisites: CIS 8000-8050; 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
Credit Hour(s): 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 control and configuration management will be covered. Also, the role of standards, policies, and procedures will be discussed. The course will prepare students 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
Credit Hour(s): 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 object oriented software design and development using object oriented 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 maintenance of software systems. The central theme is to build high-quality software through reuse.

CIS 8388 CAPSTONE PROJECT
Credit Hour(s): 3.0

Capstone Project for MSISAC Program. CSP: 1, 2, 3, 4, 5, 6, 7, 8. Prerequisites: CIS 8000, CIS 8630, ACCT 8310, ACCT 8630, ACCT 8680/CIS8080, ACCT 8740 This project provides an opportunity for students to apply the knowledge and skills acquired from all courses in the MS ISAC program. The project will be designed to perform work on any of the topics like IT Audit, IT Security, IT Risk Assurance and IT Governance. The student is expected to work on a project for a client organization (external or internal). Students will, individually or in teams, develop a project plan with milestones like project charter, deliverables etc. for the client.

CIS 8389 DIR READ IN INFO SYSTEMS
Credit Hour(s): 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
Credit Hour(s): 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 senior level 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
Credit Hour(s): 3.0

Topics in Information Systems Development. Formerly CIS 8490. Prerequisite: CIS 8000-8050; others depend on topic This course addresses emerging or advanced topics in the development of information system applications such as socio technical or soft system 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
Credit Hour(s): 3.0

Mobile Commerce & Applications. Prerequisite: CIS 8050. CSP: 7, 8. This course provides an in depth coverage of mobile commerce including frameworks, applications, requirements, location based services, group oriented services, transaction management, content and pricing, business model and emerging commerce services. The coverage will include both technical and applications oriented topics.

CIS 8411 WIRELESS NETWORKS
Credit Hour(s): 3.0

Wireless Networks. Prerequisite: CIS 8050 or CSC 6220. CSP: 7, 8. The potential impact of new networks is enormous and will change the way information is accessed, managed, and stored. In this course, many recent, current and emerging developments 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
Credit Hour(s): 3.0

Topics in Telecommunication. With the advent of the internet and the increased reliance upon state of the art 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 ever changing advances in technology by keeping the student abreast of the latest trends in communications.

CIS 8500 HCI & ASSISTIVE TECH
Credit Hour(s): 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 human computer 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
Credit Hour(s): 3.0

Topics in Medical Informatics. Prerequisites: CIS 8000-8050; 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 8630 COMPUTER FORENSICS
Credit Hour(s): 3.0

Business Computer Forensics and Incident Response. Prerequisites: Acct 8680, Cis 8080. CSP: 1, 6, 7. This course provides a strategic exploration into the prevention and response to intentional abuse of business information systems. This abuse frequently leads to diversion of resources, interruptions of service and corruption of data that develop into a variety of losses that can seriously impair an organization's performance. Students will be prepared to plan and manage organizational incident and forensics preparedness, including information security policies, information controls, information practices, incident response plans, forensic readiness, and preservation of evidence in the

form of electronically stored information. The course includes experiments in the use of forensics tools for investigation of organizational policy violations.

CIS 8640 IT SERVIVICES MANAGEMENT
Credit Hour(s): 3.0

IT Services Management and Governance. CSP: 1, 2, 3, 4, 5, 6, 7, 8. Prerequisites: Permission of the program director. The course will cover topics such as Service/Help Desk, Configuration Management, Incident Management, Problem Management, Release Management, and Change Management, IT Security, Service Level management, Capacity planning, Business Continuity Management, Availability and IT Financial Management.

CIS 8670 ERP IMPLEMENTATION
Credit Hour(s): 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 state of the art methods in successfully integrating Enterprise Resource Planning (ERP) systems into extant enterprise architectures. The course will help both functional area and IT managers understand the respective role of users, enteprise architects, developers and managers in the selection, preparation, implementation and management of large and complex enterprise applications. This is NOT a hands on ERP tool based course, rather it is a precursor to deeper involvement in ERP management, implementation and, if desired, administration. As such the course will be of value to students in both technical and managerial programs.

CIS 8699 TOPICS IN BUS PROC INNOV
Credit Hour(s): 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 Resource Planning (ERP), supply chain management, e-Procurement 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
Credit Hour(s): 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 scripting, and web application development techniques. Other topics discussed in this class include web application security, session management, design patterns and reusable web application components. Advanced topics such as SML and Cascading Style Sheets are also introduced.

CIS 8900 KNOWLEDGE SYS
Credit Hour(s): 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. Methodologies, tools, and techniques to support knowledge intensive business processes and exploiting the vast amount of data available, especially in the Internet age, are explored. Several knowledge based development environments for the construction of knowledge intensive applications are studied. Case studies of several knowledge intensive systems are used for insight into their motivation, construction, and use. Popular tools, methodologies, techniques, and environments for developing knowledge intensive systems will be evaluated and compared from technical and usage perspectives.

CIS 8990 MS-CIS THESIS RESEARCH
Credit Hour(s): 0.0 TO 6.0

MS-CIS Thesis Research. Prerequisite: CIS 8000, CIS 8010, CIS 8020, CIS 8030, CIS 8040, CIS 8050, CIS 8389; and 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
Credit Hour(s): 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 database/knowledge based systems. The focus of the course is announced in advance and the course syllabus is made available for students to review.

CIS 9240 TOPICS IN INFO SYS DEV
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Design Research Methods in Information Systems. Prerequisite: RCB doctoral standing or consent of instructor. The course develops skills needed for conducting research

whose aim is to invent methods and techniques for designing information systems that are effective and efficient. Students also acquire skills in developing research proposals that follow the design research paradigm and learn how to public such research.

CIS 9390 ADV SEM IN IT & SYS
Credit Hour(s): 3.0

Advanced Seminar in Information Technologies and Systems. This course addresses emerging or advanced topics in information technologies, such as wireless and mobile networks, mobile networks, such as outsourcing, entrepreneurship, project management, and mobile commerce. In addition to providing an in-depth understanding of the topic, the focus of the course will be on research problems, diverse research 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Issues and Perspectives in Communication. (Formerly Comm 8000.) Overview of general concepts in the study of human and mass mediated communication. Comparison of commonly used terms across communication disciplines emphasized.

COMM 6020 ADVANCED FILM THEORY
Credit Hour(s): 3.0

Advanced Film Theory. An in-depth study of the theoretical writing about film, particularly those classical and contemporary paradigms that have illuminated the medium: realism, formalism, structuralism, semiotics, psychoanalysis, Marxism, and feminism.

COMM 6030 RESEARCH METHODS IN COMM
Credit Hour(s): 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
Credit Hour(s): 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 6060 TEXTUAL ANALYSIS MOVING IMAGE
Credit Hour(s): 3.0

Close Textual Analysis of Moving Image. An intensive examination of one media text (or televison series), selected for its aesthetic, social, and/or historical importance. (Example might include Hitchcock's Psycho, the TV series Queer As Folk, the video game Grand Theft Auto, etc.) May be repeated once if medium to be analyzed is different.

COMM 6115 SCREENWRITING FOR SHORT FILM
Credit Hour(s): 3.0

Screenwriting for the Short Film. Dramatic fiction writing for short film and video production. Provides and in-depth dramatic writing course for students intending to make short film and videos in subsequent production courses.

COMM 6125 COMMUNITY-BASED MEDIA PROD
Credit Hour(s): 4.0

Community-Based Media Production Prerequisite: consent of instructor. Two lecture and two lab hours. Seminar combines service learning and digital video production to preserve stories of overlooked local communities.

COMM 6135 DIGITAL CINEMATOGRAPHY
Credit Hour(s): 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
Credit Hour(s): 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. Non-linear editing software will be used in the creation of process-oriented exercises and short projects. Students are responsible for the cost of materials required for class projects. Outside class time will be required for collaborative student projects.

COMM 6155 MEDIA EXPRESSION
Credit Hour(s): 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
Credit Hour(s): 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 6165 SPECIAL PROD TOPICS
Credit Hour(s): 3.0 TO 4.0

Special Production 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
Credit Hour(s): 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
Credit Hour(s): 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 6190 STUDIES NATIONAL CINEMAS/MEDIA
Credit Hour(s): 3.0

Case Studies in National Cinemas/Media. Intensive analysis of a specific national cinema or mediascape, with particular attention paid to the critical, theoretical, and historiographic questions raised by such a study. May be repeated once if topic varies.

COMM 6210 CRITICAL HISTORY OF RADIO & TV
Credit Hour(s): 3.0

Critical History of Radio and 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
Credit Hour(s): 3.0

Documentary Film. The history of non-fiction film and production.

COMM 6250 PRODUCING FOR TV AND FILM
Credit Hour(s): 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 ADAPTING LITERATURE TO FILM
Credit Hour(s): 4.0

Adapting Literature to Film. A study of how one medium is transformed into another based on a close reading of both. Adaptation theory will be included, as well as a consideration of the interim screenplay and the film production process where possible.

COMM 6270 STYLES, MOVEMENTS, PERIODS
Credit Hour(s): 3.0

Studies in Styles, Movements, Periods. Intensive examination of key stylistic trends, movements, and historical periods in media history. Topics might include "Cinematic Realisms," "Television in the 1950s," "Sound Design after Dolby," "Transcendental Styles," etc. May be repeated once it topic is different.

COMM 6280 TOPICS IN AUTHORS/GENRES
Credit Hour(s): 3.0

Topics in Authors and Genres. Examination of the work of a major media author (Hitchcock, Kubrick, Godard, etc.) or of a media genre (melodrama, Western, situation comedy, etc.), with attention to the theoretical, aesthetic, and social/historical questions raised by the work studies. May be repeated once if topic is different.

COMM 6310 FEATURE SCREENWRITING I
Credit Hour(s): 3.0

Feature Screenwriting I. Principles of writing the full-length screenplay for feature film. Preparation for and writing of the first half of the screenplay. The second half will be completed in the sequence course, Comm 6320: Feature Screenwriting II.

COMM 6320 FEATURE SCREENWRITING II
Credit Hour(s): 3.0

Feature Screenwriting II. Prerequisite: Comm 6310. Principles of writing the full-length screenplay for feature film, including contest competitions and marketing. Writing and revising the second half of the screenplay begun in Comm 6310: Feature Screenwriting I.

COMM 6355 DIGITAL MOVING IMAGE PRODUCTN
Credit Hour(s): 4.0

Digital Moving Image Production. Prerequisite: Comm 6135, Comm 6145, and Comm 6155. Two lecture and two lab hours per week. Pre-production and production of a short project originated on film or high-definition video or other moving image technologies. Creative and technical processes included are live-action digital cinematography and digital sound recording. Projects may include short fiction and non-fiction subjects. Post-production is to be completed in Comm 6360.

COMM 6360 DIGITAL POST-PRODUCTION
Credit Hour(s): 4.0

Digital Post-Production. Prerequisite: Comm 6355. Two lecture and two lab hours per week. Intensive exploration of non-linear editing of digital video and audio and title design for the completion of post-production for a short fiction or non-fiction moving image project.

COMM 6385 CRITICAL VISUAL CULTURE THEORY
Credit Hour(s): 3.0

Critical Visual Culture Theory. Examines some of the major strands in Critical Theory that have contributed to institute the interdisciplinary field of Visual Culture Studies and the various theories of the image emerging from this field.

COMM 6390 NEW MEDIA CULTURE, THEORY/PRAC
Credit Hour(s): 3.0

New Media Culture in Theory and Practice Examination of the semiotics, aesthetics, economics, and politics of new media. Combines theoretical readings with hands-on training in the design of websites and multi-media projects.

COMM 6400 DEVL OF COMM/LANGUAGE:LIFESPAN
Credit Hour(s): 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 6430 MEDIA INDUSTRIES
Credit Hour(s): 3.0

Media Industries. Examines the historical, technological, economic, political, and social forces shaping the media industries and explores the range of established and emerging theoretical and methodological approaches employed in media industry analysis. 3.0 credit hours.

COMM 6450 RHETORICAL THEORY & CRITICISM
Credit Hour(s): 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 6470 TOPS:INTRPRSNL COMM THEORY/RES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Political Communication. Political communication in contemporary America with a focus on the rhetoric of political leaders during campaigns and governance.

COMM 6485 HEALTH COMMUNICATION
Credit Hour(s): 3.0

Health Communication. Provides a comprehensive overview of the major issues, topics, theories and research prevalent in the field of health communication. Topics include interpersonal influence (social support and social network), persuasive message design, and the role of organizations, media, and new communication technology in influencing health attitudes, behaviors, and policy.

COMM 6490 COMMUNICATION AND GENDER
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6600 MEDIA MANAGEMENT
Credit Hour(s): 3.0

Media Management and Marketing. (Formerly Comm 8630.) Planning, organizing, coordinating, controlling, and marketing the media entity.

COMM 6610 DESKTOP EDITING & PUBLISHING
Credit Hour(s): 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
Credit Hour(s): 3.0

Problems in Public Relations. Explores, critically assesses, and applies theory and research in the analysis of recurring problems in public relations practice, including theories that dominate the field, formative research as applied to planning and implementing campaigns and programs, and evaluative research as applied to measuring public relations effectiveness.

COMM 6630 PUBLIC RELATIONS WRITING

Credit Hour(s): 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 6650 INTERNATL COMMUNICATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6840 COMPUTER GRAPHIC IMAGING
Credit Hour(s): 4.0

Computer Graphics Imaging. (Same as CSc 6840.) Study the theories, techniques and tools for creating 3D graphics content. Topics include 3D modeling, camera, lighting, materials, texture mapping, physics based modeling, basic animation, and rendering techniques (such as tracing and radiosity).

COMM 6841 COMPUTER ANIMATION
Credit Hour(s): 3.0

Computer Animation. Prerequisite: Comm 6840. (Same as CSc 6841.) 3D computer animation including classical animation techniques, cel animation, key framing, storyboarding, physically-based modeling, character animation, lighting, camera placement and motion, motion blur, compositing, and other relevant topics.

COMM 6910 SPECIAL PROJECT
Credit Hour(s): 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 6915 SPECIAL PROD PROJECT
Credit Hour(s): 3.0 TO 4.0

Special Production Project. Prerequisite: Consent of instructor. Supervised experience in individual projects developed out of the student's professional or vocational interests and responsibilities. There is a fee associated with this course that must be paid on enrollment in the course.

COMM 6940 TELEVISION STUDIES
Credit Hour(s): 3.0

Television Studies. Course traces development of television studies. Also looks at recent work in the field as a means of assessing the changing nature of television and of television studies as an area of inquiry. Readings explore range of industrial, sociocultural, textual and audience analyses, approaches and issues.

COMM 6960 AMERICAN FILM HISTORY II
Credit Hour(s): 3.0

American Film History II. History of American Film from the post-classical period to the present. Discussion of the semiotics, aesthetics, economics, and politics of Hollywood and independent cinema.

COMM 6970 INTERNSHIP
Credit Hour(s): 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 6990 THESIS RESEARCH
Credit Hour(s): 1.0 TO 20.0

Thesis Research. (Formerly Comm 8999.)

COMM 6995 THESIS PRODUCTION
Credit Hour(s): 1.0 TO 20.0

Thesis Research. There is a fee associated with this course which must be paid upon enrollment.

COMM 8000 FEMINIST MEDIA STUDIES
Credit Hour(s): 3.0

Feminist Media Studies. A seminar providing a transdisciplinary, transnational exploration of the various feminist theoretical and methodological approaches to the field of media studies, with attention to its historical, cultural, social, political and economic dimensions.

COMM 8015 QUANTITATIVE RESEARCH METHODS
Credit Hour(s): 3.0

Quantitative Research Methods An advanced seminar examining social science methodology and statistical analysis used in communication research. Topics include measurement and design issues, basic research methods (e.g., experiments, surveys, observational research, content analysis), and conceptual and practical issues in quantitative data analysis.

COMM 8025 CONTENT ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 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 8045 HEALTH COMMUNICATION
Credit Hour(s): 3.0

Health Communication. Provides a comprehensive overview of the major issues, topics, theories and research prevalent in the field of health communication. Topics include interpersonal influence (social support and social network), persuasive message design, and the role of organizations, media, and new communication technology in influencing health attitudes, behaviors, and policy.

COMM 8050 PRINCIPLES OF PERSUASION
Credit Hour(s): 3.0

Principles of Persuasion. Analysis of verbal and visual communication strategies intended to influence attitude and opinions.

COMM 8055 THEORIES MEDIA USES & EFFECTS
Credit Hour(s): 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
Credit Hour(s): 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 8090 COMMUNICATION ETHICS
Credit Hour(s): 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
Credit Hour(s): 3.0

Theories of the Public. Introduction to advanced theories of the communicating public, including surveys of Lippmann, Dewey, Habermas, and others. Review of disciplinary perspectives on mass audiences from speech communication, mass communication, media studies, argumentation theory, cultural studies, and public relations approaches.

COMM 8111 DOCTORAL PROSEMINAR
Credit Hour(s): 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
Credit Hour(s): 1.0

Doctoral Writing Workshop. Seminar focused on preparing advanced communication research for publication.

COMM 8120 MEDIA, INDIVIDUALS & SOCIETY
Credit Hour(s): 3.0

Media, Individuals and Society. A doctoral seminar on theoretical foundations and new developments that address the linkages among mediated communication, individuals, and society. Examines media-related issues at the individual and interpersonal/intergroup levels. Begins with a historical overview and introduction to key issues in the field. Focuses on three broad approaches: media uses and effects, public campaigns and persuasion, and cultural studies.

COMM 8130 COMMUNICATION IN GLOBAL CONTXT
Credit Hour(s): 3.0

Communication in a Global Context. Prerequisite: consent of instructor. Three lecture hours per week. Examination of theoretical debates, communication processes and practices, regulatory mechanisms, conflict, cultural identities in the global space, and the consequent relation of our social environment and self-perceptions to a global scale.

COMM 8140 COMM CAMPAIGNS
Credit Hour(s): 3.0

Communication Campaigns. Discussed major theories and principles of persuasion and attitude change, message design and dissemination strategies as they relate to communication campaigns. Provides knowledge and skills required to create and evaluate persuasive campaigns in many domains, such as health, politics, social issues, and the environment.

COMM 8160 STYLE & NARRATIVE ANALYSIS
Credit Hour(s): 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 8210 AUDIENCES & CULTURAL STUDIES
Credit Hour(s): 3.0

Audiences and Cultural Studies. Situates media audiences within a cultural studies framework to explore various ethnographic and qualitative approaches. Examines the evolution of the cultural studies approach to audiences, from

foundational works to current approaches that see audience activity as less about responding to media texts and more about developing multiple interactive practices inspired by and lined with media within the context of class, race, gender and sexuality.

COMM 8385 CRITICAL VISUAL CULTURE THEORY
Credit Hour(s): 3.0

Critical Visual Culture Theory. Examines some of the major strands in Critical Theory that have contributed to institute the interdisciplinary field of Visual Culture Studies and the various theories of the image emerging from this field.

COMM 8400 TOPICS IN COMM RESEARCH METHDS
Credit Hour(s): 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
Credit Hour(s): 3.0

Qualitative Methods. Philosophy and practice of qualitative methods in communication; problems and projects.

COMM 8420 MEDIA HISTORIOGRAPHY
Credit Hour(s): 3.0

Media Historiography. Examination of theoretical and methodological approaches to researching media history.

COMM 8430 MEDIA INDUSTRIES
Credit Hour(s): 3.0

Media Industries. Examines the historical, technological, economic, political, and social forces shaping the media industries and explores the range of established and emerging theoretical and methodological approaches employed in media industry analysis. 3.0 credit hours.

COMM 8640 TELEVISION STUDIES
Credit Hour(s): 3.0

Television Studies. Course traces development of television studies. Also looks at recent work in the field as a means of assessing the changing nature of television and of television studies as an area of inquiry. Readings explore range of industrial, sociocultural, textual and audience analyses, approaches and issues.

COMM 8680 MEDIA RECEPTION STUDIES
Credit Hour(s): 3.0

Media Reception Studies. Examination of qualitative theories and methodological approaches for researching media reception by audiences.

COMM 8685 CRITICAL VISUAL CULTURE THEORY
Credit Hour(s): 3.0

Critical Visual Culture Theory. Examines some of the major strands in Critical Theory that have contributed to institute the interdisciplinary field of Visual Culture Studies and the various theories of the image emerging from this field.

COMM 8690 MEDIA AND CULTURAL STUDIES
Credit Hour(s): 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 8710 SEMINAR: MASS COMMUNCTN THEORY
Credit Hour(s): 3.0

Seminar in Mass Communication Theory. Mass communication theories from individual, organizational, and societal perspectives.

COMM 8730 SEM: INTERNATNL MEDIA &CULTURE
Credit Hour(s): 3.0

Seminar in International Media and Culture. Prerequisite: Comm 6650. In-depth examination of issues, trends, and culture pertaining to mass communication within and among nations of sub-Saharan Africa or of the Arab nations of the Middle East and North Africa. Specialized areas of study will rotate from year to year.

COMM 8740 INTL POLITICAL ECONMY OF MEDIA
Credit Hour(s): 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 8770 COMP STUDIES EMERGING MEDIA
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 20.0

Directed Research in Communication.

COMM 8790 SEMINAR: PUBLIC COMMUNICATION
Credit Hour(s): 3.0

Seminar in Public Communication. This seminar is intended to provide students with advanced instruction in various areas of public communication theory. Graduate faculty for this course will rotate according to the specialized research and publication areas of participating faculty. May be repeated multiple times as topics vary.

COMM 8900 INTERNSHIP
Credit Hour(s): 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
Credit Hour(s): 3.0

Special Topics. Prerequisite: consent of instructor.

COMM 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 20.0

Doctoral Dissertation Research. Prerequisite: consent of instructor.

CPI CENTER PROCESS INNOVATION

CPI 8060 SUPPLY CHAIN MGMT
Credit Hour(s): 3.0

Supply Chain Management. (Formerly CPI 8400) Prerequisites: MBA 8125 or MBA 8155 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 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 impacting supply chain strategies and practices, including logistics, digital coordination of decisions and resources inventory and risk management, procurement and supply contracting, product and process design, and revenue management.

CPI 8389 DIRECTED READING
Credit Hour(s): 3.0

Directed Reading in Electronic Commerce. (Formerly ECM 8389). Prerequisites: consent of the instructor, good academic.

CPI 8400 SUPPLY CHAIN MANAGEMENT
Credit Hour(s): 3.0

Supply Chain Management. (Formerly ECM 8400). Prerequisite: MBA 8125. Same as CIS 8060. Students develop the ability to conceptualize and implement supply networks for business models. They evaluate the end to end demand fulfillment capability of value chain constellations 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 business models, information technology, and globalization eliminate traditional supply chain constraints dislodge obsolete intermediaries, and create new forms of value added intermediation. They evaluate digitally enabled models of distribution, procurement, supplier collaboration, and service fulfillment.

CPI 9100 INTER-FIRM PROCESS INNOV
Credit Hour(s): 3.0

Digitally-Enabled Innovation of Inter-Firm Business Processes. Prerequisite: Students in the RCB PhD program. Digitally-enabled innovation of business models, inter-firm 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 digitally-enabled inter-firm processes and business networks. They identify theoretical contributions and gaps in the literature and develop an understanding of theoretical and methodological approaches for investigations.

CPI 9200 ACTION RESEARCH STUDIES
Credit Hour(s): 3.0

Action Research in Business Studies. Prerequisite: Students are admitted into one of RCB's PhD programs. Action research offers unique opportunities to study business practices through projects that are planned, and often executed, in close collaboration with firms and stakeholders. Students critique exemplar action research studies across different business disciplines and they study the roots and contemporary foundation for designing and executing rigorous action research in business studies. The students learn how to organize and present action research projects including: area of concern, theoretical framing, practical problem solving, data collection and analysis, and research contributions. Also, they develop an understanding of how action research can be combined with other research methods and practical problem solving methods to conduct and present business studies.

CPI 9389 READING IN PROC INNOV
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Process Innovation. This course will be taught at a level equivalent to a doctoral seminar and thus limited to doctoral students in Process Innovation and related disciplines. Students may take this course multiple times for course credit as different topics are offered.

CPS COUNSELING & PSYCH SERVICES

CPS 6010 PROF ID/ETHICS MNTL HLT COUNS
Credit Hour(s): 3.0

Professional Identity and Ethics in Mental Health Counseling. This course provides an introduction and overview of the counseling profession. Students learn about the roles, responsibilities, and identity of a mental health 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 PROF IDENT/ETHICS REHAB COUNS

Credit Hour(s): 3.0

Introduction to Professional Identity, Practice, and Ethics for Rehabilitation Counselors. This course provides an overview of the unique topics associated with the specialty of rehabilitation counseling including history, laws, professional orientation and roles, employment, and ethical/legal concerns. Students become familiar with multicultural diversity, research, professional/organizational, vocational and rehabilitation counseling, and career development issues as they apply to be rehabilitation counselors. A minimum grade of "B" is required for this course.

CPS 6150 ETHICAL/LEGAL STANDARDS IN CPS

Credit Hour(s): 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

Credit Hour(s): 3.0

Basic Counseling Skills. This course is an introduction to basic counseling skills. It exposes students to the helping skills necessary for effective mental health 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

Credit Hour(s): 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 7000 CONSULT, ADVOC, & LDRSP IN MHC

Credit Hour(s): 3.0

CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling. This course addresses ethical considerations among mental health counseling professionals, including issues related to duty to warn, crisis management, assessment, and the therapeutic relationship. The course also addresses an array of professional responsibilities including professional organization involvement, consultation, and supervision.

CPS 7260 COUNS SYSTEMS & INTERVENTIONS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

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

Credit Hour(s): 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

Credit Hour(s): 3.0

Educational and Psychological Appraisal. This course covers cognitive and non-cognitive methods of data gathering in educational and psychological organization. Students focus on the history, ethical and legal practices, psychometrics of administration, scoring, and integration of tests, inventories, and interviews. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools. A minimum grade "C" is required for this course.

CPS 7490 INDIVIDUAL ASSESSMENT I

Credit Hour(s): 3.0

Individual Assessment I. 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 7495 INDIVIDUAL ASSESSMENT I: LAB

Credit Hour(s): 2.0

Individual Assessment I: Lab. This supervised lab session provides students with an opportunity for guided practice and feedback on conducting assessments and evaluations of cognitive function (intelligence) in children and adolescents. Students will practice implementing a variety of assessment instruments and techniques.

CPS 7500 INDIV/FAMLY OVER THE LIFE SPAN

Credit Hour(s): 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 INDIVIDUAL ASSESSMENT II

Credit Hour(s): 3.0

Individual Assessment II. Prerequisite: CPS 7490 with a minimum grade of "B". This second course covers all aspects of academic assessment including visual-motor skills. In addition, Georgia Department of Education guidelines for determining categories of exceptionality are presented. Theories in developmental psychology are reviewed in the context of accurate academic assessment. Students must maintain a "B" average throughout the course.

CPS 7515 INDIVIDUAL ASSESSMENT II: LAB

Credit Hour(s): 2.0

Individual Assessment II: Lab. This supervised lab session provides students with an opportunity for guided practice and feedback on conducting assessments and evaluations of academic achievement in children and adolescents. Students will practice implementing a variety of assessment instruments and techniques.

CPS 7520 DATA-BASED DEC MKG ACAD INTERV

Credit Hour(s): 2.0 TO 3.0

Data-Based 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 psycho-educational assessment results to school-based interventions. It prepares school psychology students for their roles in data-based decision making and the development of cognitive and academic competencies of school-aged children, with

particular emphasis on the implementation of research-based 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 CONSULT MNTL HLTH COUNSELNG

Credit Hour(s): 2.0 TO 3.0

Consultation in Mental Health 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Psychological Consultation in the Schools I. Prerequisite: CPS 6040 with a minimum grade of "B". This course provides an introduction to school-based consultation in school psychology. It considers both the theory and the practice of school-based 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: MNTL HLTH COUNSEL

Credit Hour(s): 3.0 TO 6.0

Applied Practice I: Mental Health Counseling. Prerequisites: CPS 6450 with minimum grades of "S", CPS 7000, CPS 7260, CPS 7340, CPS 7450, CPS/EPY 7500, CPS 8100, and CPS 8460 minimum grades of "C". The purpose of the counseling practica is to introduce counseling master's students to the practice of professional counseling with actual clients at a site commensurate with the student's professional interests. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course. (Repeatable).

CPS 7661 APPL PRAC I: SCHOOL COUNSELING

Credit Hour(s): 3.0 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

Credit Hour(s): 3.0 TO 6.0

Applied Practice I: School Psychology. Prerequisites: CPS 6150 with a minimum grade of "C"; CPS 6410 with a minimum grade of "S"; CPS 6040, CPS 7490, CPS 7495, CPS 7510, CPS 7515, CPS 7520, and CPS 8440 each with a minimum grade of "B". The purpose of the applied practicum 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 7663 APPL PRACT I: REHAB COUNSELING

Credit Hour(s): 2.0 TO 6.0

Applied Practice I: Rehabilitation Counseling. Prerequisites: CPS 6050 with minimum grade of "B". CPS 6410 and CPS 6450 with minimum grades of "S". CPS 6150, CPS 7260, CPS 7340, CPS 7500, and CPS 8410 with minimum grades of "C". The purpose of the counseling practica is to introduce counseling master's students to the practice of 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 7680 INTERN: MENTAL HLTH COUNSELING

Credit Hour(s): 3.0 TO 9.0

Internship: Mental Health 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 mental health counseling skills by assuming the role of a counselor-in-training on their internship sites. Students carry out all the activities and functions performed by employed counselors on site. 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

Credit Hour(s): 2.0 TO 9.0

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 counselor-in-training 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 7683 INTERNSHIP: REHAB COUNSELING

Credit Hour(s): 2.0 TO 6.0

Internship: Rehabilitation Counseling. Prerequisite: permission of department for spring only. Corequisite: CPS 7663 for fall only with a minimum grade of ?S?. This internship is designed to enable students to practice their rehabilitation counseling skills by assuming the role of a counselor-in-training on their internship sites. Students carry out all the activities and functions performed by employed counselors on site. 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Psychobehavioral Diagnosis. Prerequisites: CPS 6010, CPS 6020, CPS 6030, or CPS 6050 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 IV-TR (2000). Axis I and Axis II (Personality) Disorders are focused on through a series of lectures, student papers and presentations of selected disorders, and case studies (written/video). A minimum grade of "C" is required for this course.

CPS 8260 PROG EVAL, ADVOC, & LEAD SCO

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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. Culturally-based interventions with the goal of developing purposeful, directional, and culturally relevant approaches to working with diverse clients who present with a range of clinical issues are reviewed. Treatment approaches developed from a cultural frame of reference with attention to the intersections of the client's race, ethnicity, gender, class, acculturation level, and presenting problem are explored. A minimum grade of "C" is required for this course.

CPS 8350 BIOPSYCHOLOGY AND MEDICATION

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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. A student can attempt this course a maximum of two times while enrolled in ones respective program. A grade of W in this course counts as an attempt. The minimum grade of "C" is required for passing this course.

CPS 8440 SOCIAL/EMO ASSESS CHILDRN/ADOL

Credit Hour(s): 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 school-age children is discussed. Objectives, projective and behavioral checklist test instruments are utilized. Emphasis is on norm-based test instruments. Course includes laboratory experience. A minimum grade of "B" is required for this course.

CPS 8450 ADVANCED GROUP COUNSELING

Credit Hour(s): 3.0

Advanced Group Counseling. Prerequisites: CPS 7680, CPS 7681, or CPS 7683 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Child/Adolescent Psychopathology. 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. DSM-IV is reviewed. A minimum grade of "C" is required for this course.

CPS 8570 PSYCH CONSULTATION IN SCHS II

Credit Hour(s): 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 school-based 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 8600 ADVANCED PLAY THERAPY

Credit Hour(s): 3.0

Advanced Play Therapy. Prerequisites: CPS 7680, CPS 7681, or CPS 7683 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 on-campus practicum. A minimum grade of "C" is required for this course.

CPS 8620 ADLERIAN TECHN W/FAM & COUPLES

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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. (Repeatable)

CPS 8661 APPL PRAC II:SCHOOL COUNSELING

Credit Hour(s): 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

Credit Hour(s): 3.0 TO 9.0

Applied Practice II: Consultation and Intervention Practicum in School Psychology. Prerequisites: 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 school-based intervention and consultation. Students are expected to participate in this experience on a part-time basis. A minimum of 300 clock hours is required in an asssigned school district where the student receives on-the-job training under the direct supervision of a certified school psychologist. Additional time is required each week for on-campus instruction and supervision. During the practicum, each student is required to participate in a variety of experiences including consultation, prevention (e.g., SST or pre-referral 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

Credit Hour(s): 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

Credit Hour(s): 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 8760 TOPICAL SEMINAR IN SPS

Credit Hour(s): 3.0

Topical Seminar in School Psychology. Prerequisite: permission of the instructor. This is an advanced topical seminar in which students will focus the professional literature and research relevant to important topics in the field of School Psychology. There will be analysis and discussion of these advanced topics with consideration of the implications for research and practice in School Psychology. It is repeatable and must be taken at least three times by students enrolled in the doctoral program in School Psychology. (Repeatable)

CPS 8810 DIRECTED READINGS

Credit Hour(s): 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
Credit Hour(s): 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. (repeatable)

CPS 8970 SEMINAR
Credit Hour(s): 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 9410 ASSESSMENT OF INTELLIGENCE
Credit Hour(s): 3.0

Assessment of Intelligence. Students learn to administer and interpret intelligence tests, with an emphasis on assessing adults. The primary test used is the WAIS-III (soon to be the WAIS-IV). Students also learn about assessing intelligence in children and how to consider the cultural relevance of various intelligence tests.

CPS 9420 ADULT PERSONALITY ASSESSMENT
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Supervision Internship. Prerequisite: PhD standing, CPS 8660 with a minimum grade of "S", CPS 9660 with a minimum grade of "S". Students work in the Department of Counseling and Psychological Services supervising masters' level students completing CPS 7660 and CPS 7661 or CPS 7663 and CPS 7683 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 9665 ASSESSMENT PRACTICUM
Credit Hour(s): 3.0

Assessment Practicum. Prerequisites: CPS 9410 and CPS 9420 or permission of the instructor. Students work in an appropriate psychological assessment setting with clients under supervision. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

CPS 9680 DOCTORAL INTERNSHIP
Credit Hour(s): 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 9760 SCHOOL PSYCHOLOGY RESEARCH SEM
Credit Hour(s): 3.0 TO 9.0

School Psychology Research Seminar. This is an advanced graduate research seminar. Students will participate in an active research team that includes students and a faculty member in school psychology. Topics will include a consideration of research design relevant to the research group as well as the content that is the focus of the research team. This seminar may extend beyond one term and doctoral students in School Psychology must take it for at least three terms. (Repeatable)

CPS 9920 RESEARCH AND PUBLICATION
Credit Hour(s): 1.0 TO 2.0

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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 LEADERSHIP IN COUNSELOR EDUC
Credit Hour(s): 1.0 TO 9.0

Leadership in Counselor Education: Professional and Social Advocacy. 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Family Violence and Criminal Justice. Examines how the justice system responds to family violence.

CRJU 6230 PREV & CORR STRAT FOR JUV OFF
Credit Hour(s): 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
Credit Hour(s): 3.0

Community Policing. An in-depth examination of community policing as a social control mechanism in various nations and its role in policing.

CRJU 6940 INTERNSHIP IN CRIMINAL JUSTICE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Organization and Management Theory in Criminal Justice. An introduction to organizational and management theories and concepts and an in-depth analysis of these principles as they apply to the criminal justice system.

CRJU 7630 APPL REGRESSION ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Legal Issues In Criminal Justice. Gives in-depth treatment to selected topics involving judicial institutions and the criminal process.

CRJU 8900 SEL TOPICS IN CRIM JUSTICE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Capstone Seminar in Criminal Justice This seminar is the integration experience and assessment tool for non-thesis students. Students will 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.

CRJU 8990 THESIS
Credit Hour(s): 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.

CRJU 9010 CONTEMPORARY CJ POLICY
Credit Hour(s): 3.0

Contemporary Criminal Justice Policy Examines the development and implementation of criminal justice policies.

CRJU 9030 GRADUATE ORIENTATION
Credit Hour(s): 3.0

Graduate Orientation Seminar Provides incoming Ph.D. students with an orientation to the scholarly infrastructure, standards of the program, and equips them with a set of fundamental tools needed to succeed in subsequent coursework and research endeavors.

CRJU 9450 CONTEMPORARY CRIM THEORY
Credit Hour(s): 3.0

Contemporary Criminological Theory Prerequisites: CRJU 8050 Criminological Theory or equivalent Exposes advanced graduate students to the major theories, issues, and debates that guide contemporary efforts to explain crime and criminality.

CRJU 9550 DIRECTED TEACHING SEMINAR
Credit Hour(s): 3.0

Directed Teaching Seminar Exposes advanced graduate students to the pedagogical literature and develops their abilities to teach undergraduate criminal justice and criminology courses.

CRJU 9610 QUANTITATIVE METHODS II
Credit Hour(s): 3.0

Quantitative Research Methods II Prerequisites: CRJU 8610 Examines the advanced quantitative methods and analytical strategies used in the study of crime and criminal justice.

CRJU 9630 STATISTICS IN CJ II
Credit Hour(s): 3.0

Statistics in Criminal Justice II Prerequisite: CRJU 8620 Examines the use of multiple linear regression and other advanced techniques used in the study of crime and criminal justice.

CRJU 9830 COMPREHENSIVES SEMINAR
Credit Hour(s): 3.0

Comprehensives Seminar Seminar integrates prior coursework with an emphasis on providing the foundation for the student’s future scholarship.

CRJU 9920 QUALITATIVE METHODS
Credit Hour(s): 3.0

Qualitative Research Methods Prerequisites: CRJU 8610 Research Methods in CJ or equivalent Exposes advanced graduate students to several qualitative research methods used in the fields of criminal justice and criminology.

CSC COMPUTER SCIENCE

CSC 6110 EMBEDDED SYSTEMS
Credit Hour(s): 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; microprocessor-based applications; digital communications; and embedded systems programming.

CSC 6120 INTRODUCTION TO ROBOTICS
Credit Hour(s): 4.0

Introduction to Robotics. Prerequisites: CSc 3320 and Math 3030. The course focuses on programming robots. We will use robotic kits for the hardware, and program them using state-of-the-art languages, such as NQC.

CSC 6210 COMPUTER ARCHITECTURE
Credit Hour(s): 4.0

Computer Architecture. Prerequisite: CSc 3210. Logic design, combinatorial and sequential circuits, input-output devices, memory, processors, controllers, parallel architectures, bit-slicing, reduced instruction sets.

CSC 6220 COMPUTER NETWORKS
Credit Hour(s): 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 state-of-the art network standards.

CSC 6221 WIRELESS NET & MOBILE COMP
Credit Hour(s): 4.0

Wireless Networks and Mobile Computing. Prerequisite: CSc 4220 with grade of C or higher, or equivalent. 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 6222 INTRO TO INFO SECURITY
Credit Hour(s): 4.0

Introduction to Information Security. Prerequisite: CSc 4220 or CSc 6220 with a grade of C or higher. This course provides an initial overview on the topic of Information Security. It covers the basics of encryption and decryption, program security including viruses and other malicious code, application security, security in operating systems, security in networks and distributed systems, different methods of administering security, and legal and ethical issues in computer security.

CSC 6225 INTERNETWORK PROGRAMMING
Credit Hour(s): 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 most-widely used application program interface, sockets. Topics to be covered include: Internet Protocol (IP), Transport Layer Protocol- Transmission Control Protocol (TCP), Transport Layer Protocol-User Datagram Protocol (UDP), and Unix/Linux Network Programming.

CSC 6260 DIGITAL IMAGE PROCESSING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 4.0

Parallel and Distributed Computing. Prerequisites: CSc 3210 and CSc 3320. Introduction to various parallel and distributed computing paradigms, algorithms, architectures, programming environments, and tools. Hands-on programming on both shared-memory and message-passing parallel architectures.

CSC 6320 OPERATING SYSTEMS
Credit Hour(s): 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
Credit Hour(s): 4.0

Programming Language Concepts. Prerequisites: CSc 3210 and CSc 3410. Fundamental programming language concepts, including syntax versus semantics, binding time, scopes, and storage management.

CSC 6340 INTRODUCTION TO COMPILERS
Credit Hour(s): 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
Credit Hour(s): 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 6370 WEB PROGRAMMING
Credit Hour(s): 4.0

Web Programming. Prerequisite: CSc 2310. 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
Credit Hour(s): 4.0

Windowing Systems Programming. Prerequisite: CSc 2310. Development of application software within windowed environments. Concepts of programming including graphical user interfaces, event-driven architectures, and object-oriented language programming with an application programming interface.

CSC 6510 AUTOMATA
Credit Hour(s): 4.0

Automata. Prerequisite: CSc 2510. Theory of computing devices and the languages they recognize.

CSC 6520 DESIGN & ANALYSIS-ALGORITHMS
Credit Hour(s): 4.0

Design and Analysis of Algorithms. Prerequisites: CSc 3410 and Math 3030. 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Numerical Analysis I. Prerequisites: Math 2215 and the ability to program in a high-level language. Nature of error; iteration; techniques for nonlinear systems; zeros of functions; interpolation; numerical differentiation; Newton-Cotes formulae for definite integrals; and computer implementation of algorithms.

CSC 6620 NUMERICAL ANALYSIS II
Credit Hour(s): 3.0

Numerical Analysis II. Prerequisites: Math 3030 or 3435, and the ability to program in a high-level language. (Same as Math 6620.) Gaussian Elimination for linear systems; least squares; Taylor, predictor-corrector and Runge-Kutta methods for solving ordinary differential equations; boundary value problems and partial differential equations.

CSC 6630 INTRO TO MATLAB PROGRAMMING
Credit Hour(s): 4.0

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 6640 FUNDAMENTALS OF BIOINFORMATICS
Credit Hour(s): 4.0

Fundamentals of Bioinformatics. Prerequisite: Biol 3800 or written approval of instructor. (Same as Biol 6640 and Chem 6640.) Four lecture hours per week. A "hands-on" approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for protein and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three-dimensional structures of proteins and nucleic acids, the major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

CSC 6650 INTRO TO BIOINFORMATICS
Credit Hour(s): 4.0

Introduction to Bioinformatics. Prerequisites: CSc 3410, Biol 1103K, and Chem 1211K. The explosion in biological knowledge due to various genome projects and other high-throughput techniques has created entirely new fields and industries, and a need for trained computational biologists who are familiar with Biology, Statistics, and Computer Science. This course will introduce principles underlying current techniques in the analysis of different kinds of biological data. Topics include: sequence alignment, database searching, microarrays, structure analysis, and phylogenetic tree algorithms.

CSC 6710 DATABASE SYSTEMS
Credit Hour(s): 4.0

Database Systems. Prerequisite: CSc 3410. An introduction to the fundamental concepts and principles that underlie the relational model of data. Topics include formal query languages; SQL; query optimization; relational database design theory; and physical database design, integrity, security, and concurrency control.

CSC 6720 HUMAN-COMPUTER INTERACT
Credit Hour(s): 4.0

Human-Computer Interaction. Prerequisite: CSc 2310. Techniques and methodologies for development of user interfaces in software systems; topics include interaction styles, interaction devices, user documentation, and interface assessment.

CSC 6730 DATA VISUALIZATION
Credit Hour(s): 4.0

Data Visualization. Prerequisites: for computer science majors, CSc 2310 with grade of C or higher, or equivalent; for all other majors, consent of instructor. Data visualization is about displaying data in visual forms such as charts, diagrams, or 3D models. This course is targeted towards students who are interested in using data visualization in their work as well as those who are interested in developing visualization systems. Topics include the theoretical basis (e.g. Gestalt theory, visual attention, visual complexity theories), visualization techniques (e.g. interactive maps, time series charts, scatterplot maps, trees, networks, graphs, etc.), and visualization tools (e.g. Google Chart Tools, Processing). Students will learn basic visualization principles, how to choose the right kind of display for specific purposes, and how to provide interactive features for the user interface.

CSC 6740 DATA MINING
Credit Hour(s): 4.0

Data Mining. Prerequisite: CSC 3410. Introduction to basic data mining techniques (such as association rules mining, cluster analysis, and classification methods) and their

applications (such as Web data mining, biomedical data mining and security).

CSC 6810 ARTIFICIAL INTELLIGENCE
Credit Hour(s): 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 INTERACTIVE COMPUTER GRAPHICS
Credit Hour(s): 4.0

Interactive Computer Graphics. Prerequisite: CSc 2310. This course covers interactive 3D computer graphics techniques such as geometry modeling, transformation, lighting, texture mapping, graphics processing unit, shader, and user interaction.

CSC 6821 FUNDAMENTALS OF GAME DESIGN
Credit Hour(s): 4.0

Fundamentals of Game Design. Prerequisite: CSc 2310. Covers major aspects of game design such as challenges, gameplay, actions, core mechanics, worlds, characters, game balancing, user interfaces, and game genres.

CSC 6840 COMPUTER GRAPHICS IMAGING
Credit Hour(s): 4.0

Computer Graphics Imaging. (Same as Comm 6840.) Study the theories, techniques, and tools for creating 3D computer graphics content. Topics include 3D modeling, camera, lighting, materials, texture mapping, physics based modeling, basic animation, and rendering techniques (e.g. ray tracing and radiosity).

CSC 6841 COMPUTER ANIMATION
Credit Hour(s): 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 JAVA FOR BIOINFORMATICS
Credit Hour(s): 3.0

Java for Bioinformatics. An introduction to a high-level programming language and basic data structures with a structured approach to problem solving, algorithmic analysis, and program development with emphasis on bioinformatics applications.

CSC 7351 UNIX/C FOR BIOINFORMATICS
Credit Hour(s): 3.0

Unix/C for Bioinformatics. Prerequisite: CSc 7350. An introduction to a high-level programming language and basic data structures with a structured approach to problem solving, algorithmic analysis, and program development with applications in Bioinformatics.

CSC 7352 DATA STRUC FOR BIOINFORMATICS
Credit Hour(s): 3.0

Data Structures for Bioinformatics. Prerequisite: CSc 7351. Basic concepts and analysis of data representation and associated algorithms, including linearly-linked lists, multi-linked structures, trees, searching, and sorting with emphasis on bioinformatics applications.

CSC 8050 STATISTICS FOR BIOINFORMATICS
Credit Hour(s): 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
Credit Hour(s): 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 8220 ADVANCED COMPUTER NETWORKS
Credit Hour(s): 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
Credit Hour(s): 4.0

Optical and Wireless Networks. Prerequisite: CSc 4220/6220. Topics may include various optical and wireless networks, enabling technologies, multiplexing techniques, WDM, broadcast networks, wavelength-routed networks, network architectures, protocols, personal communication service (PCS) networks, location management, network algorithms, and optimization problems.

CSC 8222 NETWORK SECURITY
Credit Hour(s): 4.0

Network Security. Prerequisite: CSc 4220 or CSc 6220. This course provides 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 and SET, 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 8223 WIRELESS SENSOR NETWORKS
Credit Hour(s): 4.0

Wireless Sensor Networks. Prerequisite: CSc 4220 or 6220. This course is intended to provide a general introduction to wireless sensor networks. The course will cover the fundamental concepts and principles; architectures; communication protocols such as MAC protocols, link layer protocols, naming and addressing, time synchronization, localization and positioning, topology control, and routing protocols; and data management in wireless sensor networks. Students will understand the basic knowledge of wireless sensor networks, be familiar with setting up a wireless network, gain experience of designing and implementing wireless sensor network protocols for different applications, and develop abilities of conducting research in wireless sensor networks.

CSC 8240 RECONFIGURABLE NETWORKS
Credit Hour(s): 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 8250 ADVANCED NETWORK ARCHITECTURES
Credit Hour(s): 4.0

Advanced Network Architectures. Prerequisite: CSc 4220 or 6220. The course delves into the details of state-of-art network architectures protocols, and algorithms. It starts with reviewing issues associated with the network design principles, protocol mechanisms, and implementation techniques. This is followed by in-depth study of the high-speed network architecture, control, and management. The challenges related to implementing efficient and reliable protocols are then discussed and illustrated through several representative techniques and algorithms such as MPLS and RSVP. Next, the course introduces fault-management and traffic grooming technologies for emerging networks including dynamic optical, radio and overlay networks. Topics related to service classes and network convergences, as well as interactions among diverse networking paradigms are also covered.

CSC 8251 SENSOR WEB ARCH AND PROTOCOLS
Credit Hour(s): 4.0

Sensor Web Architecture and Protocols. Prerequisite: CSc 4220/6220. This course surveys the emerging field of sensor web system and its applications. The course will cover a broad range of topics, including system architectures, operating systems, radio communication, networking protocols, energy management, RFID, web services and its applications (such as smart environments and smart grid). It is a research-oriented course that includes reading and discussion of papers from the scientific literature. Students will be expected to understand the algorithms and protocols in the lecture and read and present several selected research papers. The students will also gain hands-on experience with sensor web system and testbed and learn how to design practical sensor web systems.

CSC 8260 ADV IMAGE PROCESSING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 4.0

Advanced Operating Systems. Prerequisite: CSc 4320/6320. Advanced operating systems concepts and mechanisms. Topics may include process synchronization, process deadlock, distributed operating systems, atomicity, commitment, recovery, fault-tolerance, distributed leader election, distributed manual exclusion algorithm, and concurrency control.

CSC 8350 ADVANCED SOFTWARE ENGINEERING
Credit Hour(s): 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
Credit Hour(s): 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. "Real-world" examples of attacks will be analyzed and discussed.

CSC 8520 APPLIED COMBIN/GRAPH THEORY
Credit Hour(s): 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
Credit Hour(s): 4.0

Parallel Algorithms. Prerequisite: CSc 6520. Techniques for designing and analyzing parallel algorithms on shared-memory and other models. Topics may include basic techniques, lists, trees, searching, sorting, graphs, and randomized algorithms.

CSC 8540 ADVANCED ALGORITHMS IN BIOINFO
Credit Hour(s): 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 ADVANCED ALGORITHMS
Credit Hour(s): 4.0

Advanced Algorithms with Applications to Networks. Prerequisite: CSc 4520/CSc6520. Advanced data structures and algorithms. Liner Programming, Integer Linear Programming, approximation algorithms. Algorithms and protocols for sensor and ad hoc wireless networks. Protocols for improvement of communication networks survivability and reliability.

CSC 8560 APPROXIMATION ALGORITHMS
Credit Hour(s): 4.0

Discrete Approximation Algorithms and Metaheuristics. Prerequisite: CSc 4520 or CSc 6520 with a grade of C or higher. Approximation algorithms and metaheuristics for combinatorial problems: Set Cover, Steiner Trees, Multiway Cut, k-Center, Feedback Vertex Set, Shortest Superstring, Knapsack, Bin Packing, Minimum Makespan Scheduling. Primal-Dual Approximation algorithms: Steiner Forest.

CSC 8610 ADVANCED NUMERICAL ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 computer-based bioinformatics project.

CSC 8710 DEDUCTV DATABS/LOGIC PROG
Credit Hour(s): 4.0

Deductive Databases and Logic Programming. Prerequisite: CSc 4710/6710. An introduction to the area of deductive databases and logic programming. Topics include syntax of logic programs and deductive databases, model-theoretic, proof-theoretic and fixed-point semantics, operational semantics such as bottom-up evaluation and SLD-resolution techniques, query optimization, negation, constraint checking, and applications of deductive databases.

CSC 8711 DATABASES AND THE WEB
Credit Hour(s): 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, semi-structured data model, and XML.

CSC 8712 ADVANCED DATABASE SYSTEMS
Credit Hour(s): 4.0

Advanced Database Systems. Prerequisite: CSc 6710. Advanced topics in database systems will be discussed: transaction processing, atomicity-consistency-isolation-durability (ACID) requirements of transactions, transaction processing in Internet, distributed databases, transaction models, concurrency control, middleware in transaction processing systems, application integration, semi- structured data, on-line analytical processing, data warehouses, real-time and active databases.

CSC 8720 ADV HUMAN-COMPUTER INTER
Credit Hour(s): 4.0

Advanced Human-Computer 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
Credit Hour(s): 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
Credit Hour(s): 4.0

Advanced Graphics Algorithms. Prerequisite: CSc 4820/CSc 6820. Study advanced algorithms and tools for computer graphics programming; topics include 3D pipeline, graphics processing unit, shader programming, view, transformation, texture mapping, game programming, and 3D graphics for mobile devices.

CSC 8840 M & S THEORY AND APPLICATION
Credit Hour(s): 4.0

Modeling and Simulation Theory and Application. Prerequisite: programming maturity is assumed. The course covers theory and application of computer modeling and simulation. It includes basic systems modeling concepts and in-depth discussions of modeling elements, simulation protocols, and their relationships. In-class exposition of modeling and simulation techniques will be based on the discrete event modeling and simulation (DEVS) framework. Possible application domains of this class are numerous, including computer network, ecological systems, social/biological systems, and business to name a few.

CSC 8900 SEMINAR IN COMPUTER SCIENCE
Credit Hour(s): 1.0

Seminar in Computer Science. Discussion of current research in computer science.

CSC 8910 COMPUTER SCIENCE TOPICS SEMINR
Credit Hour(s): 1.0 TO 3.0

Computer Science Topics Seminar. May be repeated if topic varies.

CSC 8920 COMP SCIENCE TEACHING PEDAGOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 4.0

Directed Research in Computer Science. Prerequisite: consent of instructor.

CSC 8980 TOPICS IN COMPUTER SCIENCE
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 15.0

Research in Computer Science. Prerequisite: consent of instructor. May be repeated.

CSC 8982 LAB IN COMPUTER SCIENCE
Credit Hour(s): 1.0 TO 15.0

Lab in Computer Science. Prerequisite: consent of instructor. May be repeated.

CSC 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research. Prerequisite: consent of thesis advisor.

CSC 9900 SEMINAR IN COMPUTER SCIENCE
Credit Hour(s): 1.0

Seminar in Computer Science One lecture hour a week. Discussion of current research in computer science.

CSC 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 20.0

Doctoral Dissertation Research.

DP DRAWING AND PAINTING

DP 6000 SEL TOPICS: DRAWING & PAINTING
Credit Hour(s): 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. Lab Fee: $20.00.

DP 6500 PAINTING
Credit Hour(s): 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. Lab Fee: $20.00.

DP 6980 DIRECTED STUDY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Special Problems. Prerequisite: consent of the instructor and school director. Independent study. Contract outlining course content is required.

DP 8999 THESIS RESEARCH
Credit Hour(s): 3.0 TO 12.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

ECE EARLY CHILDHOOD EDUCATION

ECE 6360 CULTURALLY RESPONSIVE PEDAGOGY
Credit Hour(s): 3.0 TO 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 self-identity 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
Credit Hour(s): 3.0

Culture, Community, and Schools. Prerequisite: ECE 6360 with a minimum grade of "S". 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
Credit Hour(s): 3.0

Classroom Management and Instruction. This field-based 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 RESPONSIVE PRACTICE URBAN EDUC
Credit Hour(s): 3.0

Responsive Practice for Urban Education. 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 6380 FOUNDATIONS LITERACY INSTRUCT
Credit Hour(s): 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 pre-kindergarten through grade five. This is a field-based 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 TEACH LIT TO DIVERS LEARNERS I
Credit Hour(s): 3.0

Teaching Literacy to Culturally and Linguistically Diverse Learners I. This course is designed to introduce future educators to the knowledge and skills needed to provide an effective learning environment for students who are learning English as an additional language. Course participants will explore issues related to the methodology of teaching ELLs, as well as the language acquisition process. Current research, materials, curricula, and teaching methodologies in the area of ESOL and literacy instruction will be examined. Teacher candidates will continue to explore the components of a balanced literacy environment within an elementary classroom, exploring furthur teaching methods and theories for literacy instruction when teaching linguistically and culturally diverse students. This is a field based course where teacher candidates are applying learned skills within the context of schools in urban communities. Students must complete the course with a grade of "C" or higher.

ECE 6386 TEACH LIT TO DIVER LEARNERS II
Credit Hour(s): 2.0

Teaching Literacy to Culturally and Linguistically Diverse Learners 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 6387 ESOL: LANGUAGE ACQUISITION

Credit Hour(s): 3.0

ESOL: Language Acquisition. Principles of first and second language and teaching will be examined. An emphasis on the analysis of language structure as it applies to second language acquisition is a core component of this course. Appropriate assessment of language proficiency will be examined in addition to ESOL program entrance and exit criteria. Student must complete the course with a grade of "C" or higher.

ECE 6390 FOUNDATION LEARN & TEACH MATH

Credit Hour(s): 2.0

Foundations of Learning and Teaching Mathematics. Candidates will develop their mathematical content knowledge and gain understanding about children as learners of mathematics. Candidates will also learn about effective instructional methods for the mathematics content spanning the pre-kindergarten through five curricula. This is a field-based course where candidates apply learned skills in the context of schools in urban communities. Student must complete the course with a grade of "C" or higher.

ECE 6391 TEACHING MATH, PRE-K - FIVE I

Credit Hour(s): 3.0

Teaching Mathematics, Pre-Kindergarten to Grade Five - I. Prerequisite: ECE 6390. The candidate continues learning effective standards-based 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 TEACHING MATH, PRE-K - FIVE II

Credit Hour(s): 2.0

Teaching Mathematics, Pre-Kindergarten to Grade Five - II. Prerequisites: ECE 6390 and ECE 6391. The candidate extends the knowledge and application of effective standards-based 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 6575 BEG TCHRS RECRD REFLCT PRACT I

Credit Hour(s): 2.0

Beginning Teachers of Record as Reflective Practitioners I. This course is a field experience course for first semester first year teachers that utilizes a scaffolded, developmental coaching model in order to support beginning teachers of record as they grapple with constructs such as the creation of pupil centered and personally relevant curriculum and instruction. This course focuses on the continued development of critical reflexive and reflective practice for teacher growth and pupil learning. Structures of support are available for beginning teachers as they strive for an increased level of professionalization and claim opportunities to engage with communities, families, and pupils to bring about equitable educative opportunities for all children. Candidates will be observed and coached in their own classrooms. In order to ensure candidates preparedness for teaching in a range of P-12 classrooms they will also be observed and coached in complementary educational settings.

ECE 6576 INTGRT/INTRTIVE CURRCLM DESIGN

Credit Hour(s): 6.0

Integrative and Iterative Curriculum Design. This course is designed to support beginning teachers of record as they strive to be successful and critically reflective teachers of culturally and linguistically diverse students in urban classrooms. The focus of this course is to consider means for education for democratic purposes and engagement in meaningful and critical curriculum design and implementation. Novice teachers will explore (a) strategies to support reading comprehension and vocabulary development during the elementary years; (b) science and social studies content and methods of inquiry; (c) strategies for integrating the curriculum around science and social studies content; (d) curriculum design that incorporates student interests and queries around critical and important themes and topics; (e) personally relevant and learner centered teaching strategies; and (f) ways that teachers can build on students' culture and prior knowledge to best meet the needs of students in diverse classrooms. This is a field-based course in which beginning teachers will connect theory to practice as they develop and implement an integrative and iterative curriculum with pupils.

ECE 6585 BEG TCHRS RECRD RFLCT PRACT II

Credit Hour(s): 2.0

Beginning Teachers of Record as Reflective Practitioners II. Prerequisite: ECE 6575. This course is a field experience course for second semester first year teachers that utilize a scaffolded, developmental coaching model in order to support beginning teachers of record as they grapple with constructs such as the creation of pupil centered and personally relevant curriculum and instruction. This course focuses on the continued development of critical reflexive and reflective practice for teacher growth and pupil learning. Structures of support are available for beginning teachers as they strive for an increased level of professionalization and claim opportunities to engage with communities, families, and pupils to bring about equitable educative opportunities for all children. Candidates will be observed and coached in their own classrooms. In order to ensure candidates preparedness for teaching in a range of P-12 classrooms they will also be observed and coached in complementary educational settings.

ECE 6586 ADVC STDNTS DESCRIPT REVIEW

Credit Hour(s): 3.0

Advocating for Students Through the Descriptive Review of a Child. Prerequisite: ECE 6395. This course focuses on the teacher as a critically reflective practitioner, affirming children's diverse backgrounds, abilities, interests, personalities, and experiences through exploring concepts of reflective teaching, child development, and the creation of a classroom climate which nurtures the holistic development of all children. Throughout this course teachers of record of in urban classrooms will consider their role in the creation of more just and equitable educative opportunities for all children, specifically the ones they serve daily in their classrooms. This work toward justice will be conceptualized through holistic and descriptive understandings of individual children as teachers turn a self-reflexive leans on themselves, their language use, and their practices, and engage dialogically with colleagues inquiring into the unique strengths and vulnerabilities of the individual children each serves. This course will examine issues including child development, diversity, and urban school culture, reflective teaching, and classroom management and the application of these constructs into classroom practice.

ECE 6587 LANGUAGE/LITERACY DEVELOPMENT

Credit Hour(s): 3.0

Language and Literacy Development. This course focuses on the teacher as a reflective practitioner of language and literacy instruction for culturally and linguistically diverse pupils, affirming children's diverse backgrounds, abilities, interests, personalities, and experiences in order to nurture the holistic development of all children. This class explores (a) language and literacy development during the elementary years; (b) theories of learning languages and literacy; (c) teaching strategies and skills that contribute to additive language development and facilitate literacy development for all learners; (d) tools for taking well-reasoned, data-based, and deliberate actions to create meaningful learning opportunities in support of the language and literacy development of each pupil; and (e) ways that teachers can build on pupils' culture and prior knowledge to best meet the needs of learners in diverse classrooms.

ECE 6655 STUDENT TEACHING I

Credit Hour(s): 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

Credit Hour(s): 3.0

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 6657 ESOL STUDENT TEACHING

Credit Hour(s): 2.0

ESOL Student Teaching. Candidates have supervised field placements in ESOL classrooms as well as in non-ESOL classrooms with significant culturally and linguistically diverse student populations. The candidates are observed and supervised in urban school environments in various K-12 grade level placements. This field experience focuses on the practical application of culturally relevant curriculum, instruction, and assessmetn. Student must complete this course with a grade of "B" or higher.

ECE 6660 MENTORSHIP IN URBAN CLASSRM I

Credit Hour(s): 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 "B" or higher.

ECE 6661 MENTORSHIP URBAN CLASSROOM II

Credit Hour(s): 3.0

Mentorship in the Urban Classroom II. Prerequisite:ECE 6660 with a minimum grade of "B" 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 "B" or higher.

ECE 6800 URBAN EDUC CAPSTONE SEMINAR

Credit Hour(s): 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 6830 CRITIC THEORIES/RES URBAN ED I

Credit Hour(s): 3.0

Critical Theories and Research in Urban Education I. The candidate attains an in-depth 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

Credit Hour(s): 3.0

Critical Theories and Research in Urban Education II. The candidate attains an in-depth 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 7280 EARLY WRITING DEVELOPMENT

Credit Hour(s): 3.0

Early Writing Development. This course provides in-depth 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. (Cross-listed with EDLA 7280).

ECE 7360 RDG RECOVERY CLINICAL TEACHR I

Credit Hour(s): 3.0

Reading Recovery Clinical for Teachers I. Corequisite: ECE 7370. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teachers in training develop an in-depth knowledge of the principles and procedures of the Reading Recovery program and to implement these principles and procedures with at-risk regular education first-grade children in local school districts.

ECE 7370 RDG RECOVERY CLINICAL TCHR II

Credit Hour(s): 3.0

Reading Recovery Clinical for Teachers II. Corequisite: ECE 7360. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teachers in training further develop an in-depth knowledge of the principles and procedures of the Reading Recovery program and continue to explore these teaching methods and procedures, for acceleration of learning, and subsequent discontinuing from the program with at-risk regular education first-grade children in local school districts.

ECE 7380 RDG RECOVERY CLINICAL TCHR III

Credit Hour(s): 3.0

Reading Recovery Clinical for Teachers III. Prerequisites: ECE 7360 and ECE 7370. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) The course is designed to help teachers in training develop further the principles and procedures of the Reading Recovery program and continue to explore these teaching methods and procedures, acceleration of learning, discontinuing from the program with at-risk regular education first-grade children in local school districts. Other issues discussed include midyear selection of students, guidelines for program withdrawal, records management, data collection, system-wide implementation, and evaluating and reporting the results of the Reading Recovery program.

ECE 7390 CURRICULUM IN ECE CLASSROOM I

Credit Hour(s): 3.0

Curriculum in the Early Childhood Classroom I. 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. For the Collaborative program, IP grades are

assigned each term until all course requirements have been completed.

ECE 7393 NUMBER & OPERATION ELEM CLASS

Credit Hour(s): 3.0

Number and Operation in the Elementary Classroom. This course will explore the mathematics content and appropriate related pedagogy of number and operations at the P-5 elementary level. Topics will include pre-number, early number, meaning of the four operations as well as computational strategies, alternative algorithms, mental math, and estimation for whole numbers, fractions and decimals. Methods and materials appropriate for each concept will be explored. ECE 7393 is cross-listed with ECE 9393.

ECE 7394 GEOMETRY & MEASURE ELEM CLASS

Credit Hour(s): 3.0

Geometry and Measurement in the Elementary Classroom. This course will explore content and pedagogy of geometry and measurement concepts for elementary children. The course will explore attributes of 2- and 3-dimensional shapes as well as classifying, dividing, combining and transforming those shapes. Geometry topics will also include congruence, similarity, slides, flips, turns, and symmetry. Measurement topics will include attributes appropriate for the elementary classroom including distance, weight, area, volume, temperature and time; tools for measuring, the metric system and conversions. ECE 7394 is cross listed with ECE 9394.

ECE 7395 ALGEBRA ELEMENTARY CLASSROOM

Credit Hour(s): 3.0

Algebra in the Elementary Classroom. This course will explore algebraic concepts for grades P-5 in the elementary grades. Exploration of classification, patterns and relations, operations with whole numbers, explorations of function, and step-by-step processes will be explored. Students will explore how quantities relate to each other and how to represent mathematical situations symbolically. ECE 7395 is cross listed with ECE 9395.

ECE 7396 DATA ANALY & PROBAB ELEM CLASS

Credit Hour(s): 3.0

Data Analysis and Probability in the Elementary Classroom. This course will explore the Data Analysis and Probability Standard in the NCTM Standards for grades PreK-5. Topics in data analysis will include asking good questions, collecting data, representing/displaying data, measures of central tendency (mean, median and mode) and making predictions. Topics in probability will include basic concepts of probability such as theoretical and experimental probability, sample space, and calculating probability. Appropriate methods and materials for each topic will be discussed. ECE 7396 is cross listed with ECE 9396.

ECE 7400 CURRICULUM IN ECE CLASSROOM II

Credit Hour(s): 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

Credit Hour(s): 3.0

Critical Issues in Early Childhood Education I. 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. For the Collaborative progoram, IP grades are assigned each term until all course requirements have been completed.

ECE 7420 CRITICAL ISSUES IN ECE II

Credit Hour(s): 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 7575 INDUCT TCHRS CHANGE AGENTS I

Credit Hour(s): 2.0

Induction Teachers as Change Agents I. Prerequisite: ECE 6585. This course is a field experience course that utilizes a scaffolded, developmental coaching model in order to support second year first semester beginning teachers of record as they grapple with constructs such as the creation of pupil centered and personally relevant curriculum and instruction. This course is closely tied to the other courses in the ECE M.A.T. in order to support novice teachers committed to social justice and structural change. These educators will engage in inquiry to identify, understand, and mitigate issues in the local context that prevent equitable opportunities for all learners. Structures of support are available for beginning teachers as they strive for an increased level of professionalization and claim opportunities to engage with communities, families, and pupils to bring about equitable educative opportunities for all children. Candidates will be observed and coached in their own classrooms. In order to ensure candidates preparedness for teaching in a range of P-12 classrooms they will also be observed and coached in complementary educational settings.

ECE 7576 TEACHR INQUIRY CRITICAL CHANGE

Credit Hour(s): 3.0

Teacher Inquiry for Critical Change. This course brings together theory, research, and pedagogy related to critical stances for urban school educators. Students will investigate the intersections of topics related to: urban education; critical

theory and related research; practitioner research; service learning and evaluation of academic, affective, and social implications of community engagement; and critical pedagogy. Central to this course, a practitioner research project will allow students to merge their growing knowledge of these topics within the context of their field experiences in urban schools. Projects will aim to bring about changes in classroom practice, communities, and the lives of P-5 students and their families. The goal of this course is for students to become teacher-researchers who understand why and how collaborative inquiry among teachers and school community members (including families, pupils, and others) can work toward the mitigation of educational and systemic inequities. This course is the embodiment of Freire's construct of praxis, the merging of contemplation and deliberate action alongside others in a shared ecological context (classroom, school, community, state, nation). Projects will also be supported in the ECE M.A.T. program through ECE 7575 and ECE 7585. In many ways these engagements are the culmination of two years of work in the ECE M.A.T. and will support reflective and critical practitioners becoming change agents and working toward educational equity for all students.

ECE 7580 LANG FOUND OF LIT LEARNING

Credit Hour(s): 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. (Cross-listed with EDLA 7580).

ECE 7585 INDUCT TCHRS CHANGE AGENTS II

Credit Hour(s): 3.0

Induction Teachers as Change Agents II. Prerequisite: ECE 7575. This course is a field experience course that utilizes a scaffolded, developmental coaching model in order to support second year first semester beginning teachers of record as they grapple with constructs such as the creation of pupil centered and personally relevant curriculum and instruction. This course is closely tied to the other courses in the ECE M.A.T. in order to support novice teachers committed to social justice and structural change. These educators will engage in inquiry to identify, understand, and mitigate issues in the local context that prevent equitable opportunities for all learners. Structures of support are available for beginning teachers as they strive for an increased level of professionalization and claim opportunities to engage with communities, families, and pupils to bring about equitable educative opportunities for all children. Candidates will be observed and coached in their own classrooms. In order to ensure candidates preparedness for teaching in a range of P-12 classrooms they will also be observed and coached in complementary educational settings.

ECE 7740 INTERNSHIP IN ECE CLASSROOM I

Credit Hour(s): 3.0

Internship in Early Childhood Classroom I. This is a field experience in the P-5 classroom which encourages the educator to implement a program based on the assumption that learning is a constructive process which builds upon the knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing child learning. Students in the Mathematics Education concentration must enroll in this course concurrent with one of the following courses: ECE 7393, ECE 7394, ECE 7395, or ECE 7396. Course is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required.

ECE 7750 INTERNSHIP IN ECE CLASSROOM II

Credit Hour(s): 3.0

Internship in Early Childhood Classroom II. Prerequisite: ECE 7390. Corequisites: ECE 7400 and EPY 7090. This is a continuation of the previous field experience in the P-5 classroom which encourages the educator to implement a program based on the assumption that learning is a constructive process which builds upon knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing child learning. 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

Credit Hour(s): 3.0 TO 9.0

Capstone Experience. This culminating seminar/independent study course allows participants to document, interpret, synthesize, and present benchmarks of professional development over the program. Capstone experience may extend beyond one term.

ECE 7963 PRACTICUM IN INTERVENTIONS

Credit Hour(s): 3.0

Practicum in Interventions. The course focuses on the principles of early intervention for diagnosing literacy problems for students, including an understanding of emergent literacy, the reading and writing process, knowledge of instructional implications of research in early literacy, special education, psychology, and other fields that deal with the treatment of students with literacy and learning difficulties. Special attention will be placed on designing individualized and small-group instructional interventions targeted toward those students in greatest need or low proficiency levels as well as instructional interactions and/or experiences that support greater understanding of principles related to emergent and early literacy.

ECE 7964 COMPRHSVE LITRCY MODL SCH IMPR

Credit Hour(s): 3.0

Comprehensive Literacy Model for School Improvement. Prerequisite: Master's degree or a minimum of 9 hours of appropriate reading coursework. This course is designed as a summer institute for teachers and school teams interested in implementing a comprehensive literacy model, including a framework for literacy, individual and small group interventions, literacy team meetings, assessment walls and progress monitoring, school plans and literacy coaching. This course is one of the six course requirement for the literacy coach course of study.

ECE 7965 INTRVNTION DESIGNS STRUG READR

Credit Hour(s): 3.0

Intervention Designs for Struggling Readers. Prerequisite: In addition to completing the Comprehensive Intervention Model (CIM) Institute the previous summer, participants are required to have completed ECE 7963 Practicum in Interventions or be a trained Reading Recovery teacher, Reading Recovery teacher leader or Literacy Collaborative Coordinator. This year long training course focuses on preparing K-6 educators to differentiate reading and writing instruction within a range of settings for students experiencing difficulty in literacy learning. The training consists of intensive study of the Comprehensive Intervention Model Framework (a Response to Intervention Framework) and focuses on gaining in-depth knowledge and skills in designing and implementing a portfolio of small-group interventions for K-6 students. (Repeatable)

ECE 7975 SEMINAR FOR GRADUATE ASSISTNTS

Credit Hour(s): 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 7980 THEORY & PRACTICE IN LITERACY

Credit Hour(s): 3.0

Theory and Practice in Literacy. Prerequisite: Master’s degree or a minimum of 9 hours of appropriate reading coursework. This course examines theory of cognitive, linguistic and cultural learning for their practical implication for teaching students in the elementary grades. A focus is placed on designing and implementing research-based interventions for struggling readers.

ECE 7981 SUPRVSN & ORGNZTN LITRCY PROGR

Credit Hour(s): 3.0

Supervision and Organization of Literacy Programs. Prerequisite: Master’s degree or a minimum of 9 hours of appropriate reading coursework. This course focuses on preparing reading specialists and literacy coaches for supervising and organizing a school-wide literacy program, including organizational techniques and instructional approaches. An additional focus will be on developing the knowledge and skills of a literacy coach in three major areas: coaching teachers, providing professional development to school personnel, and evaluating a school’s literacy program. This course is one of the six course requirement for the PCL-Literacy Coach course of study.

ECE 7982 PROFESSIONAL EXPERIENCES READ

Credit Hour(s): 3.0

Professional Experiences in Reading. Prerequisites: Master’s degree or a minimum of 9 hours of appropriate reading coursework and ECE 7981 Supervision and Organization of Literacy Programs or Consent of Instructor. This course focuses on practical experiences with a literacy program in a school. Requires field experiences as a literacy coach in a school, attendance at scheduled seminars, and a portfolio that demonstrates competency as a reading professional, including conducting literacy team meetings and staff development, coaching teachers, making evidence-based curricula decisions, and collecting data for school improvement. This course is one of the six course requirement for the PCL-Literacy Coach course of study.

ECE 7983 LITERACY COACHES AGENTS CHANGE

Credit Hour(s): 3.0

Literacy Coaches as Agents of Change. Prerequisites: Master’s degree or a minimum of 9 hours of appropriate reading coursework and ECE 7981 Supervision and Organization of Literacy Programs or Consent of Instructor. This course focuses on the roles and responsibilities of a literacy coach, including specialized techniques and language prompts for scaffolding teachers. An emphasis is placed on observing change over time in knowledge levels and types of self-reflection. Other responsibilities include modeling lessons, conducting team meetings, leading teacher study groups, selecting materials, and collecting and analyzing data for school improvement. This course is one of the six course requirement for the PCL-Literacy Coach course of study.

ECE 7984 CURRICULM DESIGN & EVALUATION

Credit Hour(s): 3.0

Curriculum Design and Evaluation of Literacy Programs. Prerequisite: Master’s degree or a minimum of 9 hours of appropriate reading coursework. This course focuses on designing and assessing literacy curriculum, including evaluating literacy programs and materials and analyzing their evidence-based rationales, aligning curriculum to state and professional standards, creating activities and rubrics to match curriculum, and using school-embedded professional development to achieve literacy goals. This course is one of the six course requirement for the PCL-Literacy Coach course of study.

ECE 8000 ISSUES INTERNATIONAL EDUCATION

Credit Hour(s): 3.0

Issues in International Education. The course is designed to increase students? knowledge and awareness of social, economic, and political issues related to international education. Students will also examine and compare policies and practices of educational systems in various countries in the world. The course is presented and studied online. It comprises twelve units on international educational issues such as citizenship, culturalism, and multiculturalism equality and Education, inclusion and norms, values and beliefs. Each unit provides an overview of the issues associated with the topic as well as materials that outline those issues. Student/activities/projects require the gathering of data from a variety of sources, synthesizing those data and presenting a summary.

ECE 8100 SOCIAL/CULTURE/POLT ISSUES TL

Credit Hour(s): 3.0

Social, Cultural, and Political Issues in Teaching and Learning. The purpose of this course is to explore what it means to be an accomplished teacher, as defined by the National Board of Professional Teaching Standards (NBPTS), and to offer opportunities for students to reflect upon and grow towards becoming accomplished teachers. The underlying focus of this course is empowering students to teach for social change to a more equitable society. Issues of diversity, including race, social class, language, intelligence, learning styles, etc. will be explored to deepen students understanding of diversity so that they may be agents of change. The content of this course supports the Ed.S. program goals and is based upon the Five Core Propositions as defined by NBPTS.

ECE 8200 CRITICAL PEDAGOGY IN PRACTICE

Credit Hour(s): 3.0

Critical Pedagogy in Practice. This course is designed to develop teachers as learner centered practitioners. Course content connects theories in critical pedagogy to teaching in early childhood and elementary classrooms. Coursework offers participants opportunities to explore their identities as teachers and their potential to become transformative educators. Participants explore the possibility of creating authentic, learner centered classrooms that model a just society. Course is offered on-line but participants will be given opportunities to interact face-to-face during the semester. The content of this course supports the Ed.S. program goals and is based upon the Five Core Propositions as defined by NBPTS.

ECE 8300 READING RECOVERY THEORY I

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Reading Recovery Clinical for Leaders I. Corequisites: ECE 8300, ECE 8370, and ECE 8700. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teacher leaders in training develop an in-depth knowledge of the principles and procedures of the Reading Recovery program and to implement these principles and procedures with at-risk regular education first grade children within local school districts.

ECE 8370 RDG RECOVERY CLINICAL LDRS II

Credit Hour(s): 3.0

Reading Recovery Clinical For Leaders II. Corequisites: ECE 8300, ECE 8360, and ECE 8700. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teacher leaders in training develop further an in-depth knowledge of the principles and procedures of the Reading Recovery program and to continue to explore these teaching methods and procedures, for acceleration of learning, and subsequent discontinuing from the program with at-risk regular education first grade children within local school districts.

ECE 8380 RDG RECOVERY CLINICAL LDRS III

Credit Hour(s): 3.0

Reading Recovery Clinical for Leaders III. Prerequisites: ECE 8370. Corequisites: ECE 8320, ECE 8390, and ECE 8700. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) This course is designed to help teacher leaders in training develop further the principles and procedures of the Reading Recovery program and to continue to explore these teaching methods and procedures, acceleration of learning, discontinuing from the program,

regular education first-grade children within local school districts. Other issues discussed include midyear selection of students, guidelines for program withdrawal, records management, data collection, system-wide implementation, reporting, and evaluation of the Reading Recovery program.

ECE 8390 RDG RECOVERY CLINICAL LDRS IV

Credit Hour(s): 3.0

Reading Recovery Clinical for Leaders IV. Prerequisite: ECE 8360. Corequisites: ECE 8310, ECE 8320, and ECE 8380. Restricted to Reading Recovery students. (1.5 lecture hours and 1.5 laboratory hours a week.) The fourth in a four-course sequence is designed to help teacher leaders in training refine the principles and procedures of the Reading Recovery program and to continue to explore these teaching methods. Other issues discussed include late-year selection of students, program withdrawal, and problems of children receiving incomplete programs, end-of-year management and instructional issues, and planning for teacher training.

ECE 8400 TEACHER DEVELOPMENT

Credit Hour(s): 3.0

Teacher Development. The course is designed to develop identities of teacher as researcher, child-centered practitioner, and professional learner in the context of teacher development. Participants will examine not only the multiple educational contexts and conditions that may inhibit or promote teacher knowledge, growth and change but also stimulate inquiry essential to better understand the characteristics, perceptions, tasks and training needs of teachers over the lifespan of their professional development. Introduction of program requirements for completion of Teaching Support Specialist (TSS) endorsement begins in this course. May extend beyond one term.

ECE 8410 CURRICULUM THEORY, DESIGN, APP

Credit Hour(s): 3.0

Curriculum Theory, Design, and Application. Aligned with Ed.S. program theme, Research in Practice, the course will explore curriculum models, theories, perspectives and issues as they help further develop teacher researchers who use data to inform their policies, procedures, practices, and epistemologies. Coursework and experiences are designed around three conceptual identity strands: teacher as researcher, child-centered practitioner, and professional learner. Teaching and learning opportunities connect constructivism and early childhood education. The content and organization of the course support the Unit?s commitment to diversity, reflection, inquiry, and well being of the child.

ECE 8680 INTERNSHIP IN EARLY CHILD EDU

Credit Hour(s): 3.0

Internship in Early Childhood Education. Prerequisites: ECE 8400 and ECE 8920. This course provides participants with opportunities to engage in field and research based opportunities in P-5 schools and classrooms to encourage development as teacher researchers and leaders. Additionally, participants function in a collaborative way with other professionals to enhance their own and others' growth and development. This course also provides support for action research implementation and teacher development experiences. Internship may extend beyond one term. Minimum grade of "S" required for this course. (Repeatable)

ECE 8700 READING RECOVERY SUPERVISION

Credit Hour(s): 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

Credit Hour(s): 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. Minimum grade of "S" is required for this course.

ECE 8920 CONSTRUCTIVIST THEORIES/RESRCH

Credit Hour(s): 3.0 TO 6.0

Constructivist Theories and Research in Early Childhood Education. This course addresses constructivist theories of learning and how these theories apply to research. The focus is on how theory, research, and practice can improve learning and teaching in early childhood classrooms. Constructivist principles guide course development. The goals of this course primarily addresses being committed to children?s learning, engaging in scholarship, creating new knowledge and being members of learning communities. The course content and organization are planned to support the program?s commitment to prepare educational professionals focused on pupil learning and development and the program themes: Teacher Researcher, Learner-centered Practitioner, and Professional Learner. May extend beyond one term.

ECE 9120 POSTSTRUCTURAL INQUIRY

Credit Hour(s): 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 "B" is required for this course. (Same as EPRS 9120)

ECE 9360 CURRM/ISSUES/HIST PERSPECTIVES

Credit Hour(s): 3.0

Curriculum, Issues, and Historical Perspectives in Early Childhood and Elementary Education. The focus of this course is on curriculum models, current issues, and historical perspectives in early childhood education and their implications for research, teaching, and leadership in the profession. Participants examine their beliefs and experiences related to young children, analyze critical and contemporary issues in early childhood and elementary education, including the political and societal contexts for those issues, and become advocates for young children and their families. A minimum grade of "B" is required for this course.

ECE 9370 CURRICULUM IN EARLY CHLDHD ED

Credit Hour(s): 3.0

Curriculum in Early Childhood Education. The focus of this course is on the classic and current scholarship in early childhood curriculum, the political and societal contexts for curriculum development, and curriculum models in early childhood education and their application to programs for young children. Participants clarify and develop their perspectives on curriculum, identify historical perspectives in early childhood education and how these perspectives impact early childhood curriculum, and analyze and evaluate trends and current issues related to early childhood curriculum. A minimum grade of "B" is required for this course.

ECE 9380 DISCOURSE ANALYSIS

Credit Hour(s): 3.0

Discourse Analysis. This course focuses on the study of language within social contexts, particularly as applied to teaching and learning within educational settings. Students will have opportunities to read and explore the theories and analytic techniques of a number of researchers, as well as do their own analyses of discourse-based data. A minimum grade of "B" is required for this course. (Same as EPRS 9380)

ECE 9393 NUMBER & OPERATION ELEM CLASS

Credit Hour(s): 3.0

Number and Operation in the Elementary Classroom. This course will explore the mathematics content, appropriate related pedagogy, and research base for the number and operations at the P-5 elementary level. Topics will include pre-number, early number, meaning of the four operations as well as computational strategies, alternative algorithms, mental math, and estimation for whole numbers, fractions and decimals. Methods and materials appropriate for each concept will be explored. ECE 9393 is cross-listed with ECE 7393. A minimum grade of "B" is required for this course.

ECE 9394 GEOMETRY & MEASURE ELEM CLASS

Credit Hour(s): 3.0

Geometry and Measurement in the Elementary Classroom. This course will explore content, pedagogy, and research base of geometry and measurement concepts for elementary grades P-5. The course will explore attributes of 2-and 3-dimensional shapes as well as classifying, dividing, combining and transforming those shapes. Geometry topics will also include congruence, similarity, slides, flips, turns, and symmetry. Measurement topics will include attributes of distance, weight, area, volume, temperature and time; tools for measuring, the metric system and conversions. ECE 9394 is cross listed with ECE 7394. A minimum grade of "B" is required for this course.

ECE 9395 ALGEBRA ELEMENTARY CLASSROOM

Credit Hour(s): 3.0

Algebra in the Elementary Classroom. This course will explore algebraic content, pedagogy, and research base for the curriculum in the elementary grades P-5. Topics will include classification, patterns and relations, operations with whole numbers, function, and step-by-step processes. Students will explore how quantities relate to each other and how to represent mathematical properties and situations symbolically. ECE 9395 is cross listed with ECE 7395. A minimum grade of "B" is required for this course.

ECE 9396 DATA ANALY & PROBAB ELEM CLASS

Credit Hour(s): 3.0

Data Analysis and Probability in the Elementary Classroom. This course will explore the content, pedagogy, and research base for the data analysis and probability curriculum of the elementary grades P-5. Topics in data analysis will include asking good questions, collecting data, representing/displaying data, measures of central tendency (mean, median and mode) and making predictions. Topics in probability will include basic concepts of chance, theoretical, and experimental probability, sample space, and calculating probability. ECE 9396 is cross listed with ECE 7396. A minimum grade of "B" is required for this course.

ECE 9400 TEACHER DEVELOPMENT

Credit Hour(s): 3.0

Teacher Development. 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 "B" is required for this course.

ECE 9420 EARLY LITERACY LEARNING

Credit Hour(s): 3.0

Early Literacy Learning. This course will focus on literacy learning using theory and research from the domains of literacy and child development. Integrating the work of emergent literacy scholars with child development scholars should enrich understandings of the beginnings of literacy development and may enhance understanding of older students who struggle as readers and writers. It will address questions such as: How do the first years of a child's experience set the trajectory of meaning-construction? How might human developmental theories inform an understanding of how a child develops as a reader, writer, language user? Why might a child who demonstrates success in solving problems and navigating in his/her own culture be labeled as deficient when he or she begins formal reading instruction? A minimum grade of "B" is required for this course.

ECE 9800 DOCTORAL STUDIES

Credit Hour(s): 1.0

Doctoral Studies. This course provides an introduction and orientation to doctoral work in Early Childhood. It focuses on research, critical issues, and collaborative learning. Students examine their roles, responsibilities, and identity as early childhood professionals. The course is graded as satisfactory/unsatisfactory. (Repeatable)

ECE 9810 DIRECTED READING IN ECE

Credit Hour(s): 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 "B" is required for this course. (Repeatable).

ECE 9820 TEACHER-CHILD RELATIONSHIPS

Credit Hour(s): 3.0

Teacher-Child Relationships in Early Childhood. Aside from parents, teachers are a most significant influence in children's lives. Educational research has begun to focus on the child-teacher relationship using theories that offer ways of thinking about child-adult relationships within schools and other educational contexts. This course will explore research and theory on teacher-child relationships as they affect social, emotional, cognitive, and academic development among young children. A minimum grade of "B" is required for this course.

ECE 9840 SOCIO-CULTURAL ISSUES IN ECE

Credit Hour(s): 3.0

Socio-Cultural Issues in Early Childhood and Elementary Education. Course description: The purpose of the course is to explore educational theory, research, and practice within a critical socio-cultural context in early childhood and elementary education. Contemporary issues such as race, class, sexual orientation, gender, immigration, religion, and language acquisition will be analyzed for their role in shaping educational practices; family, school and community relationships; and teaching and learning. Students enrolled in this course will have opportunities to explore the intersections between their research interests and the issues of diversity related to the course. A minimum grade of "B" is required for this course.

ECE 9850 RESEARCH SEMINAR ECE/ELEM ED

Credit Hour(s): 3.0

Research Seminar in Early Childhood and Elementary Education. This course focuses on research and methods on topical issues (e.g., literacy, mathematics, play, etc.) and their application to early childhood theory and classroom practice. Each seminar highlights one or two topics in depth. A minimum grade of "B" is required for this course. (Repeatable)

ECE 9860 EVALTING/INTRPRT RESEARCH ECE

Credit Hour(s): 3.0

Evaluating and Interpreting Research in Early Childhood and Elementary Education. This course is intended to strengthen students' understanding of research methodologies used for research in early childhood and elementary contexts. Students will develop this knowledge by analyzing quantitative, qualitative, and mixed methods research with attention to critiquing research questions, methodology, data analytic techniques, findings, and implications. A minimum grade of "B" is required for this course.

ECE 9870 UNIVRSTY TEACHG APPRENTICESHIP

Credit Hour(s): 2.0

University Teaching Apprenticeship. The student learns to teach at the university level through close participation with an experienced faculty member. Upon completion, the student is prepared to teach independently. The course is graded as satisfactory/unsatisfactory. (Repeatable)

ECE 9880 TEACHR DEVELPMT APPRENTICESHIP

Credit Hour(s): 1.0

Teacher Development Apprenticeship. The student learns to supervise and/or mentor preservice and inservice teachers through close participation with an experienced faculty member. Upon completion, the student is prepared to work independently with beginning and experienced teachers in the field. The course is graded as satisfactory/unsatisfactory. (Repeatable)

ECE 9890 RESEARCH APPRENTICESHIP

Credit Hour(s): 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 "B" is required for this course.

ECE 9910 DEVELOPING SCHOLARLY WRITERS
Credit Hour(s): 3.0

Developing Doctoral Students as Scholarly Writers. Students examine the literature on scholarly writing, analyze exemplary writing, and study the writing processes involved in writing for publication. Students work with peers and instructor on their own writing currently in progress. Course may extend beyond one term. Course is graded as satisfactory/unsatisfactory. (Repeatable)

ECE 9960 ADV RESEARCH/THEORY CHILD DEV
Credit Hour(s): 3.0

Advanced Research and Theory in Child Development. This course focuses on the major theories of child development. Original works by the major theorists are read and discussed and effects of theories on research and practice are examined. Participants critically examine the major theories of development, families of theories, the relationship between theory and research, and the research base for the various theories. Participants study cognitive, affective, and social aspects of development. A minimum grade of "B" is required for this course.

ECE 9990 DISSERTATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

American Economic History. (Cross-listed with Hist 6680). This course covers the development of the American economy with an emphasis upon the changing structure, institutional pattern, and performance of the system.

ECON 8000 SPECIAL TOPICS ECONOMICS
Credit Hour(s): 3.0

Special Topics in Economics. This course provides a graduate-level treatment of topics in economics. The course can be repeated when topics vary. The course is intended primarily for master's students.

ECON 8010 MATH ESSENTIALS FOR ECONOMICS
Credit Hour(s): 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
Credit Hour(s): 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 8080 ECON OF THE PUBLIC SECTOR
Credit Hour(s): 3.0

Economics of the Public Sector. Prerequisites: Econ 2106 and PMAP 8141. Analysis of the role of government in the economy. Survey of the problems of monopoly, government regulation, externalities, public goods, and income redistribution. Emphasis on measuring the output and costs of government services. Survey of public sector decision-making techniques such as benefit-cost analysis.

ECON 8100 APP MICROECONOMIC ANALY
Credit Hour(s): 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
Credit Hour(s): 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 8150 MONETARY ECON & POLICY
Credit Hour(s): 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

Credit Hour(s): 3.0

Applied Economic Analysis. Prerequisites: Econ 8100 and Econ 8110. Tools and techniques that are used for policy purposes and for forecasting by business and government will be studied. Large-scale econometric models, leading indicators, anticipations surveys, and other devices will be analyzed in order to determine the range of their usefulness for the decision maker. Model evaluation at the industry, firm, or regional level also will be pursued.

ECON 8210 HEALTH ECONOMICS AND POLICY

Credit Hour(s): 3.0

Health Economics and Policy. This course analyzes both individual and public policy decisions surrounding health and resource allocation issues in the health care sector of the U.S. and other economies. The demand, production, cost, and financing of health are examined using a variety of conceptual and empirical models. The economic evaluation of alternative health care programs and policy implications is also discussed.

ECON 8220 HUMAN RESOURCE & LABOR MK

Credit Hour(s): 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

Credit Hour(s): 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 decision-making experiments (focusing on decision making under risk).

ECON 8300 URBAN ECONOMICS

Credit Hour(s): 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 8310 ECONOMICS EDUCATIONAL POLICY

Credit Hour(s): 3.0

Economics of Educational Policy. This course explores policy issues associated with K-12 education, focusing on issues raised since the publication of A Nation At Risk. The course first provides an economic conceptual framework in which to evaluate education policy alternatives and then examines education reform proposals that have been advanced over the last two decades.

ECON 8320 ENVIR & NAT RESOURCE ECON

Credit Hour(s): 3.0

Environmental and Natural Resource Economics and Theory Prerequisite: Econ 2106 or Econ 8100 or PMAP 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

Credit Hour(s): 1.0 TO 6.0

Directed Readings in Economics. Prerequisite: consent of the instructor.

ECON 8430 THEORY OF FIRM & BUS STR

Credit Hour(s): 3.0

Theory of the Firm and Business Strategy. Prerequisite: Econ 8100. An application of microeconomic theory and industrial organization to topics for internal firm organization and strategic business decision-making. Topics vary, but typically include transactions cost analysis and empirical implications, multiproduct cost concepts, vertical integration, product differentiation and product quality, durable good pricing, innovation and patents, spatial competition, delivered (base point) pricing, price discrimination, product building, network economies and information implications, and special topics in regulatory economies and transitional adjustments in deregulated industries.

ECON 8440 INDUSTRIAL ORG & ANTITRUST EC

Credit Hour(s): 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 8460 ECON STATE & LOCAL PUBLIC SEC

Credit Hour(s): 3.0

Economics of the State and Local Public Sector. Prerequisite: Econ 8080 or PMAP 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, school-aid programs, and the allocation of functions between levels of government; and the provision of public services.

ECON 8470 INT'L PUBLIC ECONOMICS

Credit Hour(s): 3.0

International Public Economics. Prerequisites: Econ 8080 or PMAP 8141 or MBA 7030. This course is a survey of topics in international public economics with an emphasis on world-wide practices. The purpose of the course is to provide students with case studies of international experiences developed using standard tools of public economics so that students can analyze these and other topics outside the classroom. The course uses the concepts of public economics (public goods, externalities, economic efficiency, equity, and income distribution) to analyze issues such as the following: Which level of government should provide which goods? How should a tax system be structured in developing, transitional, and developed economies? How many levels of government should exist? How can taxes be more effectively collected? At the end of the class, students will be familiar with the more important policy questions facing countries around the world and will be better equipped to analyze alternative policy reforms.

ECON 8500 HIST OF ECON THOUGHT

Credit Hour(s): 3.0

History of Economic Thought. Prerequisite: Econ 2106. This course deals with the development of political economy from its Greek origins through the twentieth century. The continuity of intellectual and economic thought and their relationship to changing social and political settings are stressed. Particular emphasis is placed on the Classical and neo-Classical authors and their critics.

ECON 8600 ECONOMICS OF DEVELOPMENT

Credit Hour(s): 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, intra-household 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 decision-making.

ECON 8740 APP STATISTICS & ECONOMETRICS

Credit Hour(s): 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 8780 FINANCIAL ECONOMETRICS

Credit Hour(s): 3.0

Financial Econometrics. Prerequisite: Econ 8740 or Econ 9720 with grade of C or higher. The course provides background in financial econometric methods to conduct applied empirical work using financial data. The topics covered are predictability of asset returns; modeling of volatility (ARCH-GARCH and stochastic volatility); high-frequency data models; extreme values and VaR; multivariate time series analysis (VAR, cointegration, principal components, factor analysis); continuous-time models; and econometrics of option pricing models and term-structure of interest rates.

ECON 8840 APPLIED STAT & ECONOMETRICS II

Credit Hour(s): 3.0

Applied Statistics and Econometrics II. Prerequisite: ECON 8740. The course provides training in preparing and managing data and introduce estimation approaches such as discrete choice models, truncated and censored regression models, panel data analysis, instrumental variable models, and evaluation methods. These techniques will be applied to real data for the purpose of policy analysis in the areas of labor markets, industrial organization, finance, economic development, and taxation.

ECON 8850 INTERNATIONAL TRADE

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 1.0 TO 15.0

Thesis Research. Thesis research for students in the MA-EC program.

ECON 8999 MASTERS RESEARCH IN ECONOMICS
Credit Hour(s): 1.0 TO 18.0

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
Credit Hour(s): 1.0 TO 18.0

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 9010 MICROECONOMICS ANALYSIS I
Credit Hour(s): 3.0

Microeconomic Analysis I. Prerequisites: Econ 3910 and Econ 6030 or MGS 9910. This course is designed for PhD students who plan to take the entire microeconomics theory core sequence at Georgia State University (Econ 9010, Econ 9030). This course provides comprehensive coverage of microeconomic topics by analyzing the applications to the theory. Topics include basic introduction to game theory, consumer theory, and the economics of risk and uncertainty.

ECON 9020 MACROECONOMIC ANALYSIS I
Credit Hour(s): 3.0

Macroeconomic Analysis I. 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 9030 MICROECONOMIC ANALYSIS II
Credit Hour(s): 3.0

Microeconomic Analysis II. Prerequisites: Econ 8030 and 9010. This course is the second of the two part sequence in Microeconomic theory. Topics covered include: Producer theory, partial and general equilibrium analysis, welfare economics and information economics.

ECON 9040 MACROECONOMIC ANALYSIS II
Credit Hour(s): 3.0

Macroeconomic Analysis II. Prerequisites: Econ 9020 and Econ 8030. This is the second of two advanced macroeconomics courses designed to bring graduate students to the frontier or current research. Topics in this course include money and monetary policy, growth theory, and theories of economics fluctuations. Strong attention will be paid to policy implications.

ECON 9080 TOPICS IN MACROEC THEORY
Credit Hour(s): 3.0

Topics in Macroeconomic Theory. Prerequisite: Econ 9040. 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Environmental and Resource Economics I. Prerequisites: Econ 8100 and Econ 8120. This course is part of a two-course sequence designed to provide students with a working knowledge of the most important models and analytical techniques used in the design of public policy for the management and conservation of natural and environmental systems; environmental benefits measurement; and dynamic models of natural resource management.

ECON 9320 ENVR & RESOURCE ECONOMICS II
Credit Hour(s): 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
Credit Hour(s): 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 9340 EXPERIMENTAL ECONOMICS
Credit Hour(s): 3.0

Experimental Economics. Prerequisite: ECON 8120. This course is a research class in experimental economics that is intended to expose students to a varied set of experimental economics research papers to guide them to think about economics from the perspective of an empirical science. The course provides students with a working knowledge of techniques for conducting experiments in economics and helps them design their own experiment(s).

ECON 9450 ADVANCED PUBLIC ECON I
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Dissertation Workshop. Prerequisite: completion of Ph.D. course work. This course provides a forum for the development and implementation of dissertation topics and research. In-depth analysis of selected economic literature is conducted with an emphasis on effective research strategies and techniques. Students are expected to make presentations regarding their own research ideas to gain constructive criticism in a supportive environment.

ECON 9515 DISSERTATION WORKSHOP II
Credit Hour(s): 1.0 TO 3.0

Dissertation Workshop II. Prerequisite: Econ 9510. This course is designed to help students who are far along in the dissertation process to learn the skills associated with presenting original research. Students will learn how to organize their presentations, how to handle and respond to criticism of their work while presenting and how to organize their time to make an effective talk.

ECON 9520 SPECIAL TOPICS ECONOMICS
Credit Hour(s): 1.0 TO 3.0

Special Topics in Economics. Prerequisite: consent of the instructor. This course provides an advanced research-oriented treatment of topics in economic analysis. The course can be repeated when topics vary. The course is intended primarily for doctoral students.

ECON 9710 ECONOMETRICS I:STAT FOUNDATION
Credit Hour(s): 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 9720 ECONOMETRICS II
Credit Hour(s): 3.0

Econometrics II. Prerequisite: ECON 9710 or MGS 9920. This course covers the econometric techniques for linear models. Subjects include the classical linear regression model, generalized least squares, instrumental variable methods, and generalized method of moments. An introduction to asymptotic distribution theory is provided. Emphasis is placed on inference and specification testing. Brief introductions to time series techniques and dichotomous choice models are included.

ECON 9730 ADV ECONOMETRICS
Credit Hour(s): 3.0

Advanced Econometrics. Prerequisite: Econ 9720 or MGS 9950. The course deals with advanced econometric methods for the analyses of cross-section and panel data. Topics include generalized method of moments, semiparametric and nonparametric methods, and extensive coverage of panel data, discrete response, censored and selection models. Empirical implementation is an essential component of the course.

ECON 9740 TIME SERIES ECONOMETRICS
Credit Hour(s): 3.0

Time Series Econometrics. Prerequisite: Econ 9720. This course is designed to provide students with the necessary theoretical and applied tools to conduct research involving time series data. The topics covered are stationary univariate (ARMA) and multivariate (VAR), and nonstationary univariate (unit roots) and multivariage (spurious regressions and cointegration) time series models; forecasting, estimation and asymptotic theory in the context of time series models; nonlinear models (ARCH/GARCH, regime shifts) and others.

ECON 9750 TOPICS IN ECONOMETRICS
Credit Hour(s): 3.0

Topics in Econometrics. Prerequisite: ECON 9720 and ECON 9730. The course provides in-depth treatment of selected current topics in econometrics. Topics include program evaluation, spatial econometrics, survival analysis, and data management.

ECON 9800 INT'L TRADE THEORY
Credit Hour(s): 3.0

International Trade Theory. Prerequisite: Econ 8100. A rigorous development of the pure theory of international trade, examining the economic factors which in the long-run determine the structure of trade. The classical, neoclassical, and modern theories of international trade; the gains from trade; and factor movements are all analyzed in detail. Trade theory is also applied to commercial policy and economic integration.

ECON 9880 INT'L MONETARY ECON
Credit Hour(s): 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.

ECON 9940 WORKSHOP EXPERIMENTAL ECONOMIC
Credit Hour(s): 3.0

Workshop in Experimental Economics. Prerequisite: ECON 9340. This workshop is intended to support dissertation research by Ph.D. students while encouraging Ph.D. students to work and interact with several faculty members on a continuing basis. The course integrates research seminar presentations in experimental economics by resident faculty and visiting scholars into the Ph.D. field research experience. The course prepares Ph.D. students to write and submit research papers for professional journal review.

ECON 9942 PROJECT DEV EXPERIMENTAL ECON
Credit Hour(s): 2.0

Project Development in Experimental Economics. This course is intended to prepare students to design and conduct computerized economic experiments. Students learn how to write original software for conduct their own experiments. Students also learn laboratory procedures for conducting experiments within the Gerogia State University Experimental Economics Laboratory.

EDB EXEC DOCTORATE IN BUSINESS

EDB 9000 LDRSHP CREATE HUMAN VALUE
Credit Hour(s): 3.0

Leadership To Create Human Value. All organizations require leadership in order to move forward. Leadership is a process by which a person influences others to accomplish an objective. This course examines leadership from different perspectives with an aim toward understanding what good leadership is and how individuals can develop their leadership skills. The course will delve into questions such as: What are the qualities most often associated with great leaders? How do effective business leaders inspire people to work together for the good of the organization? Are great leaders born that way or can leadership skills be developed and learned? Different leadership styles and concepts will be examined and each student will use the material covered in the course to conduct two case studies: (1) a CEO; and (2) him/herself.

EDB 9020 PHILOS & PRACTICE SCI RES
Credit Hour(s): 3.0

Philosophy and Practice of Science and Research. This course explores the philosophy of science, different modes of inquiry that exist, and various epistemological perspectives including positivist, interpretativist and critical research. Concepts of rigor and relevance are discussed along with implications for conducting research that can inform practice. The course also serves to provide an overview and roadmap of the EDB research process. Understanding the research process and

identifying a personal research domain is a critical first step toward transforming oneself from a practitioner to a practitioner-scholar. Within that context, one of the chief aims of the course is helping students to identify and develop a personal research domain. Inductive, interpretive modes of research will be introduced.

EDB 9030 THEORY PRACT COLL ACTION
Credit Hour(s): 3.0

Theory and Practice of Collective Action. All organizations and societies face the challenge of achieving cooperation among self-interested individuals and factions. This course examines both the theory and practice of collective action. The central focus is on achieving coordination and cooperation among autonomous and self-interested, yet interdependent, parties. Dominant theories of collective action are examined and applied to real world issues such as social and economic development, globalization, environmental management, and political governance.

EDB 9040 EMERG MKTS GLOBAL MODELS
Credit Hour(s): 3.0

Emerging Markets and Global Models for Business. The increasing push toward globalization of business has been enabled by major advances in transportation and communication technologies. It implies that issues of religion, ethnicity, and nationalism more directly affect the way in which organizations are designed and structured. Technological innovations and their implications for business models are hence discussed within the broader context of social values, political structures, and economics. Particular emphasis will be given to the evolution of different business models and practices around the globe, including the rise of outsourcing and off-shoring. The course will emphasize global business practices, the interdependence between markets, and emerging markets such as China, India, Eastern Europe, Southeast Asia, and Latin America.

EDB 9050 DESIGN QUAL RES STUDIES
Credit Hour(s): 3.0

Designing Qualitative Research Studies. This course introduces the student to qualitative research methods including ethnography, action research, case research, and content analysis. The strengths and weaknesses of various methods are discussed along with examples of how each approach has been used in practice. Research design issues associated with qualitative or small sample studies are discussed. Issues such as reliability and validity are explored. The differences between positivist, interpretivist, and critical perspectives are discussed. Techniques for data collection such as interviewing and observation are covered.

EDB 9060 GLOBAL ECON SYS & ISSUES
Credit Hour(s): 3.0

Global Economic Systems & Issues. This course provides a framework for understanding globalization and international trade. Issues such as market entry, legal and regulatory requirements, and funding are discussed, along with the different economic systems that are in play around the globe. The role of international economic institutions such as the World Bank, the International Monetary Fund, and the World Trade Organization are discussed along with evolving forms of regional governance such as the European Union. The course also covers national and international policies for development.

EDB 9070 ANALYZING QUAL RES DATA
Credit Hour(s): 3.0

Analyzing Qualitative Research Data. This course provides the tools needed to analyze qualitative data that students have. The student?s conceptual model of the topic or problem of interest is refined and revised as needed. Emphasis is placed on learning some of the tools associated with analyzing qualitative data, especially inductive coding of semi-structured interview data. Students are introduced to the grounded theory approach, including content analysis of qualitative data through open, axial, and selective coding. Hypotheses for quantitative analysis are developed. Completed projects are reviewed and assessed for quality.

EDB 9080 QUANTITATIVE RES METHODS I
Credit Hour(s): 3.0

Quantitative Res Methods I. This course introduces the student to quantitative research design (including simulation, experiments, surveys, and use of secondary data sets) and develops the basic foundation for designing and executing quantitative research studies. Issues associated with experimental design and survey design are elaborated. Examples of studies using these approaches are introduced and explored. Tradeoffs between experiments and surveys are discussed within the context of issues such as internal and external validity. Construct measurement (i.e., development of measurement scales associated with key variables of interest) is emphasized throughout the course along with such topics as reliability, validity, framing research questions, developing hypotheses, model building, and statistical analysis.

EDB 9100 QUANTITATIVE RES METHODS II
Credit Hour(s): 3.0

Quantitative Res Methods II. This course begins with a review of univariate and bivariate statistics (T test, ANOVA, correlation, and simple regression). The student is introduced to multivariate regression analysis including issues of collinearity, mediation and moderation effects (using interaction terms and dummy variables). Advanced techniques such as structural equation modeling and partial least squares are introduced. The goals of the course are to: (1) generate a conceptual understanding of the assumptions underlying the use of regression-based techniques, (2) provide guidelines for when particular techniques would be applicable or inapplicable, and (3) develop the knowledge of how to conduct the analysis and interpret the results.

EDB 9110 INFL & LIMITS EXEC DEC MKNG
Credit Hour(s): 3.0

Influences and Limitations on Executive Decision Making. Although executives make decisions continually, many are unaware of the hidden, yet substantial influences that cognitive and organizational factors have on the processes they follow and the outcomes that result. This course examines the human factors that influence and guide

executive decision making. It also explores organizational influences on executive decisions, including organizational structure, and social and political forces. It investigates the actions executives can take if they seek to address their human limitations and organizational limitations affecting their executive responsibilities.

EDB 9130 ETHICAL ISSUES BUS LEADRS
Credit Hour(s): 3.0

Ethical Issues Confronting Contemporary Business Leaders. Executives and business leaders continually confront ethical dilemmas that force them to make difficult choices where it appears that the interests of one group might outweigh the others. These dilemmas include delivering strong financial results for investors as well as superior goods/services to customers, and providing attractive work environments for employees, all without violating laws and ethical standards of countries where they operate. This course examines the nature of these dilemmas in the context of personal and professional value systems and their role in shaping the courage of business leaders to act in responsible ways. In addition, it examines the interconnection between corporations, nongovernmental organizations, and the United Nations.

EDB 9140 LAB BUSINESS DRIVEN RES
Credit Hour(s): 3.0

Laboratory for Business Driven Research. This course is a workshop-oriented forum in which students will meet with their peers and the faculty to discuss obstacles encountered in their research as well as solutions for how to overcome them. Students will register for this course in the second and third semesters, for a total of 6 hours.

EDB 9150 INSTIT RES KNOWL DESSEM
Credit Hour(s): 3.0

Institutional Research and Knowledge Dissemination. This course focuses on developing an understanding of the role of organizations and the executive in the creation and dissemination of new knowledge. Among the topics to be covered are how to develop a program of research to create knowledge within particular domains of theory and/or practice; methods of knowledge dissemination including publication in internal (e.g. white papers) and external (e.g. practitioner or academic publications) outlets; the process of crafting research for dissemination through these various outlets; and corporate and institutional responsibility for funding research.

EDB 9170 EDB DISSERTATION
Credit Hour(s): 3.0 TO 6.0

Dissertation. During the last three semesters students will register for a total of 12 hours of independent dissertation work aimed at addressing a contemporary business problem. During this period, students will be expected to develop and defend a proposal, organize an independent research project, and write and defend a coherent dissertation. This course may be taken multiple times for credit.

EDB 9171 DISSERTATION SEMINAR
Credit Hour(s): 3.0

Dissertation Seminar. Completed all other EDB course work, permission of the academic program director. The seminar is intended for students who have not finalized their Executive Doctorate dissertation within the designated three years of the program. The objective is to facilitate the participants' dissertation work. During the seminar, the students will meet on a regular basis to present status of dissertation work, to receive critique and guidance on their dissertation, to review relevant research methodology, and, to review key challenges and approaches in dissertation writing. A grade of IP (satisfactory progress was made on the dissertation) or U (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. May be repeated once for credit.

EDCI CURRICULUM & INSTRUCTION

EDCI 6240 EDUCATION OR INCARCERATION
Credit Hour(s): 3.0

Education or Incarceration: Schools, Communities, and the Prison Industrial Complex. As the population of incarcerated people in the U.S. grows to over two million and the rate of African American and Latino Youth Prisoners continues to rise, students in this course will investigate the school-to-prison pipeline, the prison industrial complex, and the implications of education. Through an examination of readings in educational policy, cultural studies, history, and sociology, as well as through dialogue, debate, and fieldwork, students will consider ways to challenge prevailing assumptions about education and incarceration. Cross-listed with EDCI 3240.

EDCI 6540 PRINCIPLES INSTR MCE MATH/SCI
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Introduction to Secondary Teaching. Examines the nature of secondary students and schools. Explores instructional materials, teaching strategies, technology, and effective

teaching. Includes experiences in reflective teaching and micro-teaching.

EDCI 7020 MID SCHLS IN A DIVERSE SOCIETY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Assessment Issues in the Middle Grades. Explores assessment and instruction issues and cases in major learning areas (reading, language arts, mathematics, science, and social studies) with an emphasis on common areas of attention, comprehension, memory, concept learning, problem-solving, and motivation. Alternative means of assessment and evaluation are explored.

EDCI 7540 THEORY/PEDAGOGY MCE MATH/SCI
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 7980 TEACH/LEARN IN URBAN CONTEXTS
Credit Hour(s): 3.0

Teaching and Learning in Urban Contexts. Focuses on the examination of the historical and contemporary notions of urban education and the analysis of critical sociocultural and policy-related factors related to teaching and learning in urban contexts. The student undertakes an interdisciplinary analytic approach to defining, analyzing, and evaluating topics relevant to urban school systems and their teachers, students, and community, and the consequential teaching and learning.

EDCI 8400 DYNAMICS OF TCHG, LRNG,CUR DEV
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

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
Credit Hour(s): 1.0 TO 3.0

Research Seminar. Considers the identification, planning, and implementation of advanced research projects. Seminar may extend beyond one term. A minimum grade of "S" is required for this course. (Repeatable)

EDCI 9900 CRITIQUE OF EDUCATION RESEARCH
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Early Writing Development. This course provides in-depth 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. (Cross-listed with ECE 7280).

EDLA 7440 THEORY/PEDAGOGY IN STDY OF LIT
Credit Hour(s): 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
Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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. (Cross-listed with ECE 7580).

EDLA 8020 SOC, CULT, POL CONT SHAP E LIT

Credit Hour(s): 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 (K-12 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.

EDLA 8330 LANGUAGE VARIATION & LEARNING

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 hands-on experience with graphing calculators, computer software tools, Internet resources, and instructional materials for integrating technology in mathematics instruction.

EDMT 7400 MATH CONCEPTS SPECIAL LEARNERS

Credit Hour(s): 3.0

Mathematics Concepts for Special Learners. Students explore the full range of materials and strategies for developing mathematical competence in special learners. The course emphasizes diagnosis, remediation, concept learning, and mathematical problem solving taught in a concrete, student-centered manner.

EDMT 7530 MATH CONCEPTS FOR MID CHD ED I

Credit Hour(s): 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

Credit Hour(s): 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 standard-based classroom.

EDMT 8290 STUDY OF LEARNG/INSTRU IN MATH

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 K-12 classrooms.

EDRD 7550 LINKING LIT ASSESS/CLSRM INSTR

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 LITERACY ASSESSMENT/INST

Credit Hour(s): 3.0

Individualized Literacy Assessment and Instruction . Prerequisite: EDRD 6600 or EDRD 7600 or equivalent. This course introduces the use of formal and informal assessments of students' reading and writing abilities. Emphases include instructional strategies for working with a variety of literacy learners across the developmental continuum and a practicum experience in which students compile literacy profiles of students using a case study approach.

EDRD 8280 LITERACY FOR A DIVERSE SOCIETY

Credit Hour(s): 3.0

Literacy for a Diverse Society. Prerequisite: consent of instructor; EdS and PhD students. This course involves students in an in-depth study of cultural, social, and political factors affecting the acquisition of literacy, literacy instruction, literacy achievement, and literacy assessment of various groups within the United States and groups outside the United States. Special attention is given to the relationship of class, gender, and ethnicity to literacy.

EDRD 8310 THEOR MODELS/PROCESS LIT LRNG

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Supervision of School Literacy Programs. Prerequisite: three literacy courses and admission to a master's-level degree program or admission to an EdS or PhD program. This course introduces students to organization, administration, and supervision of school (P-12) literacy (reading, language arts, English) programs. Students analyze existing programs for elementary, middle, and high schools, examine roles of literacy personnel, and address methods of program evaluation and ways to achieve change in literacy programs.

EDRD 9870 ADV RESEARCH SEM LANG/LIT EDUC

Credit Hour(s): 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

Credit Hour(s): 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 6550 is cross listed with EDSC 4655.

EDSC 7120 SCIENCE CONCEPTS AND ISSUES

Credit Hour(s): 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

Credit Hour(s): 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 7550 is cross-listed with EDSC 4755.

EDSC 8400 STRATEGIES OF INSTR IN SCIENCE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Advanced Science Concepts and Issues. This course provides an in-depth exploration of science concepts and issues and the application of this inquiry to teaching and learning settings.

EDSC 8550 TRENDS/ISSUES IN TCHG SCIENCE

Credit Hour(s): 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

Credit Hour(s): 3.0

Science in the School Curriculum. Acquaints teachers with the basis of curriculum decisions, the purpose and nature of science curricula, science curricula in the schools historically, current innovations and future directions, and the process of developing curricula. Emphasis will be placed on developing necessary knowledge, skills, attitudes, and self-confidence to contribute to the revitalization of science curricula.

EDSC 9870 ADV RESEARCH SEM IN SCIENCE ED

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 7560 TEACH HISTORY/SOCIAL SCIENCES

Credit Hour(s): 3.0

Teaching History and the Social Sciences. Study focuses on contemporary issues in the teaching of history and the social sciences. Students examine middle and secondary level content and pedagogical strategies in the 6-12th grade social studies curriculum.

EDSS 7570 SOCIAL STUDIES CONCEPTS/ISSUES

Credit Hour(s): 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

Credit Hour(s): 3.0

Learning, Curriculum and Instruction in Social Studies. Students examine the historical evolution of and issues in the social studies curriculum (i.e. history, economics, government, etc) and the nature of learning demanded by historical and social science knowledge. (Repeatable when topics change)

EDSS 8420 TOPICS IN SCHOOL SOC ST CURRIC

Credit Hour(s): 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

Credit Hour(s): 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. (Repeatable)

EDUC EDUCATION

EDUC 7777 FIELD EXPERIENCES INTRNAL EDUC

Credit Hour(s): 3.0

Field Experiences in International Education. Modern communication technologies have increasingly made the countries of the world more interdependent. This interdependency can be either positive or negative. This course seeks to provide students with a global perspective on education and society, and its impact on both culture and world affairs. This course will concentrate specifically on the educational system and customs of the host country. Lectures and class discussions, utilizing the student?s first hand experiences, will be directed toward cultural analysis of the

host country with special focus on how educational systems help shape national consciousness. Students must participate in the international travel required for this course. [cross-listed with EDUC 3333]

EDUC 8360 TEACHER SUPPORT SPECIALIST
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Classification and Cataloging of Information Sources. This course introduces the principles and procedures of organizing print and non-print materials in both manual and automated systems.

ELMT 7150 TECH 21ST CENTRY SCH MEDIA CTR
Credit Hour(s): 3.0

Technology for 21st Century School Media Centers. 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 INFO SYSTEMS IN SCHL MEDIA CTR
Credit Hour(s): 3.0

Information Systems in School Library Media Centers. 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8390 PRINCIPLES OF VIDEO TECHNOLOGY
Credit Hour(s): 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.

EMBA EXECUTIVE MBA

EMBA 8000 INTRO TO EXEC MGT
Credit Hour(s): 3.0

Introduction to Executive Management. Prerequisite: Consent of director of EMBA program. This course provides an introduction to executive management education. The role of

general management, in which the executives have responsibilities for a broad spectrum of tasks, is established. Six themes that transcend any one course and continue through the entire program are identified and introduced. The themes are oral communications, written communications, quantitative analysis, computer skills, interpersonal skills, and an international perspective. Basic skills in accounting and mathematics are covered.

EMBA 8005 CRS-CULTURAL BUS PRAC

Credit Hour(s): 3.0

Cross-Cultural Business Practices. Prerequisite: Consent of director of EMBA program. This course is directed toward understanding the changing demographics of the workplace in the United States and the impact culture has on how business is conducted both in the U.S. and in other countries. Emphasis is placed on the awareness of the cultural differences and the recognition of their impact on business norms and practices.

EMBA 8007 FUNDAMENTLS OF ACCOUNTING

Credit Hour(s): 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 8025 FINANCIAL & COST ACCT

Credit Hour(s): 3.5

Financial & Cost Accounting. Prerequisite. This course introduces financial accounting concepts and principles along with elements of financial analytical methods. It is designed to lay a foundation for the Executive MBA curriculum, especially subsequent accounting and finance courses. This course is also 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 8100 ORGANIZATIONAL BEHAVIOR

Credit Hour(s): 1.5

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

Credit Hour(s): 1.5

Decision Support Tools for Improved Problem Solving. Prerequisite: Consent of director of EMBA program. This course focuses on the art and science of building computer-based decision tools. Topics include defining and coding the model, validation approaches, using computer- based models to evaluate alternatives, model improvement techniques, and implementation issues. Students apply these topics to statistical, optimization, and simulation models. The topics are integrated through the use of a management simulation game. Students build their own computer-based tools and use preexisting models within the gaming environment.

EMBA 8200 LGL & ETH ENVIR OF BUS

Credit Hour(s): 2.5

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

Credit Hour(s): 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

Credit Hour(s): 1.5

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 8260 STRATEGIC MARKETING SIM

Credit Hour(s): 1.5

Strategic Marketing Simulation. Prerequisite: Consent of director of EMBA program. Strategic Marketing Simulation immerses students in a sequence of complex decisions that senior managers must make as they choose `where? and `how? to compete in a simulated industry. A number of issues are involved in the simulation including: 1) how to create and capture value; 2 where to compete (segmentation and target

marketing); 3) developing competitive advantages; and, 4) choosing when to take offensive and defensive positions in a market. These decisions are reflected in the strategic market planning process and the simulation requires each team to align their firm?s skills and resources with their value proposition. In other words, they must develop and execute a profitable strategy.

EMBA 8350 PROJECT & SYS MANAGEMENT
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 2.0

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
Credit Hour(s): 3.0

Asset Valuation, Analysis and Selection. Prerequisite: Consent of director of EMBA program. This course considers conceptual and policy issues associated with the financial management of the non-financial firm. Students develop skills in financial analysis and interpretation and examine the various economic profit-based metrics used by financial executives. The dominant paradigms of risk and return are considered, and techniques for the valuation of both financial and real assets are analyzed. Included are capital budgeting techniques for making optimal asset and financing decisions as used in project financing and the setting of hurdle rates and the use of simulation in the conduct of risk management. Financial management practices in other countries are considered. Case analysis is employed, and personal computers are used as a supporting tool.

EMBA 8500 CORPORATE FINANCING POLICY
Credit Hour(s): 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 financing-investment interactions and their impact on firm value. The related topics of mergers, acquisitions, and leveraged buy outs are addressed. Case analysis in the classroom will draw upon the background readings in the professional and academic literature and from the lectures. Personal computers are used as a supporting technique.

EMBA 8600 DIGITAL ENABLEMENT
Credit Hour(s): 1.5

Digital Enablement. 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
Credit Hour(s): 1.5

Information Systems Structure and Strategies. Prerequisite: Consent of director of EMBA program. CSP: 1, 2, 3, 4, 5, 6. This course is an examination of the strategic impact of computer-based information systems on organizations. This course prepares students for understanding and exploiting the interdependency between business strategy and information technology (IT). Two primary areas are examined. The alignment of information technology with corporate strategy is discussed. Then the role that information technology plays in organizational structure and managerial functions, outsourcing decisions, and business process reengineering is examined.

EMBA 8650 INTERNATL MGT PRACTICES
Credit Hour(s): 4.5

International Management Practices. Prerequisite: Consent of director of EMBA program. This course entails the overseas visit to directly observe the practices and concepts of business in foreign countries. The students visit a series of businesses in one or more countries, both U.S. companies doing business in the countries and country-national companies. In addition, discussions are organized between the students and members of the governments in the countries, U.S. business people in the countries, and American Chambers of Commerce in the countries. Time is allowed for students to become familiar with the cultural aspects of the countries visited.

EMBA 8700 FIRMS, MARKETS, AND CONTEXT

Credit Hour(s): 1.5

Firms, Markets, Context. This course introduces several core concepts that are relevant to inquiry in almost every business discipline and useful in every course in this curriculum. These ideas are also central to your development as a leader in a global economy. The primary purpose of this course if to imbue in each student an interdisciplinary conceptual framework for thought and analysis in the first year of MBA study. Students should be able to identify, describe and discuss within theoretical frameworks the following concepts as they appear in everyday market interactions. 1.The Theory of the Firm 2.The Concept of Strategy 3.Firm Level Competitive Advantage 4. Industry Analysis

EMBA 8710 RESOURCE BASED MANAGEMENT

Credit Hour(s): 2.0

Resource Based Management. This course is designed to build on the EMBA 8700 Firms, Markets and Context. There are three goals in this module. First, the course expands on the material from EMBA 8700 by looking at the basis of resource based competitive advantage. Second, the course developes how resource-based competitive advantage anchors strategic action in innovation strategy, technology strategy and corporate diversification strategy. Third, the course looks at the role of the CEO in creating value in these environments.

EMBA 8730 STRATEGIC IMPL & EXEC

Credit Hour(s): 1.5

Strategic Implementation and Execution. Prerequisites: Consent of director of EMBA program. This course is a study of the major financial information processes used for tracking and reporting internal operations and their impact on the execution of corporate strategy. 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 financial reports and other available information to appropriately evaluate managers? performance and control operations.

EMBA 8750 STRAT PLAN & POLICY FORMU

Credit Hour(s): 3.0

Strategic Planning and Policy Formulation. Prerequisite: Consent of director of EMBA program. This course is designed to give the student the opportunity to develop conceptual skills needed by higher-level managers. Emphasis is given to the integration of subject matter from the other courses in the EMBA program. Subject matter stressed includes the development of organizational strategy, decision making within the framework of a strategy, the planning process, the formulation of objectives and policies, and the management of change.

EMBA 8800 EXECUTIVE LEADERSHIP

Credit Hour(s): 3.0

Executive Leadership and the Senior Management Team. Course members become immersed in the leadership challenges associated with management of an enterprise at the corporate, business unit, and line of business levels, including those challenges encountered in multinational corporations. Focusing on the responsibilities of both the general manager and the senior management team, individuals encounter challenging settings where executives have responsibility for the enterprise?s overall performance rather than just a single business function. Leadership of the strategy process, facilitating organization building, and assurance of effective enterprise performance are unifying themes throughout the course.

EMBA 8810 CORPORATE RESPONSIBILITY

Credit Hour(s): 1.5

Corporate Responsibility. Prerequisite: Consent of director of EMBA program. This intensive course introduces executives to the roles that executives play in defining, leading, managing, and responding to the responsibilities of the corporation. Organized around the ten principles of the United Nation?s Global Compact, the course uses simulations, interactive case-studies with the corporate executives who lived them, and ethical reflection exercises to teach executives to assess and respond to the social, ethical and environmental issues confronting global enterprises and lead effective corporate policies and responses. Special attention is paid to building the four components of ethical behavior, namely, ethical sensitivity, judgment, motivation, and implementation.

EMBA 8820 LEADING THE ENTERPRISE

Credit Hour(s): 2.0

Leading the Enterprise. Prerequisite: Consent of director of EMBA program. Individuals become immersed in the role of executive leaders who are accountable for delivering measurable, successful performance within globally competitive organizations. Assuming various CxO roles, they are charged with responsibility for recognizing and capitalizing on opportunities and responding to ever?changing strategic and operational circumstances, all while seeking to enhance the value and position of the enterprise (whether public, private, or not?for?profit.) This course integrates strategic, operational, and financial practices in the context of executive and general manager leadership.

ENGL ENGLISH

ENGL 6260 RELIGION AND LITERATURE

Credit Hour(s): 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

Credit Hour(s): 3.0

Grant and Proposal Writing. Prerequisite: graduate standing. Study and practice in grant and proposal writing in business and organizational settings.

ENGL 6520 GENDER AND WRITING

Credit Hour(s): 3.0

Gender and Writing. (Same as WSt 6520.) Examines women's contributions and the role of gender in writing and rhetoric from ancient to contemporary cultures. May include writing projects in civic, social, and professional settings.

ENGL 8000 BIBLIO AND RESEARCH METHODS

Credit Hour(s): 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 8001 PROSEMINAR: MA THESIS

Credit Hour(s): 3.0

Proseminar: Researching and Writing Your M.A. Thesis. For Literary Studies Concentration. This class presents a series of modules on a topic of general interest to master's students. Students will have the opportunity to develop and expand their research in the field in which they choose to write their thesis. Students will complete a thesis prospectus and compose a thesis committee by the end of the course. The class includes numerous workshop exercises and guest speakers from the department.

ENGL 8005 PRACTICAL GRAMMAR

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Modern Drama. Central trends in modern drama, with readings in modern English, American, and European dramatists.

ENGL 8060 LITERARY CRITICISM

Credit Hour(s): 3.0

Literary Criticism. An introduction to literary theory and criticism including an historical survey.

ENGL 8065 FOUND OF MODERN CRITICL THEORY

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Feminist Literary Theory. Survey of contemporary ideas, issues, and concepts in feminist literary theory.

ENGL 8080 MODERN GRAMMAR

Credit Hour(s): 3.0

Modern Grammar. Fundamentals of present-day English language constructions in writing and speech: phonology, morphology, syntax, and discourse. Focuses on applying modern linguistic theories to the analysis of form, function, and meaning of English utterances. Especially recommended for those who expect to teach English or English Language Arts.

ENGL 8090 HIST OF THE ENGLISH LANGUAGE

Credit Hour(s): 3.0

History of the English Language. Development of the structure and history of the English language from its Indo-European roots through Old English, Middle English, Early Modern English to Present-Day English. Attention will also

be given to social and regional variations of English and the International Phonetic Alphabet (IPA).

ENGL 8100 DIRECTED INDIVIDUAL RESEARCH
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Electronic Writing and Publishing. Theory and practice of computer-aided publishing and writing on computer networks. Strong emphasis on rhetorical design principles, theoretical and ethical issues of on-line writing, and practical computer strategies.

ENGL 8123 DIGITAL RHETORIC
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Modern and Contemporary Rhetorical Theory. Survey of rhetorical theory from the late nineteenth-century to the present with emphasis on theorists, philosophers and educators such as Richards, Weaver, Burke, hooks, Baudrillard, de Certeau and their influences on contemporary rhetorical practices; ends with major late twentieth-century and current figures and movements.

ENGL 8160 FORM AND THEORY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Rhetoric from Cicero to Augustine. A survey of the works of the most significant rhetorical theorists from Cicero to Augustine.

ENGL 8172 ENLIGHTENMENT RHETORIC
Credit Hour(s): 3.0

Enlightenment Rhetoric. Survey of the development of rhetorical theory from seventeenth-century continental authorities to nineteenth-century educational "reform" with emphasis on major figures, technological developments, feminist rhetorical practices, and Scottish influences on subsequent rhetorical practices.

ENGL 8175 MEDIEVAL RHETORIC
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8203 20TH C AMER/BRIT POET CRAFT I
Credit Hour(s): 3.0

Twentieth-Century American and British Poetry Craft I. Close analysis of selected works by major American and British poets, primarily of the first half of the 20th century. Designed for, but not limited to, creative writing students.

ENGL 8204 20TH C AMER/BRIT POET CRAFT II
Credit Hour(s): 3.0

Twentieth-Century American and British Poetry Craft II. Close analysis of selected works by major American and British poets, primarily of the second half of the 20th century. Designed for, but not limited to, creative writing students.

ENGL 8210 OLD ENGLISH
Credit Hour(s): 3.0

Old English. An examination of grammar and other features of Old English.

ENGL 8220 BEOWULF
Credit Hour(s): 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
Credit Hour(s): 3.0

American English. Historical development of American English and current American grammar, vocabulary, and dialects.

ENGL 8245 AFRICAN AMERICAN LANGUAGE
Credit Hour(s): 3.0

African-American Language. (Same as AAS 6079.) Prerequisite: an English-language 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
Credit Hour(s): 3.0

Middle English. Medieval texts with emphasis on philology.

ENGL 8270 CHAUCER
Credit Hour(s): 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
Credit Hour(s): 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 16TH-CEN ENGLISH LIT
Credit Hour(s): 3.0

Sixteenth-Century English Literature. Selected works by More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, and others.

ENGL 8310 EARLY & MIDDLE 17TH-C ENG LIT
Credit Hour(s): 3.0

Early and Middle Seventeenth-Century English Literature. Selected works by Donne, Jonson, Bacon, Herbert, Marvell, Milton, and others.

ENGL 8320 ENGLISH RENAISSANCE DRAMA
Credit Hour(s): 3.0

English Renaissance Drama. Selected plays by Marlowe, Jonson, Webster, and others.

ENGL 8330 SPENSER
Credit Hour(s): 3.0

Spenser. The Faerie Queene and other works.

ENGL 8360 SHAKESPEARE, EARLIER WORK
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Restoration and Earlier Eighteenth-Century Literature. Selections of poetry, prose, and drama, c. 1660-1745, by authors such as Sprat, Rochester, Pepys, Prior, Dryden, Dennis, Finch, Chudleigh, Defoe, Davys, Mandeville, Swift, Wortley Montagu, Pope, Gay, Addison, and Steele.

ENGL 8430 LATER 18TH-CENTURY LIT
Credit Hour(s): 3.0

Later Eighteenth-Century Literature. Selections of prose, poetry, and drama, c. 1745-1800, by authors such as Young, the Wartons, Gray, Johnson, Boswell, Reynolds, Goldsmith, Burke, More, Carter, Gibbon, Cowper, Barbauld, Burns, and Wollstonecraft.

ENGL 8440 RESTORATION & 18TH-C DRAMA
Credit Hour(s): 3.0

Restoration and Eighteenth-Century Drama. (Formerly Engl 6410.) Selected plays by authors such as Lee, Otway, Behn, Dryden, Centlivre, Congreve, Gay, Goldsmith, and Sheridan.

ENGL 8450 STUDIES IN 18TH-C FICTION
Credit Hour(s): 3.0

Studies in Eighteenth-Century Fiction. Selected works by authors such as Behn, Defoe, Haywood, Manley, Aubin, Richardson, Scott, the Fieldings, Smollett, Burney, Inchbald, Monk, Goldsmith, Radcliffe, and Austen. May be repeated if topics vary.

ENGL 8460 TOPICS IN REST & 18TH-C LIT
Credit Hour(s): 3.0

Topics in Restoration and Eighteenth-Century Literature. In-depth study of writers and issues of the period 1660-1800. May be repeated if topics vary.

ENGL 8500 EARLY BRITISH ROMANTIC LIT
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

English Victorian Poetry. Selected works by such authors as Tennyson, Browning, Arnold, Christina Rossetti, the Pre-Raphaelites, Hopkins, and Hardy.

ENGL 8630 19TH C. ENG NON-FICTION PROSE
Credit Hour(s): 3.0

Nineteenth-Century English Non-Fiction Prose. Selected works by such writers as Coleridge, DeQuincey, Darwin, Hazlitt, Gaskell, Carlyle, George Eliot, Newman, and Wilde.

ENGL 8640 TOPICS IN 19TH-C BRIT LIT/CUL
Credit Hour(s): 3.0

Topics in Nineteenth-Century British Literature and Culture. In-depth study of writers and issues of the period 1800-1900. May be repeated if topics vary.

ENGL 8650 19TH-CENTURY BRITISH FICTION
Credit Hour(s): 3.0

Nineteenth-Century British Fiction. Selected works by authors such as Austen, the Brontes, Dickens, Eliot, Hardy, Stoker, Gaskell, and others.

ENGL 8670 LIT OF TRANSITION, 1880-1920
Credit Hour(s): 3.0

Literature of Transition, 1880-1920. Selected works by authors such as Hardy, Wilde, Pater, Conrad, and others.

ENGL 8700 20TH-CENTURY ENGLISH POETRY
Credit Hour(s): 3.0

Twentieth-Century English Poetry. Selected poems written in English (excluding American poetry).

ENGL 8750 20TH-CENTURY ENGLISH PROSE
Credit Hour(s): 3.0

Twentieth-Century English Prose. Selected novels, short stories, and non-fiction prose works written in English (excluding American works).

ENGL 8755 20TH-CENTURY IRISH LIT
Credit Hour(s): 3.0

Twentieth-Century Irish Literature. Study of issues surrounding Irish writing and selected works by authors such as Yeats, Synge, Joyce, Bowen, Friel, Heaney, Boland, and Ni Dhomhnaill.

ENGL 8756 TOPICS IN 20TH-C ENGLISH LIT
Credit Hour(s): 3.0

Topics in Twentieth-Century English Literature. Focused study of a specialized topic, theme, or theoretical approach. May be repeated if topics vary.

ENGL 8810 AMERICAN POETRY 20TH CENTURY
Credit Hour(s): 3.0

American Poetry of the Twentieth Century. Development of American poetry from the turn of the century to the present, with an emphasis on the major poets. May be repeated if topics vary.

ENGL 8830 AMERICAN RENAISS, 1820-1865
Credit Hour(s): 3.0

American Renaissance, 1820-1865. Selected works by Thoreau, Emerson, Whitman, Hawthorne, Melville, and others.

ENGL 8831 19TH-CENTURY AFR-AMER LIT
Credit Hour(s): 3.0

Nineteenth-Century African-American Literature. (Same as AAS 6073.) Selected works by authors such as George Moses Horton, David Walker, Harriet Jacobs, Harriet Wilson, William Wells Brown, Frederick Douglass, Frances E. W. Harper, Booker T. Washington, Charles W. Chesnutt, Pauline E. Hopkins, W. E. B. DuBois, James Weldon Johnson, and Paul Laurence Dunbar.

ENGL 8840 AMERICAN REAL & NAT, 1865-1914
Credit Hour(s): 3.0

American Realism and Naturalism, 1865-1914. Selected works by Clemens, James, Howells, Wharton, Crane, Norris, Chopin, Harper, Johnson, Hopkins, and others.

ENGL 8850 SOUTHERN LITERATURE
Credit Hour(s): 3.0

Southern Literature. A survey of fiction, poetry, drama, non-fiction and memoir, and historical writing from and about the American South from settlement to the present.

ENGL 8855 EARLY AMERICAN LIT & CULTURE
Credit Hour(s): 3.0

Early American Literature and Culture. (Formerly Engl 6820.) Investigation of literary, historical, theological, and cultural traditions from the seventeenth to the early nineteenth century.

ENGL 8860 MODERN AMER FICT, 1900-1945
Credit Hour(s): 3.0

Modern American Fiction, 1900-1945. Selected short stories and novels by authors such as Anderson, Cather, Dos Passos, Dreiser, Faulkner, Hemingway, Lewis, Stein, West, and Wright.

ENGL 8870 CONT AMER FIC, 1946-PRESENT
Credit Hour(s): 3.0

Contemporary American Fiction, 1946 to the Present. Selected short stories and novels by authors such as Baldwin, Barth, Bellow, Cheever, Ellison, Mailer, Malamud, O'Connor, Oates, Percy, Roth, and Styron.

ENGL 8880 20TH-CENTURY AFR-AMER LIT
Credit Hour(s): 3.0

Twentieth-Century African-American Literature. (Same as AAS 6075.) The study of one or more major twentieth-century African-American writers and the study of the theoretical issues surrounding African-American literature.

ENGL 8891 MAJOR AMER WRITERS, 1600-1916
Credit Hour(s): 3.0

Major American Writers, 1600-1916. Selected works by one or more authors such as Mather, Bradstreet, Clemens, Dickinson, James, Hawthorne, Whitman, and Cather. May be repeated if topics vary.

ENGL 8892 MAJOR 20TH-C AMER WRITERS
Credit Hour(s): 3.0

Major Twentieth-Century American Writers. Selected works by one or more authors such as Faulkner, Hemingway, Dos Passos, Morrison, Stevens, Frost, O'Neill, Albee, Williams, Ellison, or Welty. May be repeated if topics vary.

ENGL 8893 TOP AMER LIT & CUL, 1500-1916
Credit Hour(s): 3.0

Topics in American Literature and Culture, 1500- 1916. Focus on themes or topics in American literature and culture from the beginnings to World War I. Sample topics might include the American Jeremiad, Transcendentalism, or the Rise of American Humor. May be repeated if topics vary.

ENGL 8894 TOP IN 20TH-C AMER LIT AND CUL
Credit Hour(s): 3.0

Topics in Twentieth-Century American Literature and Culture. Focus on themes or topics (Western American Literature, American Historical Fiction, The City in American Literature, American Musical Theatre as Dramatic Literature, Reading Jazz, etc.) that may be studied in American fiction, poetry, drama, or non-fiction. May be repeated if topics vary.

ENGL 8900 TOPICS IN ENGLISH
Credit Hour(s): 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
Credit Hour(s): 3.0

American Drama. Selected works by such twentieth-century playwrights as O'Neill, Glaspell, Hansberry, Odets, Hellman, Miller, Williams, Albee, Mamet, Shepard, Fornes, Kennedy, Norman, and Wilson.

ENGL 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

ENGL 9030 NON-THESIS INDIVIDUAL RESEARCH
Credit Hour(s): 1.0 TO 18.0

Non-Thesis Individual Research. An independent study course for students who are conducting research with faculty or preparing for comprehensive examinations at the M.A., M.F.A., and Ph.D. levels.

ENGL 9050 TOP IN CONT LIT THEORY & CRIT
Credit Hour(s): 3.0

Topics in Contemporary Literary Theory and Criticism. In-depth study of specific areas, schools, developments, or major figures in contemporary literary theory and criticism (e.g., semiotics, psychoanalysis, poststructuralism, cultural studies, queer theory, Foucault, Lacan, Jameson, Kristeva, etc.). May be repeated if topics vary.

EPEL EPS/EDUCATIONAL LEADERSHIP

EPEL 7000 EDU LEADER & ORGANIZAT CULTURE
Credit Hour(s): 3.0

Educational Leadership and Organizational Culture. Introduces the student to selected theories of educational leadership and their relationship to organizational culture; develops skills in administrative problem analysis and decision making; enables students to sharpen their skills and insights into various models and meanings of leadership practice and school change; and provides students with opportunities to examine their own practices in ways that will improve the performance of the educational organizations.

EPEL 7020 LEADERSHIP DIVERSE SOCIETY
Credit Hour(s): 3.0

Leadership for a Diverse Society. This course is designed to engage students in demonstrating and understanding how the nuances of leadership have changed with regard to our increasing diversity in society as well as our schools. This course will prepare students to demonstrate as well as understand how culturally relevant leadership can be an asset for the diversity found in educational organizations.

EPEL 7330 LAW, POLICY, & GOVERNANCE
Credit Hour(s): 3.0

Law, Policy, and Governance. This course provides an overview of the legal systems and governance structure of public schools in Georgia, and the legal issues that face students, parents, and public school employees.

EPEL 7410 INSTRUCTIONAL LEADERSHIP
Credit Hour(s): 3.0

Instructional Leadership. Students examine supervision, assessment, instruction, and effective implementation of curriculum. The focus will be on instructional program design, curriculum alignment and design in the classroom, effective assessment of student learning. The focus of this course will be on school leaders as instructional leaders.

EPEL 7500 HUMAN RESOURCE MAN & SCHOOL OP
Credit Hour(s): 3.0

Human Resource Management and School Operations. This course is designed to develop knowledge, dispositions, and performances in the areas of human resources and school operations with particular attention given to administrative, instructional, and support personnel in schools and school systems. Specific attention is given to strategic personnel planning, state certification, personnel appraisal and compensation, staff development, and selected areas of student personnel services; budgeting, facilities operation and management, and safe, orderly, engaging learning environments.

EPEL 7510 ISSUES OF SCHOOL GOVERNANCE
Credit Hour(s): 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
Credit Hour(s): 3.0

Practicum. Prerequisite: consent of the instructor. Master's degree students in educational leadership participate in a field-based supervised practicum. On-site supervision of an approved field experience and leadership project designed to improve administrative performance is provided. Practicum may extend beyond one term.(Repeatable).

EPEL 7680A PRACT SEM: DATA ANALY/SCHL IMP
Credit Hour(s): 3.0

Practicum Seminar: Data Analysis and School Improvement Processes for School Leaders. The course is designed as a part classroom work and part field-based supervised practicum/internship in a school or district-based setting. Students learn and demonstrate proficiency in the areas of data analysis and school improvement processes (not repeatable).

EPEL 7680B PRACT SEM: ACTION RESEARCH
Credit Hour(s): 3.0

Practicum Seminar: Action Research for School Leaders. This field-based course prepares students to develop and implement action research within their schools (not repeatable).

EPEL 8000 RESEARCH ED LEDR & ORG CULTURE
Credit Hour(s): 3.0

Research in Educational Leadership and Organizational Culture. This course offers an extended examination of the field of educational leadership through the study of organizational culture, leadership theory, decision making, and administrative processes and policies. Because school leaders oversee the development and implementation of educational programs and policies in the schools and school

systems in which they work, this course emphasizes how educational research and scholarship contributes to improved performance in teaching and learning organizations.

EPEL 8020 LEDRSHP CHANGE DIVERSE SOCIETY

Credit Hour(s): 3.0

Leadership for Change in a Diverse Society. This course is designed to analyze the fundamental behavioral concepts and processes of schools from a multicultural, diversity, and social justice context. Special emphasis is given to planned and evolutionary change and to the implications for leaders in diverse organizational settings. This course will focus on leadership amid the immense complexities of race and social class, institutional politics, and personal philosophy/ideology in school organizations.

EPEL 8260 THEORY IN EDUCATION LEADERSHIP

Credit Hour(s): 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 8330 ADV LAW, POLICY, GOVERNANCE

Credit Hour(s): 3.0

Advanced Law, Policy, and Governance. This course is designed to help students understand the role of law, policy, and governance from a regulatory, constitutional, statutory, and judicial perspective. Students will explore how each of these mechanisms has shaped and influenced America?s current educational landscape and the implications for school leadership.

EPEL 8420 ADV INSTRUCTIONAL LEADERSHIP

Credit Hour(s): 3.0

Advanced Instructional Leadership. The course is designed to further the understanding of instructional leadership in an educational organization and will be part classroom work and part field-based supervised practicum/internship in a school or district-based setting. The focus is on approaches to supervisory practices and strategies to bring about improvement in the capacity of schools to improve student achievement by improved teaching and learning processes. The emphasis of this course will be on school leaders as instructional leaders.

EPEL 8500 CENTRAL OFFICE LEADERSHIP

Credit Hour(s): 3.0

Central Office Leadership. This course is designed as an advanced course for individuals who aspire to leadership positions at the building and/or central office level of administration. The concepts that are included in the course content, and the theoretical bases from which the concepts have been developed, are appropriate to all areas of central office leadership.

EPEL 8620 PSYCHOLOGICAL ASPCTS LEADRSHIP

Credit Hour(s): 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 8650 THE PRINCIPAL

Credit Hour(s): 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 RESEARCH-BASED DECISION MAKING

Credit Hour(s): 3.0

Research-Based Decision Making for School Leaders. This course is designed to prepare leaders to be effective consumers of research in education and to help others use various methods of inquiry to better understand their contexts and implement positive changes within those contexts.

EPEL 8930 APPLIED RESEARCH

Credit Hour(s): 3.0

Applied Research. 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 8970 SEMINAR IN EDUCATION LEADERSHP

Credit Hour(s): 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. (Repeatable)

EPEL 9000 CONCEPTS LEADERSHIP & RESEARCH

Credit Hour(s): 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

Credit Hour(s): 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 8340 HISTORY OF HIGHER EDUCATION

Credit Hour(s): 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.

EPRS EPS/RESEARCH

EPRS 7900 METHODS OF RESEARCH IN EDUC

Credit Hour(s): 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

Credit Hour(s): 3.0

Action Research. This course provides an overview of the research methods and philosophy of practioner self-study.

EPRS 7920 CLASSRM TEST, GRADING,& ASSESS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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, quasi-experimental, 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

Credit Hour(s): 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 quasi-experimental design are built upon for instruction in research designs of more than two populations, designs with more than one independent variable, repeated-measures 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 8660 BAYESIAN STATISTICS

Credit Hour(s): 3.0

Bayesian Statistics. Prerequisites: EPRS 8540 Quantitative Methods and Analysis in Education II or permission of instructor. This course provides an introduction to Bayesian statistics including Bayes theorem, beta priors and binomial data, normal priors and data, and empirical Bayes.

EPRS 8700 VISUAL RESEARCH METHODS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 META-ANALYSIS

Credit Hour(s): 3.0

Meta-Analysis. Prerequisite: EPRS 8540 or consent of the instructor. Students study how to summarize research literature using quantitative methods. The course includes critiquing meta-analysis research as well as implications of meta-analysis for practice in education and psychology. A minimum grade of "C" is required for this course.

EPRS 8920 EDUCATIONAL MEASUREMENT

Credit Hour(s): 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.

EPRS 8950 PROFESSIONAL DEVELOP SEMINAR

Credit Hour(s): 1.0

Professional Development Seminar. This course provides students with guidance and information about the job-search process and related transitions. Students will develop skills relevant to job-seeking, such as: writing a CV, preparing research for publication, and drafting research statements.

EPRS 9120 POSTSTRUCTURAL INQUIRY

Credit Hour(s): 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. (Same as ECE 9120)

EPRS 9350 INTRO ITEM RESPONSE THEORY
Credit Hour(s): 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 3-parameter 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
Credit Hour(s): 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 9380 DISCOURSE ANALYSIS
Credit Hour(s): 3.0

Discourse Analysis. This course focuses on the study of language within social contexts, particularly as applied to teaching and learning within educational settings. Students will have opportunities to read and explore the theories and analytic techniques of a number of researchers, as well as do their own analyses of discourse-based data. A minimum grade of "B" is required for this course. (Same as ECE 9380)

EPRS 9400 WRITING QUALIT RESEARCH MANUSC
Credit Hour(s): 3.0

Writing Qualitative Research Manuscripts. Pre-requisite: 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
Credit Hour(s): 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 I-III, 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 cross-classified modeling, growth curve analysis, and meta-analysis. 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
Credit Hour(s): 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.

EPRS 9670 PRACTICUM EDUC & PSYC RESEARCH
Credit Hour(s): 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
Credit Hour(s): 3.0

Advanced Research. Prerequisite: EPRS 8540 or consent of the instructor. Students study the identification, planning, and implementation of research projects in education.

EPRS 9920 SEM: SP TOPICS QUALT RESRCH
Credit Hour(s): 3.0

Seminar in Special Topics in Qualitative Research. Prerequisite: Permission of Instructor. This course is designed for students to research and discuss special topics in qualitative research and analyze issues facing qualitative researchers. (Repeatable- may be taken as many as three times)

EPS EDUCATIONAL POLICY STUDIES

EPS 7810 DIRECTED READINGS OR RESEARCH
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

Master's Thesis. Restricted to master's-level students. Students earn credit for supervised development and preparation of the thesis. 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
Credit Hour(s): 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
Credit Hour(s): 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 8800 INDEPENDENT STUDY
Credit Hour(s): 3.0

Independent Study. Prerequisite: consent of the department chair. Provides in-depth study of selected area(s). It is highly personalized to meet the needs and career interests of the student. Requires a contract between student and sponsoring Educational Policy Studies faculty member. The independent study may extend beyond one term. (Repeatable).

EPS 8810 DIRECTED READING OR RESEARCH
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 P-12 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 FOUNDATIONS

EPSF 7100 CRITICAL PEDAGOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Curriculum Foundations for the Educational Leader. This course prepares students to engage in curriculum design, implementation, and evaluation with a critical focus on social, philosophical, and historical foundations as a basis for that work.

EPSF 8010 CULTURAL STUDIES IN EDUC: FILM
Credit Hour(s): 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
Credit Hour(s): 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 INNER-CITY CHILDREN
Credit Hour(s): 3.0

Sociology of Inner-City Children. Students study problems facing culturally different children. Concepts, problem-solving procedures, and attitudes which aid constructive interaction between culturally different teachers and learners are explored.

EPSF 8270 PHILOSOPHY OF EDUCATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Sociology of Education. Students study the myriad relationships between formal systems of education and the dominant characteristics of post-industrial society. Content is derived from current thought and writing in sociology and educational theory and practice.

EPSF 8320 POLITICS & POLICY IN EDUCATION
Credit Hour(s): 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 8330 GLOBALIZTN & EDUCATION POLICY
Credit Hour(s): 3.0

Globalization and Education Policy. This graduate course offers an in-depth examination of the way globalization discourses have an impact on educational policy. Students will analyze debates over the knowledge economy and

globalizing the curriculum. Case studies from selected nation-states will be used to enhance understandings of educational policy borrowing and lending, privatization in education, international benchmarking and testing, citizenship and social exclusion, and policy modeling in non-governmental organizations (NGOs).

EPSF 8340 HISTORY OF AMERICAN EDUCATION

Credit Hour(s): 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 8350 COMPARATIVE EDUCATIONAL SYSTEM

Credit Hour(s): 3.0

EPSF 8350 Comparative Educational Systems. This graduate course offers a study of comparative educational systems around the globe. Students will examine the structural systems of educational provision in various countries. Topics also include theory in comparative education, educational reform policies, culture and equality in schooling, challenges to early childhood care, and international aid and human rights for education.

EPSF 8440 CURRICULUM DESIGN & ANALYSIS

Credit Hour(s): 3.0

Curriculum Design and Analysis. This course prepares students to lead a school in curriculum design, implementation, and evaluation with a critical focus on social, philosophical, and historical foundations as the basis for that work.

EPSF 9260 EPISTEMOLOGY AND LEARNING

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Historical Research in Twentieth Century American Education. Prerequisite: EPSF 8340 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 CAPSTONE
Credit Hour(s): 1.0 TO 6.0

Master's Capstone. Prerequisite: MS Educational Psychology students. Students earn credit for supervised development and preparation of the project, thesis, or comprehensive examination 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
Credit Hour(s): 3.0

Professional Studies in Educational Psychology. Prerequisite: two graduate methodological courses or consent of instructor. This seminar is designed for beginning doctoral students and advanced master's students majoring in Educational Psychology. Study focuses on major trends, issues, and research in the field of educational psychology. Students will learn how to critically read articles related to Educational Psychology, write a literature review, and write an empirical proposal. A minimum grade of "B" is required for this course.

EPY 8020 PRINCIPLES OF BEHAVIOR ANALY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Understanding and Facilitating Adult Learning. This course examines the nature of the adult learner and presents an in-depth look at current theories of adult learning during the young and middle adult years. Practical applications of these principles are provided in terms of formal and informal settings.

EPY 8080 MEMORY AND COGNITION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 INNER-CITY CHLD

Credit Hour(s): 3.0

Psychology of Inner-City Children. Students analyze the special problems that arise in the relationship between teachers and students in the inner city community, review innovative programs (with field observations), and investigate psychological, cultural, and ecological factors which most strongly influence education in this setting.

EPY 8260 PSYCHOLOGY OF ADLTHOOD & AGING

Credit Hour(s): 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

Credit Hour(s): 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 SINGLE-CASE METHODOLOGY

Credit Hour(s): 3.0

Introduction to Single-Case Methodology. The content of this course includes types of research questions appropriate for single-case research, data collection procedures, and selection, implementation, and analysis of research designs.

EPY 8860 APPL SINGLE-CASE METHODOLOGY

Credit Hour(s): 3.0

Applications of Single-Case Methodology. This course focuses on applications of single-case methodology in the areas of education and developmental disabilities. It examines research questions, design selection and implementation of intervention procedures, and analysis.

EPY 8960 SEMINAR IN EDUCATIONAL PSYCH

Credit Hour(s): 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

Credit Hour(s): 3.0

Professional Development Seminar in Educational Psychology. Students discuss current issues and topics in educational psychology, as well as, learn about the components of responsible conduct of research, and the tools and resources available for engaging in scholarshp at the department, college, and university levels. Seminar is graded as satisfactory/unsatisfactory. A minimum grade of "S" is required for this course.

EPY 8970 ETHICS FOR BEHAVIOR ANALYSTS

Credit Hour(s): 3.0

Ethics for Behavior Analysts. Students will be introduced to the Behavior Analyst Certification Board Guidelines for Responsible Conduct. They will reflect upon these guidelines as they apply to their particular professional situations and in terms of how the guidelines apply in various environments in which certified behavior analysts work.

EPY 9000 FACILITATING COLLEGE TEACHING

Credit Hour(s): 3.0

Facilitating College Teaching. Prerequisite: Ph.D. student. Students review adult learning literature and prepare syllabi, tests, and portfolios. They practice implementing effective teaching strategies and learn to incorporate technology in their teaching and assessment. They also consider legal and ethical issues in college teaching.

EPY 9660 INTERNSHIP IN EDUC PSYCHOLOGY

Credit Hour(s): 3.0

Internship in Educational Psychology. Prerequisite: EPY 9000 and consent of instructor. This internship provides intensive experience for students in educational psychology under the supervision of a faculty member. Internship may extend beyond one term. (Repeatable)

EPY 9990 DISSERTATION

Credit Hour(s): 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 7250 ACAD LISTEN/SPEAK FOR GRAD

Credit Hour(s): 3.0

Academic Listening/Speaking for Graduate Students. This course is designed to improve the aural/oral communication skills of ESL graduate students. Students develop skills that help them (a) give presentations on topics in their disciplines, (b) participate in small group and whole class discussions, (c) listen to and take notes from academic lectures, and (d) improve pronunciation and fluency.

ESL 7350 ACAD WRITING/GRAD STUDENTS

Credit Hour(s): 3.0

Academic Writing for Graduate Students. This course focuses on improving graduate-level writing, including (a) developing research writing skills, (b) gaining a clearer understanding of writing conventions in students' disciplines, and (c) writing problem-solution papers, data commentary, summaries, and critiques. In addition, (d) students develop an understanding of the use of text organization, complex language structures, and editing skills. Grammar review is incorporated as needed.

ESL 7500 UNIV TEACHING: INTERNATNL TA

Credit Hour(s): 3.0

Teaching at the University for International Teaching Assistants. Training and support for GTAs and GLAs who are non-native speakers of English. Focus on the use of spoken English to communicate appropriately in instructional settings.

EXC EXCEPTIONAL CHILDREN

EXC 6350 ORIENTATION TO DEAFNESS

Credit Hour(s): 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, social-emotional development, and needs of the multihandicapped deaf and hard of hearing population.

EXC 6360 AUDIO CONSIDERATIONS FOR TCHRS

Credit Hour(s): 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

Credit Hour(s): 3.0

American Sign Language I. This course prepares students to understand and use American Sign Language grammar, signs, finger spelling, and non-manual markers at the survival level. Students receive an orientation to deaf culture and explore the state's American Sign Language QCC. (Taught with EXC 4370.)

EXC 6380 AMERICAN SIGN LANGUAGE II

Credit Hour(s): 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 non-manual markers of American Sign Language at the intermediate level. Students increase their understanding of deaf culture and explore the American Sign language QCC. (Taught with EXC 4380.)

EXC 6480 HEARING SCIENCE AND DISORDERS

Credit Hour(s): 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 AUDIOLOGIC REHABILITATION

Credit Hour(s): 3.0

Audiologic 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, and the selection of appropriate amplification. A minimum grade of "B" is required for this course.

EXC 6560 ED EVALUATION OF DISABILITIES

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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. Research-based 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

Credit Hour(s): 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

Credit Hour(s): 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 15-20 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

Credit Hour(s): 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 15-20 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 pre-referral 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Instructional Strategies for Students with Behavior and Learning Disabilities. Prerequisites: 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Assessment for Instructional Planning. Prerequisite: EXC 7020. 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 research-based 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 INTLLCT DIS/AUTISM
Credit Hour(s): 3.0

Characteristics of Severe Intellectual Disability 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
Credit Hour(s): 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

Credit Hour(s): 3.0

Methods for Teaching Students with Severe Disabilities. Prerequisites: EXC 7030 and EXC 7250 or consent of the instructor. This course includes the study of instructional methodologies for skill acquisition. Curriculum development and implementation based on a community-referenced model for students with mental retardation, autism, orthopedic impairments, visual impairments, deaf blindness, and multiple impairments are studied. A minimum grade of "B" is required for this course.

EXC 7281 ADAPT/FUNC CURRIC STU SEV DIS

Credit Hour(s): 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 7282 TCH ACADMC/FUNCTION CURRICULA

Credit Hour(s): 3.0

Teaching Academic and Functional Curricula to Students with Physical and Severe Disabilities. Prerequisite: EXC 7250 or EXC 7260. This course is appropriate for teachers of students who need an adapted academic or functional curriculum. Curriculum content areas include verbal and augmentative/alternative language, literacy, arithmetic, self-help and community participation. Adaptations to materials and use of technology for instruction will be discussed.

EXC 7290 METH TCHG STUDNT READ & ACADEM

Credit Hour(s): 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

Credit Hour(s): 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 7310 STRATEGIES CHALLENGING BEHAVRS

Credit Hour(s): 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 7315 ASSESS & CURR PLAN ASD

Credit Hour(s): 3.0

Assessment and Curricular Planning for Students with Autism Spectrum Disorders. This course addresses contemporary assessments and models for evaluating students with ASD. Students will acquire competency in a variety of assessments used for screening, diagnosing, and identifying skill targets for instruction across socialization, communication, sensory, behavior, self-help, and academic domains. Diagnostic prescriptive assessment will be linked to program development and ongoing classroom data collection. A minimum grade of "B" is required for this course.

EXC 7320 METHODS TEACH LOW FUNCTION ASD

Credit Hour(s): 3.0

Methods of Teaching Low Functioning Students with Autism Spectrum Disorders. This course provides an examination of the unique learning styles of students functioning on the lower end of the autism spectrum and how their disability may affect behavior and learning. Empirically-validated methods for teaching communication, socialization, self-help, and basic academics will be discussed along with the application of these methods across environments. A minimum grade of "B" is required for this course.

EXC 7325 METHODS TEACH HIGH FUNCT ASD

Credit Hour(s): 3.0

Methods of Teaching High Functioning Students with Autism Spectrum Disorders. This course will prepare professionals to plan and implement effective programs for children and youth with Aspergers and those who are functioning at the high end of the autism spectrum. Empirically-based strategies for enhancing functioning in academics, communication, socialization, and behavioral flexibility will be discussed. A minimum grade of "B" is required for this course.

EXC 7330 PHYSICAL HLTH MGT STU W/DISAB

Credit Hour(s): 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

Credit Hour(s): 3.0

Post-School Transition for Students with Disabilities. Prerequisite: A planned certification program or MEd program, or consent of the instructor. This course provides students with an overview of interagency models for transition planning for students with various disabilities. Included are modules concerning post- school employment, community living, post-secondary education, and community access, and restructuring of the secondary school curriculum to facilitate effective transition. A minimum grade of "B" is required for this course.

EXC 7350 PSYCHOSOCIAL CHAR DEAFNESS

Credit Hour(s): 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

Credit Hour(s): 3.0

Language Development in Students Who Are Deaf/Hard of Hearing. Prerequisite: Communication Disorders or Introduction to Language Disorders or EXC 7010. Restricted to students majoring in Communication, Communication Disorders, or Multiple and Severe Disabilities with a concentration in deaf-blind or hearing impairment. 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

Credit Hour(s): 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

Credit Hour(s): 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, self-contained, or inclusive settings. Lesson planning, classroom management, curriculum, and effective instruction are addressed. A minimum grade of "B" is required for this course.

EXC 7420 METHODS TCH ATYP DEAF/HRD HRG

Credit Hour(s): 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

Credit Hour(s): 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 LANGUAGE DISORDERS YOUNG CHILD

Credit Hour(s): 3.0

Language Disorders in Young Children. Students discuss current perspectives on the assessment and intervention of language disorders in young children from infancy through the preschool years. 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 7455 LANG DISORDRS SCHOOL AGE CHILD

Credit Hour(s): 3.0

Language Disorders in School Age Children. Prerequisite: SPCH 4400 or COMM 6400 or consent of instructor. This course focuses on language disorders in school age children from kindergarten through adolescence. Emphasis is placed on language assessment and intervention principles in school settings, including the relationship between language impairments and reading disorders with specific attention to the impact of these disorders on academic achievement.

EXC 7460 MATH INSTRUCTION IN SPE EDUC I

Credit Hour(s): 3.0

Mathematics Instruction in Special Education I. This course provides core mathematics knowledge for K-8 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
Credit Hour(s): 3.0

Mathematics Instruction in Special Education II. Prerequisite: EXC 7460. This course provides core mathematics knowledge for K-8 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, student-centered activity. Part II of a two part course. (Repeatable, twice).

EXC 7510 NEUROSCIENCE FOR COMMUNICATION
Credit Hour(s): 3.0

Neuroscience for Communication. This course provides in-depth study of the anatomy and physiology of the nervous system. Particular emphasis is paid to the neural bases of speech, hearing, and language and to the behavioral effects of nervous system damage. A minimum grade of "B" is required for this course.

EXC 7520 SPEECH SOUND DISORDERS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 ACQUIRED APHASIA
Credit Hour(s): 3.0

Acquired Aphasia. Prerequisite: EXC 7510 with a minimum grade of "C" or consent of instructor. Students examine the neuropathology, assessment, and treatment of aphasia in adults. Topics include neuroanatomy of language, neuropathology of aphasia, description of the aphasias, and contemporary methods for the evaluation and rehabilitation of aphasia.

EXC 7560 DIAGNOST METH SPCH LANG DISORD
Credit Hour(s): 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
Credit Hour(s): 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 CONTEMPORARY ISSUES IN CD
Credit Hour(s): 2.0

Contemporary Issues in 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
Credit Hour(s): 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
Credit Hour(s): 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 FUNDAMENTALS CLINICAL PRACTICE
Credit Hour(s): 2.0

EXC 7630 Fundamentals of Clinical Practice. Restricted to students majoring in Communication Disorders. Laboratory participation required. This course introduces students to policies and procedures used in clinical practice in communication disorders. Through observation, lecture, and discussion, students examine the implementation of speech-language pathology service in a variety of settings. Emphasis is placed on developing case reviews, writing goals, collecting data, and writing progress notes and reports. Supervision issues, treatment issues, behavior management, and reimbursement policies are discussed. A minimum grade of "B" is required for this course.

EXC 7650 CHARACTER YOUNG CHLDRN W/DISAB
Credit Hour(s): 3.0

Characteristics of Young Children with Disabilities. Prerequisite: 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
Credit Hour(s): 3.0

Methods of Teaching Young Children with Disabilities. Prerequisite: EXC 7650. This course includes instructional methods, materials, and curriculum used in teaching young children with disabilities. Three-hour weekly field placement is required as part of course. A minimum grade of "B" is required for this course.

EXC 7700 OBSERVATIONAL EXPERIENCE CD
Credit Hour(s): 1.0 TO 2.0

Observational Experiences in Communication Disorders. Prerequisite: Consent of instructor. This course is designed to provide students with opportunities to observe speech-language pathologists in a variety of clinical, medical, and educational settings as they evaluate and treat clients with communication disorders. Emphasis will be on developing observational and reporting skills. This experience will prepare students for their clinical practicum experiences. (Repeatable)

EXC 7810 DIRECTED RDG & RESEARCH - SPE
Credit Hour(s): 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 7840 RESEARCH COMMUNCTION DISORDERS
Credit Hour(s): 1.0

Research in Communication Disorders. This course focuses on historical, current, and future research directions in Speech and Language Pathology. Emphasis will be placed on translation of research into clinical practice. A minimum Grade of "B"is required for this course.

EXC 7910 CLINIC PRACTICUM COM DISORDERS
Credit Hour(s): 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- Language-Hearing 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
Credit Hour(s): 3.0

Practicum I: Deaf/Hard of Hearing. Prerequisite: contact the department. This intensive practicum course provides opportunity for initial in-depth experiences with deaf and hard of hearing students. This practicum may extend beyond one term.

EXC 7921 PRACTICUM I: CONSULTATIVE
Credit Hour(s): 3.0

Practicum I: Special Education General Curriculum: Consultative. Prerequisite: contact the department. This intensive practicum course provides opportunity for initial in-depth 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
Credit Hour(s): 3.0

Practicum I: Severe Mental Retardation. Prerequisite: contact the department. This intensive practicum course provides opportunity for initial in-depth experiences with students with severe mental retardation. This practicum may extend beyond one term.

EXC 7926 PRACTICUM I: AUTISM
Credit Hour(s): 3.0

Practicum I: Autism. Prerequisite: contact the department. This intensive practicum course provides opportunity for initial in-depth experiences with students with autism. This practicum may extend beyond one term.

EXC 7927 PRAC I:PHYSICAL & HEALTH DISAB
Credit Hour(s): 3.0

Practicum I: Physical and Health Disabilities. Prerequisite: contact the department. This intensive practicum course provides for opportunity for initial in-depth experiences with students who have orthopedic impairments. This practicum may extend beyond one term.

EXC 7929 PRACTICUM I: EARLY CHILDHOOD
Credit Hour(s): 3.0

Practicum I: Early Childhood. Prerequisite: contact the department. This intensive practicum course provides opportunity for initial in-depth experiences with early childhood students. This practicum may extend beyond one term.

EXC 7930 PRAC II:DEAF/HARD OF HEARING
Credit Hour(s): 3.0

Practicum II: Deaf/Hard of Hearing. Prerequisite: contact the department. This intensive practicum course provides opportunity for full-time, in-depth experiences with deaf/hard of hearing students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7931 PRACTICUM II: CONSULTATIVE
Credit Hour(s): 3.0

Practicum II: Special Education General Curriculum: Consultative. Prerequisite: contact the department. The intensive practicum course provides opportunity for initial in-depth 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 INTLLCTL DISBLY
Credit Hour(s): 3.0

Practicum II: Severe Intellectual Disability. Prerequisite: contact the department. This intensive practicum course provides opportunity for full-time, in-depth experiences with students with severe mental retardation. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7936 PRACTICUM II: AUTISM
Credit Hour(s): 3.0

Practicum II: Autism. Prerequisite: contact the department. This intensive practicum course provides opportunity for full-time, in-depth experiences with students with autism. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7937 PRAC II:PHYSICAL & HLTH DISAB
Credit Hour(s): 3.0

Practicum II: Physical and Health Disabilities. Prerequisite: contact the department. This intensive practicum course provides opportunity for full-time, in-depth experiences with students who have orthopedic impairments. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7939 PRACTICUM II: EARLY CHILDHOOD
Credit Hour(s): 3.0

Practicum II: Early Childhood. Prerequisite: contact the department. This intensive practicum course provides opportunity for full-time, in-depth experiences with early childhood students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7940 PRAC: DEAF/HARD OF HEARING
Credit Hour(s): 3.0

Practicum: Deaf/Hard of Hearing. Prerequisite: contact the department. This intensive practicum course provides opportunity for advanced in-depth experiences with deaf/hard of hearing students. This practicum may extend beyond one term. A minimum grade of "B" is required for this course.

EXC 7941 PRACTICUM III: CONSULTATIVE
Credit Hour(s): 3.0

Practicum III: Special Education General Curriculum: Consultative. Prerequisite: contact the department. This intensive practicum course provides opportunity for advanced in-depth 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 7950 COM DISORDR MEDICAL INTERNSHIP
Credit Hour(s): 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, full-time practicum experience, the student evaluates and treats individuals with communication disorders in a medical setting such as a hospital, rehabilitation center, or health care facility. A minimum grade of "B" is required for this course. (Repeatable).

EXC 7951 COM DISORD SCHOOL INTERNSHIP
Credit Hour(s): 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, full-time 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
Credit Hour(s): 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

Credit Hour(s): 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 8310 ADV STUDIES LANG DEVELOPMENT

Credit Hour(s): 3.0

Advanced Studies in Language Development. This course provides an in-depth study of language development for school age children. Emphasis is placed on current research and application of information to classroom and therapeutic settings. A minimum grade of "B" is required for this course.

EXC 8320 ADV STUDIES CHILD COM DISORDRS

Credit Hour(s): 3.0

Advanced Studies in Child Communication Disorders. This course offers an opportunity for in-depth study of issues related to current topics in childhood speech, language disorders, or both. Emphasis is placed on review and clinical application of research pertaining to the selected topic. A minimum grade of "B" is required for this course. (Repeatable).

EXC 8330 ACQUIRED NEUROCOGNITIVE-CD

Credit Hour(s): 3.0

Acquired Neurocognitive-Communication Disorders. Prerequisite: Either COMM 6400 or consent of instructor. Students obtain knowledge about cognitive and communication disorders related to traumatic brain injury, dementia, and right brain damage. Topics include attention, memory, executive function, underlying neuropathologies, and contemporary methods for the evaluation and treatment of these disorders.

EXC 8430 SUPERVISORY PRACTICE IN SPE ED

Credit Hour(s): 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

Credit Hour(s): 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 8770 POSITIVE BEHVR INTVNT/SUPPORT

Credit Hour(s): 3.0

Positive Behavioral Interventions and Supports. This course examines the three-tiered proactive and preventative positive behavioral interventions and supports (PBIS) framework for implementation for all students within a variety of educational environments and across age spans (preschool through secure juvenile justice settings). Each tier will be discussed along with appropriate strategies and interventions. This course emphasizes the PBIS data-based decision-making process and fidelity of implementation in terms of student academic and social outcomes appropriate for a variety of school staff (e.g., teachers, administrators, school psychologists, correctional education, etc.). Note: Course open to students in graduate degree programs from any college in the university; consent of instructor required for students in post-baccalaureate programs

EXC 8810 DIRECTED RDG OR RESEARCH - SPE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 9660 INTERNSHIP IN SPECIAL EDUC I
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 3.0

Research Seminar in Special Education. Students analyze advanced research in special topics. (Repeatable). [Cross-listed with PSYC 9900L]

EXC 9910 RESEARCH SEM LRNG DISABILITIES
Credit Hour(s): 3.0

Research Seminar in Learning Disabilities. Students analyze advanced research in the area of learning disabilities.

EXC 9920 RESEARCH SEM BEHAVIOR DISORDRS
Credit Hour(s): 3.0

Research Seminar in Behavior Disorders. Students analyze advanced research in the area of behavior disorders.

EXC 9930 RESEARCH SEM MNTAL RETARDATION
Credit Hour(s): 3.0

Research Seminar in Mental Retardation. Students analyze advanced research in the area of mental retardation.

EXC 9981 GRANT PROPOSAL WRITING SPEC ED
Credit Hour(s): 3.0

Grant Proposal Writing in Special Education. Prerequisites: EPRS 8530; two course sequence (6 units) in quantitative or single-case methodology. This course provides students with the opportunity to locate and develop private and public grant proposals with an emphasis on special education funding.

EXC 9985 ETHICS/ADVANCEMENT OF RESEARCH
Credit Hour(s): 3.0

Ethics and the Advancement of Research. Prerequisite: Admission into the doctoral program. This seminar will include discussion and assignments related to (a) ethics in the conduct of research, especially applied research with vulnerable populations, (b) tracing the development over time of a line of research, and (c) requirements of evidence-based practices.

EXC 9990 DISSERTATION
Credit Hour(s): 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
Credit Hour(s): 3.0

Valuation of Financial Assets. Co-requisite: MBA 8135. 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 8135.

FI 8020 FIN ANALYSIS & LOAN STRUC
Credit Hour(s): 3.0

Financial Analysis and Loan Structuring. Prerequisite: MBA 8135. CSP: 1, 2, 6. This course provides students with the skills to analyze a business, determine its funding needs, and design a financing structure to satisfy those needs (primarily, private debt instruments). There is minimal discussion of pricing; the focus is credit analysis. The principal teaching method is case analysis, and a significant course objective is the development of logical thinking and communication skills. The case mix includes companies of all sizes including small- and medium-sized firms. Students have the opportunity to evaluate the needs of a variety of businesses that differ with respect to type, industry, profitability, growth, cyclicality, and degree of distress.

FI 8040 SURVEY INTERNAT'L FINANCE
Credit Hour(s): 3.0

Survey of International Finance. Prerequisite: MBA 8135. 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 8060 CURRENT ISSUES IN FINANCE
Credit Hour(s): 1.0 TO 6.0

Current Issues in Finance. Co-requisite: MBA 8135. CSP: 1, 2, 6. This course allows for in-depth analysis of select, topical issues in finance. Coverage is drawn from current issues in financial markets that do not necessarily require an entire

semester of study. As examples, topics could include corporate governance, executive compensation, financial market regulation, and financial system reform. Reliance is placed on authoritative faculty having specific expertise in a topic area, readings from the current professional literature, guest speakers, 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 covered.

FI 8070 LEADING THE FIN FUNCTION

Credit Hour(s): 1.0 TO 3.0

Leading the Finance Function. Co-rerequisite: MBA 8135. CSP: 1, 2, 6. This course addresses the leadership, design, and organization of the finance function in a modern corporation for effectively promoting the development of human capital and firm value. First, an economics-based framework for leading and organizing a finance department is established with a focus on the optimal assignment of decision rights, the design and alignment of incentive and compensation systems, and performance review and evaluation. Next, a bridge is built between economic theory and practice with the use of case studies and guest speakers representing leading corporate organizations.

FI 8200 DERIVATIVE MARKETS I

Credit Hour(s): 3.0

Derivative Markets I. Prerequisite: Fi 8000. CSP: 1, 2, 6. This course focuses on the valuation, uses, and regulation of derivative instruments-contracts or agreements whose values derive from the prices of underlying assets such as equities, commodities, interest rates, and currencies. The course is presented from the perspective of corporate risk managers and institutional professionals who use these valuable risk-shifting instruments for controlling market risks. Coverage is presented of both exchange and off-exchange derivatives including futures, options, forwards and swaps, and structured products such as hybrid debt having embedded derivative features. The course keeps abreast of global trends, trading developments such as electronic markets, and new products such as electricity, weather, bandwidth, and credit derivatives.

FI 8220 DERIVATIVE MARKETS II

Credit Hour(s): 3.0

Derivative Markets II. Prerequisite: Fi 8200. CSP: 1, 2, 6. This course is a continuation of Fi 8200 and presents a more advanced treatment of derivative instruments including coverage of important risk management products that trade largely in the off-exchange market. Particular focus is on the valuation and practical application of forward contracts, swaps, and related products such as caps and floors, exotic options, and structured products. The course also explores the integration of these instruments into an overall risk management framework. In doing so, consideration is given to market, liquidity, legal, operational, and credit risks.

FI 8240 GLOBAL PORTFOLIO MGT

Credit Hour(s): 3.0

Global Portfolio Management. Prerequisite: Fi 8000. CSP: 1, 2, 6. This course explores in greater depth than possible in Fi 8000 the practical aspects of investment valuation and portfolio management in a global framework. The focus is on market microstructure, bond- and equity-portfolio management and overall asset allocation. Practical aspects of portfolio management are introduced through lectures and class discussions of journal articles and cases.

FI 8260 HEDGE FUNDS & STRATEGIES

Credit Hour(s): 3.0

Hedge Funds And Their Trading Strategies. Prerequisites: Fi 8000. CSP: 1, 2, 6. This is an advanced graduate elective course on hedge funds, which have emerged as popular investment vehicles. The course will cover institutional topics including the history and evolution of hedge funds, the differences between hedge funds and mutual funds, funds of hedge funds, and key sources of information such as databases, indices, and benchmarks. The course will investigate hedge fund risk-return characteristics, performance evaluation, risk management, asset allocation, and managerial compensation. Trading strategies to be considered will include long-short equity, merger arbitrage, relative value arbitrage, convertible arbitrage, fixed income arbitrage, and trend-following.

FI 8300 ADV CORPORATE FINANCE

Credit Hour(s): 3.0

Advanced Corporate Finance. Prerequisite: Fi 8000. CSP: 1, 2, 6. This course develops a framework and tools for analyzing corporate investment and financing decisions. Students become familiar with the cutting-edge techniques for evaluating capital investments, the central issues in capital structure and dividend policy decisions, and the interaction between financing and investment decisions. Techniques covered provide the tools necessary to evaluate strategic investments in technology, mergers and acquisitions, corporate restructurings, and research and development. Skills are developed for the valuation of firms in traditional and new technology industries as well as security offerings such as initial public offerings. Reliance is placed on a variety of pedagogical vehicles including problem solving, case studies, lectures, and group projects.

FI 8310 INVESTMENT BANKING

Credit Hour(s): 3.0

Investment Banking. Prerequisites: MBA 8135, Fi 8000. CSP: 1, 2, 6. This course covers the three distinct activities of investment banking: (1) underwriting- new issues of securities, (2) fee banking-activities that earn a fee like advising on corporate restructurings, securities and economic research, and other types of financial consulting, and (3) transactions- trading in the secondary markets, proprietary trading for the firms own account, and retail brokerage. The emphasis of the course will be on equity underwriting and advising in orporate restructuring activities. It will also focus on the principles of firm valuation. These tools will be used to value, for example, an initial public offering firm, the target firm in a takeover contest, and a leveraged buyout firm.

FI 8320 CORP FINANCIAL STRATEGY

Credit Hour(s): 3.0

Corporate Financial Strategy. Prerequisite: Fi 8000. CSP: 1, 2, 6. This course uses a combination of lectures, case analyses,

class discussion, and team projects to develop the ability and skills necessary to make strategic financial decisions within the firm. The emphasis is on investment and financial decision-making and their impact on firm value; capital market imperfections and their impact on the capital acquisition process; and corporate governance and its impact on firm value. Specific topics will vary according to current relevance and may include the estimation of divisional cost of capital, project analysis including flexibility and real options, incentive alignment, corporate governance, and the influence of alternative financing choices on firm value.

FI 8340 MULTINATIONAL CORP FIN

Credit Hour(s): 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 short-and long-term financing strategies in the presence of impediments to market integration such as reporting requirements, taxes, and regulations. The phenomena of globalization and multinational firms are examined from a variety of conceptual viewpoints and their policy implications are analyzed using cases.

FI 8350 CORPORATE RESTRUCTURING

Credit Hour(s): 3.0

Corporate Restructuring and Workouts. Prerequisite: FI 8000. CSP: 1, 2, 6. This is an advanced course examining corporate restructuring. It exposes students to a broad range of restructuring strategies that can be employed to increase firm value. Class coverage and case discussions will illustrate how the various corporate restructuring strategies can be used to improve firm performance. The course begins with a brief consideration of mergers and acquisitions. It then focuses on restructuring strategies available to individual firms to improve their competitive situation and enhance shareholder value. Topics here include spin-offs, equity carve-outs, split-offs, sell-offs, leveraged recapitalizations and LBOs. This is followed by a consideration of restructuring of financially distressed firms under both out of court and formal bankruptcy circumstances.

FI 8360 SPECIAL TOPICS CORP FI

Credit Hour(s): 3.0

Special Topics in Corporate Finance. Prerequisite: Fi 8000. CSP: 6. This seminar-style course allows for in-depth study of select corporate finance topics of special current significance. Coverage is drawn from cutting-edge issues such as the capital acquisition process, investment banking, venture capital financing, the financial management of the e-commerce firm, corporate control, international capital budgeting and financing, project finance, corporate reorganizations and restructuring, corporate governance, and the interaction of product-market strategies and financial strategies. Reliance is placed on readings from the professional literature, lectures, case studies, and group projects. The topic of each offering will be announced in advance, and students may take this course multiple times for course credit as different topics are offered.

FI 8389 DIR READINGS IN FINANCE

Credit Hour(s): 1.0 TO 3.0

Directed Readings in Finance. Prerequisites: Fi 8000, consent of instructor, good academic standing.

FI 8391 FIELD STUDIES IN FINANCE

Credit Hour(s): 1.0 TO 3.0

Field Studies in Finance. Prerequisites: FI 8000 and Instructor Consent. The field study is a supervised, employer-site 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 non-paid; students will receive course credit. Participating students will be selected through a competitive review.

FI 8400 FIN MGT DPS FI SER FIRMS

Credit Hour(s): 3.0

Financial Management of Depository Financial Services Firms. Prerequisite: Fi 8000. CSP: 1, 2, 6. This course addresses financial management of firms that specialize in deposit-type financial assets (i.e., 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

Credit Hour(s): 3.0

The Financial System. Prerequisite: Fi 8000. CSP: 1, 2, 6. This is a macro-finance course, focusing on the broad issue of funds flows through the entire economy. The course analyzes the dynamic and complex pattern of world-wide funds flows, the identity of the major players in the system and the factors influencing their behavior in financial markets, the basis for the myriad financial assets available, the crucial importance of a well-developed financial system for economic development, the influence of the legal/regulatory system, and financial innovation. Special attention is placed on the structure and role of interest rates.

FI 8440 FINANCE BANKING GLOB ECON

Credit Hour(s): 3.0

Finance and Banking in the Global Economy. Prerequisite: Fi 8000. CSP: 1, 2, 6. This course allows for in-depth study of select finance and banking topics of global significance. Coverage is drawn from cutting-edge issues such as the global financial architecture, the management of risk exposures (market/credit/operational/other risks), financial value chains, regulatory frameworks and developments, project financing decisions, corporate governance, and the interaction of product-market strategies and financial strategies. Topic coverage will also include newer developments in the financial world such as, for example, Islamic banking, microfinance, peer-to-peer lending, or credit derivatives.

FI 8888 CURRENT ISSUES IN FINANCE
Credit Hour(s): 1.0 TO 3.0

Current Isues in Finance. Corequisites: MBA 8135. CSP: 1, 2, 6. This course allows for in-depth analysis of select, topical issues in finance. Coverage is drawn from current issues in financial markets that do not necessarily require an entire semester of study. As examples, topics could include corporate governance, executive compensation, financial market regulation, and financial system reform. Reliance is placed on authoritative faculty having specific expertise in a topic area, readings from the current professional literature, guest speakers, 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 9100 THEORY OF ASSET VALUATION
Credit Hour(s): 3.0

The Theory of Asset Valuation. Prerequisite: Fi 9000 or consent of instructor. CSP: 6. This course acquaints students with the modern theory of asset valuation. Topics covered may include the relationship between no-arbitrage conditions and the existence of equilibrium pricing measures, spanning, market completeness and the uniqueness of the pricing functional, and the pricing of derivative securities in both continuous-time and discrete-time stochastic economies. The specific topics covered depend on the instructor and the needs of the students.

FI 9200 SEM THEORY INVESTMENTS
Credit Hour(s): 3.0

Seminar in the Theory of Investments. Prerequisites: Fi 9000, Fi 9100; or consent of instructor. This seminar exposes the student to the basic theoretical paradigms of contemporary investments research. Topics which may be covered include portfolio theory, two-fund separation, mean-variance analysis, contingent-claim pricing, consumption-based asset pricing theory, asset pricing in a rational expectations setting, and the microstructure of securities markets. The specific topics covered depend the instructor and the needs of the students.

FI 9300 SEMINAR CORPORATE FINANCE
Credit Hour(s): 3.0

Seminar in Corporate Finance. Prerequisite: Fi 9000 or consent of instructor. CSP: 6. This course acquaints students with theoretical and empirical research in corporate finance. Topics covered may include the effect of taxes and transactions costs on corporate capital structure, bondholder-stockholder and stockholder-manager agency conflicts, the effect of informational asymmetry between firms and outside investors on financial decisions, the design of securities, the design of optimal control mechanisms, theory of corporate control, bankruptcy and corporate restructuring, shareholder heterogeneity, and corporate governance. The specific topics covered depend on the instructor and the needs of the students.

FI 9389 DIRECTED READING IN FINANCE
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Finance. Prerequisite: Consent of the instructor and PhD doordinator; good academic standing. This course will be taught as a level equivalent to a doctoral seminar and thus limited to students in the finance PhD program and related disciplines. The topics for each offering will be announced in advance; students may take this course multiple times for course credit as different topics are offered.

FI 9400 THEORY FIN MGT FIN INST
Credit Hour(s): 3.0

Theory of Financial Management of Financial Institutions. Prerequisite: Fi 9000 or consent of instructor. CSP: 6. This course develops the theory of the financial markets and institutions which link suppliers and users of investment capital. Topics which may be covered include: the reasons for the existence of financial intermediaries, productivity of financial institutions, the determinants of interest rates, the pricing of interest-rate-contingent instruments, optimal regulatory policies for financial institutions, the capital structure and hedging policies of institutions, market microstructure and non-depository financial intermediation, bank credit policies and credit rationing, macro finance, and the role of intermediaries in supplying liquidity. The specific topics covered depend on the instructor and the needs of the students.

FI 9500 ADV TOP CONTEMP FIN RSRCH
Credit Hour(s): 3.0

Advanced Topics in Contemporary Finance Research. Prerequisite: consent of instructor. CSP: 6. This doctoral-level course is devoted to analyzing significant topics in finance research. Topics covered in the course will vary across a wide spectrum of possible areas and methodologies in finance research. The course may be repeated when the topics vary.

FOLK FOLKLORE

FOLK 6020 AMERICA'S FOLK CRAFTS
Credit Hour(s): 3.0

America's Folk Crafts. Traditional hand skills of North American folk-culture regions including folk arts, crafts, architecture, food-ways, and pre-industrial technology, their Old World sources, and display in folk museums.

FOLK 6100 BRITISH FOLK CULTURE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6021 FORL EDUCATORS AND TECHNOLOGY

Credit Hour(s): 3.0

Foreign Language Educators and Technology. Introduction to the selection and use of technology resources in the Pre-K-12 classroom with special emphasis on foreign language instruction. Students research and evaluate current trends in media-based learning as well as media resources developed specifically for foreign language instruction. Students learn how to integrate appropriate technologies into their classroom instruction in order to enhance pupil learning, language performance and cultural understandings. Students design, plan and produce educational materials using technology hardware and software, including authentic websites and related material in their foreign language.

FORL 6030 PRAC IN FOR LANG EDUCATN

Credit Hour(s): 3.0

Practicum in Foreign Language Education. Introduction to world language teaching theories, curriculum design, standard-based education, and planning for instruction. Observation, lesson planning, and supervised teaching with a variety of instructional techniques in P-8 and 9-12 world language classrooms.

FORL 6125 (TE)MET/MAT-TCHG FOR LANG:P-8

Credit Hour(s): 3.0

(TE) Methods and Materials for Teaching Foreign Languages, P-8. Knowledge of learner characteristics, foreign language curricula and standards, content reinforcement, unit and lesson planning, coordination of materials and technology, and techniques of effective lesson implementation for grade levels P-8.

FORL 6126 (TE) MET/MAT-TCH FOR LANG:9-12

Credit Hour(s): 3.0

(TE) Methods and Materials for Teaching Second Languages, 9-12. Knowledge of learner characteristics, foreign language curricula and standards, content reinforcement, unit and lesson planning, coordination of materials and technology, and techniques of effective lesson implementation for grade levels 9-12.

FORL 6128 TCHNG FOREIGN LANG COLLGE

Credit Hour(s): 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 6151 CULTURE/LANGUAGE LEARNING

Credit Hour(s): 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

Credit Hour(s): 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 8226 TCHG LIT IN FL CLASSROOM

Credit Hour(s): 3.0

Teaching Literature in the Foreign Language Classroom. How to select, annotate, and teach literary texts in the foreign language classroom. Candidates analyze current theories of teaching reading and design activities and assessments that reflect effective practices. May be offered separately in French, German, and Spanish.

FORL 8227 TCHG CUL IN FL CLASSROOM

Credit Hour(s): 3.0

Teaching Culture in the Foreign Language Classroom. Students examine historical and current theories related to teaching culture and intercultural understanding. Students prepare cultural materials and assessments for use in the foreign language classroom. May be offered separately in French, German, and Spanish.

FORL 8250 TOPICS IN PEDAGOGY

Credit Hour(s): 3.0

Topics in Pedagogy. Students examine in depth a selection of topics related to teaching foreign languages. Students evaluate historical and current theories related to the chosen topics as well as research and apply methodological approaches. May be repeated if topics vary.

FORL 8800 RESEARCH FOR/SEC LANGUAGE ED

Credit Hour(s): 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. PORTFOLIO

Credit Hour(s): 3.0

Education Specialist Portfolio. Ed.S. students in Teaching and Learning with a concentration in French, German, or Spanish prepare a portfolio designed to meet the exit requirements of the Ed.S. degree as well as a work sample that demonstrates positive effects on pupil learning. Candidates meet three hours per week with their advisor in directed study.

FREN FRENCH

FREN 6033 TOPICS IN FRENCH CIVILIZATION

Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Contemporary France. Intellectual climate as reflected in the political, social, and economic structures of contemporary France.

FREN 6103 ADVANCED FRENCH SYNTAX
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Introduction to the Theory and Practice of Translation. Introduction to professional translation based on a comparative study of characteristic modes of expression in French and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from French to English and English to French.

FREN 6140 GENERAL TRANSLATION
Credit Hour(s): 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 6990 INDEPENDENT STUDY
Credit Hour(s): 1.0 TO 4.0

Independent Study - Special Topics. Prerequisite: Consent of the instructor. For French M.A. students. No more than four credit hours may be applied toward the degree. Special topics readings and/or research to be determined in consultation with the instructor.

FREN 7135 INTRO: THEORY/PRAC OF TRANS
Credit Hour(s): 3.0

Introduction to the Theory and Practice of Translation. Introduction to professional translation, based on a comparative study of the characteristic modes of expression in French and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from French to English and English to French.

FREN 7140 GENERAL TRANSLATION
Credit Hour(s): 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
Credit Hour(s): 3.0

Specialized Translation I. Prerequisite: Fren 7140 or consent of instructor. Business, economics, and banking.

FREN 7145 SPECIALIZED TRANSLATION II
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

French for Reading. Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

FREN 8000 EXPLICATION DE TEXTES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Topics in the French Drama. Study of particular aspects or periods of French Drama. May be repeated if topics vary.

FREN 8240 TOPICS IN FRENCH POETRY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in French Literature. May be repeated if topics vary.

FREN 8895 RESEARCH
Credit Hour(s): 1.0 TO 21.0

Research. Independent research for credit.

FREN 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

GEOG GEOGRAPHY

GEOG 6097 TOPICS GEOGRAPHICAL SCIENCES
Credit Hour(s): 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 6402 GEOGRAPHY OF AFRICA
Credit Hour(s): 3.0

Geography of Africa. (Same as AAS 6056.) 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
Credit Hour(s): 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 6408 GEOG MIDDLE EAST/NORTH AFRICA
Credit Hour(s): 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 6410 GLOBAL TOURISM
Credit Hour(s): 3.0

Global Tourism: People, Places, Impact. This course examines the environmental, economic and cultural impacts of tourism. Specific topics include: spatial variation in tourist flows, the impact of tourism development on land use planning, emerging trends in sustainable and eco-tourism. Extensive attention will be devoted to the relationship between global environmental change and tourism in a variety of ecosystems: i.e. coastal, polar, forest and riparian. The course will incorporate case studies from US and global tourist destinations.

GEOG 6515 QUALITATIVE METHODS IN GEOG
Credit Hour(s): 4.0

Qualitative Methods in Geography. This course provides the theoretical knowledge and practical skills required to carry out qualitative research in geography. It focuses on the need and merits of qualitative research, the "how to" of various qualitative research methods, and issues related to ethics, the researcher-researched relationship, and positionality.

GEOG 6518 DIGITAL CARTOGRAPHY
Credit Hour(s): 4.0

Digital Cartography. An introduction to the principles, methods, theory, and practices of contemporary digital cartography.

GEOG 6520 QUANTITATIVE SPATIAL ANALYSIS
Credit Hour(s): 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 6530 INTRODUCTION TO REMOTE SENSING
Credit Hour(s): 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
Credit Hour(s): 4.0

Introduction to Geographic Information Systems. Prerequisite: Geog 6518 with grade of C or higher, or consent of instructor. Fundamental concepts and applications of raster and vector-based geographic information systems involving the integration and synthesis of geographic data with map overlays, databases, computer graphics, and/or remote sensing imagery.

GEOG 6534 ADVANCED GEOGRAPHIC INFO SYS

Credit Hour(s): 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 6550 FIELD SCHOOL IN GEOGRAPHY

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 6762 ECONOMIC GEOGRAPHY

Credit Hour(s): 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

Credit Hour(s): 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 6768 METROPOLITAN ATLANTA

Credit Hour(s): 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 6774 CONTEMP URBAN THEORY & ISSUES

Credit Hour(s): 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 6778 POLITICAL GEOGRAPHY

Credit Hour(s): 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 6782 ENVIRONMENTAL PSYCHOLOGY
Credit Hour(s): 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
Credit Hour(s): 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 climatic-change influences on public policy.

GEOG 6832 GEOGRAPHY INTERNSHIP
Credit Hour(s): 3.0

Geography Internship. Prerequisites: Advanced standing, approval of sponsoring faculty advisor and department chair. Academic training and professional experience through short-term internships at public or private agencies. Paper required. May be taken more than once, but only three credits may be applied toward major requirements.

GEOG 6834 APPLIED RESEARCH IN GIS
Credit Hour(s): 1.0 TO 3.0

Applied Research in GIS. Applied GIS research that demonstrates the ability of the student to apply GIS knowledge to real-world situations.

GEOG 7112 INTRO TO CLIMATE FOR TEACHERS
Credit Hour(s): 4.0

Introduction to Weather and Climate for Teachers. Three lecture and two laboratory hours a week. Designed to give teachers a basic understanding of weather and climate, with emphasis on spatial processes and human impacts on weather and climate. This course is primarily intended for students in the Masters of Arts in Teaching program in the College of Education who will be secondary science teachers, but it is open to other graduate students as well. Not open to students who have taken Geog 1112 or its equivalent.

GEOG 8001 METHODS OF GEOGRAPHIC RESEARCH
Credit Hour(s): 3.0

Methods of Geographic Research. Research techniques used in solving geographic problems and evaluating geographic projects.

GEOG 8005 ECONOMIC GEOGRAPHY
Credit Hour(s): 3.0

Economic Geography. Prerequisite: consent of the instructor. Analysis of selected topics and regions dealing with the geographical structure of economic systems. May be repeated if topics vary.

GEOG 8010 SEMINAR IN URBAN-ECONOMIC GEOG
Credit Hour(s): 4.0

Seminar in Urban-Economic Geography. Advanced topics in regional analysis. May be repeated if topics vary.

GEOG 8030 SEMINAR IN CARTOGRAPHY
Credit Hour(s): 3.0

Seminar in Cartography. Prerequisite: consent of the instructor. May be repeated if topics vary.

GEOG 8035 SEMINAR: GEOGRAPHICAL INFO SYS
Credit Hour(s): 3.0

Seminar in Geographical Information Systems. Prerequisite: consent of the instructor. May be repeated if topics vary.

GEOG 8040 SEMINAR: GEOMORPH & HYDROLOGY
Credit Hour(s): 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 surface-water hydrology. May be repeated if topics vary.

GEOG 8045 SEMINAR IN BIOGEOGRAPHY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 9.0

Directed Research. Prerequisite: consent of the instructor. May be repeated if topics vary.

GEOG 8060 TEACHING PRACTICUM
Credit Hour(s): 3.0

Teaching Practicum. Prerequisite: consent of the instructor. Practical apprenticeship in geography teaching under faculty supervision. Designed for students interested in gaining direct experience in college classroom teaching. May be repeated if topics vary. (Not counted toward degree requirements.)

GEOG 8065 NON-THESIS RESEARCH
Credit Hour(s): 1.0 TO 6.0

Non-Thesis Research. For GLA or GRA students only.

GEOG 8990 RESEARCH PRACTICUM
Credit Hour(s): 3.0

Research Practicum. This course serves as a research practicum in lieu of a thesis for the M.A. degree. For non-thesis students only. Pass or fail grades. May be retaken, but only three credit hours can count toward M.A.

GEOG 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research. May be repeated if topics vary.

GEOL GEOLOGY

GEOL 6000 ADV TOPICS PHYS & HIST GEOLOGY
Credit Hour(s): 4.0

Advanced Topics in Physical and Historical Geology. Course covers selected topics in physical and historical geology. Provides graduate students with background for coursework and research in geology. Topics include geologic time, rock and fossil records, plate tectonics, evolution of the crust and lithosphere, geologic history of North America.

GEOL 6003 AQUEOUS GEOCHEMISTRY
Credit Hour(s): 4.0

Aqueous Geochemistry. Prerequisites: Geol 1121K, 1122K, Math 2212, and Chem 1212K. (Same as Geog 6680.) Four lecture hours a week. Theoretical aspects of aquatic chemistry with applications to natural water systems. Major topics include thermodynamic theory, sorption systematics, oxidation-reduction reactions, mineral-water interaction, and isotope geochemistry applied to hydrogeology.

GEOL 6005 GEOLOGY OF GEORGIA
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 4.0

Hydrogeology. Prerequisites: Geol 1121K, 1122K and Math 2212. Four lecture hours a week. Overview of the principles of hydrogeology and their application, including the hydrological cycle, geology of groundwater occurrence, mathematical development of flow equations, surface-groundwater interaction, flow to wells, and advection-dispersion theory.

GEOL 6011 PRINCIPLES OF PALEONTOLOGY
Credit Hour(s): 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 6013 STRUCTURAL GEOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6023 TERRESTRIAL SEDIMENTS
Credit Hour(s): 3.0

Terrestrial Sediments. Prerequisite: Geol 4006 or consent of instructor. Three lecture hours a week. Weathering, transport, deposition, and diagenesis of continental sediments. Selected examples of fluvial, lacustrine, volcaniclastic, and/or eolian sedimentation and facies models. Stable and radiogenic isotopes and geochronology in continental sediment. Sedimentary, mineralogical, and geochemical records of tectonics and paleoclimate.

GEOL 6095 SEMINAR IN GEOLOGICAL SCIENCE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Basic Field Geology. Prerequisites: Completion of a core-curriculum 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 seven-day 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
Credit Hour(s): 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, off-trail hiking.

GEOL 6123 GEOINFORMATICS
Credit Hour(s): 3.0

Geoinformatics. Fundamentals of geoscience knowledge representation applying semantic web languages of OWL, RDF, and RDFS. Design and development of spatial and process ontologies in geosciences.

GEOL 7002 INTRO TO EARTH MATERIALS
Credit Hour(s): 4.0

Introduction to Earth Materials. Prerequisite: Geol 1121K. Three lecture and three laboratory hours a week, plus field trips. Fundamentals of crystallography and mineralogy; classification, identification and origin of the common rock-forming minerals and rocks.

GEOL 7021 GENERAL GEOLOGY FOR TEACHERS I
Credit Hour(s): 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
Credit Hour(s): 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 8001 SOILS, CLAYS, AND WEATHERING
Credit Hour(s): 4.0

Soils, Clays, and Weathering. Prerequisites: Geol 1121K, Geol 3002, and Chem 1212K. (Same as Geog 8044.) Three lecture hours and three laboratory hours per week. A study of the processes forming clay minerals in rocks and soils. Introduction to X-ray diffraction as a technique to identify clay minerals and common rock-forming minerals in rocks and soils.

GEOL 8003 RADIOGENIC ISOTOPE GEOLOGY
Credit Hour(s): 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, long-lived parent-daughter systems to tracer studies and in geochronology, and short-lived parent-daughter systems.

GEOL 8095 LAB INSTRUCTION - PRACTICUM
Credit Hour(s): 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
Credit Hour(s): 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 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 15.0

Thesis Research.

GEOL 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 15.0

Dissertation Research.

GEOS GEOSCIENCES

GEOS 6000 ADV TOPICS PHYS & HIST GEOLOGY
Credit Hour(s): 4.0

Advanced Topics in Physical and Historical Geology. Course covers selected topics in physical and historical geology. Provides graduate students with background for coursework and research in geology. Topics include geologic time, rock and fossil records, plate tectonics, evolution of the crust and lithosphere, geologic history of North America.

GEOS 6003 AQUEOUS GEOCHEMISTRY
Credit Hour(s): 4.0

Aqueous Geochemistry. Prerequisites: Geol 1121K, 1122K, Math 2212, and Chem 1212K. (Same as Geog 6680.) Four lecture hours a week. Theoretical aspects of aquatic chemistry with applications to natural water systems. Major topics include thermodynamic theory, sorption systematics, oxidation-reduction reactions, mineral-water interaction, and isotope geochemistry applied to hydrogeology.

GEOS 6005 GEOLOGY OF GEORGIA
Credit Hour(s): 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.

GEOS 6006 SEDIMENTARY ENVIR&STRATIGRAPHY
Credit Hour(s): 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.

GEOS 6007 HYDROGEOLOGY
Credit Hour(s): 4.0

Hydrogeology. Prerequisites: Geol 1121K, 1122K and Math 2212. Four lecture hours a week. Overview of the principles of hydrogeology and their application, including the hydrological cycle, geology of groundwater occurrence, mathematical development of flow equations, surface-groundwater interaction, flow to wells, and advection-dispersion theory.

GEOS 6011 PRINCIPLES OF PALEONTOLOGY
Credit Hour(s): 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.

GEOS 6013 STRUCTURAL GEOLOGY
Credit Hour(s): 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.

GEOS 6015 CRYSTAL AND OPTICAL MINERALOGY
Credit Hour(s): 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.

GEOS 6016 IGNEOUS & METAMORPHC PETROLOGY
Credit Hour(s): 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.

GEOS 6017 ENVIRONMENTAL GEOLOGY
Credit Hour(s): 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.

GEOS 6023 TERRESTRIAL SEDIMENTS
Credit Hour(s): 3.0

Terrestrial Sediments. Prerequisite: Geol 4006 or consent of instructor. Three lecture hours a week. Weathering, transport, deposition, and diagenesis of continental sediments. Selected examples of fluvial, lacustrine, volcaniclastic, and/or eolian sedimentation and facies models. Stable and radiogenic isotopes and geochronology in continental sediment. Sedimentary, mineralogical, and geochemical records of tectonics and paleoclimate.

GEOS 6095 SEMINAR IN GEOLOGICAL SCIENCE
Credit Hour(s): 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.

GEOS 6097 TOPICS GEOGRAPHICAL SCIENCES
Credit Hour(s): 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.

GEOS 6120 BASIC FIELD GEOLOGY
Credit Hour(s): 3.0

Basic Field Geology. Prerequisites: Completion of a core-curriculum 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 seven-day 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.

GEOS 6121 ADVANCED FIELD GEOLOGY
Credit Hour(s): 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, off-trail hiking.

GEOS 6123 GEOINFORMATICS
Credit Hour(s): 3.0

Geoinformatics. Fundamentals of geoscience knowledge representation applying semantic web languages of OWL, RDF, and RDFS. Design and development of spatial and process ontologies in geosciences.

GEOS 6402 GEOGRAPHY OF AFRICA
Credit Hour(s): 3.0

Geography of Africa. (Same as AAS 6056.) 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.

GEOS 6404 GEOGRAPHY OF EAST ASIA
Credit Hour(s): 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.

GEOS 6408 GEOG MIDDLE EAST/NORTH AFRICA
Credit Hour(s): 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.

GEOS 6515 QUALITATIVE METHODS IN GEOG
Credit Hour(s): 4.0

Qualitative Methods in Geography. This course provides the theoretical knowledge and practical skills required to carry out qualitative research in geography. It focuses on the need and merits of qualitative research, the "how to" of various qualitative research methods, and issues related to ethics, the researcher-researched relationship, and positionality.

GEOS 6518 DIGITAL CARTOGRAPHY
Credit Hour(s): 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.

GEOS 6520 QUANTITATIVE SPATIAL ANALYSIS
Credit Hour(s): 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.

GEOS 6530 INTRODUCTION TO REMOTE SENSING
Credit Hour(s): 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.

GEOS 6532 GEOGRAPHIC INFORMATION SYSTEMS
Credit Hour(s): 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 vector-based geographic information systems involving the integration and synthesis of geographic data with map overlays, databases, computer graphics, and/or remote sensing imagery.

GEOS 6534 ADVANCED GEOGRAPHIC INFO SYS
Credit Hour(s): 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.

GEOS 6550 FIELD SCHOOL IN GEOGRAPHY
Credit Hour(s): 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.

GEOS 6640 GEOMORPHOLOGY
Credit Hour(s): 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.

GEOS 6642 ADVANCED WEATHER & CLIMATE
Credit Hour(s): 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.

GEOS 6644 ENVIRONMENTAL CONSERVATION
Credit Hour(s): 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.

GEOS 6646 WATER RESOURCE MANAGEMENT
Credit Hour(s): 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.

GEOS 6648 BIOGEOGRAPHY
Credit Hour(s): 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.

GEOS 6650 APPLIED HYDROLOGY
Credit Hour(s): 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.

GEOS 6762 ECONOMIC GEOGRAPHY
Credit Hour(s): 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.

GEOS 6764 URBAN GEOGRAPHY
Credit Hour(s): 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.

GEOS 6768 METROPOLITAN ATLANTA
Credit Hour(s): 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.

GEOS 6774 CONTEMP URBAN THEORY & ISSUES
Credit Hour(s): 3.0

Contemporary Urban Theory and Issues. An examination of urban geographical theory as a framework for understanding contemporary cities in the United States.

GEOS 6778 POLITICAL GEOGRAPHY
Credit Hour(s): 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.

GEOS 6782 ENVIRONMENTAL PSYCHOLOGY
Credit Hour(s): 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.

GEOS 6784 CLIMATIC CHANGE
Credit Hour(s): 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 climatic-change influences on public policy.

GEOS 6832 GEOGRAPHY INTERNSHIP
Credit Hour(s): 3.0

Geography Internship. Prerequisites: Advanced standing, approval of sponsoring faculty advisor and department chair. Academic training and professional experience through short-term internships at public or private agencies. Paper required. May be taken more than once, but only three credits may be applied toward major requirements.

GEOS 6834 APPLIED RESEARCH IN GIS
Credit Hour(s): 1.0 TO 3.0

Applied Research in GIS. Applied GIS research that demonstrates the ability of the student to apply GIS knowledge to real-world situations.

GEOS 7002 INTRO TO EARTH MATERIALS
Credit Hour(s): 4.0

Introduction to Earth Materials. Prerequisite: Geol 1121K. Three lecture and three laboratory hours a week, plus field trips. Fundamentals of crystallography and mineralogy; classification, identification and origin of the common rock-forming minerals and rocks.

GEOS 7021 GENERAL GEOLOGY FOR TEACHERS I
Credit Hour(s): 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

GEOS 7022 GENERAL GEOLOGY - TEACHERS II
Credit Hour(s): 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.

GEOS 7112 INTRO TO CLIMATE FOR TEACHERS
Credit Hour(s): 4.0

Introduction to Weather and Climate for Teachers. Three lecture and two laboratory hours a week. Designed to give teachers a basic understanding of weather and climate, with emphasis on spatial processes and human impacts on weather and climate. This course is primarily intended for students in the Masters of Arts in Teaching program in the College of Education who will be secondary science teachers, but it is open to other graduate students as well. Not open to students who have taken Geog 1112 or its equivalent.

GEOS 8001 SOILS, CLAYS, AND WEATHERING
Credit Hour(s): 4.0

Soils, Clays, and Weathering. Prerequisites: Geol 1121K, Geol 3002, and Chem 1212K. (Same as Geog 8044.) Three lecture hours and three laboratory hours per week. A study of the processes forming clay minerals in rocks and soils. Introduction to X-ray diffraction as a technique to identify

clay minerals and common rock-forming minerals in rocks and soils.

GEOS 8003 RADIOGENIC ISOTOPE GEOLOGY
Credit Hour(s): 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, long-lived parent-daughter systems to tracer studies and in geochronology, and short-lived parent-daughter systems.

GEOS 8005 ECONOMIC GEOGRAPHY
Credit Hour(s): 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.

GEOS 8010 SEMINAR IN URBAN-ECONOMIC GEOG
Credit Hour(s): 4.0

Seminar in Urban-Economic Geography. Advanced topics in regional analysis. May be repeated if topics vary.

GEOS 8030 SEMINAR IN CARTOGRAPHY
Credit Hour(s): 3.0

Seminar in Cartography. Prerequisite: consent of the instructor. May be repeated if topics vary.

GEOS 8035 SEMINAR: GEOGRAPHICAL INFO SYS
Credit Hour(s): 3.0

Seminar in Geographical Information Systems. Prerequisite: consent of the instructor. May be repeated if topics vary.

GEOS 8040 SEMINAR: GEOMORPH & HYDROLOGY
Credit Hour(s): 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 surface-water hydrology. May be repeated if topics vary.

GEOS 8045 SEMINAR IN BIOGEOGRAPHY
Credit Hour(s): 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.

GEOS 8048 SEMINAR IN CLIMATOLOGY
Credit Hour(s): 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.

GEOS 8050 SEMINAR: ENVIRONMENTAL ISSUES
Credit Hour(s): 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.

GEOS 8055 DIRECTED RESEARCH IN GEOGRAPHY
Credit Hour(s): 1.0 TO 9.0

Directed Research. Prerequisite: consent of the instructor. May be repeated if topics vary.

GEOS 8060 TEACHING PRACTICUM
Credit Hour(s): 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.)

GEOS 8065 NON-THESIS RESEARCH
Credit Hour(s): 1.0 TO 6.0

Non-Thesis Research. For GLA or GRA students only.

GEOS 8095 LAB INSTRUCTION - PRACTICUM
Credit Hour(s): 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.

GEOS 8097 DIRECTED STUDY IN GEOLOGY
Credit Hour(s): 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.

GEOS 8990 RESEARCH PRACTICUM
Credit Hour(s): 3.0

Research Practicum. This course serves as a research practicum in lieu of a thesis for the M.A. degree. For non-thesis students only. Pass or fail grades. May be retaken, but only three credit hours can count toward M.A.

GEOS 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research. May be repeated if topics vary.

GEOS 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 15.0

Dissertation Research.

GERO GERONTOLOGY

GERO 6475 COMMUNICATION AND AGING
Credit Hour(s): 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
Credit Hour(s): 3.0

Anthropology of Aging. (Same as Anth 6500 and WSt 6500.) Anthropological approach to the aging process in western and non-western societies.

GERO 7110 AGING POLICY AND SERVICES
Credit Hour(s): 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 long-term care system.

GERO 7200 HEALTH AND THE OLDER ADULT
Credit Hour(s): 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 non-health professionals who work with older adults. Normal aging processes, age-related changes, and associated health promotion activities will be discussed. Information on the assessment and implications of alterations in functional health states, drug use, and referral sources are included.

GERO 7260 AGING PRACTICE
Credit Hour(s): 3.0

Aging Practice, Policy, and Research. (Same as SW 7260 and WSt 7260.) This course is designed to provide the basic knowledge and entry-level skills appropriate for social work practice with older people and their families. Special attention is given to the biological, sociological, psychological, political and economic factors affecting older adults and methodology meeting these needs.

GERO 8000 SEMINAR IN GERONTOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8115 QUALITATIVE GERONTOLOGY
Credit Hour(s): 3.0

Qualitative Gerontology. This course offers an introduction to qualitative methods in gerontology. Topics include: research design, data collection, ethical issues, and data analysis. Students will apply their knowledge by collecting and analyzing qualitative data.

GERO 8116 SOCIOLOGY OF AGING
Credit Hour(s): 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 8119 GLOBAL AGING AND SOC POLICIES
Credit Hour(s): 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 8122 DEATH, DYING, AND LOSS
Credit Hour(s): 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
Credit Hour(s): 3.0

Ethnicity and Aging. (Same as AAS 6042 and 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, life-chance and socialization differences among older adults attributable to race, ethnicity, and/or minority status.

GERO 8130 FAMILY SEX INTAMACY AND AGING

Credit Hour(s): 3.0

Ties that Bind: Family, Intimacy, and Aging. (Same as Soci 8130.) This course examines older adults' family lives and intimate relationships in social, historical and demographic context. Emphasis is placed on theoretical and methodological understanding in the type, nature, content and meaning of relationships, empirical research, and on identifying influential factors, including, for example, gender, race, ethnicity, class, sexual orientation, and health status. 3.000 Credit hours, Target student Group: GERO Certificate students, Gero MA Students, Soci MA and PHD students

GERO 8200 AGING PROGRAM ADMIN
Credit Hour(s): 3.0

Aging Program Administration. This course is designed to provide a detailed understanding of the administration of community-based 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
Credit Hour(s): 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 8320 PSYCHOLOGY OF AGING
Credit Hour(s): 3.0

Psychology of Aging. Psychological contributions to the understanding, prevention, and treatment of normal and abnormal changes of later life.

GERO 8330 MENTAL HEALTH AND AGING
Credit Hour(s): 3.0

Mental Health and Aging. This course is designed to examine conceptual frameworks and research findings related to mental health and illness in the elderly. Topics to be covered include common psychological problems of older adults and assessment and treatment principles recommended for working with older adults with mental health problems.

GERO 8340 DEMENTIA
Credit Hour(s): 3.0

Dementia. This course provides a selective overview of many of the dementias, including dementia of the Alzheimer's type, vascular dementia, frontotemporal dementia and Lewy Body dementia.

GERO 8700 SPECIAL TOPICS IN GERONTOLOGY
Credit Hour(s): 3.0

Special Topics in Gerontology. Critical analysis of a selected topic in gerontology, such as widowhood, long-term care, older women, or elder abuse. May be taken more than once if topics are different.

GERO 8800 DIR. READINGS IN GERONTOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 15.0

Research Practicum. Research apprenticeship under faculty direction.

GERO 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

GMBA GLOBAL PARTNERS MBA

GMBA 7035 ECONOMICS FOR MANAGERS
Credit Hour(s): 3.0

Economics for Manager. CSP: None. Prerequisite: None. 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.

GMBA 8025 FINANCIAL ACCOUNTING
Credit Hour(s): 3.0

Financial Accounting. CSP: 1, 2, 4, 6, 7. This course takes a user-oriented 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.

GMBA 8030 GLOBAL LEG & REG ISSUES
Credit Hour(s): 3.0

Global Legal and Regulatory Issues. CSP: None. Prerequisite: None. This course analyzes the legal and regulatory issues facing businesses, with an emphasis on how those issues affect businesses seeking to enter the international marketplace. The course begins by delineating how law is made on both a domestic and international scale. Students will learn how the major markets regulate from the inside out and how the global community regulates, via treaty, multinational organizations, etc., from the outside in. The course then examines how law creates both advantages for and limitations upon international transactions. Students will then explore tools for facilitating the advantages and appreciating the limitations with particular focus on issues of international trade, international contracts and international dispute resolution.

GMBA 8090 INTl BUSINESS ENVIRON
Credit Hour(s): 3.0

International Business Environment. CSP: None. Prerequisite: none. The 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 8115 MANAGERIAL ACCOUNTING
Credit Hour(s): 3.0

Managerial Accounting. The focus of this course is on managing with accounting data, giving attention to limitations and behavioral implications of using such information in decision-making. Students will determine what financial information international managers need to plan, monitor and improve their critical processes, products and services. This course explores tasks such as cost analysis and management, cost-volume-profit analysis, cost allocation, activity-based costing, cost drivers, performance measurement, variance analysis, balancing the scorecard, compensation schemes and responsibility centers.

GMBA 8120 IT & GLOB COMPETITION II
Credit Hour(s): 1.5

Information Technology and Global Competition. CSP: 1, 2, 4, 6, 7. This casebased course module serves as an introduction to the relationship between information systems (IS) 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 investment in IS. This cycle begins with a needs assessment stage, identifying opportunities or challenges relating to business processes; matching IT resources and application solutions to these needs are the second stage. 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 IT industry itself is analyzed for emerging developments and potential impacts.

GMBA 8135 CORPORATE FINANCE
Credit Hour(s): 3.0

Corporate Finance. CSP: None. Prerequisite. None. This course focuses on the financial management of both publicly-held and private corporations. Students are presented with a conceptual framework for understanding and addressing problems commonly faced by corporate decision-makers 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.

GMBA 8145 MARKETING MANAGEMENT
Credit Hour(s): 3.0

Marketing Management. CSP: None. Prerequisite. None. 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. The course is organized around the key marketing decision variables: promotions, product, pricing, and distribution, and around the various marketing processes of strategy formulation, organization and implementation.

GMBA 8150 GLOBAL OPS & LOGISTICS I
Credit Hour(s): 1.5

Global Operations and Logistics I. 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, just-in-time inventory management, resource scheduling, and supply chain management are covered in the context of both the domestic and international marketplace.

GMBA 8160 HR MGT & ORG BEHAVIOR I
Credit Hour(s): 1.5

Human Resources Management and Organizational Behavior I. 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.

GMBA 8170 INTL FINANCE I
Credit Hour(s): 1.5

International Finance I. CSP: None. Prerequisite. None. We focus on the international corporate finance environment and on foreign exchange risk management. We start the basics of risk and return, applied to an international asset portfolio setting. We proceed with a general overview of the determination of exchange rates. We will study different foreign exchange rate systems and how capital and trade flows may affect the balance of payments of countries and,

consequently, their currencies. We will then learn about foreign exchange parity relations and forecasting. We proceed to study the foreign exchange market and begin studying risk management tools, such as futures and options.

GMBA 8190 INTL AFFAIRS & ECON INTEG

Credit Hour(s): 3.0

International Affairs and Economic Integration. This course examines regional integration and global business strategies in different regions of the world. Students examine globalization and regionalization and then conduct an analysis of business strategies and options for a chosen company. NGO, government (business chambers, local and national government), private sector (local research centers, manufacturing and service firms) sources and case studies are used to provide primary and secondary data and to support the development of presentations on business competitiveness strategy in the region of focus. This course may be repeated for different world regions.

GMBA 8220 IT & GLOB COMPETITION II

Credit Hour(s): 1.5

Information Technology and Global Competition II. CSP: None. Prerequisite: None. This course examines how business processes and their services can be innovated, enabled by information technology. The course explores radical and evolutionary innovations, 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 organizational implementation. The course is centered on a project in which students learn to recognize organizational business processes, assess their service innovation potential, their ability to contribute to organizational agility, their information-related pathologies, and to design and implement client-centric innovations enabled by information technology.

GMBA 8250 GLOBAL OPS & LOGISTICS II

Credit Hour(s): 1.5

Global Operations and Logistics II. 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, just-in-time inventory management, resource scheduling, and supply chain management are covered in the context of both the domestic and international marketplace.

GMBA 8260 HR MGT & ORGANZ BEHAVIOR

Credit Hour(s): 1.5

Human Resources Management & Organizational Behavior. CSP: None. Prerequisite: None. This course deals with issues of organizational behavior. These include working in groups, power and political dynamics in leadership and organizational culture. The approach of looking at multiple causal antecedents of organizational phenomena introduced in GMBA 8160, People in Organizations, is continued and extended to these additional topics

GMBA 8270 INTL FINANCE II

Credit Hour(s): 1.5

International Finance II. CSP: None. Prerequisite: None. Focus is on foreign exchange risk management, management of the multinational financial system (transfer pricing, taxation, and the investment and financing decisions of global firms). We study foreign exchange market and demonstrate how currency futures and options markets are used for short-term risk management, followed with management of exposure to foreign exchange risk. We examine principles for taxation of foreign source income and the role of transfer pricing. This discussion paves the way for learning about multinational capital budgeting and the international cost of capital. Finally, financing decisions of the global firm given Eurocurrency markets and markets for interest rate swaps and currency swaps will be examined together with demonstrating role in LT risk management.

GMBA 8410 ASIAN EXPERIENCE

Credit Hour(s): 3.0

Study Abroad: Asian Experience. CSP: None. Prerequisite. None. Students will travel in Asia. Before and during this journey, students will learn about the regions they will be studying and about the businesses they will be visiting. The regions currently scheduled include Beijing, Shanghai and a second tier city. Students will undertake a host-company audit to gain an in-depth understanding of the unique issues facing businesses in this market. After the trip, students will prepare an integrative case analysis drawn from their experiences.

GMBA 8500 INTERNSHIP/THESIS

Credit Hour(s): 6.0

Internship/Thesis. The internship experience is a supervised work program in an organization (e.g. public or private sector, government agency, NGO) typically in a location which utilizes the language skills and functional expertise of the candidate. Students are encouraged to be pro-active in seeking an internship. The students are required to complete a research project as part of the internship experience. All internships must be approved in advance by the program directors of the Global Partners MBA program.

GMBA 8605 INTL MARKETING

Credit Hour(s): 1.5

International Marketing. CSP: None. Prerequisite: None. This course begins by examining the Marketing Management concept in the context of business-to-business functions and business-to-consumer services. The course then explores methodologies and techniques for conducting market research. Students will build on this exploration by next developing marketing strategies in an international context. Students will also analyze the operational implications of international marketing management by investigating topics such as branding, sales and negotiation, direct marketing and the "four p's" of product, price, promotion (advertising) and place (distribution channels). The course will conclude by integrating all of the above into the development of an international marketing plan

GMBA 8610 LEADERSHIP PRACTICES

Credit Hour(s): 3.0

Leadership Practices. CSP: 1, 6, 7. The theme explores the practices associated with exercising leadership, defined as ?mobilizing people to meet their most significant challenges.? The course is designed for people from many backgrounds and cultures in order to aid them in leading teams, business units, and corporations, with an emphasis on enterprises that conduct business globally and ethically. By studying the practice of leadership, students gain experiential knowledge of practices that are effective and ineffective. They also gain an understanding of the impact that individuals and groups exercising leadership can make on the performance of an organization. The theme also includes activities and exercises designed to enable participants to gain greater insight into their own leadership strengths & weaknesses.

GMBA 8620 COMMERCIAL DIPLOMACY
Credit Hour(s): 1.5

Commercial Diplomacy. CSP: None. Prerequisites: None. This course examines commercial diplomacy from the company-specific point of view. In particular, the program focuses on the concerns of the line-of-business or country manager. The course makes extensive use of visiting speakers and materials which address the central question of how companies relate to a broader environment that includes political/legal/economic risk assessment, business-government relations, relations with non-governmental organizations and the larger civil society, and linkages to the institutions of trade regimes

GMBA 8630 STRATEGIC BUS COM
Credit Hour(s): 1.5

Strategic Business Communication. CSP: 1, 6, 7. This course presents written and oral business communication as a management strategy through a strategic 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, crafting effective communications to executive level readers. Students will also develop skills in listening, managing groups, dealing with conflict, and leveraging the power of diversity at both the individual and cultural level. Finally, students will develop and deliver individual presentations using appropriate and effective visual support to persuade and motivate.

GMBA 8990 POLICY & STRATEGY
Credit Hour(s): 3.0

Policy & Strategy. This capstone course will bring together components of all the courses taken up to this point. Students will analyze the managerial implications of the material covered in their courses, field experiences and visits to develop a working knowledge of corporate strategy, competitive strategy, strategy in uncertainty, global strategy for multinationals and strategic management of innovation. This course will be applied to cases and real-time scenarios, requiring students to use all of their skills in readiness for their role as global managers and leaders.

GRD GRAPHIC DESIGN

GRD 6020 ADVANCED TYPOGRAPHIC DESIGN
Credit Hour(s): 3.0

Advanced Typographic Design. Prerequisite: consent of the instructor. Advanced concepts in typographic design within a studio problem-solving format; advanced digital techniques, formal and experimental applications of typography. Lab Fee: $20.00.

GRD 6050 GRAPHIC DESIGN
Credit Hour(s): 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. Lab Fee: $20.00.

GRD 6100 PRINT & EDITORIAL DESIGN
Credit Hour(s): 3.0

Print and Editorial Design. Prerequisite: consent of the instructor. Advanced editorial design concepts within a studio problem-solving format; print and electronic publishing applications; identity and format design; art direction and image-making of material with issue orientation and/or controversial content. Lab Fee: $20.00.

GRD 6150 COLLATERAL DESIGN:PRINT APPS
Credit Hour(s): 3.0

Collateral Design for Print Applications. Prerequisite: consent of the instructor. Advanced graphic concepts in print collateral applications; annual report design; identity and logotype; brochures and mailers; original visual concepts through image-making; digital techniques; pre-press and print production principles. Lab Fee: $20.00.

GRD 6200 CORPORATE IDENTITY DESIGN
Credit Hour(s): 3.0

Corporate Identity Design. Prerequisite: consent of the instructor. Advanced design concepts applied to corporate and/or institutional contexts; presented in studio problem-solving format; logotype and identity design; design standards systems; system applications. Lab Fee: $20.00.

GRD 6250 GRAPHIC DESIGN IN POP CULTURE
Credit Hour(s): 3.0

Graphic Design in Popular Culture. Prerequisite: consent of the instructor. Chronology of popular culture through graphic design from the late nineteenth through the twentieth century; presented in a studio problem-solving format; sociological and cultural impact of design and design technology.

GRD 6300 INTERNSHIP IN GRAPHIC DESIGN
Credit Hour(s): 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
Credit Hour(s): 3.0

Multimedia Design. Prerequisite: consent of the instructor. Exploration of multimedia and interactive concepts and non-linear view editing technologies; presented in studio problem-solving format; work on creative teams. Includes research-based proposals, contextual meaning, and production scheduling. Lab Fee: $20.00.

GRD 6350 GRAPHIC DES THRU ADVERTISING
Credit Hour(s): 3.0

Graphic Design Through Advertising. Prerequisite: consent of the instructor. Applications of graphic design in advertising in a studio problem-solving format; collaboration and art direction on creative teams; visual marketing concepts; campaign development; copywriting; and development of presentation skills. Lab Fee: $20.00.

GRD 6400 DESIGN FOR FILM & TV
Credit Hour(s): 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
Credit Hour(s): 3.0

Professional Practices in Graphic Design. Prerequisite: consent of the instructor. Practical client-based professional experiences arranged through the "Visual Design Project;" presentation techniques; implementation of projects through supervision of printing process or appropriate media; and principles unique to the business of graphic design. Lab Fee: $20.00.

GRD 6550 SPEC APPLICTNS OF GRAPH DESIGN
Credit Hour(s): 3.0

Specialized Applications of Graphic Design. Prerequisite: consent of the instructor. Specialized and alternative applications of graphic designs in a studio problem-solving format; identity through packaging, point of purchase design; and three dimensional, conceptual, and kinetic applications.

GRD 6600 GRAD WKSHP GRAPHIC DESIG
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 twenty-four credit hours.

GRD 8980 SPECIAL PROBLEMS
Credit Hour(s): 3.0

Special Problems. Prerequisite: consent of the instructor and school director. Independent study. Contract outlining course content is required.

GRD 8999 THESIS RESEARCH
Credit Hour(s): 6.0 TO 12.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

GRMN GERMAN

GRMN 6121 GERMAN CIVILIZATION
Credit Hour(s): 3.0

German Civilization. Historical, philosophical, artistic, and literary influences that contributed to the formation of German civilization.

GRMN 6122 CONTEMPORARY GERMANY
Credit Hour(s): 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
Credit Hour(s): 3.0

Introduction to the Theory and Practice of Translation. Introduction to professional translation based on a comparative study of characteristic modes of expression in German and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from German to English and English to German.

GRMN 6140 GENERAL TRANSLATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in German Literature. Course may be repeated for credit if topic varies.

GRMN 6611 HIST OF GERMAN LANGUAGE
Credit Hour(s): 3.0

History of the German Language. Development of the German language from the eighth century to the present.

GRMN 6613 GERMAN FILM STUDIES
Credit Hour(s): 3.0

German Film Studies. A careful reading of selected films representative of major directors and movements in German cinema.

GRMN 6990 INDEPENDENT STUDY
Credit Hour(s): 1.0 TO 4.0

Independent Study - Special Topics. Prerequisites: Consent of the instructor. For German M.A. students. No more than four credit hours may be applied toward the degree. Special topics readings and/or research to be determined in consultation with the instructor.

GRMN 7135 INTRO:THEORY & PRAC OF TRANS
Credit Hour(s): 3.0

Introduction to Theory and Practice of Translation. Introduction to professional translation, based on a comparative study of characteristic modes of expression in German and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from German to English and English to German.

GRMN 7140 GENERAL TRANSLATION
Credit Hour(s): 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
Credit Hour(s): 3.0

Specialized Translation I. Prerequisite: Grmn 7140 or consent of instructor. Business, economics, and banking.

GRMN 7145 SPECIALIZED TRANSLATION II
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

German for Reading. Survey of grammar with emphasis on developing reading skills. For graduate students preparing for the Graduate Reading Examination.

GRMN 8835 GERMAN CLASSICISM
Credit Hour(s): 3.0

German Classicism. Literary and philosophical bases of German classicism; readings from representative authors from Lessing through Goethe.

GRMN 8841 19TH-CENT GERMAN LIT
Credit Hour(s): 3.0

Nineteenth-Century German Literature I. Romanticism; analysis of representative prose, poetry, and drama by Novalis, Eichendorff, Brentano, Tieck, and others.

GRMN 8842 19TH-CENT GERMAN LIT II
Credit Hour(s): 3.0

Nineteenth-Century German Literature II. Poetic realism and naturalism; analysis of representative prose, poetry, and drama by Keller, Meyer, Fontane, Hauptmann, Nietzsche, and others.

GRMN 8843 20TH-CENT GERMAN LIT I
Credit Hour(s): 3.0

Twentieth-Century German Literature I. Impressionism, expressionism, and the Weimar period; analysis of representative prose, poetry, and drama by Schnitzler, Hofmannsthal, Kaiser, Mann, Kafka, George, and others.

GRMN 8844 20TH-CENT GERMAN LIT II

Credit Hour(s): 3.0

Twentieth-Century German Literature II. Post-Weimar period, exile literature, and the postwar period; analysis of representative prose, poetry, and drama of Brecht, Bell, Grass, Weiss, and others.

GRMN 8845 CONTEMPORARY GERMAN AND FILM
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in German Literature. May be repeated if topics vary.

GRMN 8895 RESEARCH
Credit Hour(s): 1.0 TO 21.0

Research. Independent research for credit.

GRMN 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

HA HEALTH ADMINISTRATION

HA 8160 HEALTH CARE SYSTEM
Credit Hour(s): 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
Credit Hour(s): 3.0

Health Policy and Ethics. Prerequisite: none. This course concentrates on health policy issues in the planning, delivery and organization of health services. Examination of policy issues focuses on the relative roles of the public and private sectors and the control procedures used to implement these policies. Ethical issues and problems and their resolutions are presented within a decision-making framework.

HA 8250 HEALTH ECON & FINANCING
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Health Administration. Prerequisite: consent of the instructor, good academic standing.

HA 8391 HA FIELD STUDY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Healthcare Planning and Financial Management. Prerequisite: HA 8160 or HA 8190 and MBA 8135. 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 "real-world" 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
Credit Hour(s): 3.0

Operations Management and Quality in Health Care. Prerequisite: MBA 7025 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Health Information Systems. Prerequisite: MBA 7025. CSP: 1, 2, 6. This course focuses on the critical role of e-health and information systems in the planning, operation, and management of health care organizations. Topics addressed include the analysis, design, selection, implementation, operation, and evaluation of health information systems in a variety of settings such as health systems, hospitals, and medical practices.

HA 8680 CARE MGMT & DELVRY SYSTEMS
Credit Hour(s): 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
Credit Hour(s): 3.0

Health Services Research and Evaluation Methods. Prerequisite: HA 8160 or HA 8190, MBA 7025 or Math 1070, and MBA 8120, MBA 8125. 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
Credit Hour(s): 3.0

Administrative Residency and Survey I. Prerequisite: consent of the instructor. This course is the initial part of a two-course sequence of practical administrative education in a hospital or health care setting with an experienced health administrator serving as a preceptor. It is designed to provide the student with a model of administrative behavior and to acquaint him or her with health care institutions and their problems while providing supervised practice in administration.

HA 8820 ADMN RESIDENCY SURVEY II
Credit Hour(s): 3.0

Administrative Residency and Survey II. Prerequisite: consent of the instructor. This course is the second part of the two-course sequence of practical administrative education in a hospital or health care setting with an experienced health administrator serving as a preceptor.

HA 8990 STRATEGIC MGT IN HLTH CARE
Credit Hour(s): 3.0

Strategic Management in Health Care. Prerequisite: HA 8160, HA 8190. This is a capstone course designed to give the student an opportunity to develop conceptual skills needed by top-level health care managers. Emphasis is given to the integration of subject matter from health administration courses and business administration courses. Subject matter stressed includes (1) development of organizational strategy in health care institutions, (2) the strategic planning process, (3) formulation of objectives and policies, and (4) the management of change in the health care industry.

HA 9100 SEM IN HEALTH ADM & FIN
Credit Hour(s): 3.0

Seminar in Health Administration and Financing. CSP: 1, 2, 6 and 7. Prerequisite: Enrollment in doctoral program or consent of Instructor. This course will provide students with the historical, theoretical, and analytic foundations to evaluate and conduct research that assesses the financing and delivery of health care. The course is intended to familiarize the student with the concepts, issues, and practices related to health care financing and administration in the United States. In addition, students will gain basic knowledge of health services research methods and strategies. This class will apply this knowledge to policy research questions. Students are expected to demonstrate this knowledge in class discussions, assignments, and presentations.

HADM HOSPITALITY ADMINISTRATION

HADM 8100 SURVEY HOSPITALITY AND TOURISM
Credit Hour(s): 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

Credit Hour(s): 1.0 TO 3.0

Directed Readings in Hospitality Administration. Prerequisite: consent of instructor, good academic standing.

HADM 8400 FIN MGT APP HOSP ENTRPRSE

Credit Hour(s): 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

Credit Hour(s): 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 8550 SUSTAINABILITY HOSPITALITY

Credit Hour(s): 3.0

Sustainability in the Hospitality Industry. CSP: 1, 2. This course is an examination of sustainable practices in hotels, restaurants and other hospitality facilities & operations. Topics covered include material use, waste reduction and recycling, water conservation, energy management, site selection, green building design and indoor environmental quality.

HADM 8600 TRENDS IN THE FOOD SRV INDUST

Credit Hour(s): 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 8650 APPLIED RESEARCH

Credit Hour(s): 3.0

Applied Research i Hopspitality and Tourism. CSP: 1, 2. This course is structured to provide students with an orientation to the scope, meaning, and the basic concepts of scientific research in the field of hospitality and tourism. The foundations of research, research design, data collection techniques, sampling and statistical techniques will be covered. This course enables students to undertake primary research and to critically evaluate research work.

HADM 8700 TRENDS IN THE LODGING INDUST

Credit Hour(s): 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 8750 INTERNAT'L EVENT MGMT

Credit Hour(s): 3.0

International Special Event Management. CSP: 1, 2. This course offers an analysis of the major components in managing events of various types (including corporate, social, educational, and sporting events) on an international level. Topics include event leadership, financial administration of events, models of global planned events, human resource planning and development, risk management, event marketing and technology utilized in event management.

HADM 8800 HOTEL ASSETS

Credit Hour(s): 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 pre-selection process, selection of brand/manager and actual rounds of negotiation. The resulting owner-manager 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 ownership-management structures. This course will also discuss acquisition due diligence including evaluation of the lodging asset. The hotel investment decision components of buy, hold and sell will be analyze.

HHS HEALTH AND HUMAN SCIENCES

HHS 7130 TAI CHI: THERAPEUTIC EXERCISE

Credit Hour(s): 3.0

Tai Chi-A Therapeutic Exercise This course introduces Tai Chi as a therapeutic exercise. The course addresses the benefits of Tai Chi exercise, Tai Chi's origin, 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 applications of Tai Chi to self-defense, exercise, rehabilitation and meditation. Application of the principles and practices of Tai Chi to various physical impairments and disabilities is discussed.

HHS 7270 SUBSTANCE ABUSE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 PSYCHOPATHOLOGY
Credit Hour(s): 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
Credit Hour(s): 3.0

Genetics Across the Lifespan This course focuses on the application of principles of genetics across the lifespan through multidisciplinary perspectives. Topics include the basic mechanisms of genetic inheritance, the genetic contribution to common an complex disorders, and the impact of genetics on health promotion, disease prevention and health care professional responsibilities. Students will critically examine the social, ethical, legal, cultural, political and professional implication of the integration of genetics into health care.

HHS 7660 COMPLMNTRY & ALTRN THERAPY
Credit Hour(s): 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 8060 DIRECTED READINGS
Credit Hour(s): 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 8250 WRITING FOR PUBLICATION
Credit Hour(s): 1.0

Writing for Publication. This course presents a process for developing one's scholarship through dissemination of knowledge through publication. Pragmatic approaches of the processes involved in developing a manuscript for submission for publication in an academic venue will be addressed. The focus will be on the entire process of publishing from formation of ideas to the final closing phases for a published article. Writing both clinical and research manuscripts will be addressed. Students will have the opportunity to develop their own manuscript for submission.

HIST HISTORY

HIST 6320 METROPOLITAN ATLANTA
Credit Hour(s): 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 6920 ORAL HISTORY
Credit Hour(s): 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
Credit Hour(s): 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 7000 INTRO TO HIST MTHDS & THEORY
Credit Hour(s): 4.0

Introduction to Historical Methods and Theory (4) None. 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 post colonial 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 7010 ISSUES & INTERP IN AMER HIST
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 4.0

Issues and Interpretations in World History. Study and discussion of important historical questions; introduction to the historiography of the field.

HIST 7040 ISSUES & INTERP IN PUBLIC HIST
Credit Hour(s): 3.0

Issues and Interpretation in Public History (3) None. 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 7045 INTRO TO GRADUATE STUDIES
Credit Hour(s): 1.0

Introduction to Graduate Studies. A general introduction to the professional practices in the history discipline, designed for graduate students who are not pursuing careers in teaching. Required of all candidates for graduate degrees in history, except those who complete Hist 7050. Recommended to be taken in the first year of residence if possible. A grade of B+ is required of all M.A. and Ph.D. candidates.

HIST 7050 INTRO TO GRAD STUDIES/PEDAGOGY
Credit Hour(s): 4.0

Introduction to Graduate Studies and Pedagogy in History. A general introduction to the professional practices and pedagogical issues in the history discipline. Required for all candidates for graduate degrees in history, except those who are approved to take Hist 7045 instead. All GTAs must take Hist 7050. Recommended to be taken in the first year of residence if possible.

HIST 7060 RESEARCH SEMINAR
Credit Hour(s): 4.0

Research Seminar (4) None. A general introduction to the professional skills and practices involved in undertaking original research aton the thesis or dissertation level. Assignments include a draft MA thesis or dissertation proposal, a series of presentations, and a substantial paper based on original research. Required of all candidates for graduate degrees in history except MA non-thesis track, to be taken in the last year of course work and with the primary adviser's prior approval, if possible. A grade of B or higher is required of all MA thesis track and PhD candidates.

HIST 8010 SEM IN AMER COL & REVOL HIST
Credit Hour(s): 4.0

Seminar in American Colonial and Revolutionary History. May be repeated if topics vary.

HIST 8020 SEM IN US HIST IN 19TH CENT
Credit Hour(s): 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
Credit Hour(s): 4.0

Seminar in United States History in the Twentieth Century. May be repeated if topics vary.

HIST 8035 US LEGAL & CONSTITUTIONAL HIST
Credit Hour(s): 4.0

US Legal & Constitutional History. Seminar in the historiography and evidentiary materials of United States Legal and Constitutional History. Examines the multiple legalities of colonial America, the debate about the origins and meanings of the Constitution, the law of slavery, and the development of both public and private law through the twentieth century. Intellectual topics will also include metahistorical accounts of law and constitution, as well as theories of jurisprudence and their relation to the lived experience.

HIST 8040 SEM: US CULTRL&INTELLCTL HIST
Credit Hour(s): 4.0

Seminar in U.S. Cultural and Intellectual History. May be repeated if topics vary.

HIST 8050 SOUTHERN CITIES
Credit Hour(s): 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
Credit Hour(s): 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 8065 HISTORY OF GEORGIA

Credit Hour(s): 4.0

History of Georgia. This seminar course offers an overview to some of the key currents and developments in Georgia history, from pre-colonial times to contemporary Georgia, as well as the relevant historiography. The course will situate Georgia history within a variety of broader regional, national and international contexts. Furthermore, the course will emphasize the history of both ordinary and prominent Georgians, and will include examples of various subfields of history (i.e., environmental history, social history, labor history, women's history, political history). This offering is of use to students considering Georgia-related themes for their theses and dissertations, students in the Heritage Preservation Program, and TEEMS students alike, along with students generally interested in the subject.

HIST 8070 SEM IN AFRICAN-AMERICAN HIST
Credit Hour(s): 4.0

Seminar in African-American History. (Same as AAS 6025.) A three-topic sequence which explores the diversity in African-American ideologies, movements, class and gender. Topics vary according to instructor. May be repeated if topics vary.

HIST 8080 SEMINAR: INTERNAT'L HIST OF US
Credit Hour(s): 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
Credit Hour(s): 4.0

Seminar in Ancient History. Content alternates between Greece and Rome. May be repeated if topics vary.

HIST 8210 SEMINAR MEDIEVAL HISTORY
Credit Hour(s): 4.0

Seminar in Medieval History. Selected topics in the history of medieval Europe. May be repeated if topics vary.

HIST 8220 SEM EARLY MOD EURO HISTORY
Credit Hour(s): 4.0

Seminar in Early Modern European History. Selected topics in the history of early modern Europe. May be repeated if topics vary.

HIST 8230 SEM IN MODERN EUROPEAN HISTORY
Credit Hour(s): 4.0

Seminar in Modern European History. Selected topics in the history of modern Europe. May be repeated if topics vary.

HIST 8250 SEMINAR IN RUSSIAN HISTORY
Credit Hour(s): 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 8252 SEMINAR IN GERMAN HISTORY
Credit Hour(s): 4.0

Seminar in German History. Selected topics in the history of Germany. May be repeated if topics vary.

HIST 8254 SEMINAR IN FRENCH HISTORY
Credit Hour(s): 4.0

Seminar in French History. Selected topics in the history of France. May be repeated if topics vary.

HIST 8260 EARLY MOD BRIT, IRISH, ATL HIS
Credit Hour(s): 4.0

Seminar in Early Modern British, Irish, and Atlantic History. Selected topics in the history of early modern Britain, Ireland, and the Atlantic. May be repeated if topics vary.

HIST 8270 MOD BRIT, IRISH & IMP HIST
Credit Hour(s): 4.0

Seminar in Modern British, Irish and Imperial History. Selected topics in the history of modern Britain, Ireland and the British Empire. May be repeated if topics vary.

HIST 8280 SEM EURO CULT & INT HISTORY
Credit Hour(s): 4.0

Seminar in European Cultural and Intellectual History. Selected topics in the cultural and intellectual histories of Europe. May be repeated if topics vary.

HIST 8400 GLOBAL SOC. MOVEMENTS
Credit Hour(s): 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
Credit Hour(s): 4.0

Seminar in African History. Selected topics from African history. May be repeated if topics vary.

HIST 8420 SEM IN LATIN AMERICAN HISTORY
Credit Hour(s): 4.0

Seminar in Latin American History. May be repeated if topics vary.

HIST 8430 SEM IN SOUTH ASIAN HISTORY
Credit Hour(s): 4.0

Seminar in South Asian History. May be repeated if topics vary.

HIST 8440 SEM IN EAST ASIAN HISTORY

Credit Hour(s): 4.0

Seminar in East Asian History. Content varies in three-part rotation: China to 1850, Japan to 1868; and Comparative Modernization of China and Japan. May be repeated if topics vary.

HIST 8450 SEM IN MIDDLE EASTERN HISTORY

Credit Hour(s): 4.0

Seminar in Middle Eastern History. May be repeated if topics vary.

HIST 8460 SEM IN ATLANTIC WORLD HISTORY

Credit Hour(s): 4.0

Seminar in Atlantic World History. Examination of the political, social, cultural, and economic interactions of the inhabitants of the Africa, Europe, and the Americas and their descendants. Topics may include comparative conquest, colonialism, geopolitical struggles, commodities, slavery and abolition, race and gender relations, revolution, migration, and 19th and 20th century nationalisms. May be repeated if topics vary.

HIST 8500 SEMINAR IN EURASIAN HISTORY

Credit Hour(s): 4.0

Seminar in Eurasian History. Selected topics in the pre-modern history of Eurasia emphasizing cross-cultural interactions and other large-scale approaches in the transcontinental zone roughly bounded by the eastern Mediterranean and western China, and north of Arabia and India, 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 Turko-Iranian and Mongol enterprises, Dual emphasis on historiography (primary and secondary) and preparation for teaching survey courses in pre-modern Eurasian and world history.

HIST 8510 MIGRATION AND DIASPORA

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 8630 THE AMERICAN BUILT ENVIRONMENT

Credit Hour(s): 3.0

The American Built Environment. Explores the history, design, and meaning of ordinary buildings in the U.S. from houses and resorts to skyscrapers and factories. Topics include theories of "high" culture and "low," definitions of house and home, the cultural significance of real estate, and how to assign value to mass-produced landscapes. Students will learn to use buildings as evidence of larger social, economic, and political trends in the 19th and 20th century, and to interpret buildings through methodologies and theories from urban and architectural history, cultural geography, anthropology, and sociology.

HIST 8635 U.S. CITIES

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 8655 THE AMERICAN SUBURB

Credit Hour(s): 3.0

The American Suburb. (Same as Geog 8655.) Since the 19th century the suburb has been the type metropolitan environment most Americans prefer to live in, and since 1980 the U.S. has been a predominantly suburban nation. Surveys

the history of the suburb as an idea and as a physical, social, and political community, using literature from urban and architectural history, cultural geography, anthropology, and sociology. Explores the history and meaning of suburbia as traditionally defined (white, affluent, residential) as well as the emergence of other types of communities, including working-class, African-American, industrial, and multifamily suburbs.

HIST 8660 CASE STUDY INTERNAT PRESERVATN

Credit Hour(s): 4.0

Case Study in International Preservation. The study of preservation and conservation programs and processes in foreign countries, through lectures, readings, and site visits. Comparison of preservation and public history as it is practiced in foreign programs with the approaches taken in the United States. Field trips abroad are required. May be repeated for credit if topics vary.

HIST 8665 CULTURAL LANDSCAPE PRES

Credit Hour(s): 3.0

Cultural Landscape Preservation. (No prerequisites or restrictions.) Cultural Landscape Preservation is a graduate level course in the Heritage Preservation Program (other graduate students may also register) designed to develop an understanding and vocabulary about cultural landscapes; articulate landscape preservation concepts through verbal and written mediums; understand techniques, processes, and policies related to the documentation and preservation of cultural landscapes; and work collaboratively to develop a Cultural Landscape Report.

HIST 8680 INTERNSHIP

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Case Studies in Historic Preservation. Research seminar in techniques of documentation and analysis of historic sites and districts.

HIST 8720 MUSEUM STUDIES

Credit Hour(s): 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

Credit Hour(s): 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 8740 MATERIAL CULTURE

Credit Hour(s): 3.0

Material Culture. Provides an overview of interdisciplinary approaches to diverse material culture traditions including furniture, architecture, decorative arts, clothing and adornment, foodways, and other aspects of material life. Students explore issues of material form and structure, geographic diffusion, function, construction techniques, and multiple ways of understanding material objects in context, including cultural landscapes, performance, consumption, embodiment, and the role of the senses. This course will emphasize material culture as a means of understanding everyday life historically, as well as contexts for the exhibition and interpretation of material objects in contemporary public contexts such as museums.

HIST 8800 DIRECTED STUDY IN PUBLIC HIST

Credit Hour(s): 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

Credit Hour(s): 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 8890 SPECIAL TOPICS IN HISTORY

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 1.0 TO 15.0

Thesis Research. May be repeated for credit if topics vary.

HIST 9010 DIR RESEARCH: HIST OF AMERICAS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 15.0

Dissertation Research. May be repeated for credit if topics vary.

IB INTERNATIONAL BUSINESS

IB 8080 INTERNATL LEGAL PROCESS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

International Entrepreneurship. Prerequisite: IB 8090 or consent of instructor. This course considers theory, research, and practical advice about how to take a small- or medium-sized business or a new venture (traditional or dot.com) international. In addition to readings and lectures, students explore complex written cases and participate in class discussions with visiting speakers involved with international entrepreneurship. In a major project, students explore the feasibility of an international business venture.

IB 8180 BUS SYS ADV EC & EMRG MKT
Credit Hour(s): 3.0

Business Systems in advanced economies and emerging markets. Prerequisite: none. This course provides an in-depth analysis of major business systems in advanced economies and emerging markets in the context of a rapidly changing global economy. We explore three interrelated questions that have important implications for practicing managers, international investors, and policy makers: 1) are capabilities and managerial practices locally embedded or transferable across national contexts; 2) why are certain business systems more competitive in some industries than others, and 3) is globalization leading to a convergence of business systems into a uniform model of global capitalism? We develop an analytical framework for managers to recognize, interpret, and respond to the different business systems they encounter internationally.

IB 8190 DOING BUS/WORLD REGIONS
Credit Hour(s): 3.0

Doing Business in World Regions. Prerequisite: IB 3090 or IB 8090 or consent of instructor. MIB students must complete IB 8090 as the prerequisite. This course examines regional integration and global business strategies in different regions of the world. Students examine issues of globalization and regionalization and then conduct an analysis of business strategies and options for a chosen company. Non-government, government (business chambers, state and federal government), private-sector (local research centers, manufacturing and service firms) sources, and case studies are used to provide primary and secondary data and to support the development of team presentations on business competitiveness strategy in the region of focus. This course may be repeated for different world regions.

IB 8389 DIR READ IN INTERNATL BUS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 6.0

Study Abroad. Prerequisite: consent of the respective program director. This course number serves as a generic number for study abroad programs sponsored by the Robinson College of Business and the Institute of International Business. An in-country experience is a required segment of the course. Specific region and/or discipline focus may vary by offering.

Contact the Institute of International Business for the current list of program options.

IB 8500 INTL BUS INTERNSHIP
Credit Hour(s): 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 non-English-speaking country. Foreign nationals may intern with organizations in the United States or other English-speaking countries. The Institute of International Business assists students in locating international internships and assists foreign nationals in locating internships in the United States. Students are encouraged to be actively involved in the internship selection process. The internship must be for at least one semester (minimum of 120 days in-country) of full-time work and must be related to the student's program of study. Fluency in the business language of the host country must be established prior to the internship. All internships must be approved in advance by the Director of the Institute of International Business.

IB 8600 INTERNATIONAL MANAGEMENT
Credit Hour(s): 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 COMMERCIAL DIPLOMACY
Credit Hour(s): 3.0

Commercial Diplomacy. Prerequisites: IB 8090 or permission of instructor. CSP: 1, 2, 6, 7. This course examines commercial diplomacy from the company specific point of view. In particular, the course focuses on the concerns of the line-of-business 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, business/government relations, relations with nongovernmental organizations and the larger civil society, and linkages to the institutions of trade regimes.

IB 8630 INTERNATIONAL NEGOTIATION
Credit Hour(s): 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 multi-cultural 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 cross-cultural negotiations and build skills that can be used to make deals and resolve disputes in a global environment.

IB 8680 TECH & GLOBAL COMPETITION
Credit Hour(s): 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
Credit Hour(s): 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, supply-chain performance and production rationalization, and establishing new limits of global operations performance.

IB 8710 INT'L INFO TECH ISSUES & POL
Credit Hour(s): 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 real-world insight are used to bridge concepts and practice. In a major project, students assess the attractiveness of a particular country for a real company.

IB 8990 POL & STRAT INT'L MKTPLACE
Credit Hour(s): 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.

IB 9920 CROSS-CULTURAL BEHAVIOR
Credit Hour(s): 3.0

Cultural Frameworks and Cross-Cultural Behavior. Prerequisites: None. CSP: 1, 2, 3, 4, 6, 7. The primary objective of the seminar is to examine the conceptual foundations of culture and how culture affects organizational behavior in comparative and multicultural contexts. Conceptualizations of culture are studied from a number of different disciplinary perspectives. We examine how alternate conceptualizations of culture influence research design issues. Also addressed are critical methodological issues in implementing a cross cultural study, with a particular focus on psychometric considerations, as well as recent research on the ways in which cultures vary. We also investigate how national culture affects teams, leadership, conflict, and negotiation.

IB 9930 SEMINAR ON THE MNE
Credit Hour(s): 3.0

Seminar on the Multinational Enterprise. Prerequisites: None. CSP: 1, 2, 3, 4, 6, 7. This seminar provides an in-depth review of the evolution of the multinational enterprise (MNE), tracing the theoretical and empirical literature on MNEs. The MNE is studied from multiple perspectives, including international economics, sociology/psychology, strategic management, international political economy, and public policy. Also discussed are contemporary forms of international business actors, including born global firms, facilitators, and non-governmental organizations (NGOs).

ID INTERIOR DESIGN

ID 6250 ARCHITECTURAL DRAWING III
Credit Hour(s): 2.0

Architectural Drawing III: Computer Aided Drafting and Design. Prerequisite: consent of instructor. Computer aided two-dimensional drafting applications.

ID 6350 ARCHITECTURAL DRAWING IV
Credit Hour(s): 2.0

Architectural Drawing IV: Three-Dimensional Computer Aided Drafting and Design. Prerequisite: consent of instructor. Computer aided three-dimensional drawing applications.

ID 6980 DIRECTED STUDY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

Directed Study. Prerequisite: consent of instructor. For the M.F.A. Interior Design major. May be repeated for a maximum of twenty-four credit hours.

ID 8650 HISTORY OF INTERIOR DESIGN I
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of written thesis and graduate exhibition.

IT INSTRUCTIONAL TECHNOLOGY

IT 7100 DESIGN PERFORM/INSTRUCT SYSTEM
Credit Hour(s): 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
Credit Hour(s): 3.0

Analysis of Performance and Instructional Systems. Prerequisite: IT 7100. This course provides students with the skills and knowledge needed to conduct all aspects of a well-designed analysis of performance and instruction systems. Students will conduct "real world" analysis of performance problems in school or business settings to determine the most appropriate solution.

IT 7360 INT TECHN SCHOOL-BSD LEARN ENV
Credit Hour(s): 3.0

Integrating Technology in School-Based Learning Environments This course provides teachers with the skills and knowledge to design and create technology-enhanced classroom environments. Design and creation of products for student- centered learning environments takes place through numerous activities with various technologies. Course meets the Georgia Legislative A Plus Education Reform Act of 2000 (House Bill 1187) Technology Requirement for all certified educators.

IT 8000 FOUNDATIONS OF INSTRUCT TECHN

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Diffusion and Adoption of Technological Innovation. This course provides students with the theoretical foundations of adoption and diffusion of technological innovations in educational categories, and the role of personality and communication in change agency. Students complete a case study in which they examine and analyze the adoption and diffusion of an educational "real-world" technological innovation in their choice of settings.

IT 8360 DESIGN & DEV MULTIMEDIA ED TRN

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Advanced Authoring Technologies. This course provides students with an in-depth knowledge of an authoring system for developing e-learning tools. It allows students to closely examine a given system and learn how to develop interactive programs for educational and training purposes.

IT 8420 TOPICS IN INSTRUCT TECHNOLOGY

Credit Hour(s): 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 E-LEARNING ENVIRONMENTS

Credit Hour(s): 3.0

e-learning Environments. This course focuses on working with the internet as it applies to teaching and learning. Specifically, students work in four overlapping areas of the internet. These are theoretical foundations and issues affecting e-learning, the cognitive and affective experiences of students in e-learning environments, the design and development of e-learning, and the current state of research and practice regarding e-learning.

IT 8500 ADVANCED INSTRUCTIONAL DESIGN

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Evaluation of Instructional Technologies This course focuses on the evaluation of instructional products, both those that are commercially produced and those that a classroom teacher or trainer might develop for his or her own use. It provides students with the skills they need not only to plan and implement a successful evaluation of technology-based learning but also to judge merits of evaluations conducted by others.

KH KINESIOLOGY & HEALTH

KH 6280 PSYCHOLOGY OF PHYSICAL ACTIVTY

Credit Hour(s): 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 SPORT MANAGEMENT

Credit Hour(s): 3.0

Introduction to Sport Management. The roles and functions of administration of sports programs in educational, commercial, and professional settings are analyzed.

KH 6560 BUDGETING & FINANCES IN SPORTS

Credit Hour(s): 3.0

Budgeting and Finances in Sports and Recreation. Prerequisite or Co-requisite: ACCT 2101 and ECON 2105 or ECON 2106; or Consent of instructor. Students study budgetary theory and the process of planning as they relate to recreation and sports administration.

KH 6940 WORKSHOP KINESIOLOGY & HEALTH

Credit Hour(s): 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 6960 SEMINAR

Credit Hour(s): 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

Credit Hour(s): 3.0

Administration in 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 SPORT

Credit Hour(s): 3.0

Development and Revenue Generation in Sport Business. 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

Credit Hour(s): 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

Credit Hour(s): 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 Pre-K -12. The focus is on developing these skills in pre-service teachers who are career changers. This Course includes peer-teaching and school based laboratory experiences. This is an elective course requiring authorization from an advisor.

KH 7240 ADV TCHG SKILLS HPE & ADAPT PE

Credit Hour(s): 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 P-12. The course includes micro teaching, peer teaching, and school-based laboratory experiences.

KH 7250 TEACHING MODELS FOR HLTH & PE

Credit Hour(s): 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

Credit Hour(s): 3.0

Foundations for Effective Portfolio Design. This course is designed to allow advanced physical education teacher candidates (ATC) to reflect and share with others their personal development throughout the M.Ed program at GSU. The candidates are required to create an electronic portfolio that demonstrated their effectiveness and growth as teachers.

KH 7380 SPORT FACILITY MANAGEMENT

Credit Hour(s): 3.0

Sport Facility Management. Students study the planning, design, equipment, maintenance, and utilization of physical education, athletic, fitness, and recreational facilities.

KH 7410 SPORT MARKETING

Credit Hour(s): 3.0

Sport Marketing. Prerequisite: one course in marketing. Students apply the principles of marketing and promotion to collegiate, professional, and recreational sports marketing.

KH 7440 SPORT COMMUNICATION & MEDIA

Credit Hour(s): 3.0

Sport Communication and Media. The purpose of this class is to provide an overview of sport communication and media relations as they pertain to sport organizations. The class will focus on how sport organizations utilize and manage the media as an advantageous part of marketing. Specifically, discussions will center around the history of sport media, sport media outlets, impact of media on sport consumers¿ understanding of the strategic planning process, sports information roles, placement of stories, and the management of press conferences, press releases, websites, social media, sensitive situations and game operations.

KH 7450 VIRAL PARADOXES OF HIV & AIDS

Credit Hour(s): 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

Credit Hour(s): 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 7470 USING TEC ASSESS HLTH, PE, APE

Credit Hour(s): 3.0

Using Technology to Assess in Health, Physical Education, and Adapted Physical Education. This course is designed to teach students how to integrate technology into the physical education setting, using it to measure, document, and enhance student learning.

KH 7480 CURRICULUM DEVELOP HPE/APE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Concepts of Orthopedic Rehabilitation. Prerequisite: KH 7530 or consent of instructor. Current concepts and techniques utilized in orthopedic rehabilitation of activity-related injuries are presented and discussed.

KH 7610 SPORT LAW

Credit Hour(s): 3.0

Sport Law. Students apply law to selected aspects of education, commercial, and professional sports.

KH 7620 CLINICAL EXERCISE PHYSIOLOGY

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Physical Education for Students with Developmental, Physical, and Sensory Disabilities. This course will provide K-12 Health and Physical Education teachers with techniques and knowledge for the design and implementation of effective instruction for students with disabilities in inclusive and self-contained physical education settings.

KH 7655 INCLUSION THRU DISABILITY SPOR

Credit Hour(s): 3.0

Inclusion Through Disability Sport This course is designed for K-12 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

Credit Hour(s): 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

Credit Hour(s): 1.0 TO 6.0

Internship in Sports Management. 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 7665 PHY & MOTOR ASSESS STU W/DIS

Credit Hour(s): 3.0

Physical and Motor Assessment for Students with Disabilities This course is designed for K-12 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 7680 SPORT MARKETING FIELD RESEARCH

Credit Hour(s): 3.0

Sport Marketing Field Research. This course provides an introduction to and hands-on experience of sport marketing survey research conducted in real sport business settings. Every sport business must have reliable information about consumers to make decisions and develop successful marketing plans -- sports consumer research is what provides this complex and essential data. Through developing an understanding of the sports consumer, marketers are able to develop strategies to enhance the sports product or event experience, while identifying key factors that affect the consumers' decision-making process, consumer spending trends, sports tourism, sponsor, and stakeholder data, and event and facility experience.

KH 7690 PRACTICUM SPORTS ADMINISTRATN

Credit Hour(s): 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

Credit Hour(s): 3.0

Needs Assessment and Action Planning for Comprehensive School Health Education. Explores the eight components of comprehensive school health with an emphasis on the application of needs assessment and action planning skills in the development of comprehensive P-12 school health education.

KH 7710 PRACTICUM IN EXERCISE SCIENCE

Credit Hour(s): 1.0

Practicum in Exercise Science. Prerequisites: Completion of all course work (except KH 7750) and permission of instructor. Students must pass a standardized exit exam to complete this requirement. A minimum grade of "S" is required for this course.

KH 7750 INTERNSHIP IN EXERCISE SCIENCE

Credit Hour(s): 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

Credit Hour(s): 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 7790 CURRNT ISSUES SCHL HEALTH/PE

Credit Hour(s): 3.0

Current Issues in School Health and Physical Education. This course will provide students with opportunities to learn about, discuss, and present positions on important new issues and policies related to P-12 Health and Physical Education (including inclusive and adapted physical education). Course readings will cover a variety of topics that reflect current developments in the design and implementation of school HPE programs, including new federal and state policies that impact the conduct of those programs.

KH 7810 DIRECTED READINGS AND RESEARCH

Credit Hour(s): 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

Credit Hour(s): 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 7840 TEACHING PORTFOLIO PREPARATION

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 1.0 TO 6.0

Master's Thesis. Prerequisites: consent of adviser. Master's-level students in exercise science or sports medicine conduct research and complete a formal thesis. Research may extend beyond one term. 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

Credit Hour(s): 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

Credit Hour(s): 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 8300 ORTHOPEDIC BASIS OF INJURY

Credit Hour(s): 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 related-injuries. Several approaches to evaluation and management are discussed. (Same as PT 8810).

KH 8390 ECG & EXERCISE STRESS TESTING

Credit Hour(s): 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

Credit Hour(s): 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 8600 PHYSICAL ACT INTERV & BEH CHAN

Credit Hour(s): 3.0

Physical Activity Interventions and Behavior Change. Prerequisite: KH 6280 or consent of instructor. Study and discuss the psychological and behavioral perspectives of physical activity promotion, theoretical strategies to promote physical activity, and research-based interventions to change physical activity behavior for a variety of populations including those with special needs such as older adults, children and adolescents, and persons with disabilities.

KH 8610 CURRICULUM THEORY PHYSC EDUC

Credit Hour(s): 3.0

Curriculum Theory in Physical Education. Prerequisite: Approval of instructor. Students will become familiar with several major contemporary theories that guide the design and implementation of P-16 physical education programs. Included theories will be: constructivism, social learning, critical analysis, behaviorism, health promotion, and cognition. Students will articulate their personal theory regarding physical education curriculums to compare and contrast with the major theories presented in KH 8610.

KH 8620 ASSESSMENT THEORY PHYSC EDUC

Credit Hour(s): 3.0

Assessment Theory in Physical Education. Prerequisite: Approval of instructor. Students will become familiar with several major contemporary theories that guide the assessment of teaching and learning in P-16 physical education programs. Students will articulate their personal positions regarding assessment theory and current assessment practices in physical education in KH 8620.

KH 8630 INSTRUCTIONAL DESIGN PHYS EDUC

Credit Hour(s): 3.0

Instructional Design for Physical Education. Prerequisite: Approval of instructor. Students will learn how to design instructional systems that can be used to achieve intended learning outcomes in a variety of physical education settings. Students will become familiar with the relevant literature in learning psychology as it can be applied in P-16 physical education instruction. Students will develop a unique instructional system in KH 8630.

KH 8680 INTERNATIONAL EXPERIENCE

Credit Hour(s): 3.0

International Experience in Sport and Exercise Science. This course is designed for graduate students to gain an international perspective on sport and exercise science. Students will learn to apply knowledge in sport and exercise science and gain field experience through a study-abroad program. Topics will include principles in sports biomechanics, materials in sports equipment, and research methods in exercise science.

KH 8685 INSTRCT SUPERVR/TEACHER DEVELP

Credit Hour(s): 3.0

Instructional Supervision and Teacher Development in Physical Education. Prerequisite: Approval of instructor. This course will develop knowledge and skills needed for the supervision of instruction in physical education and the mentoring of preservice and inservice physical education teachers. Topics will include: models of instructional supervision, effective communication, support for teacher development, and teacher-coaching skills.

KH 8690 TECHNOLOGY PHYSC EDUC INSTRUCT

Credit Hour(s): 3.0

Technology in Physical Education Instruction and Teacher Education. Prerequisite: Approval of instructor. This course will develop knowledge and skills needed to effectively implement technology-based instruction in P-12 physical education instruction and physical education teacher education programs. A variety of topics will cover hardware, software, applications, and distance learning technologies that can be applied to instruction and the training of physical education teachers.

KH 8780 BIOMECHANICS SPORTS MEDICINE

Credit Hour(s): 3.0

Biomechanics of Sports Medicine. Biomechanics theory with an emphasis on major orthopedic injuries including injury potentials of various sports, acute and chronic injuries, and methods for reducing the likelihood of suffering an injury.

KH 8820 SCIENTIFIC INQUIRY SPRTS MEDIC

Credit Hour(s): 2.0

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

Credit Hour(s): 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

Credit Hour(s): 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 8900 EVIDENCE BASED PRACTICE

Credit Hour(s): 3.0

Evidence Based Practice in Sports Medicine. This course will introduce students to clinical epidemiology and the evaluation of the efficacy of prevention, diagnostic, and treatment strategies. Students will also participate in small group efforts to complete a systematic review or meta-analysis of a clinical practice issue relevant to athletic health care.

KH 8970 SEMINAR IN EXERCISE PHYSIOLOGY

Credit Hour(s): 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

Credit Hour(s): 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 9280 ADV TOPICS EXERCISE PSYCHOLOGY

Credit Hour(s): 3.0

Advanced Topics in Exercise Psychology. Prerequisite: KH 6280 or consent of instructor This course examines, in depth, contemporary topics and issues in the field of exercise psychology. Topics to be covered may include current physical activity epidemiology, current motivational, and methodological issues associated with exercise adoption and adherence, and current developments associated with the mental health benefits of exercise.

KH 9520 ADV EXERCISE PHYSIO: ENG METAB

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Advanced Exercise Physiology: Myocellular. Prerequisite: Chem 6610. Students critically evaluate the literature addressing mechanisms regulating the plasticity of skeletal muscle cells. Understanding structure-function relationships of muscle organelles and cells as well as current models of muscle degeneration, repair, regeneration, and growth are examined in detail.

KH 9560 NEUROMECHANICS HUMAN LOCOMTION

Credit Hour(s): 3.0

Neuromechanics of Human Locomotion. Prerequisite: KH 7510 or consent of instructor. This course is designed for graduate students to gain the knowledge on the interactions of

the neural and musculoskeletal systems in human locomotion. Students will learn to use the basic biological and mechanical principles to solve human locomotion questions both qualitatively and quantitatively. Topics will include the neural and musculoskeletal systems in humans, neuromechanical control of movement, and neural and physical rehabilitation.

KH 9660 ANALYSIS TEACHING PHYSC EDUC
Credit Hour(s): 3.0

Analysis of Teaching Physical Education. Prerequisite: Approval of instructor. Students will acquire the knowledge and skills needed to conduct systematic analyses of teaching and learning in physical education. Specific attention will be given to designing and validating systems for the direct observation and analyses of teaching/learning interactions and process-product variables.

KH 9670 MODELS OF TEACHER EDUCATION
Credit Hour(s): 3.0

Models of Teacher Education in Physical Education. Prerequisite: Approval of instructor. Students will become familiar with major contemporary models used in the design, implementation and assessment of physical education teacher education (PETE) programs. The underlying philosophical and/or empirical basis of each model will be presented and analyzed. Students will present and defend a PETE program design of their own in this course.

KH 9820 RESEARCH IN KINESIOLOGY
Credit Hour(s): 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 9830 RESEARCH TEACH/LEARN PHYS EDUC
Credit Hour(s): 3.0

Research on Teaching and Learning in Physical Education. Prerequisite: Approval of instructor. Students will become familiar with the empirical research on teaching and learning in P-16 physical education programs. Course content will include extensive readings from multiple paradigms of inquiry in this field, including quantitative, qualitative, mixed-methods, and meta-analytic research. Students will complete a comprehensive review of research on one line of inquiry on teaching and/or learning in physical education.

KH 9960 ADV RESEARCH SEM KINESIOLOGY
Credit Hour(s): 3.0

Advanced Research Seminar in Kinesiology. Current research topics and techniques and professional development activities are discussed in group sessions with program faculty. Students complete complementary individual research projects.

KH 9990 DISSERTATION
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in Latin Poetry.

LATN 6104 SEMINAR IN LATIN PROSE
Credit Hour(s): 3.0

Seminar in Latin Prose.

LATN 6133 CICERO
Credit Hour(s): 3.0

Cicero. Survey of Cicero's literary achievements in the rhetorical, philosophical, and epistolary genres.

LATN 6135 VERGIL
Credit Hour(s): 3.0

Vergil. Readings from the Georgics, Ecloques, and Aeneid: analysis of the poet's vision.

LATN 6136 ROM HISTNS & HISTORIOGPHY
Credit Hour(s): 3.0

Roman Historians and Historiography. Selections from Livy, Caesar, Sallust, and Tacitus; analysis of historiographical views.

LATN 6140 SEMINAR IN MEDIEVAL LATIN
Credit Hour(s): 3.0

Seminar in Medieval Latin. Readings in Latin Literature of the third through fourteenth centuries AD.

LAW LAW

LAW 5001 CIVIL PROCEDURE II
Credit Hour(s): 3.0

Civil Procedure II. This course builds upon the foundation established in Civil Procedure I and exposes the student to the discovery process, the pretrial order and the trial of cases in civil matters, including jury selection and considerations bearing on non-jury trials; the scope and order of trial and the presentation of evidence; opening and closing arguments and instructions to the jury; and attacks on verdicts and judgements. The course concludes with a consideration of the fundamental principles of appellate review and the binding effect of decisions (res judicata, collateral estoppel, and the law of the case).

LAW 5010 CONTRACTS I
Credit Hour(s): 3.0

Contracts I. A two-semester examination of the law of contractual obligations covering the formation and interpretation of contracts, legal limitations on the bargaining process, claims and defenses related to breach of contract, and remedies for breach.

LAW 5011 CONTRACTS II
Credit Hour(s): 3.0

Contracts II. See Law 5010.

LAW 5020 CRIMINAL LAW
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Property I. A two-semester introductory investigation of the validity of concepts underlying the Anglo-American system of property. The capacity of the system to accommodate public needs and private desires for allocation and use of land is studied through intensive examination of the doctrine of estates, private restrictions on land use, public controls of land use, and modern landlord-tenant relations.

LAW 5051 PROPERTY II
Credit Hour(s): 3.0

Property II. See Law 5050.

LAW 5060 TORTS I
Credit Hour(s): 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
Credit Hour(s): 3.0

Torts II. A comprehensive, two-semester 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
Credit Hour(s): 1.5

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
Credit Hour(s): 1.5

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
Credit Hour(s): 3.0

Constitutional Law I: Federalism. A study of the nature and distribution of federal power and of state-federal relationships, including judicial review, the Commerce Clause and state regulation of commerce, the Tenth Amendment, separation of powers, and the taxing, spending and appropriations powers.

LAW 6010 EVIDENCE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Litigation. Prerequisite: Law 6010. Law 6030 must be taken in the same academic year as Law 6010, and after or concurrently with Law 6020. This course provides students with an introduction to the lawyer skills required in representing a client from the initial interview, through discovery and pre-trial motions, to a jury trial. The course is taught by practicing trial lawyers and focuses on skills training. The course combines written assignments and in class performances. The course is graded pass/fail but at least

two students in each section will earn a grade of "A" (a 90 or the student's previous semester cumulative average, whichever is higher).

LAW 6050 CAPITAL DEFENDERS CLINIC I

Credit Hour(s): 3.0

Capital Defenders Clinic. A three-hour 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 6051 CAPITAL DEFENDER'S CLINIC II

Credit Hour(s): 3.0

See Course Description for Law 6050, Capital Defenders Clinic I.

LAW 6060 TURNER ENVIRONMENTAL CLINIC

Credit Hour(s): 2.0 TO 3.0

Turner Environmental Law Clinic. Prerequisite: All 1st-year 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 CLINIC-EMORY

Credit Hour(s): 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 2-credit 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 in-house 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 pre-registration. 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

Credit Hour(s): 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 co-operating 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

Credit Hour(s): 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

Credit Hour(s): 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 full-time 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 third-year 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

Credit Hour(s): 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 6090 HeLP LEGAL SERVICES CLINIC I

Credit Hour(s): 2.0 TO 3.0

Prerequisite: 2.30 GPA. The Clinic offers students the opportunity to develop basic lawyering skills, such as client interviewing, counseling and representation; negotiation; research and drafting; and case management. HeLP offices based at Children's handle cases involving guardianship, Medicaid, housing, SSI, family law, education and employment issues. Students will interact directly with clients under the supervision of the Clinic's Associate Directors. The HeLP Clinic is an interdisciplinary learning experience. Students will also work collaboratively with Residents and Medical Students from Morehouse School of Medicine and Emory University School of Medicine. HeLP Clinic students are also required to perform client intake in the Emergency Department of Childrens at Hughes Spalding as part of a clinic program called, ED Mondays, and to attend patient rounds with residents at Childrens at Hughes Spalding. Weekly class sessions cover substantive and procedural law, as well as Clinic administrative procedures and lawyering skills. These sessions will also include more formal discussions of specific case issues. Additionally, students meet weekly with their assigned Supervisor to discuss and evaluate their assigned cases. Students are also required to be in the Clinic a minimum of seven hours per week exclusive of class time. In order to work inside the hospital, students must be tested and confirm vaccinations for certain diseases. (For the clinic policy, go to http://law.gsu.edu/resources/students/HELP_InternAgreement.doc) Work in the Clinic will likely require travel to Children's at Scottish Rite, Children's at Egleston, and Children's at Hughes Spalding. Students enrolled in the Clinic must attend a mandatory day-long Orientation session. Students will be notified of the date of the session upon registration.

LAW 6091 HeLP LEGAL SERVICES CLINIC II

Credit Hour(s): 2.0 TO 3.0

Prerequisites: 2.30 GPA and Law 6090. This is a continuation of HeLP Clinic I. Students will handle the more advanced aspects of the cases developed in HeLP Clinic I. Limited Enrollment.

LAW 7005 ACCOUNTING FOR LAWYERS

Credit Hour(s): 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

Credit Hour(s): 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 rule-making functions of federal agencies, the relationship of administrative agencies to other branches of government, and the right and scope of judicial review of agency actions.

LAW 7015 ADMINISTRATIVE LAW SEMINAR

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Admiralty. The study of federal admiralty and maritime jurisdiction (U.S. Constitution, Art. III, Sec.2) including the practice and procedure of federal courts in admiralty cases and state courts under the "saving to suitors" clause (28 U.S.C. sec 1333). The course surveys the substantive law applicable to admiralty and maritime matters including international law-treaties and conventions, conflict of laws rules, and federal laws dealing with the topics of maritime liens and ship mortgages, charter parties, carriage of goods, remedies for personal injury and wrongful death for injured seamen and maritime workers (including the Jones Act and Longshore and Harbor Workers' Compensation Act), collision, salvage, general average contribution, marine insurance, and limitation of shipowner's liability. When possible, the class will tour the Georgia Ports Authority terminals in Savannah, Georgia, during the semester.

LAW 7025 ADV CRIM LAW & PROCEDURE SEM

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Advanced Income Taxation. Prerequisite: Law 7095. Concentration on one or more areas of current interest in income taxation. Topics will vary from year-to-year. Format will vary and may be offered as a seminar.

LAW 7045 ADV TRIAL ADVOCACY SEM
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Advanced Legal Writing. Prerequisite: all first-year full-time courses. In this course, students build on the skills developed in Research, Writing and Advocacy I and II (Law 5070 and Law 5071), performing research and preparing a number of legal documents, both objective and persuasive. Particular emphasis on logical organization, clarity of expression, and overall effectiveness of written communication to achieve the writer's goal.

LAW 7060 ALT DISPUTE RESOLUTION
Credit Hour(s): 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, mini-trials, summary jury trials, rent-a-judge, and the use of the ombudsman. Policy, practical and ethical issues raised by these alternatives are examined through the case law and the relevant statutes. Videotapes of simulated mediations and negotiations, as well as lectures by experienced guest ADR practitioners, are used to complement classroom instruction.

LAW 7061 ADV ALTERNATE DISPUTE RES
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Mediation: Law and Practice. Recommended: Law 7060. This course provides an in-depth 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
Credit Hour(s): 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
Credit Hour(s): 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 7075 APPELLATE ADVOCACY I
Credit Hour(s): 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
Credit Hour(s): 1.0

Appellate Advocacy II. Prerequisite: By invitation upon completion of Law 7075. These students are candidates-in-training for positions on the Moot Court Board and on competition teams. During the semester, certain students will represent the College of Law in the Georgia Intrastate Moot Court Competition and in the ABA National Appellate Advocacy Competition. By the completion of the semester, students will become members of the Moot Court Board and assume responsibility for running the GSU Moot Court program. S/U grade.

LAW 7078 GEORGIA APPELLATE PRACTICE
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Arts and Entertainment Law. A study of specific substantive areas of the law as they relate to the arts. Areas expected to be covered include, but are not limited to, copyrights, trademarks, rights of publicity, tax, contracts, agency, antitrust, and the continental doctrines of "droit moral" (moral rights) and "droit de suite" (resale royalties to the original

artist or author). In addition, the recently enacted Visual Artists Rights Act of 1990 and the effect of the recent signing of the GATT Implementation Bill will also be discussed. There will either be an in-class or a take-home exam. Enrollment is limited only by the availability of the classroom space.

LAW 7089 ADV BANKRUPTCY REORGANIZATION

Credit Hour(s): 2.0 TO 3.0

Advanced Business Reorganization.Prerequisites: Law 7091, Law 7095 and Law 7395.

LAW 7091 BASIC BANKRUPTCY

Credit Hour(s): 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 7093 BANKRUPTCY & TAX SEMINAR

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Biotechnology Law, Policy and Ethics. (2-3 credits) This course provides an introduction to the legal, policy, and ethical issues surrounding biotechnologies. The course surveys a variety of federal and state laws and international treaties addressing biotechnology research, patenting, and applications. The course will examine the distinctive legal, policy, and ethical issues associated with biotechnologies in selected topic areas, which may include genetically modified foods, nanotechnology, xenotransplantation, patenting of genes/patenting of life, stem cell research, gene therapy, preimplantation genetic diagnosis, sex-selection reproductive technologies, germline genetic engineering of human beings, and human reproductive cloning.

LAW 7099 BIOETHICS AND THE LAW

Credit Hour(s): 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.

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 7113 CAPITAL PUNISHMENT LAW

Credit Hour(s): 2.0 TO 3.0

Capital Punishment Law. This course will examine various legal and policy issues surrounding the death penalty, including racial discrimination, the right to effective counsel, limitations on executing the mentally retarded and juveniles, and the use of "victim impact" evidence. It will emphasize the relationship between Supreme Court doctrine and real-world practice in state courts in the South.

LAW 7114 COLLABORATIVE DIVORCE

Credit Hour(s): 2.0 TO 3.0

Prerequisites: Law 7216 and Law 6030. Law 7183 recommended, but not required. This course develops skills required to represent clients in collaborative family law matters. It takes students through an entire collaborative case, including client interview, meetings with lawyer and non-lawyer professionals, negotiation and problem-solving in a collaborative setting, drafting of contracts, agreements, and minutes of meetings, and finally to obtaining a Final Judgement and Decree of Divorce. The course includes guest instruction and demonstration from non-lawyer collaborative professionals, extensive discussion of collaborative practice concepts and issues, in-class participation in the collaborative case, and individual exploration of collaborative topics through a paper or other individual project.

LAW 7116 CONSTITUTIONAL TORT LITIGATION

Credit Hour(s): 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

Credit Hour(s): 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 7121 COMMERCIAL PAPER

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Commercial Leasing Seminar. Prerequisites: Law 5050, 5051, Law 7435. In-depth coverage of selected issues related to the negotiation and drafting of long term office and retail leases. Among the topics to be explored are the rent obligation and method of calculating the rent, use clauses, financing issues, subordination, non-disturbance and attornment agreements, and defaults and remedies.

LAW 7125 COMPARATIVE LAW

Credit Hour(s): 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

Credit Hour(s): 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 7131 COMPARATIVE LAW SEMINAR

Credit Hour(s): 2.0 TO 3.0

This Seminar addresses the basic principles relevant to commercial arbitration as a dispute resolution device in international commerce within the context of different national legal orders, including a consideration of the history and origins of arbitration in the resolution of international trade and commercial disputes; the relation of international commercial arbitration and the national and international legal order; the arbitration agreement, with special emphasis on the arbitral clause as it relates to the scope of arbitrability; the arbitral process prior to award, inclusive of a review of the procedural rules of major international arbitral institutions; the authority of arbitrators in the arbitral process; special procedural issues in the conduct of international commercial arbitration such as pre-award attachment; provisional remedies; discovery; and judicial intervention in international commercial arbitration; and the arbitral award and its enforcement, with emphasis on national law and international agreements supporting the recognition and enforcement of international commercial arbitral agreements and awards, especially the United Nations Convention and national

legislation adopted to implement it. (Taught in summer abroad program in Austria)

LAW 7137 COMPUTER LAW
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Computers and the Law Seminar. A study of specific substantive areas of the law as they relate to both computer hardware and software. Areas covered include, but are not limited to, copyrights, trademarks, patents, misappropriation of trade secrets, antitrust, contracts, and "anti-hacking" laws. Class enrollment is limited to 15 students, with instructor approval. Ideally, the students should have some background in either copyright law or in computer science. A substantial paper evidencing sufficient research is required. There will also be an exercise in software licensing. There will be no final examination.

LAW 7140 CONFLICT OF LAWS
Credit Hour(s): 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
Credit Hour(s): 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 7151 CONSTITUTIONAL LAW SEMINAR
Credit Hour(s): 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 DESIGN AND CONSTRUCTION LAW
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Consumer Protection. An examination of consumer rights and remedies related to advertising, deceptive trade practices, debt collection, consumer credit and truth-in-lending.

LAW 7158 COPYRIGHTS
Credit Hour(s): 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
Credit Hour(s): 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 7163 ADVANCED CORPORATE LAW
Credit Hour(s): 2.0 TO 3.0

Advanced Corporate Law. Prerequisite: Law 7101. This course will provide an opportunity for in-depth study of one or more areas of corporate law, for example: theories and consequences of the corporate form and limited liability; the rights of various claimants such as bondholders, preferred shareholders and holders of common stock; corporate finance (including capital structure, leverage, and valuation); the duties of loyalty and care and the business judgment rule; "other constituency" statutes; other corporate agents, including attorneys, accountants, and investment bankers; proxy regulations; and struggles for control.

LAW 7164 SEM ON CORPORATE GOVERNANCE
Credit Hour(s): 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 PROC: INVESTIGATIONS

Credit Hour(s): 2.0 TO 3.0

This course covers the constitutional regulation of the police in the area of criminal investigations, focusing particularly on the Fourth and Fifth Amendments. Among other things, the course will cover the exclusionary rule, search and seizure, the meaning of probable cause, the arrest power, the privilege against self-incrimination and police interrogation. It may also cover the right to counsel during police interrogations.

LAW 7167 CRIMINAL PROC: ADJUDICATION

Credit Hour(s): 2.0 TO 3.0

This course covers the adjudication of criminal cases after a defendant has been arrested, including the charging decision, setting of bail, the grand jury, discovery, guilty pleas and plea bargaining, right to trial by jury and jury selection, effective assistance of counsel, sentencing, and double jeopardy. It may also cover appellate and collateral review.

LAW 7169 CRIMINAL APPELLATE PRACTICUM

Credit Hour(s): 4.0

This course provides students with an introduction to the theory and practice of criminal law at the appellate level. Students will work in teams to prepare legal briefs in active cases in the United States Court of Appeals for the Eleventh Circuit, the Supreme Court of Georgia, and the United States Supreme Court. At the same time, students will study the broad fundamentals of appellate law and also develop in-depth understanding of the specific issues relevant to their case work to achieve a refined understanding of appellate practice in the state and/or federal courts. Limited enrollment. Admission only by application and permission of professor. Applicants must have a cumulative gpa of at least 2.30 at the time of enrollment.

LAW 7170 CRIMINAL JUSTICE: LAW REFORM

Credit Hour(s): 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 court-watching, analysis of data collected from public records, and interviews of relevant participants in the criminal justice system.

LAW 7176 SECURITY INTERESTS AND LIENS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Domestic Litigation. Prerequisite: Law 7216. Through reading and simulations, this course will comprise a start-to-finish examination of a domestic relations case, including the client interview, pleadings, discovery, negotiations and settlement, child custody matters, mediation, and trial. The course will also involve contact with personnel from the Neighborhood Justice Center or other similar agency.

LAW 7184 DOMESTIC VIOLENCE LAW

Credit Hour(s): 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 7186 EDUCATION LAW

Credit Hour(s): 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 7190 SEMINAR IN EDUCATION LAW

Credit Hour(s): 2.0 TO 3.0

An in-depth study of selected topics in education law. Students will explore legal issues through assigned readings, class discussion, collaborative exercises, class presentations, and individual written papers. Topics may include issues related to early childhood, K-12, and higher education. The course may be used to satisfy the writing requirement.

LAW 7191 EMPLOYEE BENEFITS

Credit Hour(s): 2.0 TO 3.0

Employee Benefits. Prerequisite: Law 7095. Survey of the taxation and other legal principles applicable to the basic forms of retirement plan arrangements, including qualified and non-qualified plans, defined benefit and defined contribution plans, individual retirement arrangements, and

multi-employer plans. When taught in the three-hour format, course will include a study of employee welfare benefit plans, including medical benefit plans and cafeteria plans.

LAW 7193 GENERAL EMPLOYMENT LAW
Credit Hour(s): 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
Credit Hour(s): 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 7197 THE LAW OF ELECTRONIC COMMERCE
Credit Hour(s): 2.0 TO 3.0

The Law of Electronic Commerce Prerequisites: All 1st Year Full-Time Courses This course explores the legal issues involved in conducting electronic commerce. Topics include the following: Setting up a web site from which to conduct business, obtaining a domain name, determining liability for content, and complying with legal requirements of privacy and security. Students learn the law which regulates electronic transactions including sale of goods, licenses of software and information, and electronic payments. The course also examines issues which arise when disputes occur, such as jurisdiction, choice of law, and alternative dispute resolution of on-line disputes.

LAW 7199 ELECTION LAW
Credit Hour(s): 2.0 TO 3.0

This course explores the law regulating our political process- sometimes referred to as the law of democracy- and the principles that shape our political institutions and the relationship between democratic procedures and contemporary politics. With a primary focus on constitutional and federal law, the course examines individual rights of access to participation in the political process, the role of associations such as political parties and the regulation of party primaries, as well as topics such as redistricting, political and racial gerrymandering, voting rights, campaign finance, the use of direct democracy, and alternative voting systems.

LAW 7200 ENVIRONMENTAL LAW
Credit Hour(s): 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
Credit Hour(s): 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 SEL TOPICS IN ENV LITIGATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Urban Environmental Law Seminar (2-3) 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 non-urban (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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 insect-born 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
Credit Hour(s): 3.0

Cross-Cultural 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 cross-cultural 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
Credit Hour(s): 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 first-hand active conflict prevention programs.

LAW 7210 ESTATE PLANNING SEMINAR
Credit Hour(s): 2.0 TO 3.0

Estate Planning Seminar. Prerequisite: Law 7510. In-depth coverage of selected topics related to the planning of estates, including planning for intrafamily transfers, use of the marital deduction, charitable giving, retirement plan benefits, life insurance, owners of closely held businesses, estate- freezing techniques, postmortem planning, and international estate planning. Student writing project is designed to satisfy the legal writing requirement.

LAW 7216 FAMILY LAW
Credit Hour(s): 2.0 TO 3.0

Family Law. Prerequisites: Law 5011 and Law 5051. Recommended: All full-time required first-year courses. A study of the law relating to the creation, functioning, and dissolution of the family as a unit, with a focus on marriage, family obligations, divorce, annulment, child custody, and property division. Other topics may include adoption, legitimacy, and procreation.

LAW 7220 FAMILY LAW SEMINAR
Credit Hour(s): 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
Credit Hour(s): 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 7229 GA APPELLATE PRACTICE
Credit Hour(s): 2.0 TO 3.0

This course educates students regarding the procedural requirements and core competencies involved in effective appellate advocacy before the Georgia Court of Appeals and the Georgia Supreme Court, and enables students to apply these skills by gradually engaging in a simulated appeal over the course of the semester using a record prepared by the instructor from an actual appeal in the Georgia Supreme Court.

LAW 7232 FIDUCIARY ADMINISTRATION
Credit Hour(s): 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 7234 FOOD AND DRUG LAW
Credit Hour(s): 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 7236 GEORGIA PRACTICE & PROCEDURE
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Law of Hazardous Waste. This class will explore the laws and regulations governing hazardous waste storage, transport, disposal, and cleanup. Although the main laws of hazardous waste are touched on briefly in the environmental law class, this course seeks to explore the laws and regulations in a more in-depth manner (particularly the liability and damage provisions which are somewhat unique in environmental law), look at their connections with other areas of practice, and discuss some of the real life situations that will face an attorney in practice.

LAW 7239 HEALTH LAW:LIABILITY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Seminar in Health Law. Prerequisite: Law 7239. An in-depth study of current legal issues confronting the health care profession and involving delivery of health care in our society. Students will explore a variety of topics through assigned readings, class discussion, and individual written papers, which may be used to satisfy the writing requirement.

LAW 7242 GROWTH MANAGEMENT LAW
Credit Hour(s): 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
Credit Hour(s): 2.0 OR 3.0

This course examines the social, legal, political, and ethical controversies surrounding the HIV/AIDS pandemic. The class will consider the impact of the epidemic on the individual, public health, and society through the laws and policies that have been adopted since the beginning of the epidemic. The course will cover both domestic and international policies regarding HIV/AIDS.

LAW 7244 PUBLIC HEALTH LAW
Credit Hour(s): 2.0 TO 3.0

This course provides an introduction to legal issues in public health practice. It addresses the legal authorities for intervention in public health practice, and surveys a variety of federal, state, and local laws and policies affecting public health. Law's role in preventing disease, injury, and disability is explored through particular topic areas such as reproductive health, environmental hazards, workable health, sexually transmitted diseases, tobacco-related illness, vaccine-preventable diseases, and injury control.

LAW 7245 IMMIGRATION LAW & PRACTICE
Credit Hour(s): 2.0 TO 3.0

Immigration Law and Practice. A study of the immigration, nationality, and naturalization laws of the United States. Among the topics to be discussed are: the immigrant selection system, the issuance of nonimmigrant and immigrant visas, grounds of excludability of aliens and of waiver of excludability, grounds for deportation, change of status within the United States, administrative procedures, administrative appeals, judicial review, nationality by birth and by naturalization, revocation, and naturalization and expatriation. appeals, reviewing proposed administrative decisions, and researching in preparation and support of writing appellate briefs and memoranda to the Board of Immigration Appeals in Washington, D.C. Where permissible, third-year students may present selected cases under the supervision of a staff attorney.

LAW 7247 HEALTH LEGISLATION/ADVOCACY I
Credit Hour(s): 3.0

This course is the first of a two-semester sequence. It examines the process by which proposed legislation becomes enacted into law at the state level, including drafting, legislative organization and procedure, ethics and lobbying, and the appropriations process. It will focus on health-related legislation, policy and advocacy. Students will have the opportunity to work with a community partner (such as a non-profit health advocacy group, health related government agency, or non-profit health-related enterprise) on a written project that relates to upcoming proposed health-related legislation in the Georgia General Assembly, that proposes new legislation, or that involves other legislation-related health policy or advocacy issues. Students who enroll in Law

7247 must also enroll in Law 7248 in the succeeding semester.

LAW 7248 HEALTH LEGISLATION/ADVOCACY II

Credit Hour(s): 3.0

This course is a continuation of Health Legislation and Advocacy I. Under the instructor's supervision, students will work with their community partners to track proposed health related legislation or policy, provide legal research for use during the General Assembly's session, prepare testimony, briefings, or other assistance during the session, and work with the relevant legislative committees and other ‘players' in the legislative process.

LAW 7249 GENETICS AND THE LAW

Credit Hour(s): 2.0 TO 3.0

This course explores legal and policy issues that arise in the context of the new biotechnologies that incorporate genetic analysis. Topics include the history of genetic research in the U.S., the Human Genome Project, genetic privacy, DNA as a forensic tool, and the role of genetics in new biotechnologies related to reproduction, medical treatment and research, genetic engineering, and pharmacogenetics.

LAW 7251 PUB INTEREST LAW/SOC WELFARE

Credit Hour(s): 2.0 TO 3.0

This course is an introduction to the laws and policies that address social welfare and poverty in American society. The course will explore state and federal laws addressing social welfare, including welfare reform, benefit programs, Medicaid, Medicare, food stamps, consumer fraud, problems of the uninsured, and access to appropriate education, affordable housing, and safe environments. The course will also include an examination of the nature of poverty, socio-economic inequalities in U.S. society, and the challenges faced by those who provide legal representation to economically disadvantaged and other vulnerable populations.

LAW 7252 HUMAN RIGHTS AND CHILDREN

Credit Hour(s): 2.0 OR 3.0

This course explores the status of the child under international law, the rights of the child under international and regional human rights conventions, and mechanisms available for enforcing such rights. The course begins with an overview of these issues. The course will then focus on selected issues, including trafficking of children, commercial sexual exploitation of children, child labor, children in armed conflict, juvenile justice, and rights to health care and education. In examining each of these specific issues, we will explore the relevant human rights law, efforts to enforce such law, and shortcomings in the existing legal regimes. Case studies will be drawn from a number of countries. In addition, special attention will be given to the U.S. approach to child rights generally and to the specific topic issues explored in the course.

LAW 7253 HUMAN SUBJECTS RESEARCH

Credit Hour(s): 2.0 OR 3.0

This course examines legal and ethical considerations in research with human subjects. We will explore in detail the ethical and regulatory framework that governs human subjects research in the U.S., including the historical basis that led to the adoption of the regulations, how that history shaped the current regulations, and how new technologies, such as genetic technologies and stem cell research, challenge the regulatory framework.

LAW 7255 INT'L & COMPARATIVE HEALTH LAW

Credit Hour(s): 2.0 OR 3.0

This course explores the developing field of international health law. The course will examine the legal, ethical, and political issues that arise in the context of addressing current challenges to global health, and look at the role played by governments, the private sector, and Non-Governmental Organizations (NGOs) in meeting the health needs of the world's population. The course will focus on contemporary legal responses to issues such as global disparities in health; public health emergencies; pharmaceuticals and the balancing of trade and public health considerations; health and human rights; and infectious diseases.

LAW 7256 INDEPENDENT RESEARCH

Credit Hour(s): 1.0 TO 3.0

Independent Research. (No more than two credit hours will be counted toward graduation requirements.) Students may in their senior year undertake a project which involves investigation, research, and scholarship and culminates in a research paper of publishable quality, as determined by their supervising faculty member. Independent research may satisfy the writing requirement, but only if taken for two credit hours.

LAW 7266 INSURANCE LAW

Credit Hour(s): 2.0 TO 3.0

Insurance Law. From a perspective of the history and development of the principles governing insurance contracts and the state regulation of the business of insurance, this course will consider the problems associated with no-fault, uninsured motorist coverages, collision insurance, medical payment, liability insurance, hospitalization insurance, and workers compensation.

LAW 7270 INTELLECTUAL PROPERTY LAW

Credit Hour(s): 2.0 TO 3.0

Intellectual Property Law. A study of the federal copyright, patent, and trademark statutes.

LAW 7271 ADV INTELLECTUAL PROPERTY SEM

Credit Hour(s): 2.0 TO 3.0

Prerequisite: Law 7270 or 7158 or 7417 or 7478 Over the past 20 years the Supreme Court has decided many cases in Copyright, Trademark, and Patent Law. As Intellectual Property issues have become more important to society and to the economy, the pace and number of Supreme Court cases has increased. In this seminar, students will examine selected Supreme Court cases, and other relevant developments and

then write a substantial research paper. The course may include presentations of the works-in-progress.

LAW 7272 LICENSING OF INTEL. PROPERTY
Credit Hour(s): 1.0 TO 3.0

Prerequisite: Any one or more of the following courses: Law 7158, 7270, 7417, 7416, or 7478. This course will involve analysis of cases involving litigation over licenses, including the licensing of electronic rights. It will include comparative examination of licenses and licensing agreements and practical experience in drafting and negotiating license agreements. Students who successfully complete this course may also apply to their required hours to graduate from the College of Law up to 3 credit hours for successfully completing (i.e., achieving a grade of B- or greater) the graduate level Entrepreneurship and Enterprise course (MGS 8500) at the Robinson College of Business. Law 7272 and MGS 8500 need not be taken in the same academic year or in any particular order.

LAW 7273 INTERNATIONAL LAW
Credit Hour(s): 2.0 TO 3.0

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 7274 INT'L CRIMINAL LAW
Credit Hour(s): 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
Credit Hour(s): 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 SEM IN EUROPEAN COMM ARBITRAT.
Credit Hour(s): 2.0 TO 3.0

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. (Taught in summer abroad program in Austria).

LAW 7277 INT'L HUMAN RIGHTS
Credit Hour(s): 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 7278 INTL HUMAN RTS SEM-IMMIGRATION
Credit Hour(s): 2.0 TO 3.0

Prerequisites: Public international law or international human rights is helpful but not required. A seminar on selected problems in international human rights law. A paper is required.

LAW 7280 INTERNATIONAL MOOT COURT
Credit Hour(s): 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 7281 INTL HUMAN RTS SEM-AMER COMMIS
Credit Hour(s): 3.0

International Human Rights: Practical Applications SeminarPrerequisites: At least two classes relating tointernational law and/or human rights, one of whichmust be LAW 7273 or 7277.The objective of this course is to give students anopportunity to integrate their knowledge about internationalhuman rights law with the fundamentals of civil and criminalprocedure, constitutional law, evidence, and professionalresponsibility in a real-world context. Each year thecourse will focus on a contemporary human rights issue and,to the extent possible, the students will assess thesituation and develop a work product as if they wererepresenting the "client" at issue. Limited enrollment.Admission only by application and permission of professor.Applicants must have a cumulative GPA of at least 2.30 atthe time of enrollment.

LAW 7282 INT'L HUMAN RTS: PRAC APP SEM
Credit Hour(s): 3.0

At least 2 classes relating to international law and/or human rights, one of which must be Law 7273 or 7277. The objective of this course is to give students an opportunity to integrate their knowledge about international human rights law with the fundamentals of civil and criminal procedure, constitutional law, evidence, and professional responsibility in a real-world context. Each year the course will focus on a contemporary human rights issue and, to the extent possible, the students will assess the situation and develop a work product as if they were representing the "client" at issue. Limited enrollment.

Admission only by application and permission of professor. Applicants must have a cumulative gpa of at least 2.30 at the time of enrollment.

LAW 7285 INTERNATIONAL TRADE SEM
Credit Hour(s): 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 7288 INTL & FOREIGN LEGAL RESEARCH
Credit Hour(s): 2.0

International and Foreign Legal Research This course will provide an overview of international and foreign legal research. Students will receive a solid grounding in the practical skills and knowledge required for research in these areas. Foreign legal systems, international treaties, intergovernmental organizations and other related topics will be addressed. Theoretical principles -- such as developing cost-and time-efficient research strategies -- will also be covered. Electronic resources will be the primary focus of the class, though students will learn about, use and evaluate print resources as well. Students will be evaluated based on legal research assignments, in-class presentations and a take-home exam which tests their understanding of research tools and ability to perform foreign and international legal research tasks.

LAW 7291 INTERVIEWING/COUNSELING
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Seminar On Judicial Power This seminar will explore the subject of judicial power by comparing the United States with other democracies in the world, in particular the world's largest democracy, India. Topics may include judicial activism, especially in regard to the presidential election and impeachment, access to justice, the right to liberty and due process, and affirmative action. The seminar will meet weekly for part of the semester with assigned readings from both U.S. and non-American materials. A final paper (minimum 25 pages) is required. Students are expected to do independent research for the final paper. (Note: all materials relating to the Indian legal system are in English.) Individual instructor-student conferences on paper topic selection may take place at the initiative of either student or instructor. Failure to prepare for and attend class regularly may result in required withdrawal from the course. The course grade will be based on the final paper, class presentations and class participation.

LAW 7295 JURISPRUDENCE
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Selected Topics in Jurisprudence. This course is designed to teach selected topics in jurisprudence.

LAW 7300 JUVENILE JUSTICE
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Juvenile Law. Recommended: All full-time required first-year courses. A course which considers the parent-child relationship, the power of the state to intervene in the lives of parents and children and problems relating to dependency, neglect, delinquency and status offenses.

LAW 7315 LABOR LAW
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 7328 LAW & BUSINESS OF IMMIGRATION

Credit Hour(s): 2.0 OR 3.0

Law and Business of Immigration (2 or 3 credit hours) Prerequisites: One of more of the following is recommended, but not required, as prerequisites: Immigration Law and Practice (LAW 7245), Workers Compensation (LAW 7521), General Employment Law (LAW 7193), Employment Discrimination Law (LAW 7195), or Employee Benefits (LAW 7191). This course examines the intersection of immigration, labor, and employment issues from law and business perspectives. Using both legal analysis and business school-type case studies, the course introduces major areas of labor and employment law and explores the rights of immigrant workers under each area of law. The course also covers business immigration, including visas available to skilled and unskilled foreign workers and employers' obligations to verify workers' immigration status. Finally, the course examines international labor supply and demand issues from the perspectives of workers and employers. The course is interdisciplinary and highly participatory, and will expose students both to doctrinal legal questions and to the realities pf employing, and representing, immigrant workers.

LAW 7330 LAW AND THE ELDERLY

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Law and the Internet. This course will introduce students to use of the Internet as a resource for legal research; to legal issues arising on the Internet (e.g., privacy, censorship, security, e-mail fraud); and to ways to make substantive legal information available to others on the Internet.

LAW 7336 FUNDAMENTALS OF LAW PRACTICE

Credit Hour(s): 3.0

Fundamentals of Law Practice. Students will learn practice skills and ethical decision making through simulating the work of a small, general practice law firm. The course grade will be based on written work, performance in simulation exercises, class participation, and performance in simulation exercises and actual client representation. Enrollment is limited and consent of the instructor is required.

LAW 7339 MANAGING CORPORATE INTEGRITY

Credit Hour(s): 2.0 TO 3.0

This course introduces management and law students to the fundamental issues and current best practices in managing legal/ethical compliance and corporate social responsibility. Topics and cases will cover both domestic and international business issues. Special attention is given to preparing law and management students to understand and manage the demands on U.S. and international corporations making complex business decisions on the face of increasing expectations for transparency and accountability. Structured around real-world cases that simulate the challenges of today's domestic and global markets, the course equips students to manage and integrate the differing perspectives of lawyers and managers. The course uses focused readings in law and management, interactive case-studies, simulations, and class discussions that include presentations by corporate executives. Prior study of Corporations and Professional Responsibility recommended, but not required.

LAW 7341 LAW AND PSYCHIATRY

Credit Hour(s): 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 7350 LAW REVIEW

Credit Hour(s): 1.0

Law Review. (One hour per semester for a maximum of five hours.) For upper-level students who serve on the editorial board or as candidates for the Georgia State University Law Review. (By invitation only.)

LAW 7355 LAW & EMERGING TECHNOLOGIES

Credit Hour(s): 2.0 TO 3.0

Law, Science and Technologies Seminar. Limited enrollment. This seminar will examine various technological developments in areas such as medicine, agriculture, energy, and information technology and explore the legal frameworks pertaining to these technologies while highlighting the legal challenges. Students will be required to complete a paper on an approved topic.

LAW 7364 SEM IN GA LEGAL HISTORY

Credit Hour(s): 2.0 TO 3.0

Seminar in Georgia Legal History. This seminar introduces the student to basic principles of historical methodology and historiography and to selected legal aspects of primary names in Georgia history drawn from sources in the colonial and revolutionary period; the western and expansion of the State and the growth of sectionalism, the War of 1861-1865 and Reconstruction; the embrace of New South ideologies; and

the emergence of modern Georgia in the twentieth century. Resources in the seminar encompass a special emphasis on the use of primary and secondary materials traditionally associated with historical inquiry as well as with resources customarily employed in legal research.

LAW 7375 LEGISLATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Local Government Law. 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
Credit Hour(s): 2.0 TO 3.0

Advanced Local Government Law. Recommended: Law 7385 or 7320. This course will provide an opportunity for in-depth 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
Credit Hour(s): 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
Credit Hour(s): 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 7397 INTL PERSP ON URB LAW & POLICY
Credit Hour(s): 2.0 TO 3.0

Formerly "Comparative Metro Growth Management. Law." A course taught by a visiting foreign or international law professor specializing in land use, planning, and environmental law, on the comparative legal aspects of metropolitan growth management and control as it affects the human, built and physical environments.

LAW 7405 MOOT COURT I
Credit Hour(s): 1.0

Moot Court Board I. Prerequisites: Law 7075 and Law 7076. (One hour per semester for a maximum of two hours.) After having successfully completed Legal Bibliography and RWA, prospective Board members with overall GPA's of 2.7 or higher are invited to participate in the group. Successful completion shall be deemed to be a grade of Satisfactory in Legal Bibliography and either an overall average of 2.7 or higher in RWA or a 3.0 or higher in the second semester of RWA. (For full details, consult bylaws of Moot Court.) 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.

LAW 7406 MOOT COURT II
Credit Hour(s): 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 7407 MOOT COURT III
Credit Hour(s): 1.0

Prerequisites: 2.70 GPA and Law 7075 and Law 7076. (One hour per semester for a maximum of two hours.) After having successfully completed Legal Bibliography and RWA, prospective Board members with overall grade-point averages of 2.7 or higher are invited to participate in the group. Successful completion shall be deemed to be a grade of Satisfactory in Legal Bibliography and either an overall average of 2.7 or higher in RWA or a 3.0 or higher in the second semester of RWA. (For full details, consult bylaws of Moot Court). 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.

LAW 7408 MOOT COURT IV
Credit Hour(s): 1.0

Prerequisites: 2.70 GPA and Law 7075 and Law 7076. (One hour per semester for a maximum of two hours.) After having successfully completed Legal Bibliography and RWA, prospective Board members with overall grade-point averages of 2.7 or higher are invited to participate in the group.

Successful completion shall be deemed to be a grade of Satisfactory in Legal Bibliography and either an overall average of 2.7 or higher in RWA or a 3.0 or higher in the second semester of RWA. (For full details, consult bylaws of Moot Court). 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.

LAW 7410 MULTI-STATE TAXATION

Credit Hour(s): 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 7411 NONPROFIT ORGS: LAW & TAXATION

Credit Hour(s): 3.0

Nonprofit Organizations: Law and Taxation Prerequisite: LAW 7095 (may be taken concurrently). This course will cover the corporate governance and tax issues that affect nonprofit organizations. The major topics discussed will include organization, state regulation, tax exemption, and restrictions on lobbying and political activity. The course will also examine private foundations, unrelated business income taxation, and charitable deduction rules. Approximately one-third to one-half of the course will focus upon state-law applicable to nonprofits (using the Georgia Code as a statutory model) while the remaining portion of the course will focus upon the taxation of nonprofits. Basic Federal Taxation is a pre-requisite, although it may be taken concurrently.

LAW 7413 NATIONAL SECURITY LAW

Credit Hour(s): 2.0 TO 3.0

National Security Law. Prerequisite: Law 6000. A seminar exploring contemporary issues and problems in the use of armed force to maintain the security of the nation. The focus on the seminar is on the way in which international, constitutional, and statutory law facilitates and constrains the projection of national policy by means of war and military actions short of war. The course explores through case studies of such actions as Operation Desert Storm (Iraq); Operation Just Cause (Panama); Operation Urgent Fury (Granada); the Vietnam War; the constitutional paradox of the armed forces, an authoritarian institution whose purpose is to inflict destruction and death by the skilled application of military force functioning within an open, democratic society. Specific topics considered will vary according to current events. The coverage of the course will include the international law of armed conflict (public international law constraints on the conduct of war), an introduction to military law and the military justice system, the political control of the military by Congress and the President with special attention to the War Powers Resolution, problem areas of "low-intensity conflict," undeclared and covert war, terrorism, national emergency powers, internal security and access to information involving national security, laws governing service personnel, and regulations of the composition of the fighting force including the draft and related issues such as women in combat roles and service policies regarding homosexuals. Students may elect to write a paper or to take an examination. Papers may satisfy the writing requirement.

LAW 7414 NEGOTIATION

Credit Hour(s): 2.0 TO 3.0

Students may not enroll in this course if they have taken or are taking LAW 7060 - Alternative Dispute Resolution. This course provides the fundamentals of negotiation. It offers both a theoretical understanding of the negotiation process and practical skills of an effective negotiator. The course combines readings, simulated role plays and exercises, and written assignments.

LAW 7416 PATENT DRAFTING & PROSECUTION

Credit Hour(s): 1.0 TO 3.0

This course focuses on preparation of patent applications and prosecution before the United States Patent and Trademark Office. Topics include types of patent applications, inventor interviews, analysis of prior art, preparation of the patent specification, claim drafting, inventorship/ownership determination, amendment practice, and argument practice, with coverage of U.S. law and regulations governing patent prosecution practice. A technical background is helpful, but not required, to take this course. Recommended Prerequisites: Intellectual Property Law; Patent Law.

LAW 7417 PATENT LAW

Credit Hour(s): 2.0 TO 3.0

Patent Law. An introduction to patentability, patent infringement, and patent and trademark licensing.

LAW 7419 ADV ISSUES IN PRE-TRIAL LITIG

Credit Hour(s): 2.0 TO 3.0

Advanced Issues in Civil Pre-Trial 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 pre-trial civil litigation practice.

LAW 7421 GA PRODUCTS LIABILITY SEMINAR

Credit Hour(s): 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 7423 PROBATE PROCEDURE & PRACTICE

Credit Hour(s): 2.0 TO 3.0

Prerequisite: Law 7510 This course will cover substantive Georgia law pertaining to the Georgia probate court system, including the following areas: subject matter jurisdiction; personal jurisdiction; venue principles; and process and service of process. In addition, the course will contain a skills component that is designed to familiarize students with the

most common types of proceedings they will handle in probate courts, including the administration of intestate estates, probate of wills, will contests, year's support proceedings, guardianships of minors, and guardianships of incapacitated adults.

LAW 7425 PUBLIC INTERNATIONAL LAW
Credit Hour(s): 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 7433 RACE/ETHNICITY & THE LAW
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Advanced Real Estate Transactions. Prerequisite: Law 7435. This second-level elective in real estate integrates material from taxation, property law, and other related subjects in the context of major development projects. Typical large commercial developments such as shopping centers or office complexes are studied from acquisition, through construction to final financing arrangements.

LAW 7441 REGULATED INDUSTRIES
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Remedies. This course is concerned with the equitable and legal remedies which are available to protect property interests, personal interests, and business interests. In addition to its emphasis on protectable real and personal property interests, the course will also include: (1) examination of public policy considerations relative to urban housing problems, the control of nuisance, and the resolution of ownership controversies and attempts by contracting parties to alter damage rules; (2) remedies in employer-employee disputes; and (3) a miscellany of tortious interest protection including defamation, product disparagement, injury to feelings, and physical injury and death. Damage remedies, restitutionary remedies, and specific performance and injunctive relief will be the focus of the course.

LAW 7451 SALES
Credit Hour(s): 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 7453 FORENSIC EVIDENCE
Credit Hour(s): 2.0 TO 3.0

Prerequisite: Law 6010. This course will examine selected topics in the forensic sciences devoted to the investigation and trial of both civil and criminal cases. Primary attention will be given to the investigation and trial of criminal cases. The course topics will consist of both legal and scientific aspects of the investigative and trial processes. Legal analyses will focus primarily on issues of criminal and civil discovery and the debate over the legal requirements for an area of forensic science to be utilized at trial.

LAW 7454 FORENSIC MEDICINE
Credit Hour(s): 2.0 OR 3.0

Forensic Medicine: (2 or 3) Pre-req: Completion of all first-year courses. This is an interdisciplinary course exploring the interaction between the practices of law and medicine. The course highlights the challenges and advantages of using forensic medicine in legal proceedings and how it affects the fields of health and law. It addresses subjects such as toxic causation, disease epidemiology, vaccination litigation, paternalistic medicine, medical malpractice, fraud and abuse, government/regime sponsored experiments, mental health problems, and issues associated with the beginning and end of life. In class, students will be able to identify controversy and common ground and work on problem-solving techniques in cases that both reply upon and sometimes criticize forensic medicine. The course will improve understanding about how law and medicine interact to create public policy and impact public perception. Students will write a final paper for the course that examines a specific area of forensic medicine and how the legal system has, continues to, and, in the future, will shape that practice.

LAW 7460 SECURITIES REGULATION
Credit Hour(s): 2.0 TO 3.0

Prerequisite: Law 7101 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 7471 SEXUAL IDENTITY & THE LAW

Credit Hour(s): 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 SOCIETY & SUPREME COURT SEM

Credit Hour(s): 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

Credit Hour(s): 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 7478 TRADEMARKS/UNFAIR COMPETITION

Credit Hour(s): 2.0 TO 3.0

Trademarks and Unfair Competition. Analysis of common law and federal trademark law, including the acquisition, maintenance, and enforcement of rights, as well as the remedies available for infringement. Unfair competition law doctrines such as "passing off" and "false designation of origin" will also be covered. The course will also include recent developments in false advertising and an overview of the right of publicity, including the use of "sound-a-likes" and "look-a-likes."

LAW 7482 THEORIES OF JUSTICE SEMINAR

Credit Hour(s): 2.0 OR 3.0

This course addresses a fundamental question at the heart of our society and judicial system -- "What is justice?" Students will critically examine the framework John Rawls proposed in A Theory of Justice (1971) and later writings. Alternative libertarian, utilitarian, communitarian, and egalitarian, theories will be considered as well.

LAW 7485 TRANSNATIONAL LITIGATION SEM

Credit Hour(s): 1.0 TO 3.0

Transnational Litigation Seminar. This seminar concentrates on advanced research and writing in the area of cross-border civil litigation, including the study of special jurisdictional problems; the service of process and other judicial documents; the taking of evidence abroad; the enforcement of judgements in foreign states; and special alternative dispute resolution devices available in the arena of international commercial and investment disputes.

LAW 7487 TRIAL ADVOCACY I

Credit Hour(s): 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

Credit Hour(s): 1.0

Trial Advocacy II. Prerequisite: Law 6010. See Law 7487.

LAW 7494 URBAN FELLOWS PROGRAM

Credit Hour(s): 1.0 TO 3.0

For upper-level 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

Credit Hour(s): 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

Credit Hour(s): 2.0 TO 3.0

Water Rights. Prerequisite: Law 5051. Limited enrollment. This seminar will focus on the issues of law and policy arising in allocation of water resources. After introductory sessions dealing with basic legal principles involved in acquiring, maintaining, transferring, and adjudicating property rights in water, students will present in-class analyses of current topics in water resource allocation. Each student presentation will form the basis of a research paper to be completed within five weeks of the final class. Students are urged to begin consultation with the instructor to identify topic areas during the semester before the course offering.

LAW 7506 WHITE COLLAR CRIME

Credit Hour(s): 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 7510 WILLS/TRUSTS/ESTATES I

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 7599 THE FUTURE OF LEGAL EDUCATION

Credit Hour(s): 1.0 TO 2.0

The Future of Legal Education: Comparative Perspectives.Limited enrollment. Consent of the instructor required.This is a one-time course linked to the College of Law's25th Anniversary International Conference on the Future ofLegal Education to be held in Spring 2008. Students willlearn about the history and structure of American legaleducation and then evaluate reform proposals by studyinginnovative law schools in the United States and othercountries. A central text will be the 2007 Report of theCarnegie Foundation for the Advancement of Teaching:Educating Lawyers: Preparation for the Profession of Law.Students may apply for an additional 1-2 credit hours ofIndependent Research in order to write a proposed chapterfor the book to be published from the proceedings of the2008 Conference. A limited number of travel grants will beavailable for Independent Research students to visit lawschools overseas that are the subject of their proposed bookchapter and to work with their potential co-authors on thefaculty of those schools. The course will be taught intwo segments: Summer 2007 and Fall 2007. The Summersegment will prepare students to present IndependentResearch proposals. Approved IR students will then beencouraged to conduct their fieldwork before Fall 2007 andpresent their findings in the Fall segment. Students who donot conduct fieldwork will complete their papers usingconventional research resources. The course grade will bebased on the draft paper submitted at the end of the Summersegment, the final paper submitted at the end of the Fallsegment, and on class participation.

LAW 7600 TAX CLINIC - TAX COURT I

Credit Hour(s): 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

Credit Hour(s): 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 7610 COMP LAW OF EMPLOYMENT DISCRIM

Credit Hour(s): 2.0

Comparative Law of Employment Discrimination.2 credit hours.Please see http://law.gsu.edu/metrogrowth/4866.htmlfor information and details.

LAW 7611 LAW & CLIMATE CHANGE IN BRAZIL

Credit Hour(s): 1.0

Comparative Legal and Policy Responses to Climiate Change.1 credit hour.Please see http://law.gsu.edu/metrogrowth/4866.html forinformation and details.

LAW 7612 PROBS IN COMPARATIVE CONST LAW

Credit Hour(s): 2.0

Selected Problems in Comparative Constitutional Law.2 credit hours.Please see http://law.gsu.edu/metrogrowth/4866.htmlfor information and details.

LAW 7613 ENVIRONMENTAL DIPLOMACY & IBT

Credit Hour(s): 1.0

Environmental Diplomacy and International BusinessTransactions.1 credit hour.Please see http://law.gsu.edu/metrogrowth/4866.htmlfor information and details.

LAW 7614 LAW & URBAN POLICY IN BRAZIL
Credit Hour(s): 1.0

Law & Urban Policy in Brazil.1 credit hour.Please see http://law.gsu.edu/metrogrowth/4866.htmlfor information and details.

LAW 7615 MULTI-NATIONAL ENTERPRISES
Credit Hour(s): 1.0

Multi-National Enterprises: Environmental Policy, Planningand Practice.1 credit hour.Please see http://law.gsu.edu/metrogrowth/4866.htmlfor information and details.

LAW 7616 ENVIRON CONSID IN INTL TRADE
Credit Hour(s): 2.0

Safety, Health, and Environmental Considerations inInternational Trade.2 credit hours.Please see http://law.gsu.edu/metrogrowth/4866.htmlfor information and details.

LAW 7617 LAW & SOCIETY IN BRAZIL
Credit Hour(s): 1.0

Law and Society in Brazil. 1 credit hour. Please see the web site for the Center for the Comparative Study of Metropolitan Growth at http://law.gsu.edu/metrogrowth/4866.html

LAW 7618 LAW & ECONOMIC REGULATION
Credit Hour(s): 1.0

Law and Economic Regulation: Comparative Perspectives. 1 credit hour. Please see the web site for the Center for the Comparative Study of Metropolitan Growth at http://law.gsu.edu/metrogrowth/4866.html

LAW 7619 DISPUTE RES FOR INTL TRANS
Credit Hour(s): 1.0

Dispute Resolution for International Transactions. 1 credit hour. Please see the web site for the Center for the Comparative Study of Metropolitan Growth at http://law.gsu.edu/metrogrowth/4866.html

LAW 7620 SEL LABOR & EMPLOYM LAW ISSUES
Credit Hour(s): 1.0

A Comparative Examination of Selected Labor and Employment Law Issues. 1 credit hour. Please see the web site for the Center for the Comparative Study of Metropolitan Growth at http://law.gsu.edu/metrogrowth/4866.html

LAW 7621 INTL TRANS: DRAFTING CONSIDERA
Credit Hour(s): 1.0

International Transactions: Drafting Considerations. 1 credit hour. Please see the web site for the Center for the Comparative Study of Metropolitan Growth at http://law.gsu.edu/metrogrowth/4866.html

LAW 7630 BUSINESS & ENVIRON PROTECTION
Credit Hour(s): 3.0

Doing Business and Environmental Protection -Comparative Perspectives on the Regulatory State in theU.S. and Argentina.This course will examine the regulatory and administrativestate in a comparative law context, using U.S. and Argentineadministrative law as they affect business regulation andenvironmental regulation. Co-taught by U.S. and Argentinefaculty members, the materials present U.S. and Argentineas well as comparative analysis of both. The course will bedivided into three principal sections. First, it willintroduce students to the constitutional bases for executiveregulation in both legal systems. Second, the course willexamine different regulatory responses to environmentalprotection law and regulation in the U.S. and Argentina.Third and finally, the course will ask students to considerthe consequences of those legal and regulatory strategiesfor the regulation of business, with a focus ontrans-national business between the U.S. and Argentina. Thefoundational U.S. administrative law statute (theAdministrative Procedure Act) will be compared to comparableArgentine laws.

LAW 7650 COASTAL LAW
Credit Hour(s): 2.0 TO 3.0

This course examines the competing interests in coastal zones, the problems of public and private ownership rights, and the conflicts of legal jurisdiction. Shifts in federal policy, as well as varying policy considerations, are explored in depth. Specific state and federal statutes are reviewed, along with international and regional treaties. When taught abroad, the course will also include a significant comparative law aspect.

LAW 7651 SOCIAL EQUALITY AND THE LAW
Credit Hour(s): 1.0 TO 3.0

This course will examine the legal response to (in)equality in the United States and Brazil with a comparative consideration of the treatment of racial, ethnic, and economic status in both nations. Topics for comparison will include constitutional and statutory status protections, affirmative action efforts and also the cultural limits of legal enforcement.

LAW 7652 PUB HEALTH LAW & POL:PERSPECTI
Credit Hour(s): 2.0 TO 3.0

This course will examine legal concerns relating to global public health regulation, including intellectual property, national security and inter-governmental cooperation challenges. As a comparative and international law course, it will first consider efforts to strengthen the global legal structure for regulation of public health. It will then examine regional law and regulation of public health in the Americas, and in particular cross-border health issues. Finally, it will compare U.S. and other national challenges in public health regulation.

LAW 7653 COMP CONCEPTS OF CRIM JUSTICE
Credit Hour(s): 2.0 TO 3.0

Comparative Concepts of Criminal Justice.This course will examine how Brazil and the United Statesconceive of criminal justice.

LAW 7654 ECOSYSTEM MANAGEMENT LAW
Credit Hour(s): 2.0 TO 3.0

Recommended prior courses: Law 7200 (Environmental Law) and/or Law 7320 (Land Use Law) Beginning in the 1970's, the nation federalized environmental protection with a series of major pieces of legislation. Each of these laws focused on the clean up of a single environmental medium, mandating cleaner air, water, soils, etc. Increasingly, however, diverse interests from real estate financing companies to local government officials have called for an integrated approach that combines land use planning techniques and environmental law and regulation. Ecosystem Management Law will explore these laws, regulations, and techniques for environmental management. The course is thus recommended for those students who wish to position themselves for careers in real estate, land use, and environmental law.

LAW 7655 COMPARATIVE ECOSYSTEM MGT LAW
Credit Hour(s): 1.0 TO 3.0

This course, which can only be taken immediately before or after a student enrolls in Law 7654 (Ecosystem Management Law) will be a one-week, intensive comparative law course held between the Fall and Spring semesters. The course will require students to research and write a short research paper related to the comparative legal themes explored in the course.

LAW 7656 SUSTAINABLE DEVELOPMENT LAW
Credit Hour(s): 2.0 TO 3.0

Sustainable Development Law.The law of sustainable development, which aims to betterintegrate international environmental law and internationaleconomic law related to development, human rights and laborlaw, was first enunciated at the highest level in the RioDeclaration, an official call to action coming from theUnited Nations Conference on Environment and Developmentheld in Rio de Janeiro in 1992. This course surveys thefield of sustainable development law as it has grown inimportance for more than 15 years, using materials relatedto difficulties in conducting good governance of selectedbiodiverse areas as varied as the Atlantic and Amazonianrain forests, as well as fisheries on the high seas.

LAW 7657 COMPARATIVE FAMILY LAW
Credit Hour(s): 3.0

Comparative Family LawThis course will explore and critically examine theintersection of law, family and society. Using variousprinciples of jurisprudence, sociological theory, andempirical research, as well as guest speakers and sitevisits, to compare and contrast Brazilian and U.S. models offamily formation and family dissolution. In addition, thiscourse will examine how race, gender and class mediaterelational power in whose family life is defined, regulated,and protected under the law versus whose family is createdoutside the shadow of the law. Topics include marriage,divorce, parent's and children's rights, "third party"rights, domestic violence, adoption, and reproductivetechnology.

LAW 7658 INT'L & COMPARATIVE HEALTH LAW
Credit Hour(s): 3.0

International & Comparative Health Law.This course explores the developing field of internationalhealth law. The course will examine the legal, ethical andpolitical issues that arise in the context of addressingcurrent challenges to global health, and look at the roleplayed by governments, the private sector, and Non-Governmental Organizations (NGOs) in meeting the healthneeds of the world's population. The course will focus oncontemporary legal responses to issues such as globaldisparities in health; public health emergences;pharmaceuticals and the balancing of trade and public healthconsiderations; health and human rights; and infectiousdiseases.

LAW 7659 COMPARATIVE CORPORATE LAW
Credit Hour(s): 2.0 TO 3.0

Comparative Corporate Law: Governance/Transactions/Practice.Compares and contrasts the systems for regulating internalgovernance and corporate finance in various countries, witha primary emphasis on the United States and Brazil.

LAW 7660 COMP ENVIRON LAW: URBAN ISSUES
Credit Hour(s): 2.0 TO 3.0

Comparative Environmental Law: Urban Issues.Examines Brazilian legal and regulatory responses to issuessuch as urbanization and its threat to biodiversity of theAtlantic Rainforest, water and wastewater management in aless-developed country, the use of international andnational 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 7661 COMP MERGERS & ACQUISITIONS
Credit Hour(s): 2.0 OR 3.0

This course compares and contrasts the systems for regulating negotiated and hostile business combinations-mergers, stock purchases (including tender offers), asset transfers, and other available transactions in various countries. Emphasis will be placed on underlying policies and the ramifications of those policies on corporate constituencies in and outside the core corporate governance structure (i.e., "other constituencies" as well as directors, officers, and shareholders). Course work will include both legal drafting and expository writing.

LAW 7662 CONFLICT PREVENTION & COM IMPR
Credit Hour(s): 2.0 TO 3.0

Conflict Prevention and Community Improvement.This course will study creative responses to communityconflict in Rio and other Brazilian communities and willexamine their impact on law and society. The course willoffer students an opportunity to examine and discuss thedispute resolution design process with professionals and tovisit Brazilian community programs to observe first-handactive conflict prevention programs. Students will considerthe Brazilian models in the context of theinstitutionalization of dispute resolution/conflictprevention in both legal and extra-legal

settings indeveloped and less developed communities internationally.

LAW 7663 COMPARATIVE LEGAL INSTITUTIONS

Credit Hour(s): 3.0

Comparative Legal Institutions & Institutional Legitimacy.This course will examine, compare and contrast the Brazilianand United States legal systems, focusing in particular onthe role of courts and the judiciary. Topics will includethe method of judicial selection, retention, and training;and the major social, legal, and political challenges thateach country's courts currently face. In addition to acomparative overview of the U.S. and Brazilian civil andcriminal justice systems and the Brazilian judiciary, thecourse will address how the U.S. and Brazilian systems haveresponded, in the civil and criminal arenas, to two specificchallenges -- access to justice and decisional delay (asprompted by caseload volume) -- and how those challengeshave impacted the overall objective of accomplishing andmaintaining institutional legitimacy. The course will,finally, consider how differences in culture and societyaffect different outcomes.

LAW 7664 INTL & COMP EQUALITY LAW SEM

Credit Hour(s): 2.0 TO 3.0

This course examines equality law from a wide range of countries in both the developed and developing world, with a focus on questions of gender equality. The course will first present international women's rights law and crucial debates in that field. Then the course will present comparative perspectives on these same issues, exploring specific issues of gender in various countries throughout the world, including: a) the role gender plays in national legal and political institutions, b) how various governments' responses to gender inequality vary and overlap, and c) what role legal structures play in facilitating (or obstructing) equality movements.

LAW 7665 COMPARATIVE LEGAL INSTITUTIONS

Credit Hour(s): 3.0

This course will examine, compare and contrast the Brazilian and United States legal systems, focusing in particular on the role of courts and the judiciary. Topics will include the method of judicial selection, retention, and training; and the major social, legal, and political challenges that each country's courts currently face.

LAW 7670 BUSINESS & ENV PROTECTION

Credit Hour(s): 3.0

Doing Business and Environmental Protection: ComparativePerspectives on the Regulatory State in the U.S. andArgentina.This course will examine the regulatory and administrativestate in a comparative law context, using U.S. and Argentineadministrative law as they affect business regulation andenvironmental regulation. Co-taught by U.S. and Argentinefaculty members, the materials present U.S. and Argentinelaw as well as comparative analyses of both. The coursewill be divided into three principle sections. First, itwill introduce students to the constitutional bases forexecutive regulation in both legal systems. Second, thecourse will examine different regulatory responses toenvironmental protection law and regulation in the U.S. andArgentina. Third and finally, the course will ask studentsto consider the consequences of those legal and regulatorystrategies for the regulation of business, with a focus ontrans-national business between the U.S. and Argentina.The foundational U.S. administrative law statue (theAdministrative Procedure Act) will be compared tocomparable Argentine laws.

LAW 7671 COMPARATIVE BUSINESS LAW

Credit Hour(s): 3.0

Comparative Business LawThis course offers a comparative survey of various topicsof business law of the United States and Argentina.Co-taught by both U.S. and Argentine business law faculty,the materials present U.S. and Argentine law as well ascomparative analyses of both. The principal topicsaddressed will be the legal structure of businessentities, issues related to the limited liability ofcorporate entities, fiduciary duties and liabilities ofcorporate officials, and government regulation.Because it is a comparative law course, the topics willbe addressed from the perspective of both U.S. andArgentine law. Additionally, the course will addressrelated areas of commercial law, principally the rulesconcerning negotiable instruments and securedtransactions. To that end, Articles 3 and 9 of the U.S.Uniform Commercial Code will be compared to thecounterpart Argentine statutes and commercial code.

LAW 7700 CAPSTONE SERIES: WILLS/TAX

Credit Hour(s): 6.0

Prerequisites: Law 7095, Law 7110, Law 7510, and Law 6020. This course will integrate and apply the knowledge gathered from Wills, Trusts, and Estates; Basic Taxation; and Professional Responsibility to a real-life business succession fact pattern. The course will bridge the gap between academic studies and the practice of law. Students will engage in significant experiential learning exercises in which writing and oral skills are developed.

LAW 8001 EXTERNSHIP - SPRING

Credit Hour(s): 3.0

Externship course for Spring semester.

LAW 8005 EXTERNSHIP - SUMMER

Credit Hour(s): 3.0

Externship course for Summer semester.

LAW 8007 US TRUSTEE BANKRUPTCY EX

Credit Hour(s): 3.0

United States Trustee-Bankruptcy Externship-3 semester hoursSecurity Clearance is required. The United States TrusteeProgram acts in the publicinterest to promote the efficiency and to protect andpreserve the integrity of the bankruptcy system. Studentswill work a minimum of 10 hours a week at the Office of theUnited States Trustee. Students will be provided with theopportunity to develop practical lawyering skills byparticipating in a broad range of activities. Please visitthe externship webpage for a more detailed description ofthis externship.

LAW 8008 EXTERNSHIP - FALL

Credit Hour(s): 3.0

Externship course for Fall semester.

LAW 8064 JUSTICE BENHAM-JUDICIAL EXT

Credit Hour(s): 3.0

Justice Robert Benham, Supreme Court of Georgia-JudicialExternship-3 semester hoursPrerequisites: Strong research and writing skills.Second and third year students may apply.Students will research and write on issues appearing incases pending before the Supreme Court, as well as analyzethe briefs submitted by parties to appeals. Students areencouraged to attend the Court's oral argument sessionsduring their externships.

LAW 8116 TAX LAW EXTERNSHIP

Credit Hour(s): 3.0

Tax Law Externship - Estate and Gift Tax Internal Revenue Service. Prerequisites: Law 7510, Law 7205, and third-year student. Three semester hours, one-semester requirement. Students work in the Estate and Gift Tax Division of the Atlanta district. The division's primary responsibility is to examine federal estate, gift, and generation-skipping tax returns filed by taxpayers in the states of Georgia and Alabama. Student responsibilities will include assisting estate tax attorneys by conducting legal research, participating in field investigations, interviewing of taxpayers and potential witnesses, and analyzing financial records. A considerable amount of the time spent by an extern will be outside of an office setting.

LAW 8121 ENVIRONMENTAL LAW - GREENLAW

Credit Hour(s): 3.0

Georgia Center for Law in the Public Interest-EnvironmentalLaw Externship-3 semester hoursRequired: Administrative Law or Environmental LawPrefer third year students, but second year students arealso strongly encouraged to apply.A writing sample and three references should accompanyresume.The Georgia Center for Law in the Public Interest is a non-profit public interest law center that promotes the develop-ment of effective laws and public policy primarily throughthe use of litigation, but also through legislativeinitiatives, rule making, educational programs, publicationof studies and individual advocacy projects.The Georgia Center currently focuses on the following:Georgia Clean Air Project, Georgia Watershed AssistanceProgram, Georgia Governmental Accountability Project.Extern's assigments may include assisting with preparationand attending trials, hearings and oral arguments, legalresearch, preparation of memorandums, drafting pleadings andbriefs, factual investigation, document review, attendingsettlement negotiations, public hearings and other meetings.

LAW 8132 GA DEPT OF COMM HEALTH

Credit Hour(s): 3.0

Georgia Department of Community Health- Health LawLegislative and Litigation Externship- 3 semester hours.One semester requirement although students should considerdoing this as a full year externship beginning in the Fallin order to get full exposure to the legislative and policybuilding process.Preferred Classes: Health Law, Administrative Law,Legislation, and Legislative Drafting.This externship is designed to expose students interested inthe health law field to the areas of health policy,planning,regulation, litigation, and legislative drafting, analysis,and monitoring. During the legislative session, studentswill be at the Capitol assisting with the legislativeprocess on various health law issues. When the GeorgiaGeneral Assembly is adjourned, students will research andanalyze legislation and policy issues and assist in thedevelopment of legislative proposals. Students will alsoassist the Legal Services Section with legal research anddrafting of briefs and memoranda of law in support ofmotions in administrative appeals involving various healthlaw matters.

LAW 8151 JUSTICE HINES-JUDICIAL EXT

Credit Hour(s): 3.0

Justice P. Harris, Supreme Court of Georgia-JudicialExternship-3 semester hours.Prerequisites: Top 50% of class and superior writing andresearch skills. A writing sample must accompany resume.Prefer 3rd year students but 2nd year students may alsoapply.Students work for Justice Hines performing research,analysis and writing. Students will have the opportunity tostudy the briefs in cases filed in the Court and to observeoral argument.

LAW 8154 DISABILITY LAW EXTERNSHIP

Credit Hour(s): 3.0

Georgia Advocacy Office-Disability Law Externship3 semester hours-Preferred: Constitutional LawStudents work a minimum of 10 hours per week under thedirection and supervision of attorneys of the GeorgiaAdvocacy Office, a non-profit organization receiving federalfunds to opertae programs to secure the rights of personswith disabilities. Assignments include legal research,preparation of legal memoranda and court documents, inter-viewing of witnesses, correspondence with public officialsand case preparation.Visit the externship site for more info

LAW 8158 JUDICIAL EXTERNSHIP

Credit Hour(s): 3.0

LAW 8158. Judicial Externship-Fulton 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 8-104(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 8-104(D)(1) prior to graduation.

LAW 8160 GA INNOCENCE PROJECT EXT

Credit Hour(s): 3.0

LAW 8160. Criminal Defense Externship--Georgia Innocence Project. (3) hours per semester, one semester requirement. Students will work at the Georgia Innocence Project under the supervision of the Executive Director. The Georgia Innocence Project is a non-profit organization. The project reviews post-conviction 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 post-conviction 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.georgiainnocenceproject.org.

LAW 8161 TECHNOLOGY LAW EXTERNSHIP

Credit Hour(s): 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 - CDC I

Credit Hour(s): 3.0

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 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 extern's work 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. Externs 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

Credit Hour(s): 3.0

Judicial Externship-Court 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 of 10 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 CAMP-JUDICIAL EXT
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

City of Atlanta-Urban Law Externship- 3 semester hoursThe Law Department welcomes all second and third yearapplicants but would prefer those who have demonstratedtheir interest in municipal law through relevant coursework. A student extern will be expected to function in thesame general capacity as a first year associate and will begiven the oprion ot experience municipal law in a rotationsystem among the practice groups or specialize with one ofthe four practice groups: Aviation; Government Counsel,Development & Infrastructure; Litigation/Employment; andCommercial Transactions.

LGLS LEGAL STUDIES

LGLS 8040 LEGAL/REGULA ENVIRON RE
Credit Hour(s): 3.0

Legal and Regulatory Environment of Real Estate. (Same as RE 8040.) Prerequisite: none. CSP: 1, 6. This course deals with the basic legal concepts and legal instruments associated with real estate and with the legal and governmental environment within which the use and development of real estate are regulated. Attention is given to real property law as a risk management process with emphasis upon acquiring, managing, and disposing of space in the built environment and the decision-making process. Applications of legal data sources, both traditional and electronic, are examined as a part of the decision-making process.

LGLS 8050 COMPREHNSIVE BUSINESS LAW
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Legal Studies. Prerequisite: consent of the instructor, good academic standing.

LGLS 8450 LEGAL ENVIRON/HLT CARE
Credit Hour(s): 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 6010 MATHEMATICAL BIOLOGY

Credit Hour(s): 3.0

Mathematical Biology. Prerequisite: Math 2212 or Math 1220 with grade of C or higher. (Same as Biol 6010.) This course provides an introduction to the use of continuous and discrete differential equations in the biological sciences. Biological topics will include single species and interacting population dynamics, modeling infectious and dynamic diseases, regulation of cell function, molecular interactions and receptor-ligand binding, biological oscillators, and an introduction to biological pattern formation. There will also be discussions of current topics of interest such as Tumor Growth and Angiogenesis, HIV and AIDS, and Control of the Mitotic Clock. Mathematical tools such as phase portraits, bifurcation diagrams, perturbation theory, and parameter estimation techniques that are necessary to analyze and interpret biological models will also be covered.

MATH 6211 OPTIMIZATION

Credit Hour(s): 3.0

Optimization. Prerequisite: Math 3435 or Math 3030 with a grade of C or higher. Lagrange multipliers, gradient methods (steepest descent), search techniques, variational methods and control problems; other varying topics such as dynamic programming, nonlinear programming.

MATH 6250 COMPLEX ANALYSIS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Partial Differential Equations. Prerequisite: A course in ordinary differential equations. (Same as Phys 6520.) First-order equations, classification of linear second-order equations, separation of variables, Fourier series, orthogonal functions, Green's functions.

MATH 6275 APPLIED DYNAMICAL SYSTEMS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Modern Geometry. Prerequisite: Math 3000. Euclidean and non-Euclidean geometry, including incidence, order, and the parallel postulate.

MATH 6381 GENERAL TOPOLOGY

Credit Hour(s): 3.0

General Topology. Prerequisite: Math 4441, Math 4661, Math 6441, or Math 6661 with grade of C or higher. This course is an introduction to the fundamental concepts of point-set topology. Topics to be covered: review of aspects of set theory and logic; topological spaces and continuous functions (basis for a topology, product topology, basis for a topology, order topology, subspace topology, metric topology, quotient topology, homeomorphisms), connectedness and compactness in topological spaces, separation axioms, the fundamental group (homotopy of paths, covering spaces, the fundamental group of the circle, retractions and fixed points).

MATH 6391 INTRO TO DIFFERENTIAL GEOMETRY

Credit Hour(s): 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 Gauss-Weingarten equations; the Egregium Theorem; surfaces of constant curvature and non-Euclidean geometry. Minimal surfaces; the Gauss Bonnet Theorem; submanifolds in Euclidian spaces, vector fields, differential forms, and the theorems of Frobenius and Stokes. Applications to Physics.

MATH 6420 GRAPH THEORY
Credit Hour(s): 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
Credit Hour(s): 3.0

Linear Algebra. Prerequisites: Math 3435 and Math 3000 with grades of C or higher, or equivalents. 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
Credit Hour(s): 3.0

Modern Algebra I. Prerequisites: Math 3435 and Math 3000 with grades of C or higher, or equivalents. Axiomatic approach to algebraic structures, groups, permutations, homomorphisms, and factor groups.

MATH 6442 MODERN ALGEBRA II
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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, Reed-Muller codes, cyclic codes, BCH codes, and fast decoding BCH codes.

MATH 6460 CRYPTOGRAPHY
Credit Hour(s): 3.0

Cryptography. Prerequisites: Math 3030 or Math 3435, and the ability to program in a high-level 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Introduction to Statistical Methods. Prerequisite: a course in calculus. Data analysis, sampling, and probability; standard methods of statistical inference, including t-tests, chi-square tests, and nonparametric methods. Applications include use of a statistical computer package.

MATH 6548 METHDS REGRESSN/ANALYS OF VARI
Credit Hour(s): 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
Credit Hour(s): 3.0

Numerical Analysis I. Prerequisites: Math 2215 and the ability to program in a high-level language. (Same as CSc 6610.) Nature of error; iteration; techniques for nonlinear systems; zeros of functions; interpolation; numerical differentiation; Newton-Cotes formulae for definite integrals; computer implementation of algorithms.

MATH 6620 NUMERICAL ANALYSIS II
Credit Hour(s): 3.0

Numerical Analysis II. Prerequisites: Math 3030 or 3435, and the ability to program in a high-level language. (Same as CSc 6620.) Gaussian Elimination for linear systems; least squares; Taylor, predictor-corrector and Runge-Kutta methods for solving ordinary differential equations; boundary value problems; partial differential equations.

MATH 6650 INVERSE AND ILL-POSED PROBLEMS
Credit Hour(s): 3.0

Inverse and Ill-Posed Problems. Prerequisite: Math/CSc 6610 or Math/CSc 6620. Three lecture hours a week. Ill-posed problems that arise in astrophysics, geophysics, spectroscopy, computerized tomography, and other areas of science and engineering are considered in this course. Topics to be covered: a general regularization theory; variational regularization and the discrepancy principle; iterative regularization; convergence analysis and stopping rules; numerical aspects.

MATH 6661 ANALYSIS I
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Transforms in Applied Mathematics. Prerequisite: Math 3030 or Math 3435. The Laplace transform, discrete and continuous Fourier Transforms, z-transforms, discrete filters, and wavelets.

MATH 6751 MATHEMATICAL STATISTICS I
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Statistical Computing. Prerequisites: Math 4752/6752 or Math 4548/6548, and Math 3435 with grades of C or higher and the ability to program in a high-level language. Computational implementation of statistical methods such as descriptive statistics and graphs, testing for normality, one and two sample tests, Wilcoxon rank sum tests, Wilcoxon signed rank tests, basic regression and analysis of variance (ANOVA). Standard statistical packages (SAS) will be used as well as user-written programs. 3.0 credit hours.

MATH 7000 THINKING MATH: INTRO TO PROOF
Credit Hour(s): 3.0

Thinking Mathematically: Introduction to Proof. Prerequisite: Admission to a graduate program for the preparation of Secondary Mathematics teachers (this requires at a minimum the complete calculus sequence). This course is designed to provide a transition to higher-level mathematics through a hands-on approach to creative problem-solving, formal mathematical concepts, and proofs. Topics include logic, proofs, induction, formal systems, and set theory.

MATH 7008 FOUND OF NUMBERS & OPERATIONS
Credit Hour(s): 3.0

Foundations of Numbers and Operations. Prerequisite: Admission to a graduate program for middle childhood education. This course is an introductory mathematics course for pre-service middle childhood educators. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

MATH 7050 GEOMETRY AND SPATIAL SENSE
Credit Hour(s): 3.0

Geometry and Spatial Sense. Prerequisite: Math 7008 with grade of C or higher or consent of instructor. Building on Euclidean geometry this course is designed to develop a more visual understanding of geometry and enhance geometric intuition in two- and three-dimensions. Topics include measurement, two-dimensional geometry, three-dimensional geometry, spherical geometry, symmetry, tessellations, efficient shapes, transformations.

MATH 7070 INTRO TO PROB AND STATISTICS
Credit Hour(s): 3.0

Introduction to Probability and Statistics. Prerequisite: Math 7008 with grade of C or higher or consent of instructor. This course is intended to provide an overview of the basics of probability and descriptive statistics. Various forms of technology will be used.

MATH 7090 ALGEBRAIC CONCEPTS
Credit Hour(s): 3.0

Algebraic Concepts. Prerequisite: Math 7008 with grade of C or higher. This course is designed to broaden understanding of fundamental concepts of Algebra with particular attention given to specific methods and materials of instruction. The principle algebra topics to be taught in this course are: the Language of Algebra; Patterns, Relations and Functions; and Balance, Equations, and Inequalities.

MATH 7120 FUNDEMNTL CONCEPTS OF ANALYSIS
Credit Hour(s): 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

Credit Hour(s): 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 7400 DISCRETE MATH FOR TEACHERS

Credit Hour(s): 3.0

Discrete Mathematics for Teachers. Prerequisite: Math 1220 or Math 2211 or consent of instructor. Topics covered include logic, sets, functions, sequences, mathematical reasoning, graph theory, problem solving.

MATH 7420 APPLIED COMBINATORICS

Credit Hour(s): 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 7610 SPECIAL PROB AND SOLVING STRAT

Credit Hour(s): 3.0

Special problems and solving strategies. Prerequisite: Math 2212 with a grade of B or better or permission from the instructor. The course will concentrate on developing solving strategies of difficult mathematical problems which require creativity and profound understanding of mathematics. Among topics to be covered: induction and pigeonhole principle, arithmetic, algebra, summation of series, intermediate real analysis, inequalities.

MATH 7800 TOPICS IN SECONDARY MATH

Credit Hour(s): 3.0

Topics in Secondary Mathematics. May be taken more than once if topics are different.

MATH 7820 HIST/CULTURL DEVLPMT OF MATH I

Credit Hour(s): 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

Credit Hour(s): 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, non-Euclidean geometry, abstract algebra, probability, and analysis.

MATH 7840 MATHEMATICAL MODELS

Credit Hour(s): 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

Credit Hour(s): 3.0

Real Analysis I. Prerequisite: Math 4662/6662. Topological and metric spaces, measures, and abstract integration.

MATH 8120 REAL ANALYSIS II

Credit Hour(s): 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

Credit Hour(s): 3.0

Advanced Matrix Analysis. Prerequisite: Prerequisite: Math 4435 or Math 6435 with a grade of C or higher, or equivalent. Topics oriented to applications of linear algebra; topics may include unitary similarity and normal matrices, simultaneous diagonalization, Jordan canonical form, variational characterizations of eigenvalues of Hermitian matrices, eigenvalue location and Gersgorin theory, positive definite matrices, nonnegative matrices, and the Perron-Frobenius theorem.

MATH 8201 COMBINATORIAL MATRIX THEORY

Credit Hour(s): 3.0

Combinatorial Matrix Theory. Prerequisite: Math 8200 with grade of C or higher. The course covers the basic results and methods of combinatorial matrix theory. It is concerned with

the use of matrix theory and linear algebra in providing combinatorial theorems and in describing and classifying combinatorial constructions. The course includes a lot of graph theory, in particular, matrix connections with undirected graphs, bipartite graphs, directed graphs, and special graphs.

MATH 8210 TOPICS APPLIED MATRIX ANALYSIS

Credit Hour(s): 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 I

Credit Hour(s): 3.0

Abstract Algebra I. Prerequisite: Math 4442/6442 with grade of C or higher. Group actions and Sylow Theorems, solvable and nilpotent groups, algebraic, separable, and normal field extensions, symmetric polynomials, Galois theory.

MATH 8221 ABSTRACT ALGEBRA II

Credit Hour(s): 3.0

Abstract Algebra II. Prerequisite: Math 8220 with grade of C or higher. A continuation of Math 8220, this course covers module theory, theory of multilinear forms and determinants, finitely generated modules over Principal Ideal Domains and other advanced topics in abstract algebra.

MATH 8230 TOPICS IN ALGEBRA

Credit Hour(s): 3.0

Topics in Algebra. May be taken more than once if topics are different.

MATH 8240 COMMUTATIVE ALGEBRA/GEOMETRY

Credit Hour(s): 3.0

Introduction to Commutative Algebra and Algebraic Geometry. Prerequisite: Math 8220 with grade of C or higher. The course provides a rigorous foundation in commutative algebra and algebraic geometry. Topics such as algebraic varieties, Zariski topology, localization, dimension theory will be covered.

MATH 8250 COMMUTATIVE RING THEORY

Credit Hour(s): 3.0

Commutative Ring Theory. Prerequisite: Math 8220 with grade of C or higher. This course studies main classes of rings in commutative algebra such as regular rings, Cohen-Macaulay rings, Gorenstein rings. The topics involve depth, projective dimension, injective dimension, local cohomology, Hilbert-Samuel multiplicity and other advanced concepts in commutative algebra.

MATH 8310 THEORY FUNCTNS COMPLEX VARIABL

Credit Hour(s): 3.0

Theory of Functions of a Complex Variable. Prerequisite: Math 4662/6662. Basic theory of complex numbers and of analytic functions, conformal mapping, integration, power series, theory of residues, analytic continuation, theory of singularities, univalent functions, multiple-valued functions, Riemann surfaces.

MATH 8320 FUNCTIONAL ANALYSIS

Credit Hour(s): 3.0

Functional Analysis. Prerequisite: Math 8110 with grade of C or higher. This course is an introduction to the fundamental concepts of functional analysis and operator theory. Its topics include: Hilbert spaces, Banach spaces, Frechet spaces, bounded linear operators on Banach spaces, Riesz and Fredholm theory of compact operators, the spectral theorem for normal operators, the three pillars of linear analysis (Hahn-Banach, open mapping, Banach-Steinhaus theorems), Krein-Milman theorem, Gelfand's theory of commutative C*-algebras.

MATH 8330 HARMONIC ANALYSIS

Credit Hour(s): 3.0

Harmonic Analysis. Prerequisite: Math 8110 with grade of C or higher. This course is an introduction to the fundamental concepts of harmonic and Fourier analysis. Its topics include: Fourier series and integrals in one and several dimensions; convolutions; Poisson summation; Fourier analysis on locally compact Abelian groups; commutative Banach algebras; selected applications to number theory, partial differential equations, engineering, numerical methods (such as fast Fourier tranform and fast multiplication).

MATH 8340 SEVERAL COMPLEX VARIABLES

Credit Hour(s): 3.0

Several Complex Variables. Prerequisite: Math 8110 with grade of C or higher. This course is an introduction to the fundamental concepts of complex analysis and complex geometry in two or more variables. Its topics include: local and global analysis and algebra of holomorphic functions, power series in several complex variables, plurisubharmonic functions, domains of holomorphy, pseudoconvex domains, Reinhardt domains, Cauchy-Riemann equations, Stein manifolds, open and closed Riemann surfaces, embeddings into affine or projective space.

MATH 8350 DIFFERENTIAL MANIFOLDS

Credit Hour(s): 3.0

Differential Manifolds. Prerequisite: Math 4662 with grade of C or higher. This course is an introduction to the fundamental concepts of analysis, geometry and topology of differential manifolds. Its topics include: local and global analysis and algebra of smooth functions (implicit function theorem, inverse function theorem, smooth partition of unity, rank theorem, Sard's lemma, Morse lemma), embedding into Euclidean space, differential forms (Stokes theorem, de Rham cohomology, orientation class, cohomology of spheres and

projective spaces, harmonic forms, Hodge decomposition), tensor analysis, curvature, Lie groups, homogeneous spaces.

MATH 8360 TOPICS IN ANALYSIS
Credit Hour(s): 3.0

Topics in Analysis. Prerequisite: Math 8110 with grade of C or higher. This course is a topics course in analysis whose content may vary from semester to semester and from instructor to instructor. Possible topics include advanced themes in functional analysis (orthogonal functions, positive functions on groups, Bochner's theorem, operator theory, operator algebras), Lie groups and Lie algebras (basic theory, representations of compact Lie groups, structure theory of semi-simple Lie algebras), analysis of linear elliptic and parabolic differential equations (existence and regularity for Dirichlet problem, Neumann problem in Holder and Sobolev spaces).

MATH 8420 ADVANCED GRAPH THEORY
Credit Hour(s): 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
Credit Hour(s): 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 8450 PROBABILISTIC COMBINATORICS
Credit Hour(s): 3.0

The Probabilistic Method in Combinatorics. Prerequisite: Math 8440 with grade of C or higher. This advanced course discusses the probabilistic method on combinatorics. Topics include linearity of expectation, the second moment method, the local lemma, correlation inequalities, martingales, large deviation inequalities, pseudo-randomness and random graphs.

MATH 8510 APPLIED MATHEMATICS
Credit Hour(s): 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 8515 DYNAMICAL FOUND NEUROSCIENCE
Credit Hour(s): 3.0

Dynamical Foundations of Neuroscience. Prerequisite: Math 4010/6010, Math 4275/6275, or Phys 4180/6180 with grade of C or higher. (Same as Neur 8340.) This course deals with computational and mathematical neuroscience with the emphasis on models of neurons and neural networks described in terms of dynamical systems, time continuous and discrete. Topics include biophysics and dynamics of single and coupled neurons, bifurcations and transitions between various types of neuronal activities; modeling of synapses, dendrites and axons; locomotion and small networks; neural coding in single cells and at the population level; dynamics of large networks, including spike computing with population codes; networks learning and behavioral changes.

MATH 8520 APP COMBINATRCS & GRAPH THEORY
Credit Hour(s): 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
Credit Hour(s): 3.0

Topics in Applied Mathematics. May be taken more than once if topics are different.

MATH 8540 ORD DIFF EQUAT & DYN SYSTEMS
Credit Hour(s): 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 graduate-level 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 8550 BIOLOGIC NETWORKS
Credit Hour(s): 3.0

Biologic Networks. Prerequisite: Math 6420 with grade of C or better. This course will be a comprehensive introduction of graph theory to the structural analysis of biological networks at the interface of biology and discrete mathematics. The course covers graph structure properties and graph algorithms with applications to biology problems such as protein interaction networks, metabolic networks, ecological networks, and correlation networks. The course provides knowledge on establishing mathematical models and tools on solving these models for various bioinformatic related problems.

MATH 8560 INFORMATICS OF BIOLOGICAL SYST
Credit Hour(s): 3.0

Informatics of Neural and Cardiovascular Systems (Same as NEUR 8360). Prerequisite: MATH 4010/6010 or MATH 6275 or MATH 4751/6751 with grades of C or higher. This course studies informatics in application to biological systems, the emerging fields of science that appeared at a cross-road of mathematics, biology, and medicine. It is designated for graduate students. Biological topics will include gating properites of ion channels, with particular application to cardiac diseases and cancer. The models of ion channels, neural and cardiac cells will be introduced. Electrical activity of biological cells will be analyzed with modern mathematical methods. The role of stochasticity in information processing by biological systems will be analyzed. Application of the mathematical modes for genetic diseases (epilepsy, arrhythmias) will be discussed.

MATH 8570 COMPTL MTHDS & MODEL/ LIFE SCI
Credit Hour(s): 3.0

Computational Methods and Modeling for the Life Sciences. (Same as Neur 8370.) Prerequisite: Math 6010 (Mathematical Biology) or Math 6275 (Applied Dynamical Systems) with a grade of C or higher. Advanced computational and mathematical modeling methods for generating and analyzing deterministic dynamic models in the context of scientific data. Biological case studies may be drawn from many areas involving all scales of inquiry, from molecules to ecosystems.

MATH 8610 ADVANCED NUMERICAL ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 3.0

Numerical Linear Algebra. Prerequisites: Math 4435/6435; and Math 4610/6610 or CSc 4610/6610. (Same as CSc 8620.) Computational aspects of linear algebra. Matrix factorization, least squares, orthogonal transformations, eigen-values; and methods for sparse matrices.

MATH 8800 TOPICS IN MATHEMATICS
Credit Hour(s): 3.0

Topics in Mathematics. May be taken more than once if topics are different.

MATH 8801 GRADUATE RESEARCH IN MATH
Credit Hour(s): 1.0 TO 15.0

Graduate Research in Mathematics. May be repeated for credit.

MATH 8802 GRADUATE LAB IN MATHEMATICS
Credit Hour(s): 1.0 TO 15.0

Graduate Laboratory in Mathematics. May be repeated for credit.

MATH 8820 RESEARCH
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 15.0

Directed Research in Mathematics. Prerequisite: consent of the instructor.

MATH 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 15.0

Thesis Research. Prerequisite: thesis option.

MATH 9116 TEACHING COLLEGE MATHEMATICS
Credit Hour(s): 3.0

Teaching College Mathematics. Prerequisite: consent of instructor. Research-based investigation of teaching college-level mathematical sciences courses: placement, prerequisites, remedial courses, services courses, preparing syllabi, grading, technology, pedagogical strategies.

MATH 9126 EPISTEMOLOGY ADV MATH CONCEPTS
Credit Hour(s): 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 post-secondary mathematics concepts.

MATH 9136 LEARNING THEORIES COLL MATH ED
Credit Hour(s): 3.0

Learning Theories Relevant to Collegiate Mathematics Education. Prerequisite: Math 9126 with grade of C or higher. The course focuses on a variety of learning theories relevant to collegiate mathematics education and advanced mathematical thinking including: cognitive, social, constructivists, semiotics, situated learning, behaviorist, etc. The course will look at the influence of learning theories on how mathematics educators view learning, conduct research about learning, and subsequently develop teaching methodologies.

MATH 9166 INTERNSHIP: TEACHING COLL MATH
Credit Hour(s): 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

Credit Hour(s): 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.

MATH 9999 DISSERTATION RESEARCH

Credit Hour(s): 1.0 TO 18.0

Dissertation Research. Prerequisite: consent of department. Doctoral Dissertation Research.

MBA MASTER OF BUSINESS ADMIN

MBA 7025 STATISTICAL BUS ANALYSIS

Credit Hour(s): 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 7035 ECONOMICS FOR MANAGERS

Credit Hour(s): 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 8000 MANAGING-GLOBAL ECONOMY

Credit Hour(s): 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 life-cycle situations.

MBA 8015 STRATEGIC BUSINESS COMM

Credit Hour(s): 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 executive-level readers. Students will also develop skills in the effective design and delivery of unwelcome information, technical information to non-technical audiences, and group communi- cation.

MBA 8025 FIN STATEMENT ANALYSIS

Credit Hour(s): 3.0

Financial Statement Analysis. Prerequisites: None. CSP: 1,2,4,6, 7. This course takes a user-oriented 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

Credit Hour(s): 3.0

Legal Environment: Ethics and Corporate Governance. (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 decision-making, 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 8040 ANALYTICS & ORG KNOWLEDGE

Credit Hour(s): 3.0

Competing on Analytics and Organizational Knowledge. CPS: 1,2,3,4,5,6 and 7. Businesses are becoming increasingly "knowledge intensive." Analytics can help organizations develop a comprehensive approach to their knowledge assets to make better decisions and create distinctive competitive capabilities. High performing organizations compete on knowledge-based capabilities with their internal business processes as well as their external business processes. Data lies at the heart of this knowledge. Increasingly, decision-makers rely on intelligent systems to analyze these data

systematically and assist them in their decision-making. In many cases, automating the decision-making process is necessary because of the speed with which new data are generated. This course connects real-world data to decision-making through cases from finance, marketing, and operations.

MBA 8115 MGR CTRL & COST SYSTEMS
Credit Hour(s): 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 cost-related decisions and evaluating alternative designs of control systems.

MBA 8125 INFO TECHNOLOGY MGT
Credit Hour(s): 3.0

Information Technology Management. Prerequisites: MBA 8000, MBA 8025. Corequisites: 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 handling 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 information-related needs, and how to develop organizational agility through business process innovations enabled by information technology.

MBA 8135 CORPORATE FINANCE
Credit Hour(s): 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 publicly-held and private corporations. Students are presented with a conceptual framework for understanding and addressing problems commonly faced by corporate decision-makers 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 8145 MARKETING MANAGEMENT
Credit Hour(s): 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 8155 OPERATIONS MANAGEMENT
Credit Hour(s): 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 8165 LEADERSHIP & ORG BEHAVIOR
Credit Hour(s): 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 8810 GOVERNANCE PERF ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 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 organization 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
Credit Hour(s): 3.0

Integrative Business Simulation. Prerequisite: Students must be within two terms of graduation. In this course, student teams compete in managing simulated companies through a computer-assisted business game. Each team reports to a board of directors composed of business professionals and MBA faculty. The course is designed to provide (1) the experience needed to bridge the gap between theory and management applications, and (2) opportunities to practice the functional skills learned in prior courses and to see the results of decisions.

MBA 8880 FIELD STUDY IN BUSINESS
Credit Hour(s): 3.0

Field Study in Business. Prerequisite: Students must be within two terms of graduation. This course is a field-based integrative course for MBA students during their last year of study. In cross-functional teams of four or five, students address in-depth projects in companies in the greater Atlanta area. These projects cover the entire project life cycle, from problem definition to the presentation of final recommendations to the company's management.

MGS MANAGERIAL SCIENCES

MGS 8020 BUSINESS INTELLIGENCE
Credit Hour(s): 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 IT-enabled managerial decision support. Model- based, data-based, and knowledge-based applications for business intelligence and corporate decision making are emphasized. Implementation issues in the context of emerging business environments also addressed. Application areas include financial analysis, marketing research, and project management.

MGS 8030 KNOWLEDGE MANAGEMENT
Credit Hour(s): 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
Credit Hour(s): 3.0

Data Mining. Prerequisite: CSP: 1, 2, 3, 4, 5, 6. This course covers various analytical techniques to extract managerial information from large data warehouses. A number of well-defined data-mining tasks such as classification, estimation, prediction, affinity grouping and clustering, and data visualization are discussed. Design and imple- mentation issues for corporate data warehousing are also covered.

MGS 8060 MANAGING SOURCING
Credit Hour(s): 3.0

Managing Sourcing. Prerequisites: 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
Credit Hour(s): 3.0

Applied Regression Analysis. (Formerly DSC 8300) 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
Credit Hour(s): 3.0

Problem Solving. (Formerly DSC 8130 and MGT 8130) This course focuses on how managers, individually and in groups, make decisions. It covers the major descriptive and normative models of managerial problem diagnosis and alternative generation. By comprehending how managers solve problems, students are prepared to build computer-based support tools. Cases and mini-examples are used to apply the concepts and methods to real-world problems.

MGS 8140 MANAGEMENT SCIENCE
Credit Hour(s): 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
Credit Hour(s): 3.0

Business Modeling, (Formerly DSC 8240) 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Statistical Modeling. (Formerly DSC 8450). 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
Credit Hour(s): 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
Credit Hour(s): 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, employment-at-will, negligence, contingent workers, safety, compensation, and labor. Emphasis is placed on avoiding unnecessary litigation.

MGS 8360 HR RECRUITMENT/SELECTION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 university-corporation 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
Credit Hour(s): 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 in-class exercises, videos, and case analyses. Particular attention is given to organizational design and adaptation, social networks and group dynamics, sources and uses of power, and management of innovation. Throughout the course, individuals apply theories of organization to enhance their own and their organizations' competitive position.

MGS 8420 ENHANCING LEADERSHIP SKILLS
Credit Hour(s): 3.0

Enhancing Leadership Skills. (Formerly MGT 8430) Prerequisite: MBA 8160. CSP: None. Participants in this course are introduced-to 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 leadership-relevant 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 out-of-class tasks that participants design themselves. The course is premised on the assumption that participants have had some leadership experience, since the course requires partici- pants to reflect on their leadership experiences and skills so that their leadership skills can be improved.

MGS 8425 COACHING FOR LEADERSHIP
Credit Hour(s): 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, goal-setting activities, communica- tion processes, well-designed interventions, and feedback activities to an effective coaching process. This course focuses on one-on-one coaching relationships.

MGS 8428 CORPORATE GOVERNANCE
Credit Hour(s): 3.0

Leadership Issues: Corporate Governance. Prerequisite: None. CSP; 1, 6, 7. This course addresses some of the global leadership issues that executives face in the areas of corporate governance and corporate accountability. To secure the support of key stakeholders, executives are being asked to articulate their companys vision, strategy, and policies in the areas of corporate governance, outsourcing, the environment, and health. We will study both best practices and some of the high profile examples of companies that have been criticized because of poor corporate governance and lax policies that protect the interest of employees, customers, and the firms brand value. Lastly, the course will draw extensively on outside speakers and you will hear from corporate governance experts, CEOs, and members of Board of Directors of leading companies.

MGS 8430 NEGOTIATION
Credit Hour(s): 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
Credit Hour(s): 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 management-oriented views of resource control and dependency as well as strategic, political, and service-based approaches to power. Through case studies, exercises, and in-depth discussions, students learn to apply the theories to their own and others' circumstances.

MGS 8440 WORK TEAM DESIGN & DEVEL
Credit Hour(s): 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 team-based organization, work team implementation issues, training and developing teams, team-building programs, and leadership in a team-based organization.

MGS 8450 ORGANIZ DEVELOP & CHANGE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8500 ENTREPRENEUR & ENTERPRISE
Credit Hour(s): 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
Credit Hour(s): 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 E-COM
Credit Hour(s): 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 web-based businesses are examined. This course is appropriate for students whose programs of study emphasize electronic commerce or entrepreneurship. Students take Ent 8100 or Ent 8200, but not both.

MGS 8590 ENTREPRENEUR FIELD STUDY
Credit Hour(s): 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
Credit Hour(s): 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 decision-making skills required to conduct a competitor analysis. Students master analytical frameworks that link competitor market position and inter-organizational relationships, and competitor goals, capabilities, and infrastructure to current and projected competitive actions. Students use these frameworks to evaluate competitive situations and make projections about future scenarios that can be used in the development of business-level strategy.

MGS 8710 OPERATIONS PLANNING
Credit Hour(s): 3.0

Operations Planning. (Formerly MGT 8510). Prerequisite: Consent of the instructor. CSP: 1. This course covers the design of information and decision systems for allocating resources and scheduling activities. Emphasis is on the managerial aspects of the design of integrated planning and control systems. Topics include inventory control, forecasting, capacity planning, scheduling, material and resource requirements planning, and the design of computer-based systems for integrated planning and control.

MGS 8730 PROJECT MANAGEMENT
Credit Hour(s): 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 start-ups, marketing campaigns, facility relocations, construction, research, and special events. Emphasis is on processes for scheduling, budgeting, and controlling projects. The selection and application of project management software are addressed. Other topics include project organizational structures, qualifications and roles of the project manager, project leadership, team building, and the management of conflict and stress in projects.

MGS 8740 OPERATIONS STRATEGY
Credit Hour(s): 3.0

Operations Strategy. (Formerly MGT 8540) Prerequisite: 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
Credit Hour(s): 3.0

Simulation. (Formerly MGT 8550). Prerequisite: MBA 7020. CSP: 1. This course studies the application of computer-based simulation models as management tools in planning, policy formulation, systems analysis/design, research, and training. It covers the process by which simulation models are developed, validated, and experimentally manipulated. Exposure to simulation modeling programs is also included.

MGS 8760 QUALITY MANAGEMENT
Credit Hour(s): 3.0

Quality Management. (Formerly MGT 8560) Prerequisite: 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
Credit Hour(s): 3.0

Service Operation Management. Prerequisites: 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 cross-functional 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
Credit Hour(s): 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 cross-cultural management issues. Concepts of human be- havior, motivation, strategy, and labor/management relations are linked to practice in different national settings. An extensive international on-site 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 SEM-DECISION SCIENCES
Credit Hour(s): 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 decision-making applications in organizational environments.

MGS 9150 READ SEM IN MGRL SCIENCES
Credit Hour(s): 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 in-depth coverage beyond normal course offerings. Instruction and guidance are normally on a tutorial basis.

MGS 9300 SEM IN HUMAN RESOURCE MGT
Credit Hour(s): 3.0

Seminar in Human Resource Management. (Formerly HRM 9800). Prerequisite: consent of the instructor. This course presents doctoral students with an in-depth review of the research literature in human resource management. Topics such as the history and development of human resource management, job analysis, employee recruitment and selection, performance appraisal, compensation, and the legal environment of human resource management are examined. Emphasis in the course is given to issues of theory and research methodology.

MGS 9310 SEM/MACRO HR MANAGEMENT
Credit Hour(s): 3.0

Seminar in Macro Human Resource Management. (Formerly HRM 9900). Prerequisite: consent of the instructor. This is a Ph.D. seminar focusing on in-depth review of theory and research relevant to domestic and international strategic management of human resources. Topics covered are strategic human resource management theory and research; compensation theory and research, with special emphasis on developments which may have societal policy implications; labor relations theory and research, including cross-cultural labor relations research; and new developments in the management of people by contemporary organizations.

MGS 9389 DIR READINGS IN MGRL SCI
Credit Hour(s): 3.0

Directed Reading in Managerial Sciences. Prerequisite: Consent of the instructor and PhD coordinator; good academic standing. This PhD-level course allows a student with a special interest in an area to pursue that interest in whatever depth and direction are appropriate. Examples of such areas are topics not covered in other course offerings and special in-depth coverage beyond normal course offerings. Instruction and guidance are normally on a tutorial basis. Because topics may vary, students may take this course multiple times.

MGS 9400 SEMINAR IN ORGANIZ'L BEHAVIOR
Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 cutting-edge strategic management research. In line with the multi-disciplinary 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

Credit Hour(s): 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 business-level 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

Credit Hour(s): 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- rate-level 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

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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, chi-square tests, quadratic forms, analysis of variance, nonparametric statistics, sufficiency, and the multivariate normal distribution.

MGS 9940 DESIGN OF EXPERIMENTS
Credit Hour(s): 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
Credit Hour(s): 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, in-depth coverage is given to the topics of parameter estimation, hypothesis testing, and residual analysis. Multicollinearity diagnostics and remedies are discussed, and several special topics are covered.

MGS 9960 MULTIVARIATE DATA ANALYSIS
Credit Hour(s): 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, quasi-experimentation, and true experimentation. Critical assessment of published research is the key goal. Among various techniques covered are multivariate hypothesis testing, principal components analysis, factor analysis, cluster analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and multivariate analysis of covariance.

MIT MANAGING INFORMATION TECHNOLOG

MIT 8000 IT PROJECT MANAGEMENT
Credit Hour(s): 3.0

Information Technology Project Management. 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), in-house developed systems, and outsourced projects.

MIT 8010 ORGANIZATIONAL CHANGE MGMT
Credit Hour(s): 3.0

Organizational Change Management. 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.

MIT 8070 MOB & WIRELESS INFO SYS
Credit Hour(s): 3.0

Mobile and Wireless Information Systems. CPS: 1, 2, 3, 4, 5, 6, 7, 8. 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.

MIT 8080 SECURITY & PRIVACY OF INFO SYS
Credit Hour(s): 3.0

Security and Privacy of Information and Information Systems. 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.

MIT 8090 MANAGING ENTERPRISE SYSTEMS
Credit Hour(s): 3.0

Managing Enterprise Systems. CSP: 1, 2, 3, 4, 5, 6, 7, 8. This course will explore the concepts, principles, and state-of-the-art methods in enterprise architectures, including architectural styles, architecture discription languages (ADL), software connectors, dynamism in archi- tectures, and architecture-based testing and analysis. The course will help understand the role of architecture in software engineering, specifically during requirements analysis, design (including object-oriented 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).

MIT 8100 MGMT OF INFO SERVICES
Credit Hour(s): 3.0

Management of Information Services. 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 end-user computing, project and operations management, systems security, and the management of information technology professionals.

MIT 8200 INFORMATION SYSTEMS STRATEGY
Credit Hour(s): 3.0

Information Systems Strategy. 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.

MIT 8210 GLOBAL SYSTEMS SOURCING
Credit Hour(s): 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.

MIT 8299 FIN & ACCT FOR IT MANAGERS
Credit Hour(s): 3.0

Finance & Accounting for IT Managers. CSP: 1, 2, 3, 4, 5, 6, 7, 8. 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.

MIT 8699 BUSINESS PROC INNOV
Credit Hour(s): 3.0

Business Process Innovation. CSP: 1, 2, 3, 4, 5, 6, 7, 8. 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, e-Procurement 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.

MIT 8990 IT MANAGEMENT CAPSTONE PROJECT
Credit Hour(s): 0.0 TO 6.0

IT Management Capstone Project. 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.

MK MARKETING

MK 8100 BUYER BEHAVIOR
Credit Hour(s): 3.0

Buyer Behavior. Prerequisite: MBA 8145. This course provides an opportunity for study of the behavior of buyers of business-to-business and consumer goods and services. Objectives include increasing the student's understanding of buyers and their behavior and providing the student with experience in applying this knowledge in marketing management decisions. Topics such as life style analysis,

organization, individual and family decision making, consumerism, behavioral models, attitude formation and change, information seeking, and market segmentation are explored using readings, projects and case materials.

MK 8110 MK TO OLDER CONSUMERS
Credit Hour(s): 3.0

Marketing to Older Consumers. Prerequisite: MBA 8145. This course is designed to provide the student interested in marketing to older adults with in-depth knowledge of the factors that are important in developing marketing strategies. The course helps the student understand the physiological and psychosocial changes that are associated with advancing age and how these changes create needs for specific products and services, as well as preferences for marketing communication and distribution channels. Marketing applications of theories and research findings are stressed throughout the course.

MK 8200 MARKETING RESEARCH
Credit Hour(s): 3.0

Marketing Research. Prerequisite: MBA 8145. 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 information. 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 client-based group projects, extensive hands-on assignments, and readings to develop con- ceptual, analytical and communication skills.

MK 8210 MARKETING INTELLIGENCE
Credit Hour(s): 3.0

Marketing Intelligence. Prerequisite: MBA 8145. 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 understand customer value and responsiveness, and target firm efforts to improve return on investment.

MK 8300 MKT COMMUN & PROMOTIONS
Credit Hour(s): 3.0

Marketing Communications and Promotions. Prerequisite: MBA 8145. This course focuses on the development and implementation of integrated marketing communications. Students learn about the development of a brand-building communications plan that covers advertising, packaging, sales promotion, direct marketing, and public relations. The course combines theory and application exercises designed to provide experiences in developing a comprehensive integrated marketing communications plan.

MK 8330 STRATEGIC SELLING
Credit Hour(s): 3.0

Strategic Selling. Prerequisite: MBA 8145. CSP: 1, 2, 6, 7. This course analyzes the role of the salesperson/account representative in high level sales processes such as those associated with Key and Strategic Account Management. The course emphasizes quantitative and qualitative analysis of high-level selling issues, customers? perspectives, and the competitive nature of this sales environment. Major topics in this course include: 1) investigating customer requirements; 2) reaching key decision makers; 3) understanding key financial considerations related to large sales; 4) negotiations. Additionally, the course examines the interplay between sales and marketing as they relate to acquiring and managing these key accounts.

MK 8340 SALES LEADERSHIP
Credit Hour(s): 3.0

Strategic Sales Leadership. Prerequisite: MBA 8145. CSP: 1, 2, 6, 7. In the past, many sales leaders were viewed by other corporate executives as managers in a tactical arena only. However, in a globalized business world as more and more products and services move toward commoditization, a good sales force helps organizations attract and retain customers. In this course, students learn to manage the modern sales force as a key strategic tool in achieving the goals of the organization in an increasingly competitive market place. Through this course, students acquire the skill sets needed to develop strategic sales plans and lead the sales team in achieving strategic objectives.

MK 8389 DIR READING IN MARKETING
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Marketing. Prerequisite: MBA 8145, consent of the instructor, good academic standing.

MK 8391 MARKETING INTERNSHIP
Credit Hour(s): 1.0

Marketing Internship Prerequisites: Approval of department, successful completion of MBA 8145, and enrollment as either a marketing major or a marketing concentration in the MBA program. (May be repeated once) The course enables a student to participate in a marketing internship when the employer requires that credit be granted for internship participation. When the student satisfies the above requirements, he/she can apply to the department, during the normal registration period for the upcoming semester, by providing a written description of the proposed internship. The course is graded on a satisfactory/unsatisfactory basis.

MK 8400 CHANNELS OF DISTRIBUTION
Credit Hour(s): 3.0

Channels of Distribution. Prerequisite: MBA 8145. 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
Credit Hour(s): 3.0

Logistics Management. Prerequisite: MBA 8145. CSP: 1. This is an introductory graduate-level course in business logistics designed to familiarize students with managerial decisions related to fundamental logistics functions including marketing channels, customer service, order management and information systems, inventory systems, transportation, and warehousing and network design and integration. Emphasis is placed on the application of marketing and state-of-the-art tools to analyze complex logistics systems, to reduce total logistics cost as well as supply lead time while maintaining predetermined customer service goals. The integration of logistics functions into supply chain processes is reviewed with a computerized simulation game.

MK 8510 BUSINESS TO BUSINESS MKT
Credit Hour(s): 3.0

Business-to-Business Marketing. Prerequisite: MBA 8145. This course focuses on strategy development for marketers whose customers include other businesses, the government, and institutions. It explores the buying behavior of organizations as customers and ways to segment the organizational market. In addition, the course highlights how the product development and management process for such customers differs from the processes used for consumer products and services. Other topics include channels of distribution strategy including electronic issues, supply chain management, price bidding, and new trends in personal selling and sales management. A portion of the course examines the application of e-commerce tools to improve marketing strategy with respect to buyer-seller relation- ships and market efficiency.

MK 8600 INTERNATIONAL MARKETING
Credit Hour(s): 3.0

International Marketing. Prerequisite: MBA 8145. This course exposes students to the different socio-cultural, economic, and geopolitical environments that influence firms' international and marketing activities and performance. Within this context, the course focuses on identifying world-wide marketing opportunities and formulating global product, pricing, distribution, and promotion strategies.

MK 8620 PRODUCT MANAGEMENT
Credit Hour(s): 3.0

Product Management. Prerequisite: MBA 8145. 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 DIGITAL/SOCIAL MEDIA MKTG
Credit Hour(s): 3.0

Digital & Social Media Marketing. Prerequisite: MBA 8145. CSP: 1, 2, 3, 4, 7. This course offers a comprehensive understanding of the digital and social media marketing landscape including different platforms, media, tools, and metrics. Based on this understanding, students will learn how different marketing objectives of the organization such as customer management, branding, sales, PR, promotion, communication and so on can be accomplished through digital and social media marketing strategies for both business-to-consumer as well as business-to-business settings.

MK 8710 CUSTOMER RELATIONSHIP MGT
Credit Hour(s): 3.0

Customer Relationship Management. Prerequisite: MBA 8145. 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 8720 DIRECT & DATABASE MKTG
Credit Hour(s): 3.0

Direct and Database Marketing. Prerequisites: MBA 8145. CSP: 1, 2, 4, 6. Direct and Database Marketing is a specialized form of Marketing where companies make extensive use of their databases to formulate customized marketing strategies so that they can market to each customer directly. Consistent with its rapidly increasing demand in contemporary marketing practices, this course is geared to make students well versed with theory, tools and applications related to Direct and Database marketing.

MK 8800 SERVICE MKT STRATEGY
Credit Hour(s): 3.0

Marketing Services Strategically. Prerequisite: MBA 8145. CSP: 1, 2, 6, 7. With over 75% of the U.S. GDP represented by companies engaged in the marketing of services such as financial, hospitality, retail, transportation, consulting, professional services, non-profit organizations, it is vital to understand how marketing in this sector is both complementary to and differentiated from product marketing. As such, this course looks at both the strategy and practice of understanding customer wants and needs; how the visibility of service creation affects customer satisfaction; how both business and individual customers judge satisfaction with service providers and how these are best reached through marketing communications and sales.

MK 8900 STRATEGIC MARKET PLANNING
Credit Hour(s): 3.0

Strategic Market Planning. Prerequisite: MBA 8145. This course presents the role of marketing in the strategic planning

process. The strategic business unit is the unit of analysis. The nature of competitive advantage is explored. A strategic market planning process model is developed. Competitive advantage is considered from both a competitor and a customer perspective. The course is designed to integrate course content from other marketing areas, such as product design, marketing research, marketing management, and distribution. The course includes a strategic marketing simulation which provides hands-on experience in the design and implementation of strategic marketing. Specific topics include the nature of competitive advantage, the strategic market planning process, identifying competitors, strategy relationships, sustaining competitive advantage, and segmenting strategy.

MK 9150 MARKETING THEORY
Credit Hour(s): 3.0

Marketing Theory. Prerequisite: MBA 8145. 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
Credit Hour(s): 3.0

Seminar in Marketing. Prerequisite: MBA 8145. 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
Credit Hour(s): 3.0

Research Seminar in Marketing. Prerequisite: MBA 8145. 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
Credit Hour(s): 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 single-period models including severity models, frequency models, compound distributions, and aggregate loss models. The second component covers multi-period 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
Credit Hour(s): 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
Credit Hour(s): 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 interest-rate dependent assets.

MRM 8610 FINANCIAL ENGINEERING
Credit Hour(s): 3.0

Financial Engineering. Prerequisite: MBA 8130, MBA 8230 and FI 8000 concurrenctly. CSP: 1, 2, 7. This course introduces students to continuous-time financial models essential for the practice of mathematical risk management. It begins with a discussion of the funda- mental mathematical tools from continuous-time 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 non-traded assets.

MRM 8620 FINANCIAL RISK MODEL
Credit Hour(s): 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, interest-rate risk, and default risk, among others. Emphasis is on the development of "hands-on" 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 non-financial sector.

MRM 8630 INT. RATE & CREDIT MODELS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 0.0

Performance Laboratory. Coached chamber ensemble and/or studio-class performance. Includes repertoire review, master classes, peer analysis and critique, and recital preparation. (May be repeated.)

MUS 6011 SINGING IN ITALIAN
Credit Hour(s): 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 6031 SINGING IN FRENCH
Credit Hour(s): 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 6050 REVIEW OF AURAL SKILLS
Credit Hour(s): 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
Credit Hour(s): 2.0

Practicum in Piano Pedagogy. Prerequisites: piano pedagogy course(s) and an acceptable level of performance skill. Supervised teaching of elementary and/or intermediate-level piano students (child or adult level) in private or group lessons.

MUS 6090 JZ PEDGY/MARCH BAND TECH
Credit Hour(s): 1.0

Jazz Pedagogy/Marching Band Techniques. Principles of jazz instruction for music educators. Design and charting for the contemporary style drill utilizing drafting instruments and computer-aided instruction.

MUS 6100 JAZZ COMBO ARRANGING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6210 COMPOSITION SEMINAR
Credit Hour(s): 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 6360 ADVANCED KEYBOARD SKILLS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6440 VOCAL PEDAGOGY
Credit Hour(s): 2.0

Vocal Pedagogy. Principles of vocal pedagogy and development of teaching skills in applied vocal instruction.

MUS 6450 ADVANCED TONAL ANALYSIS
Credit Hour(s): 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 one-movement and multi-movement works from the common-practice period.

MUS 6460 ANALYSIS OF POST-TONAL MUSIC
Credit Hour(s): 3.0

Analysis of Post-Tonal 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 post-tonal idiom, with analytical applications to literature from major composers of the twentieth century. Compositional exercises will provide orientation to diverse styles and demonstrate creative applications of theoretical concepts. Substantial research project required.

MUS 6480 CHORAL CONDUCTING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 (Palestrina-style modal counterpoint) and Baroque (Bach-style harmonic counterpoint).

MUS 6530 ACCOMPANYING
Credit Hour(s): 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 6610 PIANO LITERATURE
Credit Hour(s): 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 SOLO SONG LITERATURE I
Credit Hour(s): 2.0

Solo Song Literature I: Germany and Eastern Europe. Survey of the solo vocal literature of Germany, Poland, Russia, Hungary, Czechoslovakia and Romania. Includes class lectures, score study, listening analysis and class discussion.

MUS 6621 SOLO SONG LITERATURE II
Credit Hour(s): 2.0

Solo Song Literature II: Western Europe and the Americas. Survey and history of solo song repertoire in France, England, the United States, Spain, Italy, Mexico, Norway, Finland, Denmark, Argentina and Brazil. Includes class lectures, score study, listening analysis and class discussion.

MUS 6640 CHORAL LITERATURE I

Credit Hour(s): 2.0

Choral Literature I. Prerequisite: Mus 6160 with a grade of B or higher, or equivalent, or consent of instructor. Choral Literature from 1450 to 1825.

MUS 6641 CHORAL LITERATURE II
Credit Hour(s): 2.0

Choral Literature II. Prerequisite: Mus 6160 with grade of B or higher, or equivalent, or consent of instructor. Choral literature from 1825 to present.

MUS 6642 CHOR LIT & CONDUCT: 20-21CENT
Credit Hour(s): 3.0

Choral Literature and Conducting: 20th-21st Centuries. Prerequisite: Mus 6160 with grade of B or higher, or equivalent, or consent of instructor. Choral literature, conducting, and performance practice for choral ensembles from 1900 to present.

MUS 6660 DRAMATIC MUSIC
Credit Hour(s): 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 6730 COMPUTER APPLIC
Credit Hour(s): 2.0

Computer Applications in Music. Basic computer literacy in music-related software programs for MacIntosh and Windows operating systems. A working knowledge of word processing, graphics, music notation, and music sequencing will be gained, along with the knowledge of resources on the internet.

MUS 6750 GROUP INSTRCT IN JAZZ KEYBOARD
Credit Hour(s): 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 lead-sheet realization.

MUS 6760 ADVANCED KEYBOARD HARMONY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 ii-v7s, ballad interpretation, memorization, and chord substitutions.

MUS 6791 ADV JAZZ IMPROV II
Credit Hour(s): 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 ii-v7s, ballad interpretation, memorization and chord substitutions.

MUS 6792 JAZZ THEORY
Credit Hour(s): 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
Credit Hour(s): 3.0

World Music. Comparative survey of various nonwestern musical cultures.

MUS 6850 JAZZ STYLES
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 3.0

Selected Topics. Prerequisite: consent of the instructor. Discussion and readings on selected topics.

MUS 6910 CHAMBER LITERATURE
Credit Hour(s): 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
Credit Hour(s): 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 6981 COMPUTER MUSIC
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0

New Music Ensemble. Prerequisite: audition or consent of the instructor. Chamber ensemble that performs primarily post-World War II music, but also some earlier music. Student compositions may be performed. Participation in New Music Week during Spring semester required.

MUS 7060 WIND ENSEMBLE
Credit Hour(s): 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
Credit Hour(s): 1.0

Wind Orchestra. Study, rehearsal, and concert performance of wind instrument/band repertoire representing various periods and styles. Open to music majors and non-majors. Prior playing experience and music reading ability required. Placement audition required. (May be repeated for credit.)

MUS 7062 UNIVERSITY BAND
Credit Hour(s): 1.0

University Band. Study, rehearsal, and concert performance of band repertoire representing various periods and styles. Open to music majors and non-majors. Prior playing experience and music reading ability required. May be repeated for credit. No audition required but the ability to read music and perform with proficiency on an instrument used in the ensemble is required.

MUS 7063 MARCHING BAND
Credit Hour(s): 1.0 TO 3.0

Marching 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 appropriate instrument/visual equipment. Audition required. 1-3 Credit Hours

MUS 7070 ORCHESTRA
Credit Hour(s): 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
Credit Hour(s): 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: MEN'S CHORUS
Credit Hour(s): 1.0

Choral Ensemble: Men's Chorus. Study, rehearsal and concert performance of men's choral literature of various periods and styles. May be repeated for credit.

MUS 7080A CHORAL ENSEMBLE: UNIV SINGERS
Credit Hour(s): 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
Credit Hour(s): 1.0

Choral Ensemble: Vocal Jazz. Study and performance of vocal jazz ensemble repertoire.

MUS 7082 WOMEN'S CHORUS
Credit Hour(s): 1.0

Women's Chorus. Study, rehearsal, and performance of repertoire for women's chorus. Open to music majors and non-majors. (May be repeated for credit.)

MUS 7090 JAZZ BAND
Credit Hour(s): 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 7110 BRASS ENSEMBLE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 7200 PRINCIPLES OF GENERAL MUSIC
Credit Hour(s): 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
Credit Hour(s): 2.0

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
Credit Hour(s): 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 7300 DIRECTED STUDY IN MUS ED
Credit Hour(s): 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 7400 FOUNDATIONS OF MUSIC ED
Credit Hour(s): 3.0

Foundations of Music Education. Historical, psychological, philosophical, and social-cultural foundations of music education practice in school and community settings.

MUS 7430 CHORAL METH & TECHNIQUES
Credit Hour(s): 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 7520 WIND CLASS
Credit Hour(s): 2.0

Wind Class.

MUS 7530 BRASS CLASS
Credit Hour(s): 2.0

Brass Class.

MUS 7540 STRING CLASS
Credit Hour(s): 2.0

String Class.

MUS 7550 PERCUSSION CLASS
Credit Hour(s): 2.0

Percussion Class.

MUS 7560 ORGAN/DEV INST MUS IN SCH
Credit Hour(s): 3.0

Organization and Development of Instrumental Music in Schools. Advanced understanding and practice of instrumental music education in school settings. Emphasis on implications of current research for teaching/learning strategies and program development. Correlated with national standards in music education.

MUS 7570 STRING LIT & MAT-SCHL ENS
Credit Hour(s): 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
Credit Hour(s): 3.0

Seminar in Music Teaching and Learning. Practice-based development of advanced techniques for teaching music at all levels. Demonstration and analysis of contemporary theory

and research in applied settings, documented through portfolios, videotapes, and on-site observation.

MUS 7600 PERF STYLE/INTER-CHOR MUS
Credit Hour(s): 2.0

Performance Style and Interpretation in Choral Music. Stylistic practices of choral performance with repertoire from Renaissance through contemporary twentieth-century compositions.

MUS 7700 PSY OF MUSIC LEARNING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 SEMINAR-GRAD ASST MUS
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 9.0

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 8210 ARTS EDUC & COMMUNITY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 K-12 education settings. Correlation with national standards in music education.

MUS 8400 CONTEMP PHIL AND ISSUES MU ED
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0

Chamber or Ensemble Recital in Major Graduate Applied Instrument or Voice. One-hour performance is required.

MUS 8580 LEADSHP & SUPERVIS MUS ED
Credit Hour(s): 3.0

Leadership and Supervision of Music Education. Principles of effective program and instructional leadership. Application of theoretical supervision models and concepts to areas such as curriculum development, personnel supervision, evaluation, and budget.

MUS 8590 SO REC-MAJ GRD AP INST/VO
Credit Hour(s): 1.0

Solo Recital in Major Graduate Applied Instrument or Voice. Prerequisite: all degree proficiencies must be completed. One-hour performance is required. The recital must be presented before the end of the fourth term of Applied Mus 8000.

MUS 8620 OPERA THEATER WORKSHOP
Credit Hour(s): 1.0 TO 3.0

Opera Theater Workshop. May be repeated for a maximum of five credit hours. Comprehensive training in stage techniques and character development for the operatic singer-actor. Performance in "scenes" recital or opera production required.

MUS 8625 PRINCIPLES OF OPERA PRODUCTION
Credit Hour(s): 3.0

Principles of Opera Production. Prrequisite: Mus 8620 (1 semester) with grade of B or higher. Development of the skills needed for new and emerging producing directors. Focus is on the fundamentals of stage craft, performance and production.

MUS 8690 CHORAL CONDUCTING PROJECT
Credit Hour(s): 3.0

Choral Conducting Project. Preparation and execution of a choral concert and a research paper analyzing the major composition of the concert.

MUS 8800 WIND BAND LITERATURE
Credit Hour(s): 3.0

Wind Band Literature. Survey of wind band music suitable for elementary through college/professional-level ensembles.

MUS 8830 RENAISSANCE MUS 1450-1600
Credit Hour(s): 3.0

Renaissance Music, 1450-1600. Ockeghem to Palestrina.

MUS 8840 BAROQUE MUSIC, 1600-1750
Credit Hour(s): 3.0

Baroque Music, 1600-1750. Monteverdi to Bach.

MUS 8850 PRE-CLASS & CLASS PERIOD
Credit Hour(s): 3.0

Pre-Classical and Classical Periods, 1740-1825. Domenico Scarlatti to Beethoven.

MUS 8860 ROMANTIC PERIOD 1800-1900
Credit Hour(s): 3.0

Romantic Period, 1800-1900. Schubert to Mahler.

MUS 8870 TWENTIETH CENTURY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

Non-Thesis Research in Music. Supervised elective research not associated with thesis or directed-study credit.

MUS 8910 FINAL PROJ IN COMPOSITION
Credit Hour(s): 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 8920 RESEARCH OR TA IN MUSIC
Credit Hour(s): 3.0 TO 12.0

Research or Teaching Assistantship in Music. Prerequisite MUS 8100. Does not count toward degree requirements. Assisting of music 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.

MUS 8950 PRACTICUM IN MUSIC ED
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 1.0 TO 9.0

Thesis.

NEUR NEUROSCIENCE

NEUR 6010 NEUROBIOLOGY
Credit Hour(s): 4.0

Neurobiology. Prerequisites: Biol 3800 and 3840, or equivalents. (Same as Biol 6102.) 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.

NEUR 6030 COMPUTATIONAL NEUROSCIENCE
Credit Hour(s): 4.0

Computational Neuroscience. Prerequisites: Neur 3000, Math 2201, Math 2202, Phys 2211K, and Phys 2212K, or equivalent. A project-based course giving maximal exposure to model building and hypothesis testing. Each student will keep an electronic laboratory journal of simulation results, describing the scientific question, the model used, the specific simulations, including all parameter values, the results, analysis and interpretation. Each student will make 4 presentations of their work, one in each area covered during the course.

NEUR 6040 NEUROETHOLOGY
Credit Hour(s): 4.0

Neuroethology. Prerequisite: Neur 3000, Biol 4102, Neur 6010, or Biol 6102, or equivalent. Four lecture hours per week. The neural basis of behavior from an ethological perspective. The course will cover discoveries, techniques, and concepts underlying neuroethological research. Developmental, evolutionary and comparative approaches are emphasized. An elective for Neuroscience graduate students. 4.000 credit hours.

NEUR 6100 DEVELOPMENTAL NEUROBIOLOGY
Credit Hour(s): 4.0

Developmental Neurobiology. Prerequisite: Biol 3800 or equivalent. (Same as Biol 6094.) 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.

NEUR 6110 NEURAL PLASTICITY
Credit Hour(s): 4.0

Neural Plasticity. Prerequisite: Neur 6010 or Biol 6102 with grade of C or higher, or equivalent. (Same as Biol 6110 and Psyc 8625.) Four lecture hours per week. Phenomenology and mechanisms of experience-dependent changes in the nervous system. The course will examine plasticity at many levels of analysis, from synaptic mechanisms to clinical strategies, and from molecular neuroscience to cognitive psychology.

NEUR 6200 ENDOCRINOLOGY
Credit Hour(s): 4.0

Endocrinology. Prerequisite: Chem 6600 or equivalent. (Same as Biol 6240.) 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.

NEUR 6300 INTRO TO PSYCHOPHYSIOLOGY
Credit Hour(s): 4.0

Introduction to Psychophysiology. (Same as Psyc 6140.) 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.

NEUR 6310 NEUROBIOLOGY LABORATORY
Credit Hour(s): 4.0

Neurobiology Laboratory. Prerequisites: Biol 4102, or equivalent, and consent of instructor. (Same as Biol 6180.) Two lecture and six laboratory hours a week. Laboratory techniques in neuroscience, including intra- and extracellular electrophysiology, computational methods, neuroanatomy, immunocytochemistry, and neuroethology.

NEUR 6320 FUNDAMENTALS OF BIOINFORMATICS
Credit Hour(s): 4.0

Fundamentals of Bioinformatics. Prerequisites: Biol 3800 or written approval of instructor. (Same as Biol 6640, Chem 6640, and CSc 6640.) Four lecture hours per week. A "hands-on" approach to bioinformatics using PCs, the internet, and computer graphics to analyze, correlate, and extract information from biological databases, emphasizing sequence and structure databases for proteins and nucleic acids, and introducing the computing skills necessary for bioinformatics. Topics include: sequences and three-dimensional structures of proteins and nucleic acids, the major databases, algorithms for sequence comparison, data mining, and prediction of structure and function.

NEUR 6330 FUNCTIONAL NEUROIMAGING
Credit Hour(s): 3.0

Functional Neuroimaging. (Same as Phys 6710.) Prerequisite: consent of instructor. Three lectures hours a week. Foundations of physics principles applied to brain processes, different imaging modalities, and neuroimaging data analysis methods. Topics include physiological basis of functional

neuroimaging, physics of different imaging modalities (fMRI, PET, EEG, MEG, fNIR, TMS), experimental design, neuroimaging data analysis, and applications in cognitive neuroscience. This course is appropriate for graduate students in physics, chemistry, biology, neuroscience, psychology, mathematics, statistics, and computer science with an interest in the use of functional neuroimaging.

NEUR 6400 PRIMATE BEHAVIOR
Credit Hour(s): 3.0

Primate Behavior: Field and Laboratory. Prerequisite: Biol 3840 or Psyc 4110 or consent of the instructor. (Same as Psyc 6116.) Two lecture and two laboratory hours a week. Nonhuman and human primate origins of cognition, language, mythology, rituals, tool use, nonverbal expressions, symbolism, sexuality, and aggression.

NEUR 6410 SENSATION AND PERCEPTION
Credit Hour(s): 3.0

Sensation and Perception. (Same as Psyc 6130.) 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.

NEUR 6420 HORMONES AND BEHAVIOR
Credit Hour(s): 4.0

Hormones and Behavior. Prerequisite: Biol 3840 or equivalent. (Sames as Biol 6241 and 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.

NEUR 6500 PHILOSOPHY OF SCIENCE
Credit Hour(s): 3.0

Philosophy of Science. (Same as Phil 6130.) 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; limites of scientific explanation.

NEUR 6510 PHILOSOPHY & COGNITIVE SCIENCE
Credit Hour(s): 3.0

Philosophy and Cognitive Science. (Same as Phil 6340.) An interdisciplinary examination of the problems, theories, and research strategies central to the study of the human mind and of other cognitive systems. Basic readings will come from a variety of disciplines, including philosophy, neuroscience, and psychology. Topics of investigation may include perception, mental representation, language, modularity, consciousness, emotions, moral psychology, action, mental disorders, folk psychology, and animal minds.

NEUR 6520 PHILOSOPHY OF MIND
Credit Hour(s): 3.0

Philosophy of Mind. (Same as Phil 6330.) Topics such as theories of mind; the connection between mental and physical states; the relation between mind, language, and the world; and artificial intelligence.

NEUR 6600 SURVIVAL SKILLS IN ACADEMIA
Credit Hour(s): 3.0

Survival Skills in Academia. (Same as Biol 6801 and Psyc 6801.) Guidance and direction for graduate students on how to accomplish many of the day-to-day tasks encountered by researchers and instructors throughout their careers in academia. Topics covered include how to write and publish scientific papers, grantspersonship, scientific ethics, posters and oral presentations, mentoring, and job interviewing.

NEUR 6990 INTERNSHIPS IN NEUROSCIENCE
Credit Hour(s): 2.0

Internships in Neuroscience. Prerequisite: Consent of the instructor. Students receive hands-on experience in activities that require knowledge and skills related to the field of Neuroscience. Specific topics available each semester will vary. May be taken for credit a maximum of two times.

NEUR 7400 PSYCHOLOGY OF ANIMAL BEHAVIOR
Credit Hour(s): 3.0

Psychology of Animal Behavior. (Same as Psyc 7560.) Psychological, genetic, physiological, and ecological bases of animal behavior. Basic adaptive mechanisms and their importance for understanding human behavior.

NEUR 8010 NEUROBIOLOGY I: CELLULAR
Credit Hour(s): 4.0

Neurobiology I: Cellular Neurobiology. Prerequisite: Biol 4102, Biol 6102 or Neur 6010 with grade of B or higher, or equivalent, or consent of instructor. (Same as Biol 8010 and 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.

NEUR 8020 NEUROBIOLOGY II: INTEGRATIVE
Credit Hour(s): 4.0

Neurobiology II: Integrative Neurobiology. Prerequisite: Biol 8010 or Neur 8010 with grade of B or higher, or equivalent, or consent of the instructor. (Same as Biol 8020 and 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.

NEUR 8030 ADV. BEHAVIORAL NEUROSCIENCE
Credit Hour(s): 3.0

Advanced Behavioral Neuroscience. Prerequisites: Biol 8010 and Biol 8020, or Neur 8010 and Neur 8020, or equivalents, or consent of instructor. (Same as Biol 8070 and Psyc 8618.)

Advanced analysis of functional neural systems involved in the regulation of behavior, emphasizing interactions between limbic, hypothalamic, and cortical brain systems.

NEUR 8035 PSY RESEARCH STATISTICS I
Credit Hour(s): 3.0

Psychological Research Statistics I. Prerequisite: Psyc 3010, or equivalent. (Same as Psyc 8410.) Statistical analysis of psychological data with an emphasis on the logic of basic analytic techniques. Includes discussion of data screening, hypothesis testing, bivariate measures of association, and simple between- and within-subjects analysis of variance.

NEUR 8040 RESEARCH DESIGN AND ANALYSIS
Credit Hour(s): 3.0

Research Design and Analysis in Neuroscience. This course will train doctoral students in the design of neuroscience experiments and the statistical methodologies appropriate for analyzing these data. Topics include experimental design, parametric and non-parametric statistical analyses, as well as applied problem sets using neurobiobehavioral data. Multivariate regression analysis, ANCOVA and probability theory will also be covered.

NEUR 8100 DEVELOPMENTAL NEUROPSYCHOLOGY
Credit Hour(s): 3.0

Developmental Neuropsychology. Prerequisite: Neur 8400, Psyc 8620, or consent of instructor. (Same as Psyc 8630.) Development of the central nervous system and brain; their relationship to behavioral development; and common CNS disorders in children.

NEUR 8200 PROTEIN STRUCTURE AND FUNCTION
Credit Hour(s): 3.0

Protein Structure and Function. Prerequisite: Chem 6610 or consent of instructor. (Same as Biol 8360 and 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.

NEUR 8210 NUCLEIC ACID STRUCTURE & FUNCT
Credit Hour(s): 3.0

Nucleic Acid Structure and Function. Prerequisite: Chem 6610 with grade of B or higher, or consent of instructor. (Same as Biol 8637 and Chem 8370.) Topics include the structure of nucleic acids, mechanism and control of DNA and RNA synthesis, and interaction of proteins and drugs with nucleic acids.

NEUR 8230 PSYCHOPHARMACOLOGY
Credit Hour(s): 3.0

Psychopharmacology. Prerequisite: Psyc 8610, or consent of the instructor. (Same as Biol 8065 and 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 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.

NEUR 8240 GRADUATE NEUROENDOCRINOLOGY
Credit Hour(s): 3.0

Graduate Neuroendocrinology. Prerequisites: Neur 8010, Neur 8020, and Neur 8030 with grades of B or higher. Three lecture hours per week. This course aims to provide the student with an overview of Neuroendocrinology at the graduate level. Hormone synthesis and mechanisms of action, as well as advanced principles regarding how hormones interact with the nervous system to influence behavior will be emphasized. Class studies in the field plus current research and techniques will be included. 3.000 credit hours.

NEUR 8300 FUNCTIONAL HUMAN NEUROANATOMY
Credit Hour(s): 3.0

Functional Human Neuroanatomy. Prerequisite: Biol 3840 or Psyc 8610, or consent of the instructor. (Same as Biol 8040 and Psyc 8615) In-depth study of the neuroanatomy and function of the human central nervous system. Considers neuroanatomical techniques used to study the brain, neuroanatomical basis for the control of sensory and motor systems, as well as cortical, autonomic nervous system, and limbic system anatomy and function. Both normal brain anatomy and pathologies are covered.

NEUR 8310 RESEARCH METHODS IN PSYCHOLOGY
Credit Hour(s): 3.0

Research Methods in Psychology. (Same as Psyc 8010.) Types of research design including experimental designs, quasi-experimental designs, single-case designs, and case studies; related research issues including aspects of philosophy of science, measurement, reliability, internal and external validity, and artifacts.

NEUR 8320 PSY RESEARCH STATISTICS II
Credit Hour(s): 3.0

Psychological Research Statistics II. Prerequisite: Neur 8035 or Psyc 8410. (Same as Psyc 8420.) 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.

NEUR 8330 PSY RESEARCH STATISTICS III
Credit Hour(s): 3.0

Psychological Research Statistics III. Prerequisite: Neur 8320 or Psyc 8420. (Same as Psyc 8430.) 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.

NEUR 8340 DYNAMICAL FOUND NEUROSCIENCE
Credit Hour(s): 3.0

Dynamical Foundations of Neuroscience. Prerequisite: Math 4010/6010, Math 4275/6275, or Phys 4180/6180 with grade of C or higher. (Same as Math 8515.) This course deals with computational and mathematical neuroscience with the emphasis on models of neurons and neural networks described in terms of dynamical systems, time continuous and discrete. Topics include biophysics and dynamics of single and coupled neurons, bifurcations and transitions between various types of neuronal activities; modeling of synapses, dendrites and axons; locomotion and small networks; neural coding in single cells and at the population level; dynamics of large networks, including spike computing with population codes; networks learning and behavioral changes.

NEUR 8350 ADVANCED BIOINFORMATICS
Credit Hour(s): 4.0

Advanced Bioinformatics. Prerequisites: Neur 6320 or equivalent, ability to program in Java or C++ or equivalent, and consent of instructor. (Same as Biol 8630, 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 computer-based bioinformatics project.

NEUR 8360 INFORMATICS OF BIOLOGICAL SYST
Credit Hour(s): 3.0

Informatics of Neural and Cardiovascular Systems (Same as MATH 8560). Prerequisite: MATH 4010/6010 or MATH 6275 or MATH 4751/6751 with grades of C or higher. This course studies informatics in application to biological systems, the emerging fields of science that appeared at a cross-road of mathematics, biology, and medicine. It is designated for graduate students. Biological topics will include gating properites of ion channels, with particular application to cardiac diseases and cancer. The models of ion channels, neural and cardiac cells will be introduced. Electrical activity of biological cells will be analyzed with modern mathematical methods. The role of stochasticity in information processing by biological systems will be analyzed. Application of the mathematical modes for genetic diseases (epilepsy, arrhythmias) will be discussed.

NEUR 8370 COMP MODELING-LIFE SCIENCES
Credit Hour(s): 3.0

Computational Methods and Modeling for the Life Sciences. (Same as Math 8570.) Prerequisite: Math 6010 or Math 6275 with a grade of C or higher. Some familiarity with basic biological concepts will be assumed. Advanced computational methods for generating and analyzing deterministic dynamic models in the context of scientific data. Biological case studies may be drawn from many areas involving all scales of inquiry, from molecules to ecosystems.

NEUR 8380 COMPUTATIONAL NEUROSCIENCE
Credit Hour(s): 3.0

Computational Neuroscience. Prerequisite: Math 2211, Biol 4102, or Neur 8010 with grades of B or higher, or equivalent, or consent of instructor. Three lecture hours per week. Realistic modeling dynamics of neurons and neuronal networks with emphasis on testing data-driven hypotheses. Topics include modeling intracellular calcium dynamics, voltage dependent channels, synapses, activity of neurons, and synchronization regimes of neuronal networks. 3.000 credit hours.

NEUR 8400 INTRO CLINICAL NEUROPSYCHOLOGY
Credit Hour(s): 3.0

Introduction to Clinical Neuropsychology. Prerequisite:Neur 8030, Psyc 8610 or Psyc 8618, or consent of instructor. (Same as Psyc 8620.) Topics include laterality, handedness, cerebral dominance, basic neuroanatomy, aphasia, neglect, amnesic syndromes, agnosia, alexia, split brain research, and recovery of function.

NEUR 8410 ADVANCED COGNITIVE PSYCHOLOGY
Credit Hour(s): 3.0

Advanced Cognitive Psychology. (Same as Psyc 8540.) Empirical and theoretical bases for understanding the processes of thought, including attention, pattern recognition, learning, memory, language, and reasoning.

NEUR 8500 HISTORY OF PSYCHOLOGY
Credit Hour(s): 3.0

History of Psychology. (Same as Psyc 8500.) Broad historical basis of psychology as a science. An account of the historical development and contemporary status of various theoretical systems of psychology.

NEUR 8600 INTRO GRADUATE BIOLOGY STUDIES
Credit Hour(s): 1.0

Introduction to Graduate Studies in Biology. (Same as Biol 8550.) One lecture hour a week. Analysis, discussion, and review of basic skills, techniques, requirements for compliance in biology, organizational requirements, and ethics in biology.

NEUR 8700 SEMINAR IN PSYCHOLOGY
Credit Hour(s): 1.0 TO 3.0

Seminar in Psychology. (Same as Psyc 9900.) Topics presented by special request.

NEUR 8705 TOPICS IN NEUROPSYCHOLOGY
Credit Hour(s): 3.0

Topics in Neuropsychology. (Same as Psyc 8910.) 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.

NEUR 8710 CONCEPTS IN NEUROBIOLOGY
Credit Hour(s): 2.0

Concepts in Neurobiology. Prerequisite: consent of the instructor. (Same as Biol 8110.) Two lecture hours a week. Lectures and discussions dealing with contemporary topics in neurobiology.

NEUR 8715 BRAINS & BEHAVIOR SEMINAR
Credit Hour(s): 1.0

Brains and Behavior Seminar. Prerequisite: Instructor Permission. Current Research Topics in Neuroscience and Behavior.

NEUR 8720 TOPICS BEHAVIOR & NEUROBIOLOGY
Credit Hour(s): 1.0

Topics in Behavior and Neurobiology. (Same as Biol 8950.) May be repeated if topics vary.

NEUR 8740 TOPICS BEHAVIORAL NEUROSCIENCE
Credit Hour(s): 1.0

Topics in Behavioral Neuroscience. Prerequisite: consent of instructor. (Same as Psyc 8956.) May be repeated if topics vary.

NEUR 8750 SEMINAR PHILOSOPHY OF SCIENCE
Credit Hour(s): 3.0

Seminar in Philosophy of Science. (Same as Phil 8130.) Basic philosophic issues and problems attending any reasonable adequate discussion of that 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, the completability of science, the social sciences, scientism, and the difference between philosophy and scince. May be repeated if topic varies. A maximum of six credit hours may be applied toward the degree.

NEUR 8760 SEMINAR IN PHILOSOPHY OF MIND
Credit Hour(s): 3.0

Seminar in Philosophy of Mind. (Same as Phil 8330.) 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.

NEUR 8770 SEM PHIL & COGNITIVE SCIENCE
Credit Hour(s): 3.0

Seminar in Philosophy and Cognitive Science. (Same as Phil 8340.) An in-depth examination of specific issues concerned with the interdisciplinary study of mind, drawing on research from philosophy, neuroscience, psychology, anthropology, linguistics, computer science, and ethology. Topics may include: mental representation and language, sensation and perception, inference and reasoning, innateness and modularity, the emotions, learning and conceptual change, moral cognition and development, consciousness and self-consciousness, mental deficits and disorders, animal and computer models of cognition, folk psychology and reductive strategies in neurobiology; a careful reading of one or more recent influential books in philosophy or cognitive science.

NEUR 8780 SEMINAR IN NEUROSCIENCE
Credit Hour(s): 1.0

Seminar in Neuroscience. Current research topics in neuroscience. Repeatable.

NEUR 8790 TOPICS IN NEUROSCIENCE
Credit Hour(s): 1.0 TO 4.0

Topics in Neuroscience. Prerequisite: consent of instructor. This course provides in depth training on a subject matter in neuroscience. Includes learning to read and critique scientific literature. May be repeated if topics vary.

NEUR 8800 MASTER'S RESEARCH
Credit Hour(s): 1.0 TO 25.0

Master's Research. Master's research. Repeatable course.

NEUR 8810 DIRECTED LAB STUDY
Credit Hour(s): 2.0

Directed Laboratory Study. Co-requisite: Neur 8800, Neur 9910, or Neur 9999, or equivalent. One lecture hour and one discussion hour per week. Students learn to discuss and present experimental design, research procedures, and scientific data through laboratory group meetings and individual discussion with faculty laboratory director.

NEUR 8990 INTERNSHIPS IN NEUROSCIENCE
Credit Hour(s): 2.0

Internships in Neuroscience. Prerequisite: Consent of the instructor. Students receive hands-on experience in activities that require knowledge and skills related to the field of Neuroscience. Specific topics available each semester will vary. May be taken for credit a maximum of two times.

NEUR 9300 NEUROPSYCHOLOGICAL ASSESSMENT
Credit Hour(s): 3.0

Neuropsychological Assessment. Prerequisite: Neur 8400 or Psyc 8620, or consent of instructor. (Same as Psyc 9140.) Standardized batteries and additional neuropsychological tests for both standard and bedside testing. Actual test administration included.

NEUR 9910 ADVANCED RESEARCH
Credit Hour(s): 1.0 TO 25.0

Advanced Research. Advanced research in neuroscience. Directed research studies. Repeatable.

NEUR 9920 ADVANCED DIRECTED READINGS
Credit Hour(s): 1.0 TO 9.0

Advanced Directed Readings. Advanced directed readings in neuroscience. Directed readings in special areas. Repeatable.

NEUR 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 25.0

Dissertation Research. Doctoral dissertation research

NSCI NATURAL SCIENCES

NSCI 7001 INTEG SCI I: PHYS SCI
Credit Hour(s): 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
Credit Hour(s): 4.0

Integrated Science II: Earth Science. 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
Credit Hour(s): 4.0

Integrated Science III: Life Sciences. 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 6910 CARING FOR FAM & COMMUNITIES
Credit Hour(s): 6.0

Caring for Families and Communities. Prerequisites: NURS 6000 and NURS 6010 for RN MS 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 (90 clinical practice hours).

NURS 7000 RESEARCH METHODS FOR APNS
Credit Hour(s): 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 7001 CULTURE & HEALTHCARE DISPAR
Credit Hour(s): 3.0

Culture, Health Literacy, and Disparities in Healthcare. Prerequisite: Admission to master's program in the School of Nursing The purpose of this course is to explore a myriad of clinical factors that impact healthcare delivery, access, and quality of care for diverse populations in the U.S. The course will identify cultures and infrastructures that perpetuate healthcare inequities and approaches that contribute to a resolution of these inequities. Strategies to prepare healthcare providers to care for a changing and diverse population will also serve as a major focus of the course.

NURS 7030 CLIN PRACT ADULT HLTH NURS
Credit Hour(s): 7.0

Clinical Practicum in Adult Health Nursing I. Prerequisites: NURS 7500, NURS 7550. Pre- or co-requisites NURS 7310, NURS 7320 This course is designed for students to implement 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 or chronically ill adults. Students will analyze the nature of tertiary care and the system in which acute illnesses occur. Two credit hours class, five credit hours clinical practice. (225 clinical practice hours).

NURS 7040 CLIN PRACT ADULT HLTH NURS II
Credit Hour(s): 6.0

Clinical Practicum in Adult Health Nursing II. Prerequisites: NURS 7030. 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
Credit Hour(s): 7.0

Ambulatory Care of Adults for Advanced Practice Nurses. Prerequisites: NURS 7500, NURS 7550. Pre- or Co-requisites: 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 also focuses on nurse

practitioner role socialization. Two credit hours seminar, four credit hours clinical practice (180 clinical practice hours).

NURS 7060 DIRECTED READINGS
Credit Hour(s): 1.0 TO 3.0

Directed Readings. Individual readings on special topics in nursing and related areas under the guidance of a faculty member.

NURS 7080 AMBULATORY CARE OF WOMEN
Credit Hour(s): 6.0 OR 7.0

Advanced Practice in the Ambulatory Health Care of Women. Prerequisite: NURS 7500, NURS 7550; NURS 7340 (FNP only); NURS 7050 (AH only). Pre- or Co-requisites: NURS 7310, NURS 7320. 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. For Six Credit Hours: Three credit hours lecture; three credit hours clinical practice (135 clinical practice hours). For Seven Credit Hours: Three credit hours lecture; four credit hours clinical practice (180 clinical practice hours).

NURS 7090 ADV PRACT IN CHILDBEAR FAMILY
Credit Hour(s): 9.0

Advanced Practice with the Childbearing Family. Prerequisite: NURS 7080. Emphasis is placed on the development of a broad knowledge of the physiological and pathophysiological changes occurring during the periconceptual, antepartum, intrapartum, and postpartum periods. The course is designed to prepare the student to provide health promotion, health maintenance activities and management of the child bearing woman. Nursing assessment and management competencies will include the selection of appropriate diagnostic studies, pharmacological and other treatment interventions in collaboration with the responsible primary health care provider. Three credit hours lecture; six credit hours clinical practice (270 clinical practice hours).

NURS 7120 THEORIES OF ADV PSYCH MH NURS
Credit Hour(s): 3.0

Theories of Advanced Psychiatric Nursing. Pre requisite: Admission to the PMH program. Pre requisites or co-requisites: NURS 7310, NURS 7320, NURS 7500, NURS 7550, NURS 7900. This course provides concepts critical to the advanced practice of psychiatric nursing. Human responses will be examined using psychodynamic, behavioral, cognitive, humanistic, and other paradigms. Critical analysis of historic psychiatric thought will be done in the context of current research findings and sociocultural trends. Concepts that provide a basis for caring and humanistic approaches to mental health and mental illness will be explored.

NURS 7140 ADV PSYCH CARE INDIVIDUALS
Credit Hour(s): 5.0

Advanced Psychiatric Care of Individuals. Prerequisites: NURS 7310, NURS 7320, NURS 7500, NURS 7550, NURS 7120, NURS 7900. Pre- or co-requisite: NURS 7120. This course focuses on assessment of the adult psychiatric mental health client and current treatment modalities. Students will engage in nursing and psychosocial diagnostic decision making in a variety of hypothetical clinical scenarios. National priorities for mental health care and a critical analysis of the current delivery system will be discussed. One seminar credit hour; 4 clinical credit hours (180 clinical practice hours).

NURS 7160 PSYCH MH NURS OF FAMILIES
Credit Hour(s): 4.0

Psychiatric Mental Health Nursing of Families. Prerequisites: NURS 7120, NURS 7140. This course is designed to provide knowledge of theories related to family and group therapy and opportunity for clinical practice with acquired knowledge. Nursing assessment, interventions and evaluations for family and group therapy will be covered. Students will examine pertinent models of family and group psychotherapy and utilize critical thinking to determine treatment options. Consumer activism, family empowerment, cultural and ethical considerations, research priorities and legislative issues will be discussed. One seminar credit hour; 3 clinical credit hours (135 clinical practice hours).

NURS 7170 ADVANCED PSYCHOPHARMACOLOGY
Credit Hour(s): 2.0

Advanced Psychopharmacology. Prerequisite: NURS 7550. Pre- or co-requisites: NURS 7310, NURS 7320, NURS 7500, NURS 7120. This course is designed to provide the advanced practice health care provider with knowledge of effect of pharmacological agents on the behavioral and central nervous system, the application of these agents in prevention and treatment of psychopathological dysfunction, and developing skills in the use of prescriptive drug protocols for adult populations.

NURS 7190 SEMINAR ON COMPLEX CASES
Credit Hour(s): 5.0

Seminar on Complex Cases. Prerequisites: NURS 7160, NURS 7050.. This course offers complex cases involving adults and older adults with medical and mental illness and/or substance abuse. The course provides supervised clinical experiences. Students will engage in various advanced practice roles within psychiatric nursing, i.e. consultation, education, administration, liaison, and independent practice. One seminar credit hour; 4 clinical credit hours (180 clinical practice hours).

NURS 7310 ADV PATHOPHYS NURSING I
Credit Hour(s): 3.0

Advanced Pathophysiological Concepts in Nursing, Part 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

Credit Hour(s): 3.0

Advanced Pathophysiological Concepts in Nursing, Part 2. This is 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

Credit Hour(s): 7.0 TO 10.0

Common Health Problems of Adults. Prerequisites: NURS 7310, NURS 7320, NURS 7500, NURS 7550. 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.

NURS 7342 COM HLTH PROBS CHILD/ADOLS

Credit Hour(s): 6.0

Common Health Problems of Children and Adolescents. Prerequisite: NURS 7340. 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. Three credit hours lecture; three credit hours clinical practice (total 135 clinical practice hours).

NURS 7360 ADVANCED PRACTICUM

Credit Hour(s): 4.0

Advanced Practicum. Prerequisites: NURS 7340, 7342, 7080. 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 180 clinical practice hours).

NURS 7420 PROB/ISSUES CHLDRN & ADOL

Credit Hour(s): 9.0

Common Health Problems and Issues Pertinent to Children and Adolescents. Prerequisites: NURS 7500, 7550. Pre- or Co-requisites: NURS 7310, 7320. 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 are utilized in the management of the common problems based on pathophysiological findings. Four credit hours lecture; five credit hours clinical practice (225 clinical practice hours).

NURS 7430 CHRON HLTH PROB CHLD/ADOL

Credit Hour(s): 7.0

Chronic Health Problems in Children and Adolescents. Prerequisite: NURS 7420. This course focuses on the role of the advanced practice nurse in child health as they work with children using diagnostic reasoning, case management, education and referral. Four credit hours lecture; three credit hours clinical practice (135 clinical practice hours).

NURS 7440 ADV PRAC IN CHILD HEALTH

Credit Hour(s): 10.0

Advanced Practicum in Child Health. Prerequisite: NURS 7430, Co-requisite: NURS 7940. 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 credit hours lecture; eight credit hours clinical practice (total 360 clinical practice hours).

NURS 7500 ADVANCED HLTH ASSESSMENT

Credit Hour(s): 3.0

Advanced Health Assessment. 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 (45 clinical practice hours).

NURS 7600 CULTURE OF HEALTH CARE

Credit Hour(s): 2.0

The Culture of Health Care. Prerequisite: Admission to the master's program in the School of Nursing. 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 7610 LEADERSHIP ORG BEHAVIOR

Credit Hour(s): 3.0

Leadership & Organizational Behavior in Healthcare Systems. Prerequisite: Admission to Master's Program or permission of the instructor. Leadership is a core concept in managing innovation. Leadership theory and the role of a leader in nursing and healthcare organizations are the key topics of this course. In addition, this course includes an introduction to organizational structures, theory, and practice.

NURS 7620 LEADERSHIP IN INNOVATIONS

Credit Hour(s): 3.0

Leadership in Promoting Innovations in Nursing and Health Care Systems. Prerequisite: NURS 7610. Leadership for innovation and change is a primary focus for this advanced nursing master's degree. This course builds on the previous leadership and organizational course with an additional emphasis on change theory and competencies useful to implement change. Content related to operational and strategic planning, development of objectives, proposal development and grant writing will be explored. The course will also focus on exploration of new ideals

NURS 7630 HEALTHCARE POLICY, ETHICS

Credit Hour(s): 3.0

Healthcare Policy, Healthcare Law & Medical Ethics. Pre- or co-requisites: NURS 7610; HA 8160. Policy affects the delivery of health care services. This course focuses on the development of public policy and factors that affect change in policy. Also, the role of professional organizations in the development of standards of practice that guide the provision of nursing services is analyzed. The basics of health care law will be included. Medical ethics as they relate to informatics, use of new technology and administrative issues will be addressed.

NURS 7660 TECHNOLOGY & INFORMATICS

Credit Hour(s): 3.0

Health Care Technology and Clinical Informatics. Admission to the master's program in the School of Nursing. Innovations in technology and informatics are changing the delivery of health care services. Nurse leaders must be prepared to evaluate the effectiveness of these innovations. This course includes an introduction to medical technology and clinical informatics assessment. The basic knowledge and competencies that describe the field of health care informatics are discussed. In addition, strategies to evaluate new technologies in health care will be addressed.

NURS 7670 RESEARCH DESIGN & QUALITY

Credit Hour(s): 3.0

Research Methods and Designs for Measuring Quality & Effectiveness. Pre-requisite: NURS 7610 Pre- or co-requisites: NURS 7610, NURS 7620 The purpose of this course will be to examine strategies for evaluating the delivery of health care services and supporting programs. Students will be introduced to a variety of research designs and appropriate statistical methods to analyze data within those designs. An emphasis will be placed on research competencies necessary to design and evaluate proposals for innovation in the delivery of health care services. Principles of evidence based practice and evaluation research will be explored and their application to the area of health care innovations will be discussed.

NURS 7680 HEALTH INFO SYSTEMS I

Credit Hour(s): 3.0

Health Information Systems I. Pre-requisites: NURS 7620; NURS 7660. This is the first course in the nursing informatics concentration. Content will address the system life cycle in depth including planning, analysis, design, implementation and testing and evaluation, maintenance and support. This course will also present the basics of information technology and information management and knowledge generation. Basics of the project management process will also be covered.

NURS 7690 HEALTH INFO SYSTEMS II

Credit Hour(s): 3.0

Health Information Systems II. Pre-requisites: NURS 7680. This course will focus on how to use data to improve patient care.

NURS 7700 CLINICAL PRACTICUM

Credit Hour(s): 1.0 TO 6.0

Graduate Clinical Practicum. Prerequisites: NURS 7500; NURS 7550; NURS 7310, NURS 7320. This graduate clinical practicum allows the student to participate in a specialized clinical experience. This clinical experience will be under the guidance of a faculty member. The student and faculty member will work together to determine the purpose, objectives, and outcomes for the practicum. Clinical placement will be arranged by the faculty.

NURS 7710 ADV TOPIS IN MANAGEMENT

Credit Hour(s): 3.0

Advanced Topics in Management. Prerequisites: NURS 7730 and HA 8460. Pre or Corequisites: HA 8420 or Nurs 7635. The purpose of this course is to explore the leadership role of the nurse in the management role. This course will draw on and integrate previous management courses and the residency experience. Students will examine current trends in patient care delivery systems and dissemination of patient care outcomes and identify innovative chief nurse officers or key nurse leaders in administrative roles.

NURS 7720 ADV TOPICS IN INFORMATICS

Credit Hour(s): 3.0

Advanced Topics in Healthcare Informatics and Technology. Pre-requisites: NURS 7690. The purpose of this course is to explore the leadership role of the nurse in nursing informatics. The student will examine current trends in healthcare information systems and new technologies and the determination and dissemination of patient care outcomes, and will identify innovative leaders in nursing and healthcare informatics.

NURS 7730 LEADERSHIP RESIDENCY I

Credit Hour(s): 3.0

Leadership Residency I. Pre-requisite: NURS 7620; HA 8160. Pre- or co-requisite: NURS 7670. The purpose of this residency is to provide an opportunity for application of knowledge from previous coursework in a health care management or nursing informatics setting. Students will be assigned a preceptor and the focus will be on gaining leadership experience in their area of interest. A guided seminar will be included to address areas of interest in the accomplishment of the objectives.

NURS 7740 LEADERSHIP RESIDENCY II

Credit Hour(s): 3.0

Leadership Residency II. Pre-requisite: NURS 7730. The goal of this experience is to demonstrate beginning competency as a leader in planning, implementing and evaluating an innovative project in the clinical setting. Students will work with a clinical preceptor under faculty supervision. Faculty supervision will be available to guide synthesis and facilitate accomplishment of the objectives.

NURS 7830 NURSING ED PRACTICUM I

Credit Hour(s): 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 7900 THEOR FOUND ADVAN PRAC NURSING

Credit Hour(s): 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 7940 ADV PROF NUR PRACT ISSUES

Credit Hour(s): 2.0

Advanced Professional Nurse Practice Issues. Requirement: Must be taken within last two semesters of enrollment. 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Qualitative Research Methods. Prerequisite: NURS 8035. Pre- or Co-requisite: 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 8035 THEOR AND PHIL FOUND FOR NURS

Credit Hour(s): 3.0

Theoretical and Philosophical Foundations for Nursing. Prerequisite: Permission of the 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

Credit Hour(s): 3.0

Theory Construction. Prerequisites: 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Quantitative Research Methods I. Prerequisite: Permission of Instructor. The first course in a two course sequence focuses on the application of basic quantitative research designs to nursing research. The advantages and limitations of quantitative methodologies will be presented including usefulness for knowledge development in nursing. Emphasis is on descriptive, correlational, and comparative designs and their application. Students will begin development of a quantitative research proposal based on guidelines of a selected funding agency.

NURS 8051 QUANT RESEARCH METHODS II

Credit Hour(s): 3.0

Quantitative Research Methods II. Prerequisite: NURS 8050. This second course in a two course sequence focuses on the application of diverse quantitative research designs in nursing research, including experimental, multivariate, and meta-analytic. 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

Credit Hour(s): 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

Credit Hour(s): 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 are allowed.

NURS 8100 HEALTH IN VULNERABLE POPS

Credit Hour(s): 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

Credit Hour(s): 3.0

Univariate Statistics for Health Care Professionals. Prerequisite: Admission to PhD program or permission of the instructor. This course focuses on application of univariate 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 interpreting the output of statistical 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

Credit Hour(s): 3.0

Multivariate Statistical Analysis for Health Care Professions. Prerequisite: NURS 8120 or permission of the 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 meta analysis, 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

Credit Hour(s): 3.0

Special Topics in Nursing and Health I. Prerequisite: Permission of the instructor. This course is designed to provide an in-depth knowledge and critique of research and theory related to specific topics of significance to nursing and related disciplines. Topics will vary each term.

NURS 8205 LDRSHP, RESEARCH, ETHICS & POL

Credit Hour(s): 3.0

Perspective on Leadership, Research, Ethics and Policy. Prerequisite: Admission to the PhD program or permission of the instructor. This course presents perspectives on ethics, policy, and leadership as they relate to research. Scientific and professional ethics will be examined from the research perspective. The influence of ethics and research findings in the development of policy will be explored. The influence of leadership, ethics, and research on health policy and the delivery of health care services will be explored.

NURS 8230 PHENOMENOLOGICAL INQUIRY

Credit Hour(s): 3.0

Phenomenological Inquiry. Prerequisite: NURS 8012 or permission of the instructor. 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 Merleau-Ponty will be used to develop an understanding of the historical underpinnings of the phenomenological movement. Implications of knowledge development will be examined.

NURS 8240 ADV DATA MANAGE WITH SPSS

Credit Hour(s): 3.0

Advanced Data Management Using SPSS. Prerequisite: NURS 8045. This course focuses on the use of SPSS for managing research data. The course assumes a working knowledge of basic data management skills in SPSS including establishing and modifying the data dictionary using the SPSS data editor, and working with data output files. The course will focus on importing and exporting data into and out of SPSS and using commands within the syntax window to create programming language to code questionnaires, address missing data issues, and conduct major analyses.

NURS 8250 WRITING FOR PUBLICATION

Credit Hour(s): 1.0

Writing for Publication. This course presents a process for developing one's scholarship through dissemination of knowledge through publication. Pragmatic approaches of the processes involved in developing a manuscript for submission for publication in an academic venue will be addressed. The focus will be on the entire process of publishing from formation of ideas to the final closing phases for a published article. Writing both clinical and research manuscripts will be addressed. Students will have the opportunity to develop their own manuscript for submission.

NURS 8300 DOCTORAL SEMINAR I

Credit Hour(s): 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
Credit Hour(s): 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 8330 MENTAL HEALTH AND AGING
Credit Hour(s): 3.0

Mental Health and Aging. This is an interdisciplinary course addressing mental health issues in older adults with specific emphasis on depression in late life. Theories about mental health and aging, prevalence of mental health problems as well as assessment and treatment options will be discussed. Broader issues such as stigma associated with mental health and aging and mental health services will be explored. Students will begin to understand mental health issues, including depression in older adults and the economic quality of life impact of this health problem.

NURS 8990 RESEARCH PRACTICUM
Credit Hour(s): 1.0 TO 6.0

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
Credit Hour(s): 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
Credit Hour(s): 2.0

Supervised Practice I. Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6003 SUPERVISED PRACTICE II
Credit Hour(s): 2.0

Supervised Practice II Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6004 SUPERVISED PRACTICE III
Credit Hour(s): 1.0 TO 6.0

Supervised Practice III. Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6005 SUPERVISED PRACTICE IV
Credit Hour(s): 2.0

Supervised Practice IV. Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6006 SUPERVISED PRACTICE V
Credit Hour(s): 2.0

Supervised Practice V. Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6007 SUPERVISED PRACTICE VI
Credit Hour(s): 2.0

Supervised Practice VI Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6008 SUPERVISED PRACTICE VII
Credit Hour(s): 2.0

Supervised Practice VII Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6009 SUPERVISED PRACTICE VIII
Credit Hour(s): 2.0

Supervised PracticeVIII. Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6010 SUPERVISED PRACTICE IX
Credit Hour(s): 2.0

Supervised Practice IX. Prerequisite: Entry into the Coordinated Program. This course provides students with experience in clinical, community, and food service settings. At the completion of NUTR 6002-6010, students will have completed a minimum of 1080 pre-professional practice hours in dietetics settings.

NUTR 6011 ORIENTATION TO PRACTICE I
Credit Hour(s): 1.0

Orientation to Practice I Prerequisite: Permission of the instructor. The skills development seminars include presentations in a variety of practice areas, including cardiology, diabetes, eating disorders, dysphagia, genetics, obesity, and include 60 practice hours for the simulations completed as a part of the skills development session. The presentations add depth to previous medical nutrition therapy coursework and include presentations by content experts from a variety of professions, and the simulations allow students to practice what they have learned.

NUTR 6012 ORIENTATION TO PRACTICE II
Credit Hour(s): 1.0

Orientation to Practice II. Prerequisite: Permission of the instructor. The skills development seminars include presentations in a variety of practice areas, including cardiology, diabetes, eating disorders, dysphagia, genetics, obesity, and include 60 practice hours for the simulations completed as a part of the skills development session. The presentations add depth to previous medical nutrition therapy coursework and include presentations by content experts from a variety of professions, and the simulations allow students to practice what they have learned.

NUTR 6100 SCIENTIFIC PRIN NUTRITION
Credit Hour(s): 3.0

Scientific Principles of Nutrition. Prerequisite: BIOL 1103K & 1104K or consent of instructor. The course is designed to provide graduate students who are not nutrition majors with an understanding of macro- and micronutrient metabolism and the scientific basis of nutrient requirements. The course will also focus on nutrient associations with disease and applying scientific nutrition principles to contemporary nutrition issues. This course serves as a prerequisite for subsequent graduate nutrition courses.

NUTR 6101 NUTRIT RESEARCH METHODS
Credit Hour(s): 3.0

Nutrition Research Methods. Prerequisite: SNHP 6000 or consent of the instructor. This course provides students with an understanding of research designs/methodologies and statistical procedures commonly used in nutrition research. Students have hands-on experience in critiquing literature, using SPSS to analyze and interpret data, acquiring reference manager skills, and improving biomedical research writing skills.

NUTR 6102 NUTRITION INTERVENTION
Credit Hour(s): 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 future-oriented nutrition intervention for a selected target group.

NUTR 6103 NUTRITION EPIDEMIOLOGY
Credit Hour(s): 3.0

Nutritional Epidemiology Prerequisites: NUTR 6100 and SNHP 600 or NUTR 6101, or consent of instructor. This course is designed for the graduate students who are interested in gaining an in depth understanding of population based studies relating diet and nutrition to disease and health. The objectives of this course are to learn different methodologies used in conducting nutritionally-related epidemiological studies using current literature, to interpret the findings from these studies, and to apply the knowledge gained from the current literature in doing nutrition research projects. This course will emphasize the methodological issues as they relate to design, diet and nutrition assessment, and data analysis of population-based studies on diet and disease.

NUTR 6104 ADV NORM NUTR: MACRONUTRIENTS
Credit Hour(s): 3.0

Advanced Normal Nutrition. Prerequisites: None for students accepted into the Health Sciences degree program with a specialization in Nutrition. Others must seek consent of the instructor and show evidence of having completed courses in biochemistry, anatomy and physiology and nutrition and metabolism. Students are expected to have a basic knowledge of the various metabolic pathways, and this 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, and adipose tissue. Current research and integrative functioning of macro and micronutrients in the various systems are discussed.

NUTR 6105 NUTR, CULTURE & LIFE CYCLE
Credit Hour(s): 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 ADV NORM NUTR: MICRONUTRIENTS
Credit Hour(s): 3.0

Advanced Normal Nutrition II Prerequisites: NUTR 6100 and SNHP 6000 or NUTR 6101 or consent of instructor. 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 6150 FOOD SCIENCE
Credit Hour(s): 4.0

Food Science. Prerequisite: Entry into the M.S. in Health Professions with a specialization in nutrition. Two lecture hours and two lab hours. Basic food science terminology and concepts, including food choice determinants, sensory evaluation, food composition, food economics, food guidance tools, and food safety are examined. Food ingredients and processes, including selection, storage, use, preparation, and

safety of food commodities, functions of food additives, packaging, and preservation techniques are covered in this course

NUTR 6170 FOOD SAFETY
Credit Hour(s): 3.0

Food Safety. Prerequisite: Nutr 3150 or consent of instructor. This on-line course introduces the student to the characteristics of food borne illnesses and of their causal agents, including bacteria, parasites, viruses, and natural toxicants. Testing of chemicals added to foods is also included.

NUTR 6200 NUTRI POL & PROG PLANNING
Credit Hour(s): 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 6500 NUTRITION AND METABOLISM
Credit Hour(s): 3.0

Nutrition and Metabolism. Prerequisite: NUTR 3700 OR NUTR 6700. Nutrients essential for the human are examined with emphasis on functions, metabolism and factors affecting utilization. The effect of nutrients on biochemical process is the focal point of this course.

NUTR 6700 MED BIOCHEM PRINCIPLES
Credit Hour(s): 3.0

Medical Biochemistry Principles Prerequisites: BIOL 1120 and CHEM 1152 This course is an introduction to the chemical events occurring in the human body, with attention to the etiology and clinical manifestation of disease associated with certain metabolic errors.

NUTR 6800 INTERNATIONAL NUTRITION
Credit Hour(s): 3.0

International Nutrition Prerequisite: Permission of Instructor. The course will provide the student with the opportunity to understand major issues in international nutrition that influence health, survival, and development capacity of people living in developing societies and various approaches to improving nutritional well-being of those populations.

NUTR 6970 NUTRITION AND THE MEDIA
Credit Hour(s): 3.0

Nutrition and the Media. Prerequisite: Consent of the instructor. This course is designed to provide students a hands-on experience with various media formats. Students write press releases, plan and practice radio interviews and TV interviews, and write short nutrition feature stories for print.

NUTR 6990 ENTREPRENEURIAL NUTRITION
Credit Hour(s): 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
Credit Hour(s): 3.0

Nutrition Issues. Prerequisites: SNHP 6000 and NUTR 4200, NUTR 7200 or NUTR 6104 or consent of instructor. This course includes advanced level study of evidence based practice guidelines and strength of evidence for medical nutrition therapy of diseases prevalent in vulnerable populations and for other food and nutrition issues. 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
Credit Hour(s): 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
Credit Hour(s): 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 & PEDIATR NUTRIT
Credit Hour(s): 3.0

Reproductive and Pediatric Nutrition. Prerequisite: Nutr 7200 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
Credit Hour(s): 3.0

Geriatric Nutrition. Prerequisite: Nutr 3500 or consent of instructor. A systems approach is used to discuss macro-nutrient 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 7200 MEDICAL NUTRITION THERAPY I
Credit Hour(s): 3.0

Medical Nutrition Therapy I Prerequisites: Nutr 3500 and consent of instructor. This course introduces students to medical nutrition therapy through evidence based practice. Medical nutrition therapy for the prevention and treatment of the following conditions is covered: nutritional anemias, arthritis, cancer, cardiovascular disease, diabetes, eating disorders, food allergies, human immunodeficiency virus, hypertension, metabolic disorders, obesity and osteoporosis. For each condition, nutrition assessment and food and nutrient interactions with commonly prescribed medications are discussed, as well as complementary and alternative therapies.

NUTR 7250 MEDICAL NUTRITION THERAPY II
Credit Hour(s): 3.0

Medical Nutrition Therapy II Prerequisites: Nutr 7200 and consent of instructor. This course introduces students to medical nutrition therapy through evidence based practice. Medical nutrition therapy for the prevention and treatment of the following conditions is covered: gastrointestinal, liver, gallbladder, pancreas, renal trauma, pulmonary and special feeding techniques. For each condition, nutrition assessment and food and nutrient interactions with commonly prescribed medications are discussed, as well as complementary and alternative therapies.

NUTR 7600 FOOD SERVICE SYSTEMS
Credit Hour(s): 3.0

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
Credit Hour(s): 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
Credit Hour(s): 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 interrelationships 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 7899 NUTRITION PROJECT
Credit Hour(s): 1.0 TO 3.0

Nutrition Project. Prerequisites: Consent of instructor. This course includes supervised independent study in an area of special interest to the student.

NUTR 7900 SPECIAL PROBLEMS IN NUTR
Credit Hour(s): 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
Credit Hour(s): 3.0

Topics in Advanced Medical Nutrition Therapy. Prerequisites: SNHP 6000, NUTR 4200 or NUTR 7200 or NUTR 6104 and NUTR 6106. Advanced study in an issue of medical nutrition therapy across the 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
Credit Hour(s): 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
Credit Hour(s): 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 minimum of three semesters at one semester hour each.

NUTR 7999 THESIS RESEARCH
Credit Hour(s): 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.

PFP PERSONAL FINANCIAL PLANNING

PFP 8389 DIRECTED READINGS IN PFP
Credit Hour(s): 1.0 TO 3.0

Directed Readings in Personal Financial Planning. Prerequisite: Consent of the instructor, good academic standing.

PFP 8400 PERSONAL FINANCIAL PLAN
Credit Hour(s): 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
Credit Hour(s): 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 post-retirement investment planning, planning for long- term care, and planning for incapacity.

PFP 8460 ESTATE PLANNING
Credit Hour(s): 3.0

Estate Planning. Prerequisite: Acct 4510. CSP: 1, 2, 6, 7. Estate planning is the arrangement of future wealth transfers to maximize the personal and financial well-being for an individual and the individual's survivors. This course is a study of legal, tax, and human factors surrounding the efficient transfer of property. Main topics include a study of wills, types of trusts, probate, and federal transfer taxation.

PFP 8520 ADV STUDIES PER FIN PLAN
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 HLTH PROG PLAN IMPLMN EVL
Credit Hour(s): 3.0

Health Program Planning Implementation and Evaluation Prerequisite: PH 7160 or instructor approval. This course introduces the skills and techniques required to research and develop health programs at the community, state and national levels. Students will be presented with the concepts, processes and techniques used in health program planning, implementation, and evaluation. The students will engage in planning, implementation and evaluation exercises. The course will emphasize the importance of teams and partnerships in successful health promotion programs.

PH 7013 HEALTH CARE QUALITY
Credit Hour(s): 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 self-manage 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 7017 PUBLIC HEALTH BIOSTATISTICS

Credit Hour(s): 3.0

Public Health Biostatistics. Prerequisites: a college-level algebra course and a statistics or a research design course. 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.

PH 7018 ADVANCED ANALYTICS

Credit Hour(s): 3.0

Advanced Analytics Prerequisites: PH 7011 and PH 7017 This course is designed to help students develop basic data management skills and develop skill related to analyzing, interpreting and presenting quantitative data analyses using SPSS and SAS. Data management will include importing and screening data, recoding data and a discussion of missing data. Analyses covered will range from univariate description to multiple regression analysis (linear and logistic). Students will learn to create tables and write data analysis and results sections suitable for scientific manuscripts. The course requires a basic understanding of statistical concepts.

PH 7019 PUBLIC HEALTH RESEARCH METHODS

Credit Hour(s): 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

Credit Hour(s): 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 7021 EPIDEMIOLOGIC METHODS

Credit Hour(s): 3.0

Epidemiologic Methods Prerequisites: PH7011 or Instructor Approval. This course will introduce the major methods used in epidemiology, including measures of association and their relationship to study design, strategies for assessing validity (bias, misclassification), confounding, standardization, attribution, assessment of results (sensitivity, specificity, and predictive value, interobserver correlation), hypothesis testing, sampling, causation, and ethical considerations. Students will work with a problem set that addresses each of these issues, and will be asked to read key historical articles that established the basis for many of them. The methods will be placed in the context by use of examples and current epidemiologic issues.

PH 7022 HLTH BEH THEOR FOR PH
Credit Hour(s): 3.0

Health Behavior Theory for Public Health Research This course will provide an overview of health behavior theories and how theory is used to guide health promotion research and practice. The goals of health promotion are to understand and identify risk factors and determinants of health-related behaviors and design effective interventions to address those risk factors and determinants that are modifiable. Behavioral theories from multiple levels will be explored that address the complex interrelationships between individuals and their relevant environments.

PH 7025 HEALTH DISPARITIES
Credit Hour(s): 3.0

Health Disparities This course will examine the social, political, and economic context of health disparities among racial/ethnic groups and other disenfranchised subgroups (e.g., the poor, uninsured, non-English speaking populations). This course is not intended to provide the answers to the multitude of problems associated with health disparities. Rather, it is intended to increase students' knowledge base and encourage discussion about health disparities. Emphasis will be placed on: 1) the conceptualization and measurement of health disparities, 2) examination of empirical evidence for disparities, and 3) understanding the practical and strategic importance of developing policy with regard to disparities. Students from a variety of disciplinary backgrounds will be presented with tools to conduct research on and utilize intervention strategies to reduce health disparities.

PH 7027 BIOSTATISTICS II
Credit Hour(s): 3.0

Public Health Biostatistics II Prerequisites: PH7017 Public Health Biostatistics or instructor approval This course is the follow-up to PH7017 Biostatistics in Public Health. Students will apply the concepts and skills acquired in PH7017 to a broader field of statistical analysis: multivariable analysis and model construction. General topics covered will include Linear Regression, Analysis of Variance, and Logistic Regression. Students who successfully complete this course will have a working knowledge of many analytical methods used regularly by public health researchers. The course will be taught with a focus on both concepts and practical application. Some familiarity with one either SPSS or SAS is required.

PH 7030 DISPARIT IN SEXUAL HEALTH
Credit Hour(s): 3.0

Disparities in Sexual Health This course will examine the area of sexual health with a special focus on identifying ways to eliminate disparities related to racial, ethnic, and socioeconomic status. The course will move beyond the disease model of sexuality by employing the holistic model of sexual health, endorsed by the World Health Organization. Sexual health entails a state of physical, emotional, mental and social well-being, as well as the recognition and protection of sexual rights. Topics will include the roles and effects of individual behavior, community interaction, media representation and government to promulgate sexual health. By the end of the course, students will gain a comprehensive and practical understanding of sexual health that they might use as public health professionals to improve sexual health.

PH 7035 PUBLIC HEALTH & REPROD HLTH
Credit Hour(s): 3.0

Topics in Public Health and Reproductive Health Prerequisites: PH7011 This course explores topics in reproductive health. It will emphasize science, demography, and population measurement and include the effects of policy, culture, and social infrastructure relevant to reproductive health in the United States. Selected other countries will also be included to highlight broad public health issues. Topics include male and female puberty, contraception, unintended pregnancy, abortion, sexually transmitted diseases, maternal health, men's reproductive health, fertility, refugee health, and reproductive health cancers. Surveillance systems that measure reproductive health outcomes will be discussed. Student grade will depend heavily on papers and presentations.

PH 7037 BIOSTATS COMPUTING LAB
Credit Hour(s): 2.0

Biostatistics Computing Lab This statistical computing lab is designed to illustrate concepts presented in PH7017 Biostatics in Public Health using hands-on demonstrations and to teach basics of SAS, a widely used statistical software package, as an analytical tool for the statistical methods learned in class. Please recognize that the purpose of the lab is not to teach complex SAS programming statements or data management. The primary purpose is to provide an opportunity for students to begin to learn the skills necessary to conduct data analyses using SAS as an analytical tool.

PH 7130 LEADERSHIP & PUBLIC HEALTH
Credit Hour(s): 3.0

Leadership and Public Health This course provides public health students and others with the principles and practices of public health leadership and management. The topics will include the development of leadership and managerial skills and will deal with topics as legal issues, strategy and human resource issues. By the end of the semester each student will be required to build a public health business plan including but not limited to: definition of the plan, industry analysis, demonstration of need and target market, competitors and partners, health marketing, project operations, and financial planning. The goal of the course is to prepare students to achieve success in public health and other organizations.

PH 7135 CHILD MALTREAT & DEV DIS
Credit Hour(s): 1.0

Seminar in Public Health: Child Maltreatment/Developmental Disabilities This seminar will educate the student on the public health issues regarding these two topics, and will cover how the two topics often overlap. Of particular note, there will be a new Center in the College of Health and Human Sciences that will house the National SafeCare Training and Research Center for which the focus is on the prevention of child service, education and dissemination in matters related to developmental disabilities across the life span. Career development will also be discussed.

PH 7140 SOC & BEH ASPECTS PUB HEALTH
Credit Hour(s): 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
Credit Hour(s): 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 time-location-activity 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
Credit Hour(s): 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 non-industrial (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
Credit Hour(s): 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 PUBLIC HEALTH POLICY
Credit Hour(s): 3.0

Public 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 7180 PUBLIC HEALTH MANAGEMENT
Credit Hour(s): 3.0

Public Health Management This course will cover the management skills necessary for students to develop a comprehensive justification for a public health business plan. By the end of the semester, each student will be required to develop a public health business plan. Students will be taught the components of a plan including but not limited to: definition of a plan, industry analysis, demonstration of need and target market, competitors and partners, health marketing, project operations, and financial planning.

PH 7250 HEALTH CARE FINANCE
Credit Hour(s): 3.0

Health Care Finance. Prerequisite: PH 7160. 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 the uninsured, 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
Credit Hour(s): 3.0

Epidemiology and Prevention of Violence. This course examines the public health approach to the prevention of interpersonal and self-directed 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Chronic Disease Epidemiology Prerequisites: PH 7011. 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
Credit Hour(s): 3.0

Infectious Disease Epidemiology. Prerequisites: PH 7011. 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 7285 SOC DETERMIN OF HEALTH
Credit Hour(s): 3.0

Social Determinants of Public Health This course provides an introduction to social epidemiology which is the branch of epidemiology that describes and analyzes the social determinants of health and how risk factors for poor health are maintained by social systems. Social epidemiology is closely linked to other disciplines including the social and behavioral sciences. Topics covered in this course include introduction and overview of social epidemiology and research methods, social epidemiology in the news, the social determinants of health and health disparities, and the linkages between social epidemiology and health policy. The course is comprised of both lectures and web-based learning. There are no prerequisites for the class.

PH 7290 CASE STUDIES IN EPI
Credit Hour(s): 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 group-based 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 TOPICS IN ENVIRONMENTAL EPI
Credit Hour(s): 3.0

Topics in Environmental Epidemiology 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 exposure-to-disease 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 7297 GLOBAL WATER SANITA & HYGIENE
Credit Hour(s): 3.0

Global Water, Sanitation & Hygiene This course will emphasize water, sanitation and hygiene in both developing and developed countries from an environmental health perspective. We will examine effective, appropriate, accessible and affordable measures to reduce the global burden of disease from environmental exposures. We will thoroughly examine the risk-based framework that uses risk assessments of health effects from exposures to pathogenic (disease-causing) microbes and toxic chemicals in environmental media. Exposures to various agents of health concerns via water, wastes, air, vectors and other transmission routes will be considered, as will the various prevention and control measures intended to reduce these exposures.

PH 7298 ISSUES IN OCC ENV HEALTH
Credit Hour(s): 3.0

Emerging 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 presentation-oral 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 health-related 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 evidence-based arguments clearly and concisely to various important audiences like peers (students and faculty), government agency staff, policy makers, and the general public.

PH 7299 SAMPLING OF THE ENVIRONMNT
Credit Hour(s): 3.0

Sampling of the Environment This course is a hands-on laboratory where students will perform sampling of the physical environment and environmental media to assess health risks. Topics will include analysis of food, water, and air quality, as well as assessment of the built environment and occupational hazards. Students will learn sampling techniques, laboratory analysis, and collection and interpretation of environmental quality data. Previous lab experience is not required.

PH 7300 URBAN HEALTH
Credit Hour(s): 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 7340 BUILT ENVIRON AND HEALTH
Credit Hour(s): 3.0

Built Environment and Health This interdisciplinary course examines how features in the built environment of cities and their neighborhoods have effects - both positive and adverse - on human health. We consider how decisions about land use, urban design, transportation, public facilities, and housing are made, followed by an examination of the associated health consequences of these decisions. The course considers built environment impacts on physical activity, obesity, air quality, and the health of vulnerable populations, among other health issues. The wide array of actors who are responsible for making the places where we live, work, play and learn are considered. Through lectures, seminar discussions, guest speakers, and field exercises, students will interact with individuals from a variety of disciplines to investigate the broad range of elements necessary to foster healthy places.

PH 7345 INTRO TO RISK ASSESSMENT
Credit Hour(s): 3.0

Introduction to Risk Assessment This course will introduce the fundamentals of the risk assessment process for evaluating human health risks, with a focus on environmental health and quantitative microbial risk assessment. Topics include the risk assessment framework, exposure assessment, probability, risk modeling, evaluating chemical and microbial risks, and use of risk assessment as a policy tool.

PH 7350 BIOLOGICAL BASIS FOR DISEASE
Credit Hour(s): 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 non-infectious 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 7355 PREVENTION METHODS
Credit Hour(s): 3.0

Prevention Methods Prerequisite: PH 7011. The course will be taught in a lecture/discussion format, with presentations by the instructor on methodologic and substantive issues that relate to prevention. Emphasis will be on intervention methods and their evaluation, with illustrations from some of the major efforts at disease prevention that have been attempted. The course assumes a basic knowledge of epidemiologic methods and the management and analysis of epidemiology data. The actual topics will change from year to year, depending on the interests and research of the faculty/student group.

PH 7360 ADV TOPICS IN EPIDEMIOLOGY
Credit Hour(s): 3.0

PH 7360 Advanced Topics in Epidemiology Prerequisite: Ph7011 This course will be taught in a lecture/seminar format, with presentations by both faculty and students on methodologic and substantive issues of current importance in epidemiology. This course assumes a basic knowledge of epidemiologic methods and the management and analysis of epidemiology data. The actual topics will change from year to year, depending on the interests and research of the faculty/student group. 3.0 credit hours

PH 7365 EPI OF ADOLES RISK BEHAV
Credit Hour(s): 3.0

Epidemiology of Adolescent and Young Adult Health Risk Behaviors This course will provide an introduction to adolescent and young adult health risk behaviors and their joint occurrences from a population perspective. Topics covered will focus on individual and social behaviors that include and contribute to unintentional injuries and violence, alcohol and drug abuse, sexual risk taking behaviors that contribute to unintended pregnancies and sexually transmitted diseases, unhealthy dietary behaviors, and physical inactivity. Emphasis will be placed on presentations and discussions of the prevalence, trends, and risk and protective factors across health risk behaviors among adolescents and young adults in the U.S. However, international perspectives will also be provided for comparisons and context. By the end of the course, students will gain a comprehensive overview and understanding of the scope and costs of health risk behaviors, current research findings and implications for prevention and intervention strategies including policies.

PH 7521 EVALUATION RESEARCH
Credit Hour(s): 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 7522 QUALITATIVE RESEARCH
Credit Hour(s): 3.0

Qualitative Research This course will introduce students to the qualitative research methods most commonly used in the field of Public Health. We will explore the theoretical foundations of qualitative research as well as the efficacy of a qualitative approach. Students will also practice the skills necessary to successfully conduct qualitative research, learning to conceptualize effective research questions, to determine the most appropriate data collection method, to negotiate relationships with research participants and to analyze the present qualitative data.

PH 7525 INTRO TO SPSS

Credit Hour(s): 3.0

Introduction to SPSS Prerequisite: Principles of Epidemiology (PH 7011) or STAT 7010 (Biostatistics) This course is designed for students who are in the process of analyzing data for their thesis or dissertation. Through this course, the student will become and adept user of SPSS statistical package, mastering the skills needed for effective data management, analysis a presentation of data from actual multivariable studies. Students will learn how to document research work and make the work replicable. Topics will include developing research questions, questionnaire design, informed consent, quality assurance, coding, data warehousing, data entry and analysis. Graphical techniques for displaying data will also be discussed.

PH 7530 PREVN EFFECT & ECON EVALUATION

Credit Hour(s): 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 cost-benefit analysis, cost-effectiveness analysis and cost-utility analysis.

PH 7535 INTRVENT & IMPLEMENT RESEARCH

Credit Hour(s): 3.0

Special Topic: Intervention/Implementation Research This course will cover intervention research in child maltreatment and developmental disabilities, and in other public health topics. It will also review relatively simple alternative research design strategies for evaluating intervention outcomes in applied settings. It will review the issues in implementation research, that is, the challenges of taking research to practice ranging from buy-in of programs by staff and leaders, treatment fidelity to models, community and cultural considerations, and other challenges.

PH 7540 INTRO TO PUBLIC HEALTH LAB

Credit Hour(s): 3.0

Introduction to Public Health Laboratories This course will include some lecture but will provide mostly practical application of laboratory techniques. The course will include assessment of performance in the laboratory, demonstration of ability to work in partners or groups and demonstration of effective writing and communicating skills.

PH 7555 DISABILITY AND PUBLIC HEALTH

Credit Hour(s): 3.0

Disability and Public Health. This course will address the evolving view of disability in the field of public health. Students will be introduced to a broad range of topics in order to increase their understanding of the contemporary experience of disability in America. This course will examine how intersection of education, employment and environment impacts the health and well being of people with disabilities. Topics will include: models and approaches to disability; a brief history of public health and overview of epidemiology; a brief history of disability rights; state and federal programs and legislation for people with disabilities; health promotion and the prevention of secondary conditions; health disparities; sexual health; end of life decision-making; and redefining the role of public health in addressing disability.

PH 7560 DISABILITY EPI

Credit Hour(s): 3.0

Disability Epidemiology Prerequisites: PH 7019 or 7011 or Instructor Approval This course will present the fundamental epidemiologic methods applied to disability. Disability issues across the lifespan starting with issues surrounding prenatal health to disability in the elderly will be explored through a systematic inquiry into the distributions, determinants, and outcomes of disability in populations. Major areas of study will include a history of health and disability, models of disability, basic epidemiologic measures used in disability epidemiology, disability sureve9illance, and the use of epidemiologic tools used in the development and evaluation of public health disability programs. An emphasis will be placed on social determinants of disability and health and how they relate to disability outcomes in populations. Other unique challenges and aspects of disability epidemiology such as varying definitions of disability and disability measurement will further be explored.

PH 7565 DISABILITY POLICY

Credit Hour(s): 3.0

Disability Policy This course provides an overview of the major health policy issues impacting Americans with disabilities. The evolution of models and approaches to understanding disability will be presented to provide a conceptual framework to analyze disabilities within public health. The course will examine key pieces of legislation policy related to disability, such as Americans with Disabilities Act, the Developmental Disabilities Act, the Individuals with Disabilities Education Act, and health financing components of Medicare and Medicaid. Students will gain an awareness of complexities of disability policy and its relationship to health outcomes for Americans with disabilities. Topical areas for analysis and discussion will assist students in generating policy solutions to eliminate disparities in health for Americans with disabilities.

PH 7600 GLOBAL HEALTH

Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 dilemmas 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 health-related 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 web-based learning will be utilized in this course.

PH 8027 BIOSTATISTICS II
Credit Hour(s): 3.0

Biostatistics II Prerequisite: PH7017 - Biostatistics or the equivalent. This course is a continuation of the topics covered in Biostatistics I. This course would introduce the analyses typically applied to experimental and quasi-experimental study designs. The primary focus of this course would be on ANOVA techniques including the analysis of factorial and repeated measures designs. This course would also introduce multiple linear regression. The emphasis in this course is focused on using statistical software (SPSS and/or SAS) for the analyses of data

PH 8100 SPECIAL TOPICS
Credit Hour(s): 1.0 TO 6.0

Special Topics In depth 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 8110 HUMAN ECOL OF HLTH & ILLNESS
Credit Hour(s): 3.0

Human Ecology of Health and Illness Prerequisite: Approval of Instructor This course highlights the major causes of premature disability and death and the relationship of health-related behavior to these problems. Challenges related to hard-to-reach populations, social isolation, economics, health policy, and lack of trust.

PH 8120 THEORY & PRACT IN HLTH PREVENT
Credit Hour(s): 3.0

Theory and Practice in Health and Prevention Instruction focuses on the theoretical and conceptual foundations of health-related behavior and on the development, change, and maintenance of these behaviors from bio-behavioral and socio- behavioral perspectives. The needs and concerns of underserved and underrepresented segments of the population are also covered.

PH 8130 INTER & EVAL OF HLTH PREVENT

Credit Hour(s): 3.0

Intervention and Evaluation of Health Promotion and Disease Prevention This course provides students with intervention and evaluation strategies in health promotion and disease prevention at the individual, group, and community levels.

PH 8140 ADVANCED RESEARCH METHODS

Credit Hour(s): 3.0

Advanced Research Methods Prerequisite: PH 7019 Research Methods or instructor approval. This course introduces students to advanced topics in research design and statistical analysis. The first part of the course focuses on research design, and the second focuses on familiarizing students with advanced statistical techniques. Students will develop a “working” knowledge of analytical techniques and understand how to apply them in a research setting.

PH 8150 PUBLIC HEALTH ETHICS

Credit Hour(s): 3.0

Public Health Ethics This course addresses a range of issues in public health ethics. The first part of the course will introduce ethical frameworks and concepts relevant to public health. It also describes the overlap and distinctions between public health and medical ethics. Students will use a case-based approach to address ethical dilemmas.

PH 8170 APPLIED CORREL & REGRESSION

Credit Hour(s): 3.0

Applied Correlation and Regression Prerequisite: PH 8027 (Biostatistics II) or by permission of the instructor. This would be the third course in a sequence of three (including PH7017- Biostatistics and PH8027 Biostatistics II) designed to provide a theoretical and applied understanding of quantitative research in public health. This course would focus on the fundamentals of correlational designs including simple linear regression, multiple regression, and logistic regression. A brief introduction to multilevel analyses would be included in this course. This course would also provide for the continued development of skills in the use of SPSS/SAS and in writing and reviewing research reports.

PH 8180 DOCTORAL RESEARCH SEMINAR

Credit Hour(s): 2.0

Doctoral Research Seminar This course is designed to introduce the student to specific topics in public health that reflect reviews of the literature, ethical/legal standards, research, and multicultural issues pertaining to this profession. This seminar will be graded Satisfactory or Unsatisfactory (S/U).

PH 8190 PRESENT & CRITIQ RESEARCH

Credit Hour(s): 1.0

Presenting and Critiquing Research The purpose of the seminar is to enhance the culture of scientific thinking and encourage engagement in academic discussion and debate. The seminar would involve student, faculty, or guest presentations and discussion of research in progress, completed/published research or related public health topics. The intent of this seminar would be to provide an ongoing venue for the discussion of research ideas, presentation of interim results, problem-solving necessary for the conduct of the research or the interpretation of results, and discussion of findings. Students would gain exposure to this process in the consideration of their own work, as well as that of faculty and outside researchers. The research seminar would also be used to enhance student professional presentation and writing skills, as well as application of theory, methods and statistics skills.

PH 8200 GRANT WRITING

Credit Hour(s): 1.0

Grant writing The purpose of this seminar is to acquaint students with a variety of types of professional writing required of public health professionals, including grant proposals, journal articles, presentation proposals and papers, and theses and dissertations. The scope of the course includes both the form and content of a range of technical documents as well as the processes of writing, peer review, and critique. This seminar would provide an opportunity for students to hone grantsmanship skills through both the writing and reviewing of a grant application. The seminar would also serve as a venue for students to identify sources and processes for research funding.

PH 8210 REVIEW PAPER

Credit Hour(s): 1.0

Review Paper The student will complete a publishable review paper on a relevant topic in public health. The purpose of this seminar is to provide students with an opportunity to develop further professional writing skills in the context of a mentoring experience. This seminar will be graded Satisfactory or Unsatisfactory (S/U).

PH 8350 BIOLOGICAL BASIS FOR DISEASE

Credit Hour(s): 3.0

Biological Basis for Disease Prerequisites: PhD course and requires departmental approval for registration. 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 non-infectious 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 8910 DIRECTED READING

Credit Hour(s): 1.0 TO 3.0

Directed Reading Directed readings in special Areas.

PH 8920 SCIENTIFIC WRITING

Credit Hour(s): 2.0

Scientific Writing Scientific writing is a fundamental public health skill. This course will examine both the macrostructure

and microstructure of scientific publication, with particular focus on the relationship of structure and content. Students will spend time on editing exercises in class and will prepare a brief paper and two revisions. Students will review each other's work, and will edit their own as well.

PHIL PHILOSOPHY

PHIL 6010 PLATO
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6020 ARISTOTLE
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6030 TOPICS - ANCIENT PHILOSOPHY
Credit Hour(s): 3.0

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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6040 AUGUSTINE AND AQUINAS
Credit Hour(s): 3.0

Augustine and Aquinas. (Same as RelS 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6050 TOPICS IN MODERN PHILOSOPHY
Credit Hour(s): 3.0

Topics in Modern Philosophy. 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6055 HUME
Credit Hour(s): 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6060 KANT
Credit Hour(s): 3.0

Kant. 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6070 MARXISM
Credit Hour(s): 3.0

Marxism. Origin and development of central themes in the philosophy of Karl Marx, such as alienation, exploitation, and dialectical materialism, with limited reference to contemporary trends in Marxist thought. May be repeated if topic varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6075 TOPICS 19TH CENTURY PHILOSOPHY
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6085 TOPICS HISTORY OF PHILOSOPHY
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6090 TOPICS CONTINENTAL PHILOSOPHY
Credit Hour(s): 3.0

Topics in Continental Philosophy. Study of works of such authors as Husserl, Scheler, Heidegger, Sartre, Merleau-Ponty, and Ricoeur. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6095 TOPICS IN ANALYTIC PHILOSOPHY
Credit Hour(s): 3.0

Topics in Analytic Philosophy. Study of works of such authors as Russell, Moore, Carnap, Putnam, Lewis, Feinberg, Hart, and Rawls. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6100 EPISTEMOLOGY
Credit Hour(s): 3.0

Epistemology. Problems in the concept of knowledge, such as the definition of propositional knowledge, the problem of induction, the a priori, and theories of truth. May also include theories such as coherentism, reliabilism, and foundationalism.

PHIL 6130 PHILOSOPHY OF SCIENCE
Credit Hour(s): 3.0

Philosophy of Science. (Same as Neur 6500.) An examination of philosophical problems associated with the nature, scope, and significance of the sciences. Topics may include: scientific versus non-scientific world views; explanation and its limits; confirmation; paradigms, laws, and theories; intertheoretic reductions; realism versus antirealism; science and human values.

PHIL 6150 TOPICS IN EPISTEMOLOGY
Credit Hour(s): 3.0

Topics in Epistemology. Investigation of selected contemporary or classical topics in epistemology. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6300 METAPHYSICS
Credit Hour(s): 3.0

Metaphysics. (Same as RelS 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.

PHIL 6330 PHILOSOPHY OF MIND
Credit Hour(s): 3.0

Philosophy of Mind. (Same as Neur 6520.) An examination of various theories of the mind-body relationship, such as dualism, identity theory, and functionalism, and of specific issues such as consciousness, mental representation, mental disorders, the emotions, artificial intelligence, personal identity, and free will.

PHIL 6340 PHILOSOPHY & COGNITIVE SCIENCE
Credit Hour(s): 3.0

Philosophy and Cognitive Science. (Same as Neur 6510.) An interdisciplinary examination of the problems, theories, and research strategies central to the study of the human mind and of other cognitive systems. Basic readings will come from a variety of disciplines, including philosophy, neuroscience, and psychology. Topics of investigation may include perception, mental representation, language, modularity, consciousness, emotions, moral psychology, action, mental disorders, folk psychology, and animal minds.

PHIL 6350 TOPICS IN METAPHYSICS
Credit Hour(s): 3.0

Topics in Metaphysics. Study of specific issues in metaphysics, such as free will, causation, time, personal identity, possible words, existence of God, realism, etc. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6500 SYMBOLIC LOGIC
Credit Hour(s): 3.0

Symbolic Logic. This course will cover the fundamentals of propositional and predicate logic, and selected topics in such areas as the logic of identity and relations, modal logic, or meta-logic. Emphasis placed on construction of proofs in formal systems.

PHIL 6530 PHILOSOPHY OF LANGUAGE
Credit Hour(s): 3.0

Philosophy of Language. Prerequisite: one course in philosophy or consent of instructor. Efforts in twentieth-century philosophy to account for the unique capacities of language to represent the world and to communicate our beliefs about it. Topics may include the nature of language, theories of meaning and reference, semantic paradoxes, private language, speech acts, and non-human language.

PHIL 6610 HINDUISM
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6690 TOPICS PHILOSOPHY OF RELIGION
Credit Hour(s): 3.0

Topics in Philosophy of Religion. An advanced introduction to the philosophy of religion. May be repeated but only if

content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6700 ETHICS
Credit Hour(s): 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
Credit Hour(s): 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 BIOMEDICAL ETHICS
Credit Hour(s): 3.0

Biomedical Ethics. Major moral problems in science and medicine, including abortion, death and euthanasia, treatment of the mentally ill, experimentation with human subjects, and genetic research. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6750 TOPICS IN ETHICS
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6770 MORAL PSYCHOLOGY
Credit Hour(s): 3.0

Moral Psychology. Examination of how humans function in moral contexts and how its information may impact debates in ethical theory. Topics may include moral judgment and intuitions, moral disagreement, reason and emotion, moral agency and responsibility, character traits and virtues, altruism and egoism, and moral development

PHIL 6780 NEUROETHICS
Credit Hour(s): 3.0

Neuroethics. Neuroethics considers how ethical theories inform neuroscientific practice and how neuroscientific discoveries inform ethical theorizing. Topics may include ethical protocols for neuroscience research, ethical and legal implications of neuroscientific research, and implication of neuroscientific research, and implications of neuroscience for debates about moral behavior and judgment.

PHIL 6790 TOPICS IN NEUROETHICS
Credit Hour(s): 3.0

Topics in Neuroethics. Study of specific issues in neuroethics, such as cognitive enhancement, neuromarketing, neurolaw, neuroscience and free will, etc.

PHIL 6800 SOCIAL & POLITICAL PHILOSOPHY
Credit Hour(s): 3.0

Social and Political Philosophy. Issues such as the definition and justification of human rights, justice, social welfare, and forms of political participation, and the debate between ideologies. Readings from classical and contemporary sources, for example, Plato, Locke, Mill, Marx, and Rawls.

PHIL 6820 PHILOSOPHY OF LAW
Credit Hour(s): 3.0

Philosophy of Law. Prerequisite: one course in philosophy or consent of instructor. Topics such as theories of law, feminist legal theory, the nature of legal reasoning, legal obligation, law and justice, law and morality.

PHIL 6830 PHILOSOPHY OF ART
Credit Hour(s): 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 6855 ADV TOPICS POLITICAL THEORY
Credit Hour(s): 3.0

Advanced Topics in Political Theory. Advanced survey of the great writings in political thought. 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6860 PHIL PERSPECTIVES ON WOMEN
Credit Hour(s): 3.0

Philosophical Perspectives on Women. (Same as WSt 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 anti-feminist perspectives.

PHIL 6890 TOPICS SOCIAL & POLITICAL PHIL
Credit Hour(s): 3.0

Topics in Social and Political Philosophy. Study of selected issues in social/political philosophy. The focus will be on the contemporary ethics but the course may include some study of historical figures. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 6900 ISSUES IN PHILOSOPHY
Credit Hour(s): 3.0

Issues in Philosophy. Examination of selected philosopher(s) or topic(s). May be repeated but only if content varies. A

maximum of six credit hours may be applied toward the degree.

PHIL 6990 SUPPLEMENTAL SEMINAR
Credit Hour(s): 1.0

Supplemental Seminar. Co-requisite with the associated 6000-level course. Each section of this course is a co-requisite of another 6000-level philosophy course. It provides for a period of discussion reserved for graduate students. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8000 SEMINAR IN PHILOSOPHY
Credit Hour(s): 3.0

Seminar in Philosophy. In-depth treatment of philosophical issues that are current topics of discussion among philosophers. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8030 SEMINAR IN ANCIENT PHILOSOPHY
Credit Hour(s): 3.0

Seminar in Ancient Philosophy. Investigation of a specific theme, philosopher, or text such as Plato's Republics, Aristotle's metaphysics, Epicurus, Hellenistic ethics, or skepticism in ancient philosophy. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8050 SEMINAR IN ANALYTIC PHILOSOPHY
Credit Hour(s): 3.0

Seminar in Analytic Philosophy. Issues such as normativity, theories of truth, or contextualism. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8060 SEMINAR IN MODERN PHILOSOPHY
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8090 SEMINAR: CONTINENTAL PHILOSPHY
Credit Hour(s): 3.0

Seminar in Continental Philosophy. Topic or figure such as deconstructionism, de Beauvoir, Sartre, Foucault, or Habermas. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8100 SEMINAR IN EPISTEMOLOGY
Credit Hour(s): 3.0

Seminar in Epistemology. Issues such as truth, evidence, and belief; conditions of knowledge; recent discussions of the limits of scientific progress. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8130 SEMINAR IN PHIL OF SCIENCE
Credit Hour(s): 3.0

Seminar in Philosophy of Science. (Same as Neur 8750.) An in-depth examination of one or more specific topics in philosophy of science. Possible topics include: the metaphysical foundations of the scientific world view; the nature of laws and theories; the scope of the special sciences; hypothesis formation and confirmation; explanation and causation; scientific realism; a careful reading of one or more recent influential books in philosophy of science. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8300 SEMINAR IN METAPHYSICS
Credit Hour(s): 3.0

Seminar in Metaphysics. Selected topics such as free will, the nature of the mind, universals, and causation. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8330 SEMINAR IN PHILOSOPHY OF MIND
Credit Hour(s): 3.0

Seminar in Philosophy of Mind. (Same as Neur 8760.) An in-depth examination of one or more specific topics in the philosophy of mind. Possible topics include: the metaphysics of mind; the problem of mental causation; theories of mental content, consciousness, and intentionality; free will and action theory; theories of emotion; a careful reading of one or more recent influential books in the philosophy of mind. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8340 SEM PHIL & COGNITIVE SCIENCE
Credit Hour(s): 3.0

Seminar in Philosophy and Cognitive Science. (Same as Neur 8770.) An in-depth examination of specific issues concerned with the interdisciplinary study of mind, drawing on research from philosophy, neuroscience, psychology, anthropology, linguistics, computer science, and ethology. Topics may include: mental representation and language, sensation and perception, inference and reasoning, innateness and modularity, the emotions, learning and conceptual change, moral cognition and development, consciousness and self-consciousness, mental deficits and disorders, animal and computer models of cognition, folk psychology and reductive strategies in neurobiology; a careful reading of one or more recent influential books in philosophy or cognitive science. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8530 SEMINAR IN PHIL OF LANGUAGE
Credit Hour(s): 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

but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8600 SEMINAR PHILOSOPHY OF RELIGION
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8700 SEMINAR IN ETHICS
Credit Hour(s): 3.0

Seminar in Ethics. Topics such as Greek ethics, Kantian ethics, utilitarianism, feminist ethics, and religious ethics. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8740 SEMINAR IN BIOMEDICAL ETHICS
Credit Hour(s): 3.0

Seminar in Biomedical Ethics. Examination of contemporary issues in bioethics. Topics may include: research ethics-human and non-human subjects; end-of-life decision making; eugenics and The Human Genome Project; reproductive-cloning, freezing embryos, artificial insemination; abortion-maternal/fetal relations, embryonic stem cell research; and health care disparity-race, gender, and income. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8770 SEMINAR IN MORAL PSYCHOLOGY
Credit Hour(s): 3.0

Seminar in Moral Psychology. An in-depth examination of select topics in moral psychology, such as moral intuitions, moral disagreement, agency and responsibility, virtues, altruism, etc.

PHIL 8780 PHILOSOPHY OF EDUCATION
Credit Hour(s): 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8810 SEMINAR IN SOC & POL PHIL
Credit Hour(s): 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8820 SEMINAR IN PHIL OF LAW
Credit Hour(s): 3.0

Seminar in Philosophy of Law. Examination of issues in contemporary legal philosophy. 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8855 SEMINAR IN POLITICAL THEORY
Credit Hour(s): 3.0

Seminar in Political Theory. Prerequisite: one course in philosophy or consent of instructor. 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. May be repeated but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8870 SEMINAR IN FEMINIST PHILOSOPHY
Credit Hour(s): 3.0

Seminar in Feminist Philosophy. (Same as WSt 8750.) 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 but only if content varies. A maximum of six credit hours may be applied toward the degree.

PHIL 8900 INTERNSHIP
Credit Hour(s): 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
Credit Hour(s): 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 but only if content varies. A maximum of three credit hours may be applied toward the degree.

PHIL 8960 RESEARCH/TEACHING IN PHIL
Credit Hour(s): 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 8965 GRAD SUPPLEMENTAL INSTRUCTION
Credit Hour(s): 1.0 TO 6.0

Graduate Supplemental Instruction in Philosophy. Does not count toward degree requirements. Requirement for being a Graduate Supplemental Instruction Leader ("SIL"). Preparation and development of skills needed to help undergraduates succeed in philosophy courses. Requires work with the SI Coordinator from the University Office of

Undergraduate Studies as well as the Department of Philosophy's Retention, Progress, and Graduation Coordinator.

PHIL 8970 TEACHING PHILOSOPHY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8989 PROSEMINAR IN NEUROPHILOSOPHY
Credit Hour(s): 3.0

Proseminar in Neurophilosophy. Lecture-series based on research at the intersection of neuroscience and philosophy. Speakers include GSU researchers as well as philosophers and scientists from other universities. Among the fields represented are neurobiology, cognitive neuroscience, behavioral neuroscience, neuropsychology, philosophy of mind, and philosophy of science. Topics may include, among others: neural substrates of consciousness, localization of function, modularity of mind, and philosophical controversies in the empirical study of the mind/brain. Required of all graduate students in the neurophilosophy track each time it is offered. Hours earned in this course do not count toward degree requirements.

PHIL 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 6.0

Thesis Research.

PHOT PHOTOGRAPHY

PHOT 6000 PHOTO I FOR NON-MAJOR GRADS
Credit Hour(s): 3.0

Photography I for Non-Major Graduates. Introduction to photography within fine arts context. Operation of 35mm camera, black and white film exposure and development, silver print processing, archival presentation. Lab Fee: $125.00.

PHOT 6010 PHOTO II FOR NON-MAJOR GRADS
Credit Hour(s): 3.0

Photography II for Non-Major Graduates. Prerequisite: Phot 6000 with grade of C or higher. Intermediate-level 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. Lab Fee: $125.00.

PHOT 6020 DIGITAL PHOTOGRAPHY
Credit Hour(s): 3.0

Digital Photography. Prerequisite: consent of instructor. Introduction to computer-assisted imaging. Basic understanding of Macintosh computer operation is essential.

PHOT 6030 DIGITAL VIDEO FOR ARTISTS
Credit Hour(s): 3.0

Digital Video for Artists. Prerequisite: consent of instructor. Introduction to computer-assisted imaging. Basic understanding of Macintosh operation is essential.

PHOT 6050 PHOTOGRAPHY
Credit Hour(s): 3.0

Photography. For non-photo major graduate students interested in undergraduate photography courses that do not have a cross-listed number. Instructor permission required. May be repeated up to 5 times for credit. Lab Fee: $125.00.

PHOT 6910 HISTORY OF PHOTOGRAPHY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 6.0

Advanced Studio Problems. For the M.F.A. photography major. Technical and conceptual examination of individual projects.

PHOT 8500 DIRECTED STUDY
Credit Hour(s): 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 twenty-four credit hours.

PHOT 8980 SPECIAL PROBLEMS

Credit Hour(s): 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
Credit Hour(s): 3.0 TO 12.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

PHYS PHYSICS

PHYS 6300 TEACHING PHYSICS
Credit Hour(s): 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
Credit Hour(s): 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 half-hour seminar and two laboratory hours a week. Hands-on experience in teaching introductory labs; the syllabus will vary according to the specific lab taught.

PHYS 6340 NEUROPHYSICS
Credit Hour(s): 3.0

Neurophysics. Prerequisites: Neur 3000 and Phys 2212 with grades of B or higher, or equivalent, or consent of instructor. Three lecture hours per week. Course provides fundamental findings of physics of neuronal systems. The course covers such topics as introduction to biomechanics, membranes, transport, electroosmotic effects, ion pumping, cellular homeostasis, the Hodgkin-Huxley formalism, energetics of spiking, neural coding, and dynamics of neurons and neuronal networks. It also covers methods of recording of neuronal activity.

PHYS 6391 INTRO DIFFERENTIAL GEOMETRY
Credit Hour(s): 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 Gauss-Weingarten equations; the Egregium Theorem; surfaces of constant curvature and non-Euclidean geometry. Minimal surfaces; the Gauss Bonnet Theorem; submanifolds in Euclidian spaces; vector fields; differential forms; and the theorems of Frobenius and Stokes. Applications to Physics.

PHYS 6410 INTRO NUCLEAR & PARTICLE PHYS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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, Sturm-Liouville systems, complex analysis, and integration.

PHYS 6710 FUNCTIONAL NEUROIMAGING
Credit Hour(s): 3.0

Functional Neuroimaging. (Same as Neur 6330.) Prerequisite: consent of instructor. Three lecture hours a week. Foundations of physics principles applied to brain processes, different imaging modalities, and neuroimaging data analysis methods. Topics include physiological basis of functional neuroimaging, physics of different imaging modalities (fMRI, PET, EEG, MEG, fNIR, TMS), experimental design, neuroimaging data analysis, and applications in cognitive neuroscience. This course is appropriate for graduate students in physics, chemistry, biology, neuroscience, psychology, mathematics, statistics, and computer science with an interest in the use of functional neuroimaging.

PHYS 6810 INTRO TO QUANTUM MECHANICS
Credit Hour(s): 3.0

Introduction to Quantum Mechanics. Three lecture hours a week. Schroedinger's theory of quantum mechanics; solutions of Schroedinger's equation; perturbation theory; one-electron atoms; magnetic moments, spin, and relativistic effects; identical particles; and multi-electron atoms.

PHYS 6910 SOLID STATE PHYSICS
Credit Hour(s): 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 7000 GATEWAY TO PHYSICS
Credit Hour(s): 2.0

Gateway to Physics. Two lecture hours a week. This course is intended for anyone curious about physics and its relevance to contemporary life. It is primarily for students in the Masters of Arts in Teaching program in the College of Education but is also appropriate for students in medicine, law, and business, natural sciences, social sciences, humanities, music, and fine arts. No background in physics is necessary. The course engages a broad spectrum of resources and experiential opportunities (e.g. popular science books & articles, videos, websites, lab tours, field trips, service learning opportunities, and guest presenters) to explore compelling interconnections between physics and other disciplines and career interests. Course topics may include Physics and the Human Body, Physics and the Nano-scale, Physics and the Cosmos, Physics and Technology, Physics and Art, and Chaos & Complexity.

PHYS 7110 CONCEPTUAL PHYSICS I
Credit Hour(s): 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 7111 INTRO TO PHYSICS FOR TEACHER I
Credit Hour(s): 4.0

Introduction to Physics for Teachers I. Prerequisite: consent of instructor. Algebra at the level of Math1111 and trigonometry at the level of Math1113 is strongly advised. Three lecture and two laboratory hours a week. Mechanics, heat, and wave motion. This course is primarily intended for students in the Masters of Arts in Teaching program in the College of Education who will be secondary science teachers, but it is open to other graduate students as well.

PHYS 7112 INTRO TO PHYSICS FOR TEACH II
Credit Hour(s): 4.0

Introductory Physics for Teachers II. Prerequisites: Instructor consent. Three lecture and two laboratory hours a week. Electricity, light, modern physics. This course is intended for students in the Masters of Arts in Teaching program in the College of Education, but it is open to other graduate students as well.

PHYS 7120 CONCEPTUAL PHYSICS II
Credit Hour(s): 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 7210 PHYS PRINC & TEACH PROBLEM I
Credit Hour(s): 4.0

Physics Principles & Teaching Problems I. Prerequisite: consent of instructor. Students should have completed one year of introductory undergraduate physics equivalent of Phys1111/1112 or Phys2211/2212 before taking this course. The course will attempt to develop a deep conceptual understanding of fundamental physics concepts associated with Newtonian mechanics, energy, and waves in the pre-service science teachers taking it. A related goal will be to support these pre-service teachers in developing strategies for using their understanding to facilitate the construction of physics knowledge in the students they will come to teach. This course is primarily for students being certified to teach physics at the secondary school level in the Masters of Arts in Teaching program.

PHYS 7220 PHYS PRINC & TEACH PROBLEM II
Credit Hour(s): 4.0

Physics Principles & Teaching Problems II. Prerequisite: Phys7110 with a grade of B or higher or consent of instructor. Students should have completed one year of introductory undergraduate physics equivalent to Phys1111/1112 or Phys2211/2212 before taking this course. The course will develop a deep conceptual understanding of fundamental physics concepts associated with electricity, magnetism, and modern physics in the pre-service science teachers taking it. A related goal will be to support these pre-service teachers in developing strategies for using their understanding to facilitate the construction of physics knowledge in the students they will come to teach. This course is primarily for students being certified to teach physics at the secondary school level in the Masters of Arts in Teaching program.

PHYS 7450 PHYS FOR SEC SCH TCHR
Credit Hour(s): 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
Credit Hour(s): 4.0

Modern Physics for Secondary Teachers I. Prerequisite: Phys 2211K-2212K 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
Credit Hour(s): 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 x-ray spectra, molecular structure, solid state physics, nuclear structure, and nuclear reactions.

PHYS 7600 CLASSICAL MECHANICS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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, many-body systems, Lagrangian equations, Hamilton's principle; motion in central fields, small oscillations, rotation of rigid bodies, Hamilton equations, canonical transformations, Hamilton-Jacobi equation, Poisson's brackets, transition to quantum mechanics.

PHYS 8100 ELECTROMAGNETIC THEORY I
Credit Hour(s): 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; boundary-value problems in electrostatics; multipoles, electrostatics of macroscopic media, dielectrics; and magnetostatics.

PHYS 8110 ELECTROMAGNETIC THEORY II
Credit Hour(s): 3.0

Electromagnetic Theory II. Prerequisite: Phys 8100 with grade of C or higher, or equivalent. Three lecture hours a week. Time-varying fields, Maxwell equations, conservation laws; plane electromagnetic waves and wave propagation; wave guides and resonant cavities; special theory of relativity; simple radiating systems, and radiation by moving charges.

PHYS 8120 PLASMA PHYSICS
Credit Hour(s): 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
Credit Hour(s): 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, one-dimensional problems, three-dimensional problems, scattering, transformation theory, perturbation theory, Born approximation, and variation method.

PHYS 8220 QUANTUM MECHANICS II
Credit Hour(s): 3.0

Quantum Mechanics II. Prerequisite: Phys 8210 with grade of C or higher. Three lecture hours a week. Spin, relativistic effects, many-electron atoms, second quantization, radiation field, Dirac equation, and Feynman diagrams.

PHYS 8310 STATISTICAL MECHANICS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8515 DYNAMICAL FOUND NEUROSCIENCE
Credit Hour(s): 3.0

Dynamical Foundations of Neuroscience. Prerequisite: Math 4010/6010 or Math 4275/6275 or Phys 4180/6180 with grade

C or higher. This course explores the mathematical principles by which brains generate spikes, make decisions, store memories, and control actions. Topics include biophysics and dynamics of single and coupled neurons, bifurcations and transitions between various types of neuronal activities; modeling of synapses, dendrites and axons; small networks; neural coding in single cells and at the population level; dynamics of large networks, including spike computing with population codes; networks learning and behavioral changes.

PHYS 8540 ORD DIFF EQUAT & DYN SYSTEMS
Credit Hour(s): 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 graduate-level 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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. Analog-to-digital and digital-to-analog conversions; parallel and serial data transfer; microprocessor fundamentals; microprocessor interfacing for data acquisition; and instrument control.

PHYS 8910 DIRECTED STUDY IN PHYSICS
Credit Hour(s): 1.0 TO 6.0

Directed Study in Physics. Areas of study and credit to be determined by the department.

PHYS 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 15.0

Thesis Research.

PHYS 9999 DOCTORAL DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 15.0

Doctoral Dissertation Research.

PMAP PUBLIC MANAGEMENT & POLICY

PMAP 8010 SOCIAL POLICY
Credit Hour(s): 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.

PMAP 8011 POLITICS AND POLICY
Credit Hour(s): 3.0

Politics and Policy. A course designed to familiarize the student with the scope of policy studies. Particular emphasis will be given to the study of the policy process and the influence 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.

PMAP 8021 SCOPE AND THEORY OF PLANNING
Credit Hour(s): 3.0

Scope and Theory of Planning. This course will acquaint students with the history of urban planning in the United States and the legal and administrative context in which planning takes place. It will describe several models of

planning processes, and consider their appropriateness under different circumstances, the role of citizen involvement in planning, and planning ethics. Also considered are examples of recent planning practice.

PMAP 8031 URBAN POLITICAL ECONOMY
Credit Hour(s): 3.0

Urban Political Economy. The conceptual base for and development of public-private partnerships. Includes such community and human resource development partnerships as UDAG and JTPA. Selected case studies will be used.

PMAP 8111 PUBLIC SERVICE & DEMOCRACY
Credit Hour(s): 3.0

Public Administration and Organizations. This course provides students with an introduction to the study, practice, and structure of public administration and management in the United States. Major disciplinary and conceptual foundations of public administration are covered, including theories of organization and bureaucracy, administrative behavior and management, politics and administration, and public policy-making.

PMAP 8121 APPLIED RES METHODS STAT I
Credit Hour(s): 3.0

Applied Research Methods and Statistics I. An introduction to methods and statistics for applied research in the public and nonprofit sectors. Topics include the scientific method in applied research, elementary research design, measurement, qualitative research, computer-assisted data analysis, and beginning statistics including descriptive statistics, crosstabulation, introductory inferential statistics, and graphical presentations.

PMAP 8131 APPLIED RES METHODS STAT II
Credit Hour(s): 3.0

Applied Research Methods and Statistics II. Prerequisite: PMAP 8121. Advanced methods and statistics in applied research. Topics include survey research, experimental and quasi-experimental designs, sampling, and intermediate statistical techniques including analysis of variance, correlation and regression, and time-series analysis. Ethics of applied research in public administration and urban policy are also examined.

PMAP 8141 MICROECON FOR PUB POLICY
Credit Hour(s): 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.

PMAP 8161 PUBLIC BUDGETING & FIN
Credit Hour(s): 3.0

Public Budgeting and Finance. Prerequisites: PMAP 8111 or PMAP 8011and PMAP 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.

PMAP 8171 MANAGEMENT SYS & STRATEGIES
Credit Hour(s): 3.0

Public Management Systems and Strategies. Prerequisite: PMAP 8111 and PMAP 8121. Analysis of contemporary approaches to the management of public and nonprofit organizations focusing primarily on problem-solving strategies and techniques for use at the executive and operating levels.

PMAP 8201 INTL NONGOVERNMENTAL ORGS
Credit Hour(s): 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.

PMAP 8203 NONPROFIT ADVOCACY LAW POLICY
Credit Hour(s): 3.0

Nonprofit Advocacy, Law, and Policy. 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 understanding of where policy intersects with nonprofit activities and learn how to operate within a basic nonprofit legal framework.

PMAP 8210 INTRO TO THE NONPROFIT SECTOR
Credit Hour(s): 3.0

The Nonprofit Sector. The course provides an overview of the nonprofit sector in society with a consideration of the nonprofit sector's relationship to the state and to for-profit sectors. Attention will be given to the social settings in which nonprofit organizations exist, and to contemporary public policy issues regarding the nonprofit sector.

PMAP 8213 FINANCING & RES DEV NONPROFITS
Credit Hour(s): 3.0

Financing and Resource Development for Nonprofit Organizations. Prerequisites: PMAP 8141 and PMAP 8210 or consent of instructor. Economic sustainability and effective pursuit of social missions are two of the principal challenges facing contemporary nonprofit leadership. Addressing these challenges requires leaders and managers to be knowledgeable and adept at securing adequate and appropriate sources of income for their organizations. Nonprofit organizations support themselves through many different sources including charitable gifts and grants, government grants and contracts, earned income from fees, memberships and sponsorships, returns on investment, volunteer labor, gifts-in-kind and other sources. This course is intended to illuminate the theoretical rationales and practical considerations involved in developing and utilizing particular sources of income and in selecting appropriate combinations or portfolios, so that nonprofit prganizations can effectively advance their particular missions, sustain the infrastructure of their organizations, remain financially healthy, and manage risk and change.

PMAP 8221 FUNDRAISING FOR NONPROFITS

Credit Hour(s): 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.

PMAP 8223 NONPROFIT HUMAN RESOURCES

Credit Hour(s): 3.0

Nonprofit Human Resources. Prerequisite: PMAP 8210. The purpose of this course is to examine the theoretical and practical aspects of managing paid and voluntary human resources in nonprofit organizations. The course reviews basic issues in nonprofit human resource management, including recruitment, retention and compensation, and explores several specialized issues, such as performance, motivation, diversity, and conflict management. The course also reviews theory and recent research on attracting, motivating, and managing volunteers. Finally, the course explores emerging trends in nonprofit human resources, including the effects of recent public policy changes on the nonprofit labor force.

PMAP 8232 SOCIAL ENTERPRISE

Credit Hour(s): 3.0

Social Enterprise. Social enterprise couples the resources generated by market activities with the social ambitions of nonprofit organizations. Co-taught by instructors from the Andrew Young School of Policy Studies and the J. Mack Robinson College of Business, this course examines social enterprise from both the nonprofit and business perspective to provide students with a broad overview of its purposes, forms management approaches, and impact. During the course, students will have the opportunity to assess local social enterprises, work on social enterprise start-up plans, and hear leading social entrepreneurs talk about their organizations.

PMAP 8261 NONPROFIT FINANCIAL MGT

Credit Hour(s): 3.0

Nonprofit Financial Management. This course is designed to teach students how to use financial information to make decisions in nonprofit organizations. The first half of the course is devoted to financial accounting, focusing on understanding and using the information found on financial statements. The second half of the course focuses on using principles of financial management to make operating and capital budgeting decisions and to analyze long-term financial options.

PMAP 8271 DISASTER POLICY EMERGENCY MGT

Credit Hour(s): 3.0

Disaster Policy and Emergency Management. This course focuses on the design of disaster policies and implementation of emergency management programs to manage hazards and to deal with natural, technological, and other man-made disasters. Emphasis is on the roles of public agencies, nonprofit organizations, and private firms, as well as volunteers, in disaster mitigation, preparedness, response, and recovery efforts in the U.S. and other nations and the development of national and international standards for emergency management programs. Case studies are drawn from recent focusing events, such as the 9/11 attacks, the 2004 Sumatran tsunami, and the Hurricane Katrina disaster, and students are introduces to the profession of emergency management.

PMAP 8281 DISASTER RELIEF HUMANITARIAN

Credit Hour(s): 3.0

Disaster Relief and Humanitarian Assistance. This course focuses on national and international disaster relief, from the politics and economics of international relief and national disaster assistance efforts to the logistics of relief operations and managing volunteers. The foci are the roles of governmental and nongovernmental organizations in disaster relief, policy issues in complex emergencies (e.g., security for relief workers in natural disasters complicated by political conflict), the development of sustainable assistance programs, links between humanitarian assistance and sustainable development, and the developemnt of international standards for humanitarian assistnce, such as the Sphere Project.

PMAP 8311 URBAN DEMOGRAPHY AND ANALYSIS

Credit Hour(s): 3.0

Urban Demography and Analysis. This course addresses the role of demography in urban policy and planning, and the impact of a changing population and their activities on our cities and communities. This course makes in-depth use of the U.S. census data in deriving measurements and conducting analysis on regional and local economic and social conditions with emphasis on both the spatial and temporal perspectives. Substantive topics to be discussed include racial/ethnic composition, immigration, housing, employment, poverty and economic development, transportation, as well as land use and urban spatial structure.

PMAP 8321 EC DEVELOPMENT POLICY

Credit Hour(s): 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.

PMAP 8331 URBAN DEVELOPMENT & GROWTH MGT

Credit Hour(s): 3.0

Urban Development and Growth Management. Causes and consequences of urban development and growth management are introduced in the light of economics and public policy theories, within the context of legal and constitutional framework. In addition to prevalent growth patterns (e.g. sprawl vs. smart growth), issues related to the physical and environmental dimension of urban development such as infrastructure, sustainable environment, housing, transportation are discussed in detail.

PMAP 8351 LOCAL GOVERNMENT MGT

Credit Hour(s): 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.

PMAP 8411 LAW FOR PUBLIC MANAGERS

Credit Hour(s): 3.0

Law for Public Managers. This course introduces students to a range of legal issues relevant to employees in public organizations. Attention is given to the legal rules and principles that guide public managers in administering their organizations. Also considered is how laws and regulations impact current working relationships between government and private concerns. Other issues involve which judges enforce government contracts and agency regulations.

PMAP 8431 LEADERSHIP & ORG BEHAVIOR

Credit Hour(s): 3.0

Leadership and Organizational Behavior. Examination and application of theories of leadership and organizational behavior, with attention to communication, motivation, group dynamics, organizational change, leadership and decision making in public organizations.

PMAP 8461 ETHICS AND PUBLIC ADMIN

Credit Hour(s): 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.

PMAP 8501 MANAGING PUBLIC MONEY

Credit Hour(s): 3.0

Managing Public Money. Prerequisite: PMAP 8161. This course includes discussion of topics that are relevant to budgeting and financial management in the public sector such as capital investment decisions, cost-benefit and cost-effectiveness analysis, cash flow management, debt management, and the evaluation of organizational financial condition.

PMAP 8505 LOCAL GOVT DEBT-ISSUE & ADMIN

Credit Hour(s): 3.0

Local Government Debt Issuance and Administration. Prerequisite: PMAP 8501 or PMAP 8161 or consent of the instructor. A survey of the instruments, procedures and challenges facing local government debt administrators.

PMAP 8521 EVALUATION RESEARCH

Credit Hour(s): 3.0

Evaluation Research: Design and Practice. Prerequisite: PMAP 8131 or consent of the instructor. (Cross-listed with Pols 8720.) An examination of the techniques and practice of program evaluation for effectiveness in program administration. The course contrasts deductive and inductive approaches. The instructor illustrates the advantages of using evaluation as a mechanism for program improvement.

PMAP 8531 POLICY ANALYSIS

Credit Hour(s): 3.0

Policy Analysis. Prerequisite: PMAP 8131 or consent of the instructor. This course provides focused study about policy analysis and process techniques. This course concentrates on policy development decision strategies. Students will conduct problem solving exercises using a number of decision methods appropriate to policy analysis and evaluation. Students will leave the course with an understanding of the policy-making process at all levels of government and a knowledge of different techniques available to develop, implement, and assess policy initiatives.

PMAP 8561 GIS APPLICATIONS

Credit Hour(s): 3.0

GIS Applications to Planning and Policy Analysis. Prerequisite PMAP 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.

PMAP 8900 PUB SVC CAPSTONE: PROJ-MGT/FI

Credit Hour(s): 3.0

Public Service Capstone: Advanced Projects in Management and Finance. Prerequisite: PMAP 8521. This course is a capstone for students with a specialization in public management and finance. The course involves projects that may require service delivery assessment, operations analysis, program evaluation, fiscal analysis, or policy analysis. Typically, student teams are asked to develop and assess options to address important problems facing public and nonprofit organizations. Projects will vary based on the needs of clients, but all will require implementing a work plan for evaluating a public problem, collecting and analyzing data,

developing findings and recommendations, writing a final report, and presenting findings to the client.

PMAP 8911 DIRECTED READINGS
Credit Hour(s): 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.

PMAP 8912 RESEARCH IN PUB ADMIN & POLICY
Credit Hour(s): 3.0 TO 15.0

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.

PMAP 8914 COMPAR PUB AD & POLICY IN UK I
Credit Hour(s): 1.0 TO 6.0

Comparative Public Administration and Policy in the UK I. Prerequisite: Completion of 3 graduate level courses. The joint Georgia State University/University of Northumbria (UNN) exchange program is designed to give students a better understanding of comparative government and international policy. Through this semester exchange between two prominent research universities, graduate students in the fields of Public Administration and Urban Policy Studies will gain an awareness of international policy and practice, the tools necessary for work within foreign cultures, and the managerial skills needed to function effectively in a global setting. In learning about British institutions, participants will also learn about the UK and its role within the European Union.

PMAP 8915 COMPAR PUB AD & POLICY UK II
Credit Hour(s): 1.0 TO 6.0

Comparative Public Administration and Policy in the UK II. Prerequisite: 3 graduate level courses. The joint Georgia State University/University of Northumbria (UNN) exchange program is designed to give students a better understanding of comparative government and international policy. Through this semester exchange between two prominent research universities, graduate students in the fields of Public Administration and Urban Policy Studies will gain an awareness of international policy and practice, the tools necessary for work within foreign cultures, and the managerial skills needed to function effectively in a global setting. In learning about British institutions, participants will also learn about the UK and its role within the European Union.

PMAP 8921 SPECIAL TOPICS
Credit Hour(s): 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.

PMAP 8941 INTERNSHIP
Credit Hour(s): 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.

PMAP 8981 PRACTICUM
Credit Hour(s): 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.

PMAP 8991 THESIS
Credit Hour(s): 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.

PMAP 9111 ADV RESEARCH METHODS I
Credit Hour(s): 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.

PMAP 9121 ADV RESEARCH METHODS II
Credit Hour(s): 3.0

Advanced Research Methods II. Prerequisite: PMAP 9111 This course will cover experimental and quasi-experimental design, a survey of research methods and evaluation. Case study and qualitative analysis may also be included.

PMAP 9131 RESEARCH SEMINAR PUBLIC POLICY
Credit Hour(s): 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.

PMAP 9141 ADV TOPICS IN PROGRAM EVAL
Credit Hour(s): 3.0

Advanced Topics in Program Evaluation. This course provides an in-depth examination of the field of program evaluation. The course covers the development of the evaluation field, including its history, theory, and principles, and the techniques of evaluation, including program theory and logic models, evaluation research designs, cost-effectiveness and cost-benefit analysis, performance

monitoring and organizational scorecards, and trends in the field.

PMAP 9151 SCOPE & THEORY PUBLIC POLICY

Credit Hour(s): 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.

PMAP 9171 LOGIC OF POLICY INQUIRY

Credit Hour(s): 3.0

Logic of Policy Inquiry. This course presents the conceptual foundations of models of policy inquiry. Topics include the scientific, rational-actor, and ethical models. The ethical values underlying cost benefit analysis, pareto-optimal models, and market models are also examined.

PMAP 9181 DISSERTATION COLLOQUIUM

Credit Hour(s): 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.

PMAP 9211 RESEARCH POLICY - HEALTH

Credit Hour(s): 3.0

Applying Research to Policymaking: Examples from Health Care Policy. The goal of this course is to understand the relationship between research and policy so that students may contribute more effectively to both in their careers. Through a series of case studies taken from health care policy, the class will explore the relevance of good research to various steps in the policy-making process. We will examine when research influences policy, when it does not, and why.

PMAP 9221 DOCTORAL SEM IN NONPROFIT RES

Credit Hour(s): 3.0

Doctoral Seminar in Nonprofit Research. Prerequisite: Enrollment in a Georgia State University doctoral program or advanced master's degree student intending to apply to a doctoral program. This course introduces early stage doctoral students to the research literature in nonprofit sector-related studies in order to assist them in framing doctoral dissertations in this field. The approach is multidisciplinary-involving nonprofit research undertaken within various disciplinary frameworks including public policy, economics, political science, sociology, history, and managemeny studies. Students will read and analyze selected review articles, formulate their own research projects, develop their own reviews of the literature, and prepare and present an original research paper intended for delivery at a scholarly conference.

PMAP 9331 FOUNDATIONS PUBLIC ADMIN

Credit Hour(s): 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.

PMAP 9341 POLICY DESIGN & IMPLEMENTATION

Credit Hour(s): 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.

PMAP 9361 HEALTH POLICY RESEARCH ISSUES

Credit Hour(s): 3.0

Health Policy Research Issues. The goal of this course is to examine the relationship between research and health policy so that students may contribute more effectively to both in their careers. Using a systems thinking approach, students will analyze contemporary health policy issues and identify when, how, and why research is utilized throughout various stages of the policymaking process. The translation of research findings into effective communicative materials for various audiences including policymakers, practitioners, and the general public will be emphasized. Interdisciplinary approaches to health policy research will be integrated into the class through readings and guest speakers.

PMAP 9381 PUBLIC BUDGETING THEORY/RESRCH

Credit Hour(s): 3.0

Public Budgeting Theory and Research. This course provides academic immersion into public budgeting theory and research. The course requires exploration of the scholarly foundations of governmental budgeting as well as past and current reform efforts, both in the United States and abroad. The state of the practice in public budgeting is examined for evidence of its intersection with theoretical perspective. The course presents normative and descriptive considerations of public budgeting, the scholarly bases behind various orientations to process, and the knowledge base regarding enduring issues surrounding this vital governmental process.

PMAP 9501 SPECIAL TOPICS PUB POLICY

Credit Hour(s): 1.0 TO 3.0

Special Topics in Public Policy. Prerequisite: consent of instructor. This course provides an advanced, research- or theory-oriented treatment of topics in public policy. The

course can be repeated when topics vary. The course is intended primarily for doctoral students.

PMAP 9901 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 18.0

Dissertation Research. Doctoral students at the dissertation stage will register for this course.

PMBA PROFESSIONAL MASTER BUS ADMIN

PMBA 7025 STATISTICAL BUS ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 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 MANAGING-GLOBAL ECONOMY
Credit Hour(s): 3.0

Managing in the Global Economy. Co-prerequisite: 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 life-cycle situations.

PMBA 8005 FUNDAMENTAL SKILLS
Credit Hour(s): 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 LEADING STRATEGIC COMM
Credit Hour(s): 3.0

Leading Through Strategic Communication. Prerequisite: Consent of director of PMBA program. This course presents excellent written and oral business communication as a leadership strategy critical to success in the workplace. Students master 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 influencing and persuading others through strategically aligned business documents that are clear, precise, and readable including communications to executive level readers. Students will also develop skills in the effective design and delivery of persuasive presentations, delivering unwelcome information, and effective, productive group communication.

PMBA 8025 FINANCIAL STATEMENT ANAL
Credit Hour(s): 3.0

Financial Statement Analysis. Prerequisite: None. CSP: 1, 2 ,4, 6, 7. This course takes a user-oriented 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
Credit Hour(s): 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 decision-making, 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 8040 ANALYTICS & ORG KNOWLEDGE
Credit Hour(s): 3.0

Competing on Analytics and Organizational Knowledge. CPS: 1,2,3,4,5,6 and 7. Businesses are becoming increasingly "knowledge intensive." Analytics can help organizations develop a comprehensive approach to their knowledge assets to make better decisions and create distinctive competitive capabilities. High performing organizations compete on

knowledge-based capabilities with their internal business processes as well as their external business processes. Data lies at the heart of this knowledge. Increasingly, decision-makers rely on intelligent systems to analyze these data systematically and assist them in their decision-making. In many cases, automating the decision-making process is necessary because of the speed with which new data are generated. This course connects real-world data to decision-making through cases from finance, marketing, and operations.

PMBA 8050 ENTREPRENEUR & ENTERPRISE
Credit Hour(s): 3.0

Entrepreneur & Enterprise. CSP: 1, 2, 6, and 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 behavior of entrepreneurs are studied. Students learn how to recognize and evaluate new business opportunties. Major activities in the course may include interviewing entrepreneurs and studying the feasibility of a business idea.

PMBA 8115 MGR CTRL & COST SYSTEMS
Credit Hour(s): 3.0

Managerial Control and Costing Systems. Prerequisites: PMBA 8000, PMBA 8025. Co-requisites: 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 cost-related decisions and evaluating alternative design of control systems.

PMBA 8125 INFO TECHNOLOGY MGT
Credit Hour(s): 3.0

Information Technology Management. Prerequisite: PMBA 8000, PMBA 8025. Co-requisite: 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 information-related needs, and how to develop organizational agility through business process innovations enabled by information technology.

PMBA 8135 CORPORATE FINANCE
Credit Hour(s): 3.0

Corporate Finance. Prerequisites: PMBA 8000, PMBA 8025. Co-requisites: PMBA 8015, PMBA 8030. CSP: 1,2,3,6,7, 8. This course focuses on the financial management of both publicly-held and private corporations. Students are presented with a conceptual framework for understanding and addressing problems commonly faced by corporate decision-makers 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 8145 MARKETING MANAGEMENT
Credit Hour(s): 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 8155 OPERATIONS MANAGEMENT
Credit Hour(s): 3.0

Operations Management. Prerequisite: PMBA 8000, PMBA 8025. Co-requisite: 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 8165 LEADING ORG & PEOPLE
Credit Hour(s): 3.0

Leading Organizations and People. Prerequisite: PMBA 8000, PMBA 8025 Co-requisite:PMBA 8015 CSP: 1,6, 7. What do managers need to know about leading 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 8820 GLOBAL COMPETITIVE STRAT
Credit Hour(s): 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
Credit Hour(s): 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 8840 NEGOTIATIONS
Credit Hour(s): 3.0

Negotiation. CSP: 1,6,7. Prerequisite: None. This course is designed to help students become better negotiators by understanding and practicing the negotiation strategies and tactics appropriate for different situations. The course focuses primarily on negotiation planning, dividing value in negotiation, and creating value in negotiation. The course is a general treatment of negotiation and deal-making that is useful to students from a broad range of professions and industries.

PMBA 8850 APPLIED LEADERSHIP
Credit Hour(s): 3.0

Applied Leadership. Prerequisites: PMBA 8000. Corequisites: PMBA 8820. CSP: 1, 6, 7. This course is designed to integrate and apply the tools of strategic leadership. Students will gain fundamental insights into the principles, tools and skills of strategic leadership as well as a deepened understanding of their own strategic leadership style and skills. The course culminates in a behavioral simulation in which students adopt executive roles in the running of an international financial services firm in order to apply course concepts and tools. Upon completing the simulation, students receive extensive quantitative and qualitative feedback experience regarding their collective and individual results.

PMBA 8860 MGMT PRACTICES RESIDENCY
Credit Hour(s): 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
Credit Hour(s): 3.0

American Constitutional Law. Constitutional structure of the American political system.

POLS 6158 CAMPAIGN ORGANZTN & MANAGEMENT
Credit Hour(s): 3.0

Campaign Organization and Management. A broad introduction to electoral campaign research, organization, and management.

POLS 6162 POLITICS & COMMUNICATION
Credit Hour(s): 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
Credit Hour(s): 3.0

Comparative Legal Systems and Politics. Survey of the area of legalization, adjudication, and constitutional development in comparative perspective. After analyzing customary legal systems, as well as the two modern types, adversarial-precedent and inquisitorial code systems, comparisons of judicial institutionalization, independence of lawyers and judges, and constitutional accountability are evaluated.

POLS 6420 INTERNATIONAL LAW
Credit Hour(s): 3.0

International Law. Prerequisite: PolS 8200 recommended. Analysis of origin, principles, enforcement, and adjudication of international law.

POLS 6425 POL. OF INT'L CRIMINAL JUSTICE
Credit Hour(s): 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
Credit Hour(s): 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 6510 FEMINIST POLITICAL THEORY
Credit Hour(s): 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 6550 LIBERALISM AND ITS CRITICS
Credit Hour(s): 3.0

Liberalism and Its Critics. A look at the theoretical foundations of America's most prominent public philosophy: liberalism. Reviews the work of nineteenth and twentieth-century British, French and American theorists.

POLS 8100 SEMINAR IN AMERICAN POLITICS
Credit Hour(s): 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
Credit Hour(s): 3.0

State Politics. Comparative treatment of institutions, authorities, processes, and policy making in the American states.

POLS 8139 STUDIES IN PUBLIC LAW
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Public Opinion and Attitudes. Analysis of contemporary political attitudes and public opinion.

POLS 8170 AMERICAN LEGISLATIVE PROCESS
Credit Hour(s): 3.0

American Legislative Process. An examination of the politics and processes of legislative institutions. This course will focus on the legislative process, elections, apportionment, institutional hierarchy, partisan politics, and legislative leadership.

POLS 8175 AFRICAN-AMER POL PARTCIPATION
Credit Hour(s): 3.0

African-American Political Participation. (Same as AAS 6029.) Voting behaviors and ideological orientation of African-Americans. Changes in the nature and effectiveness of African-American participation from the protests of the Civil Rights Movement to the politics of the 1990s.

POLS 8180 PRESIDENTIAL POLITICS
Credit Hour(s): 3.0

Presidential Politics. A study of presidential politics including administrative decision making, constitutional powers, elections, presidential-congressional relations, and the President as Commander-in-Chief.

POLS 8190 STUDIES IN AMERICAN POLITICS
Credit Hour(s): 3.0

Studies in American Politics. May be taken more than once for credit if topic varies.

POLS 8200 COMPARATIVE POLITICAL ANALYSIS
Credit Hour(s): 3.0

Comparative Politics Analysis. Concepts, theories, and methods in the study of comparative politics.

POLS 8205 COMPARATIVE DEMOCRATIZATION
Credit Hour(s): 3.0

Comparative Democratization. Prerequisite: PolS 8200 recommended. Theories and problems of emerging and transitional democracies around the world.

POLS 8210 POLITICAL DEVELOPMENT
Credit Hour(s): 3.0

Political Development. Prerequisite: PolS 8200 recommended. Theories of the development of political institutions.

POLS 8215 POLITICS OF PEACE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

African Politics. (Same as AAS 6055.) Comparative theoretical analysis of the politics of Sub-Saharan African countries.

POLS 8240 EUROPEAN POLITICS
Credit Hour(s): 3.0

European Politics. Prerequisite: PolS 8200 recommended. Comparative theoretical analysis of the politics of European countries.

POLS 8245 POL OF RUSSIA & EASTERN EUROPE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8299 NEW BOOKS IN COMP POLITICS
Credit Hour(s): 3.0

New Books in Comparative Politics. Prerequisite: PolS 8200. Course focuses on recent (and, in many cases, award winning) books in Comparative Politics. It has multiple goals: 1) to read a series of excellent recent books, and, by doing so, to fully engage some of the major theoretical innovations and currents in the field; 2) to engage some important theoretical arguments (often times in dialogue with each other); and 3) to provide an opportunity for discussing what makes a good book.

POLS 8400 INTERNATIONAL POLITICS
Credit Hour(s): 3.0

International Politics. Concepts and theories in international politics.

POLS 8421 INTL ORGANIZATNS & INSTITUTNS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

International Political Economy. Prerequisite: PolS 8400 recommended. Analysis of contending theoretical approaches in explaining the politics of the international political economy.

POLS 8435 STUDIES IN INTRN'L POL ECONOMY
Credit Hour(s): 3.0

Studies in International Political Economy. Prerequisite: PolS 8400 recommended. Topics may include theoretical analysis of trade, monetary, and financial regimes, and North-South relations. May be taken more than once for credit if topic varies.

POLS 8450 U.S. FOREIGN POLICY
Credit Hour(s): 3.0

United States Foreign Policy. Substance and process of U.S. foreign policy.

POLS 8459 STUDIES IN FOREIGN POLICY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Military Conflict and International Security. Prerequisite: PolS 8400 recommended. Examination of the nature, causes, and international responses to the problem of military conflict, both between and within nation-states.

POLS 8475 WAR AND PUBLIC OPINION
Credit Hour(s): 3.0

War and Public Opinion. Prerequisite: POLS 8400 recommended. Examines public opinion about war and international relations. Topics include public preferences surrounding issues of war and peace, how public opinion responds to war, and how the public opinion shapes and constrains the choices of leaders and foreign policy makers in democratic states.

POLS 8480 TRANSITIONAL JUSTICE
Credit Hour(s): 3.0

Transitional Justice and the Politics of Memory. The course will provide a philosophical and theoretical framework for thinking about memory and transitional justice. It focuses on specific transitional justice institutions such as the Nuremberg Trials, the South African Truth and Reconciliation Commission, the International Criminal Tribunals for the former Yugoslavia and Rwanda, the International Criminal Court, as well as selected domestic and hybrid trials and truth commissions in many regions of the world.

POLS 8485 ETHICS OF INTL RELATIONS
Credit Hour(s): 3.0

Ethics of International Relations. Course provides a survey of contemporary ethical questions in international relations. Among the questions considered: What significance do ethical considerations have in international affairs? Is ethical conduct in international relations possible, in the world of nation states with national interests and power politics? And how, in normative terms, should we evaluate international acts? Focus is on contemporary debates about just and unjust war, use of force, humanitarian intervention, treatment of civilians in war, human rights, democratization, and development.

POLS 8490 STUDIES IN INTRNATNL RELATIONS
Credit Hour(s): 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 8510 THEORIES ON DEMOCRACY
Credit Hour(s): 3.0

Theories on Democracy. What is Democracy? This course considers a variety of contending answers to this question. In particular, we will review representative, deliberative, agonistic and radical theories of democracy ? and chart disagreement on the meaning of democracy both within and across these approaches.

POLS 8520 POL THEORY OF ECONOMIC JUSTICE
Credit Hour(s): 3.0

Political Theory of Economic Justice. Focuses on the proper role of government in the economy. Readings from both classical and contemporary sources about laissez-faire, mixed economy, and democratic socialism.

POLS 8555 CONTEMP POLITICAL PHILOSOPHY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8580 AMERICAN POLITICAL THOUGHT
Credit Hour(s): 3.0

American Political Thought. Course considers three major themes in American political thinking – conceptions of self-government, the kinds of values conducive to a democratic community, and how religion helps or hinders democracy.

POLS 8590 STUDIES IN WESTERN POL THEORY
Credit Hour(s): 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 8710 BUREAUCRATIC POLITICS
Credit Hour(s): 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 8730 COMPARATV ADMINISTRATV SYSTEMS
Credit Hour(s): 3.0

Comparative Administrative Systems. (Same as PAUS 8421.) Cross-national study of administrative-organizational patterns as they relate to cultural setting and the larger political system.

POLS 8800 ELEMENTS OF RESEARCH DESIGN
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Directed Research in Political Science.

POLS 8995 ADMINISTRATV/POLICY INTERNSHIP
Credit Hour(s): 3.0 TO 6.0

Administrative/Policy Internship. Assignment to a staff, high-level administrative, or policy position for pre-service and in-service students pursuing management careers.

POLS 8996 RESEARCH INTERNSHIP
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 15.0

Teaching Internship. Prerequisite: consent of graduate director. Assignment to an undergraduate or graduate course under the supervision of a faculty member. For pre-service and in-service students interested in college-level teaching. May be taken more than once for credit if topic varies.

POLS 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 15.0

Thesis Research. May be repeated for credit.

PRT PRINTMAKING

PRT 6050 PRINTMAKING
Credit Hour(s): 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. Lab Fee: $20.00.

PRT 6980 DIRECTED STUDY
Credit Hour(s): 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 8500 DIRECTED STUDY
Credit Hour(s): 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 twenty-four credit hours.

PRT 8980 SPECIAL PROBLEMS
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 12.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

PSYC PSYCHOLOGY

PSYC 6030 CROSS-CULTURAL PSYCHOLOGY
Credit Hour(s): 3.0

Cross-Cultural Psychology. Prerequisite: Psyc 1101. The influence of culture on human cognition, emotion, and behavior with focus on theory and research in developmental personality-social, health, and organizational psychology.

PSYC 6116 PRIMATE BEHAVIOR
Credit Hour(s): 3.0

Primate Behavior: Field and Laboratory. Prerequisite: Biol 3840 or Psyc 4110 or consent of the instructor. (Same as Neur 6400.) 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
Credit Hour(s): 3.0

Sensation and Perception. (Same as Neur 6410.) 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
Credit Hour(s): 4.0

Introduction to Psychophysiology. (Same as Neur 6300.) 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6650 PSYCHOLOGY: SPECIAL TOPICS
Credit Hour(s): 1.0 TO 6.0

Psychology: Special Topics. Prerequisite: permission of the instructor. Special Topics in Psychology.

PSYC 6801 SURVIVAL SKILLS IN ACADEMIA
Credit Hour(s): 3.0

Survival Skills in Academia. (Same as Biol 6801 and Neur 6600.) Guidance and direction for graduate students on how to accomplish many of the day-to-day tasks encountered by researchers and instructors throughout their careers in academia. Topics covered include how to write and publish scientific papers, grantpersonship, scientific ethics, posters and oral presentations, mentoring, and job interviewing.

PSYC 7560 PSYC OF ANIMAL BEHAVIOR
Credit Hour(s): 3.0

Psychology of Animal Behavior. Prerequisite: Psyc 1101. (Same as Neur 7400.) Psychological, genetic, physiological, and ecological bases of animal behavior. Basic adaptive mechanisms and their importance for understanding human behavior.

PSYC 7610 PSYCHOLOGY OF AGING
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Research Methods in Psychology. (Same as Neur 8310.) Types of research design including experimental designs, quasi-experimental designs, single-case designs, and case studies; related research issues including aspects of philosophy of science, measurement, reliability, internal and external validity, and artifacts.

PSYC 8012 DEVELOPMENTAL METHODS
Credit Hour(s): 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
Credit Hour(s): 3.0

Research Methods in Community and Applied Social Psychology. Major approaches to research in community psychology and related disciplines, such as applied social psychology, health psychology, and environmental psychology. Emphasizes experimental and quasi-experimental design, survey research, and epidemiology, and introduces the students to some qualitative methods.

PSYC 8015 THEORIES OF DEVELOPMENT
Credit Hour(s): 3.0

Theories of Development. Seminal theories of child development and empirical research derived from those theories will be considered.

PSYC 8020 ASSESSMENT I
Credit Hour(s): 4.0

Assessment I. Clinical interviewing, intellectual assessment, report writing, psychometric theory, and ethical and diversity issues relevant to assessment.

PSYC 8030 ASSESSMENT II
Credit Hour(s): 4.0

Assessment II. Prerequisite: Psyc 8020. Personality assessment; evaluation of children's academic, intellectual, and behavioral functioning; and ethical and diversity issues relevant to assessment.

PSYC 8050 DIVERSITY ISSUES-CLIN PRAC/RES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Introduction to Community Psychology. Principles and theory of community psychology with emphasis on design, operation, and evaluation of community programs.

PSYC 8220 COMM INTERV/SOC CHANGE/PREVENT
Credit Hour(s): 3.0

Community Interventions, Social Change, and Prevention. Prerequisite: Psyc 8200, or consent of the instructor. Introduction to the field of prevention and social intervention in the discipline of community psychology. The prevention focus of the course will present basic concepts and conceptual models associated with prevention of social problems. The intervention focus of the course will present concepts, values, strategies, and tactics of community intervention and social change. Applications will be discussed regarding specific social problems and social settings.

PSYC 8230 ASSESS/CONSULT/EVAL I (ACE I)
Credit Hour(s): 3.0

Assessment, Consultation, and Evaluation in Community Psychology I (ACE I). Covers the professional skills and the understanding of theory needed to conduct professional consultation in a wide range of community settings, with an emphasis on the role of program evaluation in the larger process of program management, development, and implementation. Methodologies include experimental, quasi-experimental and qualitative research design.

PSYC 8260 ASSESS/CONSULT/EVAL II (ACE II
Credit Hour(s): 3.0

Assessment, Consultation, and Evaluation in Community Psychology II (ACE II). Prerequisite: PSYC 8230 with a grade of B- or higher. In-depth examination of psychological consultation in mental health, community organizational, governmental, and other human service delivery settings. Focuses on applied research in ecological assessment and evaluation of settings and programs, using experimental, quasi-experimental, qualitative and observational methodologies.

PSYC 8280 PSYCHOLOGY ADVOCACY ORGANIZING

Credit Hour(s): 3.0

Psychology, Advocacy, and Organizing. To educate students in the role of psychological research in informing, framing, and advocating for public policy. Focus will be placed on the area of the instructor's substantive policy research (e.g education, domestic violence). To develop students' understanding of scholarly and community-based literature on community organizing and civic participation, with an emphasis on the principles and practices of effective community organizing via an understanding of social power dynamics.

PSYC 8410 PSY RESEARCH STATISTICS I

Credit Hour(s): 3.0

Psychological Research Statistics I. Prerequisite: Psyc 3010, or equivalent. (Same as Neur 8035.) Statistical analysis of psychological data with an emphasis on the logic of basic analytic techniques. Includes discussion of data screening, hypothesis testing, bivariate measures of association, and simple between- and within-subjects analysis of variance.

PSYC 8420 PSY RESEARCH STATISTICS II

Credit Hour(s): 3.0

Psychological Research Statistics II. Prerequisite: Psyc 8410. (Same as Neur 8320.) 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

Credit Hour(s): 3.0

Psychological Research Statistics III. Prerequisite: Psyc 8420. (Same as Neur 8330.) Advanced topics in the statistical analysis of psychological data including various forms of factor analysis, psychometric methods and theories, structural equation modeling and its use in theory construction, and multivariate analysis of variance.

PSYC 8490 SCIENTIFIC & PROF ETHICS-PSY

Credit Hour(s): 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

Credit Hour(s): 3.0

History of Psychology. (Same as Neur 8500.) 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

Credit Hour(s): 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 8511 SPECIAL TOPICS IN SOCIAL PSYC

Credit Hour(s): 1.0 TO 3.0

Special Topics in Social Psychology. Focused and systematic examination of theoretical and empirical issues associated with a particular topic from social psychology, such as stereotyping and prejudice, identity, or relationships.

PSYC 8540 ADVANCED COGNITIVE PSYCHOLOGY

Credit Hour(s): 3.0

Advanced Cognitive Psychology. (Same as Neur 8410.) Empirical and theoretical bases for understanding the processes of thought, including attention, pattern recognition, learning, memory, language, and reasoning.

PSYC 8541 SPECIAL TOPICS COGNITIVE PSYC

Credit Hour(s): 1.0 TO 3.0

Special Topics in Cognitive Psychology. Focused and systematic examination of theoretical and empirical issues associated with a particular topic from cognitive psychology, such as memory, sound, or attention and executive function.

PSYC 8551 COGNITIVE & LINGUISTIC DEVLPMN

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Advanced Developmental Seminar. In-depth examination of contemporary topics and issues in developmental psychology from infancy through adolescence. May be repeated if topic varies.

PSYC 8610 BEHAVIORAL NEUROSCIENCE
Credit Hour(s): 3.0

Behavioral Neuroscience. Analysis of functional neural systems in the regulation of behavior, emphasizing the analysis of limbic, hypothalamic, and reticular-cortical mechanisms in behavior.

PSYC 8615 FUNCTIONAL HUMAN NEUROANATOMY
Credit Hour(s): 3.0

Functional Human Neuroanatomy. Prerequisite: Biol 3840 or Psyc 8610, or consent of the instructor. (Same as Biol 8040 and Neur 8300.) In-depth study of the neuroanatomy and function of the human central nervous system. Considers neuroanatomical techniques used to study the brain, neuroanatomical basis for the control of sensory and motor systems, as well as cortical, autonomic nervous system, and limbic system anatomy and function. Both normal brain anatomy and pathologies are covered.

PSYC 8616 NEUROBIOLOGY I: CELLULAR
Credit Hour(s): 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 and Neur 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
Credit Hour(s): 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 and Neur 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
Credit Hour(s): 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 and Neur 8030.) 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
Credit Hour(s): 3.0

Introduction to Clinical Neuropsychology. Prerequisite: Psyc 8610 or Psyc 8618, or consent of instructor. (Same as Neur 8400.) Topics include laterality, handedness, cerebral dominance, basic neuroanatomy, aphasia, neglect, amnesic syndromes, agnosia, alexia, split brain research, and recovery of function.

PSYC 8625 NEURAL PLASTICITY
Credit Hour(s): 4.0

Neural Plasticity. Prerequisite: Neur 6010 or Biol 6102 with grade of C or higher, or equivalent. (Same as Neur 6110 and Biol 6110.) Four lecture hours per week. Phenomenology and mechanisms of experience-dependent changes in the nervous system. The course will examine plasticity at many levels of analysis, from synaptic mechanisms to clinical strategies, and from molecular neuroscience to cognitive psychology.

PSYC 8630 DEVELOPMENTAL NEUROPSYCHOLOGY
Credit Hour(s): 3.0

Developmental Neuropsychology. Prerequisite: Psyc 8620, or consent of instructor. (Same as Neur 8100.) Development of the central nervous system and brain; their relationship to behavioral development; and common CNS disorders in children.

PSYC 8640 PSYCHOPHARMACOLOGY
Credit Hour(s): 3.0

Psychopharmacology. Prerequisite: Psyc 8610, or consent of the instructor. (Same as Biol 8065 and Neur 8230.) 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
Credit Hour(s): 3.0

Psychopathology. Critical review of the classic and contemporary empirical and theoretical literature concerning psychopathology in adults and children.

PSYC 8662 ADOLESCENT DEVELOPMENT
Credit Hour(s): 3.0

Adolescent Development. Theory, research, and emerging trends in adolescent development, emphasizing fundamental transitions (social, cognitive, and physical) and the social-ecological contexts (self-development, gender, family, peers and school, and culture). Both normative and atypical patterns of development will be considered.

PSYC 8670 THERAPY I
Credit Hour(s): 4.0

Therapy I. Theory, research, and application of psychodynamic and basic cognitive-behavioral approaches to clinical intervention; ethical and diversity issues in treatment.

PSYC 8680 THERAPY II
Credit Hour(s): 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
Credit Hour(s): 3.0

Topics in Neuropsychology: Theories, Methods, and Interventions. (Same as Neur 8705.) 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
Credit Hour(s): 1.0

Topics in Behavioral Neuroscience. Prerequisite: consent of instructor. (Same as Neur 8740.) May be repeated if topics vary.

PSYC 8999 MASTER'S THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Master's Thesis Research.

PSYC 9130 SEM ADV APPROACH TO ASSESSMENT
Credit Hour(s): 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
Credit Hour(s): 3.0

Neuropsychological Assessment. Prerequisite: Psyc 8620, or consent of instructor. (Same as Neur 9300.) Standardized batteries and additional neuropsychological tests for both standard and bedside testing. Actual test administration included.

PSYC 9230 SEMS:ADV APPROACHES TO THERAPY
Credit Hour(s): 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
Credit Hour(s): 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 9660 INFANT DEVELOPMENT
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 3.0

Seminar in Psychology. (Same as Neur 8700.) Topics presented by special request.

PSYC 9900L SPEC TOP RES LANG & LIT
Credit Hour(s): 1.0 TO 3.0

Special Topics: Research in Challenges of Acquiring Language and Literacy. (Same as EXC 9900 and EPSY 9900.) This course is offered with rotating topics related to research in challenges of acquring language and literacy. The design and methodologies of research conducted in these areas will be examined.

PSYC 9910 ADVANCED DIRECTED READINGS
Credit Hour(s): 1.0 TO 9.0

Advanced Directed Readings. Directed readings in special areas.

PSYC 9920 ADVANCD RESEARCH IN PSYCHOLOGY
Credit Hour(s): 1.0 TO 9.0

Advanced Research in Psychology. Directed research studies.

PSYC 9940A SPECIALIZED SEMINAR:DEVELPMNTL
Credit Hour(s): 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: COGNITIVE
Credit Hour(s): 1.0 TO 3.0

Specialized Seminar: Cognitive Sciences. 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
Credit Hour(s): 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
Credit Hour(s): 1.0 OR 2.0

Clinical Psychology Practicum: Apprenticeship. Prerequisite: consent of instructor. Initial supervised clinical practicum for graduate students in clinical psychology.

PSYC 9950B CLINICAL PRACTICUM: ASSESSMENT
Credit Hour(s): 1.0 TO 6.0

Clinical Psychology Practicum in Beginning Assessment. Prerequisite: consent of instructor. Supervised clinical experience in psychological assessment, including test administration, interpretation, interviewing, report writing, and feedback.

PSYC 9950C ADV ASSESSMENT & SUPERVISION
Credit Hour(s): 1.0 TO 6.0

Advanced Assessment and Supervision. Prerequisite: consent of instructor. Psyc 9950C provides clinical graduate students advanced assessment and supervision experience in the Clinic. Students are expected to conduct assessments of 2 clients. In addition, students will provide supervision to more junior level students for 2 semesters.

PSYC 9950D PRACTICUM COMMUNITY
Credit Hour(s): 1.0 TO 6.0

Practicum Community. Prerequisite: consent of instructor. Supervised clinical work in psychological assessment and/or therapy at a facility in the community.

PSYC 9950E CLINICAL PRACTICUM:PSYCHTHERPY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 9970C PRACTICUM CLINICAL/COMMUNITY
Credit Hour(s): 1.0 TO 6.0

Practicum in Clinical-Community Psychology. Community-based training and professional development experiences that integrate principles of community and clinical psychology. Practica arrangements are negotiated between the course instructor/supervisor, the student, the student's faculty supervisor, and the community setting.

PSYC 9980 READINGS FOR GENERAL EXAM
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 10.0

Doctoral Dissertation Research.

PT PHYSICAL THERAPY

PT 6600 HUMAN GROSS ANATOMY I
Credit Hour(s): 4.0

Human Gross Anatomy I. Prerequisite: Entry into Physical Therapy Program, co requisite PT 6610, or consent of instructor. This is a combined lecture laboratory 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
Credit Hour(s): 4.0

Functional Anatomy I. Prerequisite: Entry into Physical Therapy Program, co requisite 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 6630 EVIDENCE-BASED PRACTICE I
Credit Hour(s): 2.0

Evidence-based Practice I 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
Credit Hour(s): 1.0

Clinical Internship I. Prerequisite: Entry into Physical Therapy program. The student is assigned to a physical therapy clinic for 40 hours during the semester under the direct supervision of a clinical instructor. The emphasis of the clinical experience is on professional socialization, observation of patient management models, professionalism and to assist with basic direct patient care as deemed appropriate by the clinical instructor.

PT 6700 CLIN PHYSIOLOGY AND PATHOPHYS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Human Gross Anatomy II. Prerequisite: Successful completion of all previous lower numbered PT courses. Co-requisite 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
Credit Hour(s): 3.0

Functional Anatomy II. Pre-requisite: Successful completion of all previous lower numbered PT courses, co-requisite 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
Credit Hour(s): 3.0

PT Management of Cardiopulmonary Disorders Pre-requisite: 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
Credit Hour(s): 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 7025 PT MANAGEMENT MED SURG
Credit Hour(s): 3.0

PT Management: Acute Medical, Surgical Pathology. Prerequisite: Entry into Physical Therapy program and successful completion of all prior DPT courses or consent of instructor. This course exposes the student to a variety of medical and surgical conditions commonly encountered by the physical therapist. Pathophysiology of the endocrine, gastrointestinal, and genitourinary systems are highlighted. Signs, symptoms, onset, course/progression, related laboratory values, and medical management are discussed in the context of physical therapy management. Basic principles of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics will be addressed. Key concepts of drug administration, dose-response relationships, drug interactions, and factors influencing the effectiveness of medications are discussed. Students will answer clinical questions to distinguish the diverse classes of drugs as well as understand both practical

and theoretical implications of drug use for selected populations.

PT 7030 PT INTERVENTIONS I
Credit Hour(s): 3.0

Physical Therapy Interventions I Prerequisite: Entry into Physical Therapy program and successful completion of all prior DPT courses or consent of instructor This course is designed to provide the student with practical experience in clinical examination skills and interventions. The course will emphasize physical therapy interventions including but not limited to positioning, functional mobility training, gait training, passive and active exercise, chest physical therapy, and the application of heat and cold modalities.

PT 7040 PT INTERVENTIONS II
Credit Hour(s): 2.0

Physical Therapy Interventions II Prerequisite: Entry into Physical Therapy program and successful completion of all prior DPT courses or consent of instructor. This course introduces the student to examination, evaluation, and intervention of the integumentary system.

PT 7130 PT INTERVENTIONS III
Credit Hour(s): 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
Credit Hour(s): 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 7250 CLINICAL INTERNSHIP II
Credit Hour(s): 5.0

Clinical Internship II Prerequisite: Entry into Physical Therapy program and successful completion of all prior DPT courses or consent of instructor. This is the second of five clinical internships. The student will complete 8 weeks of a full-time internship with the major emphasis being the application of patient examination, evaluation, diagnosis, prognosis and interventions related to current and completed course work.

PT 7600 RESEARCH I: METHODOLOGY
Credit Hour(s): 3.0

Research I: 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 evidence-based practice, scientific methods, research design, hypothesis generation and testing, measurement theory, and analysis of data across experimental and survey paradigms.

PT 7610 MEDICAL SCREENING
Credit Hour(s): 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 decision-making by the physical therapist.

PT 7615 MOVEMENT SCIENCES I
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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

Credit Hour(s): 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 cognitive changes.

PT 7660 COM & ALTERN THERAPIES

Credit Hour(s): 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 7700 RESEARCH II: INVESTIGATIONS

Credit Hour(s): 2.0

Research II: Investigations Prerequisite: Entry into Physical Therapy program and successful completion of all prior DPT courses or consent of instructor. This course is the second in a series of four courses designed to continue the inquiry process. This course will emphasize the developmental sequence of a research project from initiation through completion of the process and presentation of the product.

PT 7709 PROF PRACT II: PSYCHOSOC

Credit Hour(s): 3.0

Professional Practice II: Psychosocial Aspects of Disability and Disease. Pre-requisite: Entry into the PT program and successful completion of all prior PT courses. Students explore the basic concepts and principles essential to the understanding of the therapist/client/ family reactions to disability and disease. Concepts of behavior management, death and dying, lifestyle adaptation, and attitudes toward disability are presented with respect to their influence on physical, psychosocial, and cultural aspects of an individual's quality of life. Examination of legal and ethical issues that impact physical therapy delivery are also discussed.

PT 7710 PT MANAGEMENT NEURO I

Credit Hour(s): 4.0

Neuroanatomy and Neurophysiology. Prerequisite: Entry into Physical Therapy program and successful completion of all prior DPT courses or consent of instructor. This course is designed to introduce basic and applied neuroanatomical and neurophysiological principles. Topics include terminology and neuroanatomical relationships, cellular neurophysiology, structure and function of the central, peripheral, and autonomic nervous systems and their ability to respond to environmental demands. The student will evaluate human behavior and performance in relation to function and dysfunction of the nervous system.

PT 7725 PT MGT MUSCULOSKEL III

Credit Hour(s): 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

Credit Hour(s): 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 lumbo-pelvic region are also discussed to facilitate a lower body approach to these regions.

PT 7800 EVIDENCE-BASED PRAC II

Credit Hour(s): 1.0

Evidence-based Practice II Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This is a web-based 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 outcomes and promotes best practice paradigms.

PT 7810 PT MGT NEUROMUSC DISORDER II

Credit Hour(s): 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 non-progressive acquired neuromuscular disorders. Pathophysiology, clinical manifestations, diagnostic procedures, evidence-based 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

Credit Hour(s): 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
Credit Hour(s): 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 orthotic and prosthetic devices and equipment utilized in physical therapy practice.

PT 7850 CLINICAL INTERNSHP III
Credit Hour(s): 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 full-time clinical internship with the major emphasis being the application of patient examination, evaluation, diagnosis, prognosis and interventions to current and completed coursework.

PT 7980 RESEARCH PRACTICUM
Credit Hour(s): 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 7981 CLINICAL ARTS LABORATORY
Credit Hour(s): 7.0

Clinical Arts Laboratory Prerequisites: Admission into doctoral physical therapy program.

PT 8140 HEALTH PROMOTION
Credit Hour(s): 3.0

Health Promotion 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 of 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 8500 SYSTEMATIC META-ANALYSIS
Credit Hour(s): 2.0

Systematic Review and Meta-Analysis in the Health Sciences This combination of systematic review and meta-analysis, the statistical process for combining data from multiple studies, is the basis for evidence-based practice in the health sciences, social sciences, and a host of other fields. Clinicians use it to determine the most effective course of treatment. Researchers use it to plan new studies, to justify these studies (in grant applications) and to put these studies in context (in the introductory section of published papers). The objective of this course is for the student to become proficient in conducting a systematic review and meta-analysis in the health sciences. Topics will include publication bias, effect size calculation, forest plots, moderator variables, and meta-regression.

PT 8600 RESEARCH III: SYNTHESIS
Credit Hour(s): 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 8670 LIFE SPAN IV GERIATRICS
Credit Hour(s): 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. Age-related 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, evidence-based and interdisciplinary management, and prevention are included in the context of patient management.

PT 8700 EVIDENCED BASED PRACTICE III
Credit Hour(s): 1.0

Evidence-Based Practice III Prerequisite: Entry into the PT program and successful completion of all DPT courses. This is web-based course that is concurrent with Clinical Internship V. The student will formulate clinical questions and utilize strategies learned in EBP I and II to enhance the efficacy of patient/client interventions, outcomes, and promote best practice paradigms.

PT 8709 PROF PRACT III: MANAGEMENT
Credit Hour(s): 3.0

Professional Practice III: Management. Prerequisite: Entry into the PT program and successful completion of all DPT courses. This course focuses on the management of physical therapist autonomous practice in a variety of health care settings including, but not limited to, private practice, hospital, nursing home, home health, and other health care systems. A number of broad concepts and categories including the evolution of third-party reimbursement systems and managed-care, Medicaid, and the legal aspects of health care and physical therapy practice. Management concepts including human resources, continuous quality improvement, patient-centered care, interdisciplinary team management are discussed.

PT 8715 LIFESPAN II : PEDIATRICS
Credit Hour(s): 3.0

PT Management: Pediatric Physical Therapy. Prerequisite: Entry into Physical Therapy Program and successful completion of all prior DPT courses. This course provides an 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 decision-making is described in terms of a family-centered, culturally-competent, team approach.

PT 8720 LIFESPAN III: PEDIATRICS APPL
Credit Hour(s): 1.0

PT Management: Pediatric Physical Therapy Lab. Prerequisite: Successful 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 decision-making for children with disabilities.

PT 8725 PT MGT OF NEUROMUSC DIS IV
Credit Hour(s): 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, evidence-based 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
Credit Hour(s): 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 8800 RESEARCH IV: DISSEMINATION
Credit Hour(s): 1.0

Research IV: Dissemination Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This is the fourth in a four-course sequence on research in physical therapy. These courses emphasize the developmental sequence of a research project from initiation through completion of the process and presentation of the product. Preparation and presentation of the research project is required in poster and platform style at a state or national meeting. Research is written in manuscript format in preparation for submission to a peer-reviewed journal.

PT 8825 PT MGT MUSCULOSKEL V
Credit Hour(s): 4.0

PT Management of Musculoskeletal Disorders V-Manipulation Thrust and Non-thrust. 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 non-thrust manipulations of the extremities and axial skeleton.

PT 8840 PT INTERVENTION IV
Credit Hour(s): 3.0

PT Interventions Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This course emphasizes the interventions that can be utilized in a variety of patient conditions to improve, enhance, and prevent further deterioration of movement impairment. These interventions include, but are not limited to myofiascial trigger point dry needling, myofascial release, craniosacral therapy, strain-counterstrain , mobilization with movement, and active release techniques. Students enhance their ability to identify patients most likely to benefit from selected interventions based on evidence-based practice, research, and patient values.

PT 8850 CLINICAL IV
Credit Hour(s): 6.0

Clinical 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 completes 8 weeks of full-time internship with the major emphasis being the application of patient examination, evaluation, diagnosis, prognosis and interventions related to current and completed coursework.

PT 8900 SPEC PROB IN PHYS THERAPY
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 12.0

Special Topics in Physical Therapy. Individual study of a selected topic under the direction of a faculty member.

PT 8930 SPECIAL TOPICS I M/S
Credit Hour(s): 3.0

Special Topics I: Musculoskeletal Elective Prerequisites: Entry into the PT Program and successful completion of all prior courses. This elective lecture/laboratory course is designed to deepen the student’s knowledge and performance of examination, evaluation, diagnosis, prognosis and management of patients with musculoskeletal dysfunctions. Students will synthesize the concepts of clinical reasoning and clinical decision making with an emphasis on evidence based medicine. Intervention strategies including manual therapy

techniques, therapeutic exercise, neuromuscular re-education and therapeutic modalities will be discussed and utilized to facilitate patient management strategies.

PT 8931 SPECIAL TOPICS II ANATOMY
Credit Hour(s): 3.0

Special Topics II: Anatomy Elective Prerequisites: Entry into the PT Program and successful completion of all prior courses. This elective course is an advanced laboratory course designed to challenge students with an indepth understanding of clinical human anatomy. Detailed dissections of human body will be created by students for teaching purpose of for study and publication. Students will create a project which will consist of either a manuscript draft or teaching module to be submitted to MedEd Portal of HealCentral.org.

PT 8932 SPECIAL TOPICS III COM/ALT
Credit Hour(s): 3.0

Special Topics III: Complementary & Alternative Therapies Prerequisites: Entry into the PT Program and successful completion of all prior courses. This course is designed to introduce students to complementary medicine. Topics include Yoga, Feldenkrais and Tai Chi and applications of these complementary medicine/therapies in physical therapy and rehabilitation will be addressed. The evidence showing the effectiveness of yoga for a variety of conditions including cardiovascular, neurological, musculoskeletal, and psychological conditions will be discussed. The strategies inherent in the Feldenkrais Method for teaching new or regaining lost movement skills will be addressed. The effects of relaxation, mind-body harmony and balance training in Tai Chi will be experienced.

PT 8933 SPECIAL TOPICS IV PEDI
Credit Hour(s): 3.0

Special Topics III: Advanced Practice in Pediatric Physical Therapy Prerequisites: Entry into the PT Program and successful completion of all prior courses. This elective course will emphasize advanced concepts in pediatric physical therapy, including specialized topics related to working with children with disabilities. This course is intended for students who are planning to specialize in pediatric physical therapy and will enable students to advance their skills in clinical-decision making and evidence-based practice. This course provides an advanced overview of examination, evaluation, diagnosis, prognosis, management, and intervention of children with neuromuscular disorders utilizing clinical case examples.

PT 8950 CLINICAL INTERNSHIP V
Credit Hour(s): 5.0

Clinical Internship V Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. This is the last of five clinical internships. The student completes 8 weeks of a full-time internship with the major emphasis being the application of patient examination, evaluation, diagnosis, prognosis, and interventions related to current and completed coursework. Students demonstrating the core values of professionalism and outstanding clinical and academic performance may request an area of practice that they want to experience prior to graduation.

PT 9000 COMPREHENSIVE EXAMINATION
Credit Hour(s): 2.0

Comprehensive Examination. Prerequisite: Entry into the PT program and successful completion of all prior DPT courses. The purpose of the comprehensive review is to ascertain the student's readiness to graduate and to sit for the national licensing examination. Test-taking strategies and an intense review of the curriculum prepare students for entry into the physical therapy profession. Successful completion of the comprehensive examination is required for completion of the DPT program.

RE REAL ESTATE

RE 8000 RE CONCEPTS & PRACTICES
Credit Hour(s): 3.0

Real Estate Concepts and Practices. Prerequisite: none. CSP: 1, 2, 6. This course is an introduction to the principles of real property analysis and use. Subjects include the nature of real estate and real property, fundamentals of real property law, public and private limits on the rights of ownership, fundamentals of equity investment and financial analysis, fundamentals of property valuation and market analysis, principles of location theory, and an introduction to legal documents such as the contract, the lease, and the warranty deed. Where applicable, e-commerce is incorporated into the course material. The course is accentuated with exercises in the use of the financial calculator, the spreadsheet soft- ware, and the Internet.

RE 8020 RE INVESTMENT ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 3.0

Real Estate Financing. Prerequisite: none. CSP: 1, 2, 6. This course examines the legal, economic, institutional, and strategic elements of the real estate financing process, including both residential and income property financing instruments and techniques. Macroeconomic considerations and financial market issues are investigated. Decision-making techniques and research methods using traditional and technical databases and resources such as the Internet are incorporated in the class format.

RE 8035 REITs
Credit Hour(s): 3.0

Real Estate Investments Trusts. CSP: 1, 2, 6. Prerequisites: RE 8000 or RE 8020 or RE 8030. Presenting information on

valuation parameters for Real Estate Investment Trusts and other public real estate companies, this course focuses on the relationship of various performance metrics, sources and uses of capital, and management decisions to overall entity valuation. Underlying concepts associated with cash flow analysis, net present value, internal rate of return and yield capitalization are treated. Different sectors within the real estate investment arena as well as tools and resources available to conduct relative valuations are incorporated into discussions. In-class illustrations will be used to highlight analytical techniques.

RE 8040 LEGAL/REGULA ENVIRON RE

Credit Hour(s): 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 decision-making process. Applications of legal data sources, both traditional and electronic, are examined as a part of the decision-making process.

RE 8050 REAL ESTATE DEVELOPMENT

Credit Hour(s): 3.0

Real Estate Development. Prerequisite: none. This course is a review of the real estate development process focusing on the physical/design dimension. It examines building economy through review of design, construction, and analysis procedures such as site suitability analysis, cost engineering, and life-cycle costing. The course considers the impact of technology and virtual economic arrangements on the form and design of physical structures and the function of changing technical and economic activities on space needs. Traditional and technical databases and resources are incorporated.

RE 8060 APPL RE MARKET ANALYSIS

Credit Hour(s): 3.0

Applied Real Estate Market Analysis. Prerequisite: None. 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 sected propety typed. The course also explores demographic, technological, economic, and social trends that will affect these real estate markets in the future.

RE 8070 QUANT ANALYSIS FOR RE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Real Estate Case Analysis. Prerequisite: RE 8020, RE 8030, RE 8060. CSP: 1,2,6. The full scope of real estate decision-making is integrated in this course. Students get the opportunity to use their knowledge of real estate investment, finance, marketing and management in a case study format. Legal, ethical, political and international issues are incorporated in the cases. The course also offers a forum to examine topics of current sig- nificance.

RE 8100 STR MGT/REAL PROP CORP EN

Credit Hour(s): 3.0

Strategic Management of Real Property in the Corporate Environment. Prerequisite: none. CSP: 1, 2, 6. This course examines the applications of management theory to the acquiring, holding and disposing of space over time by the non-real estate firm. Topics may include the role of real estate in achieving the overall goals of the firm, integrating space with human resources and information 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

Credit Hour(s): 3.0

Advanced Real Estate Market Analysis. Prerequisite: RE 8060. CSP: 1, 2, 6, 7. This course examines methodological and theoretical issues in market analysis, including primary data collection, updating secondary data, forecasting techniques, market area delineation, and statistical analysis techniques. Technology such as geographic information systems and Internet data sources is used in cases and/or projects. Real estate cycles are examined. Analysis of special use and mixed-use developments are considered. Current issues in market analysis are discussed.

RE 8389 DIRECTED READINGS IN RE

Credit Hour(s): 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

Credit Hour(s): 3.0

Advanced Real Estate Investment Analysis. Prerequisite: RE 8020. CSP: 1, 2, 6. This course provides for advanced application of theory and techniques for analysis of the equity position in real estate using selected readings and cases. It considers the impact of leverage, different forms of financing, leasing, and federal tax policies and concentrates on the basic productivity of real estate assets based on net cash flows. Consideration is also given to combinations of assets and their effect on the risk and return of a portfolio of assets. The focus is on commercial grade assets, with special attention to various property types, data availability, measures of risk and return, and portfolio theory. The impact of the electronic availability of data and property-specific information, both locally and globally, is examined in applied materials.

RE 8410 RE APPRAISAL THEORY/ PRACT

Credit Hour(s): 3.0

Real Estate Appraisal Theory and Practice. Prerequisite: RE 8020 or consent of instructor. CSP: 1, 2, 6. The focus of this course is on the market valuation of income producing real estate stressing the market, cost, and income approaches to value. Of importance is the evolving relevance of real estate valuation information to corporate financial reporting and the needs and functions of corporate and investment fiduciaries. 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

Credit Hour(s): 3.0

Seminar in Advanced Appraisal Practice. Prerequisite: RE 8410. This course extends the theory and techniques of real estate appraisal to more complex properties such as mixed-use 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 8450 TAXATION OF RE INVESTMENT

Credit Hour(s): 3.0

Taxation of Real Estate Investment. CSP: None. Prerequisite: RE 8000 or RE 8020 or TX 8020. In this course the student examines the income tax codes of the federal government and the state of Georgia. These various subparts of these tax codes are initially review and analyzed and then placed into the context of real estate equity investment analysis. Subjects shall include, but not limited to: basis, depreciation, at-risk rules, passive loss rules, capital gain/loss treatment, like-kind exchanges, installment sales, various tax entity classifications, estate and trust tax considerations.

RE 8600 INTERNATL REAL ESTATE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 dissertation-quality research proposal.

RE 9490 SEM IN RE FIN & LAND ECON

Credit Hour(s): 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.

RE 9580 SEM IN RE RESEARCH I

Credit Hour(s): 3.0

Seminar in Real Estate Research I. This seminar will focus on publishing real estate research in high quality journals. Students will develop the skills to write an abstract, do an exhaustive literature search, use appropriate methodology, and locate data, analyze results, and formulate conclusions.

Students will also be instructed in how to respond to journal editors and journal referees. As a logical output from the course, the student will be required to submit a paper to a top journal for review.

RE 9590 SEM RE RESEARCH II
Credit Hour(s): 3.0

Seminar in Real Estate Research II. This seminar will focus on publishing real estate research in high quality journals. Students will develop the skills to write an abstract, do an exhaustive literature search, use appropriate methodology, locate data, analyze results, and formulate conclusions. Students will also be instructed in how to respond to journal editors and journal referees. As a logical output from the course, the student will be required to submit a paper to a top journal for review.

RELS RELIGIOUS STUDIES

RELS 6040 AUGUSTINE AND AQUINAS
Credit Hour(s): 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 6060 EVIL AND GOD
Credit Hour(s): 3.0

Evil and God. What is evil? Does the existence of evil in the world challenge belief in God? When we encounter famine, disease, hurricanes, torture, war, or poverty, who (or what) do we hold responsible? How can bad things happen to good people? The course will examine how these questions are approached in religious thought, and also in philosophy, literature, and film.

RELS 6080 RELS DIMENSIONS IN HUMAN EXPER
Credit Hour(s): 3.0

Religious Dimensions in Human Experience. Examines religions as integral aspects of human cultures. Integrates theoretical and methodological approaches to religious studies that center on human experiences, expressions, practices and beliefs with examples from particular historical and geographical locations. Topics and source materials may include material culture, archaeology, visual culture, literature, aesthetics, film and ethnography.

RELS 6100 RELS STUDY ABROAD
Credit Hour(s): 3.0

Religious Studies Study Abroad. No prerequisite. Provides students with opportunities to study religious life and practice outside of the United States. Includes travel to selected sites for visitation and study led by faculty familiar with the site's history and religious significance. Also includes direct supervision of students' on-the-ground experience of religious life around the globe. Open to majors and non-majors. No foreign language necessary; instruction will be in English. Enrollment must be approved by program director.

RELS 6140 RELIGION AND LAW
Credit Hour(s): 3.0

Religion and American Law. Explores the intersection of religion and American law, focusing on First Amendment jurisprudence. Topics include religion and public schools, government funding for religious institutions, public religious monuments, and the free exercise of religion. Also may consider the historical origins of religious freedom, the role of law in religion, religion's position in American public life, and alternative legal frameworks.

RELS 6200 RELIGION IN AMERICA
Credit Hour(s): 3.0

Religion in America. Introduction to the religious experiences of Americans from colonial times to the present. Topics may include Native American religion, Puritanism, Mormonism, spiritualism, Reform Judaism, Catholic modernism, Islam, fundamentalism, and African-American religion.

RELS 6225 PSYCHOLOGY AND RELIGION
Credit Hour(s): 3.0

Psychology and Religion. This course will survey the fields of psychology and religious studies. Addressing this tension, our course is designed to create a constructive, respectful dialogue between both perspective. Can we conceive ways in which religious behavior and the study of religion may inform, or even construct, psychological theory? Conversely, how do psychological perspectives and cognitive science tell a richer, deeper story of what is happening in religious experiences? We will consider postmodern and qualitative critiques to such investigations, as well as the emerging field in "explaining" religion through cognitive science and evolutionary theory. This course will also consider Eastern forms of religious expression and spirituality.

RELS 6240 DEATH AND THE AFTERLIFE
Credit Hour(s): 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 6245 COGNITIVE FOUNDATIONS RELIGION
Credit Hour(s): 3.0

Cognitive Foundations of Religion. This course will explore the neural foundations and cognitive mechanisms of religious behavior and experiences. This course will also look at the evolutionary development of religion, the more recent findings in cognitive processing of particular religious beliefs, and the neural imaging of religious experiences.

RELS 6250 AFRICAN-AMERICAN RELIGION
Credit Hour(s): 3.0

African-American Religion. (Same as AAS 6090.) Survey of the development of African-American religion from colonial times to the present, including an examination of both theological arguments and spiritual experiences.

RELS 6255 RELIGION, RACE, NATION
Credit Hour(s): 3.0

Religion, Race, Nation. From colonialism to black nationalism to globalization, how do the three issues of religion, race, and nation affect each other? How has religious thought dealt with issues of race, and how has the concept of race been shaped by religious thought? How do racial and religious communities differ? We will approach these questions using theory, world literature, and film.

RELS 6260 RELIGION AND LITERATURE
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6400 INTERNSHIP IN RELS
Credit Hour(s): 3.0

Internship in Relgious Studies. Supervised worked coupled with academic instruction. Students may propose internships they have been able to arrange (although these must be approved by the department faculty member supervising the internship and the undergraduate or graduate director, as appropriate). Students may also choose from several internship opportunities established by the department, including internships in the media, non-profit administration, business, and government.

RELS 6430 AMERICAN JEWISH HIST
Credit Hour(s): 4.0

American Jewish History. This course surveys the Jewish experience in the United States, examining the religious, cultural, political, and economic activities of American Jews from the colonial period to the present. Students will explore the ways Jewish tradition has been adapted in America, what the relationship of American Jews has been to other Americans, and how American Jewish identities have been created from modern Jews' dual impulses for integration and distinctiveness. The course will include a significant examination of issues with regional identity, with particular focus on Southern Jewish experience. We will explore Jewish relationships with black and white gentile southerners, as well as southern Jews' embrace of southern culture and southern identity. This course will also familiarize students with the excellent resources on Atlanta Jewish history available at local archives.

RELS 6450 MODERN JUDAISM
Credit Hour(s): 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
Credit Hour(s): 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 6470 MARTIN BUBER: THOUGHT & INFLU
Credit Hour(s): 3.0

Martin Buber: His Thought and Influence. An exploration of Buber's writings on subjects such as Hasidic folklore, Asian thought, dialogical philosophy, and Middle Eastern politics, with consideration of how his work has been received both inside and outside of Jewish circles.

RELS 6483 ISSUES ISLAMIC FAITH/PRACTICE
Credit Hour(s): 3.0

Contemporary Issues in Islamic Faith and Practice. What challenges has the modern period posed to Islamic faith and practice? This course treats a number of issues--such as gender and family, the formation of the modern nation state, and minority Muslim populations--as a way to explore changing constructions of authority and evolving beliefs and practices within contemporary Muslim populations.

RELS 6485 ETHICS & MORALITY IN ISLAM

Credit Hour(s): 3.0

Ethics and Morality in the Islamic Tradition. How have morality and ethics been articulated in the Islamic tradition? What determines moral weight of any given action, whether something is "right" or "wrong" for Muslims? Many have argued that Islamic Law (Shariah) is the locus where ethics and morality are discussed in the Islamic tradition, but are there other modes of discourse that deal with these subjects (such as hadith studies and Sufism)? This course will explore the above questions as an introduction to the study of ethics and morality in Islam.

RELS 6490 TOPICS IN JUDAISM

Credit Hour(s): 3.0

Topics in Judaism. Examination of selected topics in Judaism. May be repeated if topic varies.

RELS 6570 SPECIAL TOPICS IN ISLAM

Credit Hour(s): 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

Credit Hour(s): 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 non-Muslims.

RELS 6610 HINDUISM

Credit Hour(s): 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 HINDU SACRED MYTHS AND EPICS

Credit Hour(s): 3.0

Hindu Sacred Myths and Epics. 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

Credit Hour(s): 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

Credit Hour(s): 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 6622 CLASSICAL CHINESE PHILOSOPHY

Credit Hour(s): 3.0

Classical Chinese Philosophy. Focused exploration of the surviving works from the 'Hundred Schools Period' of ancient China, (roughly 550 - 200 BCE). Readings include the Analects of Confucius, Lao Tzu's Tao Te Ching, and several works by lesser known thinkers from various philosophical schools.

RELS 6625 ZEN AND SHINTO

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Comparative Study of Mysticism. In-depth 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 6675 CHRISTIANITY AND DEMOCRACY
Credit Hour(s): 3.0

Christianity and Democracy. No prerequisites. Examination of the complex relationship between Christianity and democracy in theory and in practice. Exploration of such questions as: Is there a necessary link between Christianity and democracy? Do democratic values conflict with Christian commitments? Must religious commitments be set aside when citizens participate in democratic deliberation?

RELS 6680 WAR, PEACE, AND RELIGION
Credit Hour(s): 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 religiously-motivated terrorism.

RELS 6690 SECULARISM, LIBERALISM & RELI
Credit Hour(s): 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 Neo-Traditionalists.

RELS 6700 ISSUES IN RELIGIOUS STUDIES
Credit Hour(s): 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 6890 RELIGION ON-SITE IN ATLANTA
Credit Hour(s): 3.0

Religion On-site in Atlanta. Introduces students to various local sites that express religious communities' traditions and practices in Atlanta. Provides instruction to students at local sites integrated with lectures and readings that explore the history and diversity of Atlanta's religious communities. Students will learn from on-site lectures presented by lead and guest instructors; from relevant historical documents; and from contemporary literature (secondary scholarship, relevant websites and blogs, community-published material). Students will be trained to integrate information from these sources and analyze them from an academic, critical perspective.

RELS 8200 PRO-SEM IN ADV THEORY & METHOD
Credit Hour(s): 3.0

Pro-seminar in Advanced Theory and Method. Intensive seminar on theoretical and methodological issues in the academic study of religion. Specific attention to questions of what "religion" is, how it can be most appropriately conceptualized and studied, and how various research and interpretive methods can be applied

RELS 8210 SEMINAR IN RELIGIOUS STUDIES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 12.0

Research in Religious Studies. Does not count toward degree requirements. Authorization required. May be repeated for credit.

RELS 8970 TEACHING RELIGIOUS STUDIES
Credit Hour(s): 6.0

Teaching Religious Studies. 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 be repeated with approval of graduate director.

RELS 8980 TEACHING PRACTICUM
Credit Hour(s): 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 be repeated for credit with approval of graduate director.

RELS 8985 ADV TEACH PRACT IN REL STUDIES
Credit Hour(s): 3.0 TO 12.0

Advanced Teaching Practicum in Religious Studies. 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
Credit Hour(s): 1.0 TO 6.0

Thesis Research.

RMI RISK MANAGEMENT AND INSURANCE

RMI 8000 PERSPECTIVES RISK & INS

Credit Hour(s): 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

Credit Hour(s): 3.0

Risk Management Modeling. (Replaces AS 8000.) Prerequisite: none. CSP: 1, 2, 6, 7. This spreadsheet-based course surveys the principles of probability theory and mathematical finance for solving a diverse set of risk management problems related to the 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Corporate Risk Management. Prerequisite: MBA 8135. CSP: 1, 2, 6, 7. Business organizations are exposed to loss-causing events that may have significant impact on their financial position. This course explores the analysis, control and financing of property, liability and human resource loss exposures. Risk analysis includes loss-forecasting studies using microcomputer spreadsheets. Risk control focuses on principles of loss causation and mitigation and techniques for implementing risk control strategies. Risk financing alternatives include both funded and unfunded approaches. Traditional insurance, loss-sensitive insurance, cash-flow plans, self-insurance, captives, pooling, and financial risk management arrangements are examined. Case studies synthesize the risk management concepts covered in the course.

RMI 8200 LIFE INSURANCE

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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 viewpoints.

RMI 8320 MGT OF INS INSTITUTIONS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 3.0

Financial Risk Management. Prerequisite: MBA 8135. 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
Credit Hour(s): 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 institutional foundations underlying the regulation of the insurance industry at the national and international level. The conceptual portion of the course includes topics in normative and positivistic theories of regulation, the economics of insurance markets, and market failures. The institutional portion of the course applies regulatory concepts in examining 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Electronic Commerce in the Insurance Industry. Prerequisite: 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
Credit Hour(s): 3.0

Advanced Studies in Risk Management and Insurance. Prerequisite: RMI 8000 and at least two other 8000-level RMI courses; or consent of the instructor. CSP: 1, 6, 7. This course is designed for the supervised study and investigation of specific topics and problems in the field of risk management and insurance. Topics vary with the professional goals and interests of the student.

RMI 9100 THEORY OF RISK & INS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6020 BLS INSTRUCTOR COURSE
Credit Hour(s): 3.0

Basic Life Support Instructor Course Prerequisites: BLS certification or RT 1010. An AHA certified course to complete certification for BLS Instructor. Instruction techniques to include adult, pediatric and infant resuscitation and foreign body airway obstruction. Students receive certification after successful completion of course and monitoring of BLS instruction in RT 1010.

RT 6025 PATIENT EVALUATION
Credit Hour(s): 4.0

Patient Evaluation Prerequisites: Entry into RT graduate program. A study of procedures for laboratory and clinical evaluation of the respiratory and critical care patient concentrating on inspection, palpation, percussion, and auscultation.

RT 6027 PULMONARY DISEASES
Credit Hour(s): 3.0

Pulmonary Diseases. Prerequisite: Entry into RT graduate program. RT 6005, RT 6025, RT 6111, RT 6050. A study of the pathophysiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases, with an emphasis on respiratory care. Serves as one of the two Critical Thinking through Writing (CTW) courses required of all Respiratory Therapy majors.

RT 6030 PULMONARY DIAGNOSTICS
Credit Hour(s): 3.0

Pulmonary Function Diagnostics Prerequisites: Entry into the graduate program and completion of RT 6005, RT 6025, RT 6111, and RT 6050. A study of pulmonary diagnostic techniques, with an emphasis on pulmonary function testing and interpretation.

RT 6040 RESPIRATORY PHARMACOLOGY
Credit Hour(s): 3.0

Respiratory Care Pharmacology Prerequisites: Entry into RT graduate program. RT 6005, RT 6111, RT 6025 and RT 6050. A study of pharmacological agents used in the treatment of cardiopulmonary disease and critical care, with an emphasis on inhaled bronchoactive aerosols.

RT 6050 CLINICAL PRACTICE I
Credit Hour(s): 1.0

Clinical Practice I Entry into RT graduate program Four hours of clinical for four weeks. A preparation for and introduction to the hospital environment. Emphasis is placed on basic life support, introduction to the clinical affiliate, and medical gas therapy.

RT 6051 CLINICAL PRACTICE
Credit Hour(s): 4.0

Clinical Practice II Prerequisites: Entry into graduate RT program, RT 6005, RT 6111, RT 6025, RT 6050. This is sixteen-hours of clinical practice per week and one hour of lecture. Clinical experience is provided in basic respiratory care procedures. The integration of equipment and patient care are emphasized. Case presentations are required to integrate clinical and classroom theory.

RT 6052 CLINICAL PRACTICE III
Credit Hour(s): 1.0

Clinical Practice III Prerequisites: : Successful completion of RT 6050 and 6051. Clinical Practice III. Five hours of clinical per week, one hour of lecture. Clinical experience is provided in the pulmonary function laboratory and in the intensive care setting to refine skills introduced in Clinical I and II. Case presentations are required to integrate clinical and classroom theory.

RT 6111 RESPIRATORY PROCEDURES I
Credit Hour(s): 4.0

Respiratory Care Procedures I Prerequisites: Entry into RT graduate program. A study of respiratory care treatment and support modalities, with associated equipment. Emphasis is placed on understanding application to patient situations, assessment of care, and principles of operation of equipment.

RT 6112 RESP CARE PROCEDURES II
Credit Hour(s): 3.0

Respiratory Care Procedures II Prerequisites: Entry into RT graduate program. RT 6111, RT 6005, RT 6025 and RT 6050. A study of respiratory care treatment and support modalities, with associated equipment. Emphasis is placed on understanding application to patient situations, assessment of care, and principles of operation of equipment. A Continuation of RT 6111.

RT 7010 TEACHING PRACTICUM
Credit Hour(s): 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 therapy program.

RT 7011 MECH VENT I
Credit Hour(s): 3.0

Ventilatory Support I. Prerequisites: Admission into RT program Three lecture hours and one lab hour per week. A study of methods of mechanical ventilatory support, including physiology and patient management, as well as equipment.

RT 7012 VENTILATORY SUPPORT II
Credit Hour(s): 4.0

Mechanical Ventilation II Prerequisites: Entry into RT graduate program. RT 7011. A study of methods of mechanical ventilatory support, including physiology and patient management, as well as equipment. This course is a continuation of RT 7011.

RT 7020 ADVAN CLIN PRECEPTORSHIP
Credit Hour(s): 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, or other approved physician, with emphases on both in-patient and out-patient diagnosis, assessment, management, and procedures.

RT 7030 ADVANCED MECH VENTILATION
Credit Hour(s): 3.0

Advanced Mechanical Ventilation Prerequisites: Entry into the Graduate RT Program. Advanced study in methods of mechanical ventilatory support. Patient assessment by advanced monitoring is stressed, with attention to patient ventilator interactions, optimization of ventilatory support, and weaning of marginal patients. New ventilation technology and modes of support are discussed.

RT 7040 ADVANCED CP MONITORING
Credit Hour(s): 3.0

Advanced Cardiopulmonary Care Monitoring Prerequisites: Entry into the RT graduate program. 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 7050 STATISTICAL RESEARCH II
Credit Hour(s): 3.0

Statistical Research II Prerequisites: Entry into RT graduate program. HHS 6000. This is the second course for research in the health sciences. Emphasis will be placed on methods and principals, as well as statistical techniques utilized in modern research in the health sciences.

RT 7051 CLINICAL PRACTICE IV
Credit Hour(s): 4.0

Clinical Practice IV. Prerequisites Entry into RT graduate program. RT 6050, 6051 and 6052 Sixteen hours of clinical per week, one hour of lecture. A third course in the sequence of clinical rotations which provides instruction and experience in the adult critical care setting. Case presentations are required to integrate clinical and classroom theory.

RT 7052 CLINICAL PRACTICE V
Credit Hour(s): 5.0

Clinical Practice III Prerequisites: Prior courses in program sequence. Clinical experience is divided into neonatal and pediatric care, and adult critical care. Alternate sites for respiratory care practice are possible, if a student desires.

RT 7055 CLIN APP IN SLEEP MEDICINE
Credit Hour(s): 3.0

Clinical Applications in Sleep Medicine This course provides a basic introduction into sleep medicine and technology. Patient hookup procedures, sleep diagnostic equipment, EEG waveform recognition that make up a polysomnogram, recognition of various sleep problems and titration of therapy to treat those sleep abnormalities will be covered. Sleep clinics will be visited with students demonstrating skills in performance of a sleep study and the duties of a sleep technician including reading, scoring, and reporting a sleep study. Both adult and pediatric sleep disorders will be covered.

RT 7070 ACLS
Credit Hour(s): 2.0

Advanced Cardiac Life Support Prerequisites: RT 1010 or BLS. Advanced Cardiac Life Support. The Advanced Cardiac Life Support (ACLS) course is designed to develop the participant's proficiency in providing care in a cardiorespiratory arrest. This course is offered over a seven-week period to allow for understanding of pathophysiology and the assimilation of the knowledge to carry out skills required in emergent circumstances.

RT 7075 PATIENT CARE MGT STRATEGIES
Credit Hour(s): 3.0

Patient Care Management Prerequisites: Prior course work in the RT program. An analysis of patient care management strategies for the respiratory therapist. Patient assessment and critical care management topics will be emphasized.

RT 7080 PEDIATRIC RESP CARE
Credit Hour(s): 2.0

Pediatric Respiratory Care Prerequisites: Entry into RT graduate program. A study of respiratory care treatment and support modalities, with associated equipment. Emphasis is placed on understanding application to patient situations, assessment of care, and principles of operation of equipment.

RT 7081 NEONATAL RESPIRATORY CARE
Credit Hour(s): 3.0

Neonatal Respiratory Care Prerequisites: Prior course work in the RT program. The processes of growth and development relating to respiratory care from the fetus to the infant will be discussed. Techniques of assessment, diagnosis, and treatment will be utilized to enable he student to develop the processes needed to combine physiological function with care modalities.

RT 7085 TRENDS TO LONG-TERM CARE
Credit Hour(s): 3.0

Professional Practice: From Current Trends to Extended Care Prerequisites: Entry into RT graduate program. An analysis of the current professional environment and the role of the respiratory therapist in that atmosphere. An overview of concepts, procedures, and long-term care and how the respiratory therapist's role is impacted interacting between the acute care facility and self-administered care in the patient's home is emphasized. Other topics include medical ethics, smoking cessation and sleep medicine. The emphasis may vary. Serves as one of the two Critical Thinking through Writing (CTW) courses required of all Respiratory Therapy majors.

RT 7090 SEMINAR IN RESP. CARE
Credit Hour(s): 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
Credit Hour(s): 3.0

Special Problems in Respiratory Care. An in-depth review of the literature on selected topics in respiratory care, resulting in the preparation of a detailed proposal for further study.

RT 7950 DIRECTED READINGS
Credit Hour(s): 3.0

Directed Readings. Prerequisites: Entry into RT graduate program Readings course in respiratory therapy or other related area.

RT 7980 RESEARCH PRACTICUM
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Thesis Research. Individual study of a selected topic under the direction of the student's major professor. A minimum of six hours must be taken. .

SCUL SCULPTURE

SCUL 6050 SCULPTURE
Credit Hour(s): 3.0

Sculpture. Prerequisite: consent of the instructor. For students not majoring in Sculpture. Basic additive and subtractive processes used to create three-dimensional forms. May be repeated for a maximum of fifteen credit hours. Lab Fee: $120.00.

SCUL 6200 WOOD DESIGN
Credit Hour(s): 4.0

Wood Design. Prerequisite: consent of instructor. A techniques-based course exploring wood as a medium for sculptural expression. Includes both additive and subtractive use of wood media, use of wood as a component of mixed-media works, lamination, and joinery.

SCUL 6300 SCULPTURAL DRAWING
Credit Hour(s): 4.0

Sculptural Drawing. Prerequisite: consent of instructor. Investigates the process and outcome of drawing from the sculptor's perspective. Technical and conceptual aspects of drawing from this point of view will be covered.

SCUL 6400 INSTALLATION SCULPTURE
Credit Hour(s): 4.0

Installation Sculpture. Prerequisite: Consent of instructor. Exploration of the methods and theories involved in the production of installation sculpture through the investigation of form and space and of their function in transforming environmental, architectural, or invented sites.

SCUL 6980 DIRECTED STUDY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 three-dimensional forms. May be repeated for a maximum of twenty-four credit hours.

SCUL 8980 SPECIAL PROBLEMS
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 12.0

Thesis Research. Prerequisite: consent of thesis advisor. Preparation of thesis and graduate exhibition.

SNHP SCH OF NURSING & HEALTH PROF.

SNHP 6000 RESEARCH FOR HEALTH PROFS
Credit Hour(s): 3.0

Research for the Health Professions. This course provides an introduction 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.

SNHP 6010 GRADUATE MEDICAL TERMINOLOGY
Credit Hour(s): 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 on-line course and is open to all graduate students.

SNHP 6400 SPANISH FOR HLTH & HUM SCI
Credit Hour(s): 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 non-Spanish speaking students.

SNHP 7130 TAI CHI:THERAPEUTIC EXERCISE
Credit Hour(s): 3.0

Tai Chi-A Therapeutic Exercise This course introduces Tai Chi as a therapeutic exercise. The course addresses the benefits of Tai Chi exercise, Tai Chi's origin, 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 applications of Tai Chi to self-defense, exercise, rehabilitation and meditation. Application of the principles and practices of Tai Chi to various physical impairments and disabilities is discussed.

SNHP 7200 HEALTH & THE OLDER ADULT
Credit Hour(s): 3.0

Health and the Older Adult. This course provides an introduction to physiological aging and the health status of

older people and is designed for nonhealth professionals who work with older adults. Normal aging processes, age-related changes, and associated health promotion activities will be discussed. Information on the assessment and implications of alterations in functional health states, drug use, and referral sources are included.

SNHP 7500 HEALTH COMMUNICATION
Credit Hour(s): 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.

SNHP 7810 INTERPRETATION LAB VALUES
Credit Hour(s): 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 interrelationships 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.

SNHP 7980 RESEARCH PRACTICUM
Credit Hour(s): 1.0 TO 15.0

Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

SNHP 8000 TRENDS AFFECT HEALTH POL
Credit Hour(s): 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. This course is open to all university students.

SNHP 8010 LDRSHP & ETHICS IN HEALTHCARE
Credit Hour(s): 3.0

Leadership and Ethics in Healthcare The course will describe and discuss major leadership philosophies and theories as well as ethical dilemmas. Through online and in class discussion and activities participants will explore these philosophies and theories to enhance their leadership potential. At the conclusion of this course each participant will have identified a leadership style(s) to use and grow within the healthcare industry.

SNHP 8050 SELECTED TOPICS
Credit Hour(s): 1.0 TO 3.0

Selected Topics Nursing and Health Professions. This course provides an in-depth exploration of health and/or human service topics, research, and current issues. May be repeated up to six hours if topic varies.

SNHP 8100 GRANTWRITING
Credit Hour(s): 3.0

Grantwriting. This course offers applied grantwriting techniques within the governmental, corporate, and private sectors of grantmaking. Students will learn how to successfully compete for funding to support academic research and community-based service projects.

SNHP 8200 INSTRMNT EVAL & CONSTRCTN
Credit Hour(s): 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.

SOCI SOCIOLOGY

SOCI 6279 METROPOLITAN ATLANTA
Credit Hour(s): 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 6315 GIRLS
Credit Hour(s): 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, self-esteem and body image, sexuality, culture and media, third-wave feminism, and girls' movements.

SOCI 6366 LAW AND SOCIETY
Credit Hour(s): 3.0

Law and Society. Recruitment, training, and practice in the legal professions. Analysis of the legal system as a process.

SOCI 7110 AGING POLICY AND SERVICES
Credit Hour(s): 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 long-term care system.

SOCI 8000 PROSEMINAR IN SOCIOLOGY
Credit Hour(s): 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
Credit Hour(s): 3.0

Intermediate Sociological Statistics. Prerequisite: Soci 8020 with grade of B or higher, or consent of instructor. Parametric and nonparametric statistical topics pertinent to sociological research.

SOCI 8020 RESEARCH METHODOLOGY
Credit Hour(s): 3.0

Research Methodology. Prerequisite: Soci 3020 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
Credit Hour(s): 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 8040 COGNITIVE SOCIOLOGY
Credit Hour(s): 3.0

Cognitive Sociology. Perceiving, focusing, classifying, timing, symbolizing, and remembering in a societal context. How thinking can vary cross-nationally and historically. The social construction of racial, ethnic, gender, sexual, and temporal boundaries; social connection between collective memories and national and group identities; and social foundations of knowledge and myth.

SOCI 8101 FAMILY SOCIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Social Psychology. How roles, norms, and social interaction influence self, identity, and behaviors. How individuals actively participate in their social worlds; and how self, identity, and role processes change through the life course.

SOCI 8116 SOCIOLOGY OF AGING
Credit Hour(s): 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
Credit Hour(s): 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, patient-practitioner interaction, and health promotion behavior.

SOCI 8119 GLOBAL AGING AND SOC POLICIES
Credit Hour(s): 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 8122 DEATH, DYING, AND LOSS
Credit Hour(s): 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
Credit Hour(s): 3.0

Ethnicity and Aging. (Same as AAS 6042 and 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 life-course, "life-chance," and socializaiton differences among older adults attributable to race, ethnicity, and/or minority status.

SOCI 8130 FAMILY SEX INTIMACY & AGING
Credit Hour(s): 3.0

Ties that Bind: Family, Intimacy, and Aging. (Same as GERO 8130.) This course examines older adults family lives and intimate relationships in social, historical and demographic context. Emphasis is placed on theoretical and methodological understanding in the type, nature, content and meaning of relationships, empirical research, and on identifying influential factors, including, for example, gender, race, ethnicity, class, sexual orientation, and health status. 3.000 Credit hours, Target student Group: GERO Certificate students, Gero MA Students, Soci MA and PHD students.

SOCI 8142 FAMILIES:CROSS-CULTURAL PERSP
Credit Hour(s): 3.0

Families in Cross-Cultural Perspective. Families in different countries, emphasizing the economic, technological, ideological, and political factors that account for cross-societal variation in family groups and institutions.

SOCI 8144 FAMILY DIVERSITY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Birth and Parenthood. Pregnancy, birth, and parenting; fatherhood and motherhood in a social and historical context.

SOCI 8154 CHILDREN AND CHILDHOOD
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 8208 WORK AND OCCUPATIONS
Credit Hour(s): 3.0

Work and Occupations. Social relationships in such areas as recruitment, statifications, training, career patterns, client-colleague relations, mobility, social control, and job satisfaction.

SOCI 8210 INDUSTRIAL SOCIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Gender and Society. (Same as WSt 8216.) Social construction of gender, gender-based stratification, and power dynamics.

SOCI 8218 POLITICAL SOCIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Contemporary Urban Research. Recent developments in urban sociological research and theory.

SOCI 8232 POVERTY AND WEALTH

Credit Hour(s): 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 8234 RACE-ETHNICITY AND HEALTH

Credit Hour(s): 3.0

Race-Ethnicity and Health. This course focuses on social and behavioral aspects of health as they relate to race and ethnicity in the United States. Specifically, the course is designed to provide students with an overview of risk and protective factors related to health and health disparities across race-ethnic groups.

SOCI 8236 RACE, CLASS, GENDER

Credit Hour(s): 3.0

Race, Class, and Gender. This course examines the ways race, gender, and class are socially constructed concepts that are best understood as intersecting factors rather than mutually exclusive categories. Building on the work of pioneers in this field, this class considers how intersections of race, gender, and class shape social institutions like the workplace, family, school, and labor market, as well as the interactions that occur within these structures.

SOCI 8238 CRITICAL RACE THEORY

Credit Hour(s): 3.0

Critical Race Theory. Critical race theories analyze how race and racism are foundational social structures that shape the lived experience of people. This course will survey some of the major ideas and themes that define contemporary critical race theory and explore new directions in the field, especially colorblind racism and postcolonial studies.

SOCI 8340 POPULATION DYNAMICS

Credit Hour(s): 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

Credit Hour(s): 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, in-depth interviewing, and the use of public and private documents. Special attention given to the analysis of text data (in contrast to numerical data) and the writing of text-based dissertations, articles, and books.

SOCI 8346 SOCIOLOGY OF DRUGS

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Sociology of Education. Sociological approach to the study of education as an institution in urban settings.

SOCI 8900 SPECIAL TOPICS IN SOCIOLOGY

Credit Hour(s): 3.0

Special Topics in Sociology. May be taken more than once if topics are different.

SOCI 8970 DIRECTED READING

Credit Hour(s): 1.0 TO 3.0

Directed Reading. Directed readings in special areas.

SOCI 8980 SOCIOLOGY INTERNSHIP

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 1.0 TO 18.0

Thesis Proposal.

SOCI 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 18.0

Thesis Research.

SOCI 9000 TEACHING SOCIOLOGY
Credit Hour(s): 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
Credit Hour(s): 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 college-level teaching.

SOCI 9002 WRITING FOR PUBLICATION
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 9050 TOPICS SOCIAL RESEARCH METHODS
Credit Hour(s): 3.0

Special Topics in Social Research Methods. Prerequisite: Soci 9030 with grade of B or higher. Special topics in advanced sociological research methods.

SOCI 9230 SOCIOLOGY OF HEALTH & ILLNESS
Credit Hour(s): 3.0

Sociology of Health & Illness. 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 9970 READING FOR QUALIFYING EXAMS
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 18.0

Dissertation Proposal.

SOCI 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 18.0

Dissertation Research.

SPAN SPANISH

SPAN 6135 INTRO:THEORY & PRACT OF TRANS
Credit Hour(s): 3.0

Introduction to the Theory and Practice of Translation. Introduction to professional translation based on a comparative study of characteristic modes of expression in Spanish and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from Spanish to English and English to Spanish.

SPAN 6140 GENERAL TRANSLATION
Credit Hour(s): 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 6605 SPAN FOR INTL BUSNSS I
Credit Hour(s): 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
Credit Hour(s): 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 6990 INDEPENDENT STUDY
Credit Hour(s): 1.0 TO 4.0

Independent Study - Special Topics. Prerequisites: Consent of the instructor. For Spanish M.A. students. No more than four credit hours may be applied toward the degree. Special topics readings and/or research to be determined in consultation with the instructor.

SPAN 7135 INTRO:THEORY & PRAC OF TRANS
Credit Hour(s): 3.0

Introduction to the Theory and Practice of Translation. Introduction to professional translation based on a comparative study of characteristic modes of expression in Spanish and English and to the theoretical aspects of translation. Practice in translation of non-technical texts from Spanish to English and from English to Spanish.

SPAN 7140 GENERAL TRANSLATION
Credit Hour(s): 3.0

General Translation. Prerequisite or co-requisite: Span 7135 or consent of instructor. Translation of texts on a variety of cultural topics, documents, computer assisted translations, methods of research and documentation, and the continued study of comparative stylistics.

SPAN 7142 SPECIALIZED TRANSLATION I
Credit Hour(s): 3.0

Specialized Translation I. Prerequisite: Span 7140 or consent of instructor. Business, economics, and banking.

SPAN 7145 SPECIALIZED TRANSLATION II
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Introduction to Interpretation. This course will introduce students to the field of consecutive interpretation. Students will learn protocol, how to take notes and practice with speeches from world organizations, impromptu speeches and scripted question and answer text.

SPAN 7151 SPANISH FOR READING
Credit Hour(s): 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
Credit Hour(s): 3.0

Medical Interpretation. Prerequisite or co-requisite: Span 7150. The protocol and procedures of the medical interpreter. Practice with medical texts and develop medical glossaries.

SPAN 7154 INTERPRETATION II
Credit Hour(s): 3.0

Interpretation II. Prerequisite: Span 7150 with grade of B or higher. This course will focus on the development of simultaneous interpretation. The students will also be introduced to sight translation for more specialized courses.

SPAN 7157 STATE & MUN COURT INTERPRETATN
Credit Hour(s): 3.0

State and Municipal Court Interpretation. Prerequisite: Span 7150. Co-requisite: 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
Credit Hour(s): 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
Credit Hour(s): 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 8105 TEACHING READING IN FORL CLASS
Credit Hour(s): 3.0

Teaching Reading in a Foreign Language Classroom: From Theory to Practice. This course will review the theory of reading and its pedagogical implications for the teaching of reading as a foreign language. Applying the theory to practice, the practical component of the course will prepare students to make informed decisions about the use and teaching of reading, especially about how to select reading, how to present it, and how to work with and on written material.

SPAN 8110 TEACHING LISTENING FORL CLASS

Credit Hour(s): 3.0

Teaching Listening in a Foreign Language Classroom: From Theory to Practice. This course will focus on the importance of listening in the acquisition/learning of a foreign language and how this ability relates to the other language skills. Students will learn about the process of listening, review, and assess the listening material available in the Spanish FL setting, and learn how to select, develop, and use listening material in the FL classroom.

SPAN 8600 ADVANCED GRAMMAR & SYNTAX

Credit Hour(s): 3.0

Advanced Grammar and Syntax. For native and non-native 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 grammar based language learning and teaching.

SPAN 8601 SPANISH LINGUISTICS

Credit Hour(s): 3.0

Spanish Linguistics. Prerequisite: Span 8600 or equivalent. Study of all areas of Spanish linguistics: phonetics, phonology, morphology, syntax, historical linguistics, and dialectology.

SPAN 8603 CULTURAL STUDIES

Credit Hour(s): 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 8710 SPEC TOPS: SPAN APP LINGS

Credit Hour(s): 3.0

Special Topics in Spanish Applied Linguistics. May be repeated for credit if topic varies.

SPAN 8800 HIST OF SPANISH LANGUAGE

Credit Hour(s): 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

Credit Hour(s): 3.0

Medieval Spanish Literature. Evolution of Spanish literature from the "jarcha" through La Celestina.

SPAN 8810 TOPICS IN GOLDEN AGE LIT

Credit Hour(s): 3.0

Topics in Golden Age Literature. Study of particular aspects or periods of Golden Age Literature. May be repeated if topics vary.

SPAN 8825 19TH-CENT SPAN LITERATURE

Credit Hour(s): 3.0

Nineteenth-Century Spanish Literature. Study of particular aspects of Nineteenth Century Spanish Literature. May be repeated if topics vary.

SPAN 8830 GENERATION OF '98

Credit Hour(s): 3.0

Generation of '98. Early twentieth-century Spanish literature with emphasis on the works of Unamuno, Machado, Baroja, Azorin, and Ortega y Gasset.

SPAN 8835 CONTEMPORARY SPANISH LIT

Credit Hour(s): 3.0

Contemporary Spanish Literature. Study of particular aspects of Contemporary Spanish Literature. May be repeated if topics vary.

SPAN 8840 TRAUMA, MEMORY & ART

Credit Hour(s): 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 1976-83 military dictatorship in Argentina.

SPAN 8842 AFRO-HISPANIC LIT & CULTURES

Credit Hour(s): 3.0

Afro-Hispanic Literature and Cultures. This course covers writings in a variety of genres as well as visual and musical selections pertaining to the African diaspora in Spanish America and the Caribbean.

SPAN 8845 LAT-AM LIT: CONQ TO 1900S

Credit Hour(s): 3.0

Latin-American 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

The Contemporary Latin American Novel. (Not open to students with prior credit for Span 855C.) Newest trends in

the post-Boom novel since the mid-1970s as both a continuation and a departure from the "Boom."

SPAN 8865 LATIN AMER SHORT STORY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Special Topics in Spanish Literature. May be repeated for credit if topics vary.

SPAN 8885 SPEC TOP: LAT AMER LIT/CULTURE
Credit Hour(s): 3.0

Special Topics in Latin American Literature and/or Culture. May be repeated for credit if topics vary.

SPAN 8890 CONTEMP MEXICAN FICTION
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 21.0

Research. Independent Research for credit.

SPAN 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

STAT STATISTICS

STAT 7010 BIOSTAT FOR PUBLIC HEALTH
Credit Hour(s): 3.0

Biostatistics for Public Health. Prerequisites: a college-level 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
Credit Hour(s): 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
Credit Hour(s): 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 8310 APPLIED BAYESIAN STATISTICS
Credit Hour(s): 3.0

Applied Bayesian Statistics. Prerequisite: Math 4752/6752 or equivalent. Topics included are developing prior distribution, conjugate analysis, Gibbs sampling, single and multiparameter problem, regression analysis, hierarchical models, generalized linear model, computation using winbugs and R software.

STAT 8320 ADV METHODS IN BIOINFORMATICS
Credit Hour(s): 3.0

Advanced Methodologies in Bioinformatics. Prerequisite: Math 4752/6752 or equivalent. Topics included are microarray data analysis, data normalization, differential analysis, resampling techniques, multiple testing problems, correction methods for multiple tests, brief introduction to pathway analysis.

STAT 8440 SURVIVAL ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 3.0

Advanced Methodologies in Biostatistics. Prerequisites: Math 6752. Topics included are clinical trials, longitudinal data analysis, Bayesian method, and diagnosis.

STAT 8561 LINEAR STATISTICAL ANALYSIS I

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Statistical Theory I. Prerequisite: Math 4662 or Math 6662. The course is primarily on the theory of statistical estimation. Topics included are method of moments, least squares, maximum likelihood, minimum variance unbiased estimation, the sufficiency and completeness of statistics, Fisher information and Cramer-Rao bounds, statistical decision theory, and Bayes decision rules.

STAT 8582 STATISTICAL THEORY II

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 3.0

Time Series Analysis. Prerequisite: Math 4752/6752. Introduction to stationary stochastic processes, spectral representations; Box-Jenkins time series models; forecasting methods. Applications include use of a statistical computer package.

STAT 8630 EXPERIMENTAL DESIGNS

Credit Hour(s): 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

Credit Hour(s): 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 8670 COMPUTATIONAL METHODS IN STAT

Credit Hour(s): 3.0

Computational Methods in Statistics. Prerequisites: Math 4752/6752, and the ability to program in a high-level language. Topics included are optimization, numerical integration, bootstrapping, cross-validation and Jackknife, density estimation, smoothing, and use of the statistical computer package of S-plus/R.

STAT 8674 MONTE CARLO METHODS

Credit Hour(s): 3.0

Monte Carlo Methods. Prerequisite: Math 6752 with grade of C or higher. Topics included are the Monte Carlo method for integration, Metropolis-Hastings algorithms, the Gibbs sampler and other Markov chain-based 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

Credit Hour(s): 3.0

SAS Programming. Prerequisite: Math 4544, Math 6544, or equivalent. 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

Credit Hour(s): 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 one-way layouts, linear regression and independence problems, robust estimates, goodness-of-fit test, U-statistics, recent developments in nonparametric statistics.

STAT 8690 TOPICS IN STATISTICS

Credit Hour(s): 3.0

Topics in Statistics. May be repeated for credit if topics vary.

STAT 8691 GRADUATE RESEARCH IN STATS

Credit Hour(s): 1.0 TO 15.0

Graduate Research in Statistics. May be repeated for credit.

STAT 8692 GRADUATE LAB IN STATISTICS

Credit Hour(s): 1.0 TO 15.0

Graduate Laboratory in Statistics. May be repeated for credit.

STAT 8693 STATISTICAL INTERNSHIP

Credit Hour(s): 1.0 TO 3.0

Statistical Internship. Prerequisite: Consent of instructor. This course involves supervised, off-campus experience in a field in which statistical science plays an important role.

STAT 8694 TOPICS IN BIOSTATISTICS
Credit Hour(s): 3.0

Topics in Biostatistics. Prerequisite: Consent of instructor. This course involves opportunity to study new research topics. Students will develop advanced statistical skills in the frontier of biostatistics.

STAT 8700 CATEGORICAL DATA ANALYSIS
Credit Hour(s): 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
Credit Hour(s): 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 I
Credit Hour(s): 1.0

Statistical Consulting I. Prerequisite: graduate students who have taken at least one-year courses in statistics. The objectives of Statistical Consulting Practicum are for students to develop skills needed by a successful statistical consultant, such as the effective collaboration skills with researchers in other disciplines, the communication skills, both written and verbal. In the orientation phase, a number of lectures will cover topics on consulting philosophy, effective problem identification, consulting session management and positive interaction with clients. In the practicum phase, students will be exposed to realistic statistical and scientific problems.

STAT 8801 STATISTICAL CONSULTING II
Credit Hour(s): 1.0

Statistical Consulting II. Prerequisite: Stat 8800 or instructor's approval. The objectives of Statistical Consulting Practicum are for students to develop skills needed by a successful statistical consultant, such as the effective collaboration skills with researchers in other disciplines, the communication skills, both written and verbal. In the practicum phase, students will be exposed to more realistic statistical and scientific problems.

STAT 8820 RESEARCH
Credit Hour(s): 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 non-thesis option.

STAT 8900 COLLOQUIUM
Credit Hour(s): 1.0

Colloquium. The course is to serve the need of graduate students who are ready to start research work. It provides students the opportunity to see a wide range of topics that are currently being studied by statisticians. It also helps students to learn the important elements of a successful professional talk and to develop skills of professional communication and presentation.

STAT 8950 DIRECTED RESEARCH IN STATISTIC
Credit Hour(s): 1.0 TO 15.0

Directed Research in Statistics. Prerequisite: consent of the instructor.

STAT 8999 THESIS RESEARCH
Credit Hour(s): 1.0 TO 18.0

Thesis Research. Prerequisite: thesis option.

STAT 9999 DISSERTATION RESEARCH
Credit Hour(s): 1.0 TO 18.0

Dissertation Research. Prerequisite: consent of instructor. Doctoral Dissertation Research.

SW SOCIAL WORK

SW 7100 FOUND OF COMMUNITY PARTNERSHPS
Credit Hour(s): 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
Credit Hour(s): 3.0

Human Development Through the Life Course. This course presents knowledge on developmental issues occurring throughout the life span. The focus is on gaining knowledge on individuals, families, small groups and interpersonal relationships in a multi-cultural context. Students will develop a critical understanding of current theories of well being, stress, coping, and adaption, as well as macro issues such as oppression, privilege, and discrimination. The inter-relationships between small and large social systems will be explored, as well as the influence of bio-psycho-social factors on individual and family well being. The implications of this knowledge for all social work practice in the community will be considered

SW 7300 METHODS OF COMM RESEARCH
Credit Hour(s): 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.

SW 7400 SOCIAL WORK PRACTICE I
Credit Hour(s): 3.0

Social Work Practice I. SW 7400 and SW 7800 are designed as a continuum. SW 7400 is designed to introduce students to the purpose, values and ethics of the profession and to provide foundation knowledge and skill development for generalist social work practice from a strengths perspective. Students will develop skills in critical thinking, building relationships, interviewing clients, assessing situations, planning and implementing change and evaluating outcomes across all levels of practice. Various theoretical frameworks used to describe and analyze interactions among and between individuals, families, groups and communities will be presented.

SW 7500 FOUNDATION FIELD ED I
Credit Hour(s): 5.0

Foundation Field Education I. 15 lecture hours; 200 field hours. SW 7500 and SW 7900 are designed as a continuum. This course provides a field experience that enables the social work student to integrate social work foundation knowledge, values, and skills with agency based social work practice. This experience incorporates an agency based field practicum and field integrative seminars.

SW 7501 DIVERSITY AND SOCIAL JUSTICE I
Credit Hour(s): 1.0

Diversity and Social Justice I. Corequisites: SW 7500 Field Education I. This course is the first in a two-course sequence to provide an introduction to understanding diversity in the context of social justice in the United States and in social work practice. The course focuses on understanding and applying multicultural concepts to practice, developing awareness of one's cultural identity, and exploring how diversity and justice issues impact generalist practice in the context of field education

SW 7600 SOCIAL WELFARE POLICY
Credit Hour(s): 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
Credit Hour(s): 2.0 TO 3.0

Community Foundation Integrative Seminar. This seminar course explores the professional identity shift from that of a generalist social worker to one as a community partnerships practitioner. Students will critically analyze contexts and trends that shape community partnerships practice. This is a required course of all advanced standing students prior to entry to the second year of the MSW program.

SW 7800 SOCIAL WORK PRACTICE II
Credit Hour(s): 3.0

Social Work Practice II. SW 7400 and SW 7800 are designed as a continuum. Building on generalist practice content, this course will focus on the change process and the sustainability of change efforts that target individuals, families, groups, organizations, and communities. This course moves students from learning about generalist social work practice to applying it across micro, mezzo and macro levels.

SW 7900 FIELD EDUCATION II
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 6.0

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 ON COMMUNITY PARTNERSHIPS
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 I
Credit Hour(s): 3.0

Skills and Techniques of Community Partnerships I. This is the first of two courses that focus on core skills, tecniques for community partnership practice. Through the course students will develop skills in creating and sustaining community partnerships necessary for addressing social, economic and political issues facing communities today. Students will examine community practitioner roles and skills and apply these to contemporary community practice conceptual frameworks and models. The application of skills necessary for building organizational and community capacity and the development of authentic community partnerships will be emphasized.

SW 8200 SKILLS/TECHNIQUES II
Credit Hour(s): 3.0

Skills and Techniques of Community Partnerships II This is the second of two courses that focus on core skills, strategies and tecniques for community partnership practice. 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, including on-line and data analysis tools, students will address methods for assessing and improving the quality of programs, policies, and community partnerships.

SW 8300 LEADERSHIP & MANAGEMENT
Credit Hour(s): 3.0

Leadership and Management. This course offers students a general introduction to the theory and practice of leadership management from a social perspective within public, for-profit and non-profit organizations. Theories of management (human resource, policy, functional and strategic management) organizational structures, roles and skills for mezzo and macro practice within an agency or organization are examined. The unique perspective that social workers bring to this discipline in resolution of community and agency decision making are central elements in this course. The ways in which the social work manager as leader can facilitate community partnerships will also be examined.

SW 8310 GROUP FACILITATION
Credit Hour(s): 3.0

Group Facilitation. This course aims to develop knowledge and skills in group facilitation. Issues and principles common to all types of groups including those based on group purpose (individual change to social action) and /or membership (families, self-help groups, agencies, organizations, neighborhood groups) will be addressed. The course will also review specific methods of group facilitation, including team building, consensus planning, and planning or strategic action, and the application of skills to targeted groups. The development of new partnership structures will be addressed as will the differential role of the social worker with diverse groups.

SW 8320 GRANTWRITING
Credit Hour(s): 3.0

Grantwriting. This course offers applied grantwriting techniques within the governmental, corporate, and private sectors of grantmaking. Students will learn how to successfully compete for funding to support academic research and community-based service projects.

SW 8330 HEALTH CHALLENGES
Credit Hour(s): 3.0

Contemporary Health Challenges. This course is designed to introduce students to chronic short- and long-term health concerns in our society. The course will address such illnesses as AIDS, hepatitis, tuberculosis, Alzheimer?s, sexually-transmitted diseases (STD), and other health issues. The focus of the course will be upon treatment, identification and transmittal, with an examination of the impact of governmental regulations on drugs, the perception of patients, family members, and health care professionals.

SW 8340 SOCIAL WORK & THE LAW
Credit Hour(s): 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 8350 ECON OF PVERTY & PUB POLICY
Credit Hour(s): 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 implications, neighborhood effects, history of welfare structure and programs, and current issues in public policy related to poverty.

SW 8360 FORENSIC SOCIAL WORK
Credit Hour(s): 3.0

Forensic Social Work 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 8370 PSYCHOPATHOLOGY
Credit Hour(s): 3.0

Psycopathology. 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 explanations will be reviewed. Contrasting perspectives of the ways in which a society can label and address deviant behavior will be presented.

SW 8440 GLOBAL SW PRACTICE
Credit Hour(s): 3.0

Global Social Work Practice, Policy, and Research. This course will offer students an introduction to social work issues from an international perspective. Using literature from around the world that focuses on global social issues, the course will address concepts of power, class, gender, race, sexuality, religion, violence, poverty, immigration, and social exclusion. Students will be required to evaluate critically what the international perspective might teach us about social work theory, practice, policy and research in the US.

SW 8450 CHILD MALTREATMENT
Credit Hour(s): 3.0

Child Maltreatment Practice Policy and Research. Child abuse and neglect are examined from both historical and contemporary perspectives using an ecological framework. Methodological and theoretical issues surrounding the study of maltreatment are highlighted. Symptomatology and sequelae of abusive behavior are examined with specific reference to the implications for family and community systems. Medical, legal, social, and cultural aspects of child maltreatment are explored. The role of community partnerships in the identification, intervention, treatment and prevention of child malreatment is emphasized.

SW 8460 AGING PRACTICE
Credit Hour(s): 3.0

Aging Practice, Policy, and Research This course is designed to provide the basic knowledge and entry-level skills appropriate for social work practice with older people and their families. Special attention is given to the biological, sociological, psychological, political and economic factors affecting older adults and methodology meeting these needs.

SW 8470 SUBSTANCE ABUSE PRACTICE
Credit Hour(s): 3.0

Substance Abuse Practice, Policy, and Research 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 8480 DISABILITIES PRACTICE
Credit Hour(s): 3.0

Disabilities Practice, Policy, and Research 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 pre-morbid 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 8490 CHILD WELFARE PRACTICE
Credit Hour(s): 3.0

Child Welfare Practice, Policy, and Research This course is an introduction to the range of child welfare services including foster care, adoptions, permanency planning, and family preservation. Students will have the opportunity to exlore current challenges inherent in the delivery of child welfare services to children, youth, and families. This 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 family violence, child maltreatment, HIV, drug exposure, and homelessness.

SW 8500 COMMUNITY FIELD ED I
Credit Hour(s): 5.0

Community Field Education I. 18 lecture hours; 250 internship hours. SW 8500 and SW 8900 are designed as a continuum. This course provides a field education experience that enables the social work student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education practicum and field integrative seminars.

SW 8501 DIVERSITY & SOCIAL JUSTICE II
Credit Hour(s): 1.0

Diversity and Social Justice II. Corequisites: SW 8500 Community Field Education I. This course is the second of in a two-course sequence to provide an analysis of diversity in the context of community and social justice in the United States in social work practice. The course focuses on understanding cultural and institutional forms of oppression and privilege, their inter-relatedness from a community perspective, and how they impact community partnerships in the context of field education.

SW 8800 COMMUNITY PROJECT
Credit Hour(s): 3.0

Community Project. This course is designed to have students synthesize, integrate and apply content from the foundation and concentration through the creation of a community project. In coordination with one or more agencies and working in small groups, students will develop, implement, and evaluate a community project.

SW 8900 COMMUN FIELD EDUCATION II
Credit Hour(s): 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
Credit Hour(s): 3.0

Textiles. For graduate students not majoring in Textiles. Textile techniques either in loom, non-loom, or surface design explored from design principles and technical application. May be repeated for a maximum of fifteen credit hours.

TEXT 6910 HISTORIC TEXTILES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 SEMINAR
Credit Hour(s): 6.0

Directed Study Seminar. Prerequisite: Consent of instructor. For Textiles majors and non-majors. Conceptual development in studio/seminar forum providing a variety of traditional and experimental approaches to textiles, mix-media, sculpture, and related professional experience development. May be repeated for a maximum of 24 credit hours.

TEXT 8930 INTERNSHIP IN TEXTILES
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Advanced Federal Taxation. Prerequisite: Acct 4510 or Act 8040, 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 business transactions, and tax research.

TX 8030 TAX RESEARCH
Credit Hour(s): 3.0

Tax Research. (Recommended that this course be taken after Tx 8020.) Prerequisite: Acct 4510, minimum grade of C-. CSP: 1, 2, 6, 7. This course is a study of tax law sources, tax research methodology, and research documentation. Students locate relevant tax law provisions using e-resources.

TX 8040 TAX PRACTICE & PROCEDURES
Credit Hour(s): 3.0

Tax Practice and Procedures. Prerequisite: Tx 8020; Prerequisite or Co-requisite:Tx 8030. CSP: 1, 2, 6, 7. This course is designed for persons preparing for a tax practitioner career. Subject matter for study is selected to amplify conceptual and technical knowledge at an advanced level of study of the techniques and procedures used by the various tax administrative bodies. The course also provides study opportunities to enhance the practitioner's skills and abilities in dealing with the tax administrative bodies. While some aspects of the course deal with state and local tax administrative bodies, heavy emphasis in the course is placed on procedure and practice techniques at the federal level.

TX 8080 TAX/PARTNERSHIPS/PARTNERS

Credit Hour(s): 3.0

Taxation of Partnerships and Partners. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of tax law relating to partnerships and partners.

TX 8100 TAX OF PROP/SECUR TRANS
Credit Hour(s): 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
Credit Hour(s): 3.0

Taxation of Corporations and Shareholders. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of the concepts and principles of tax law relating to corporations and shareholders. The course emphasizes corporate formation, capital structure, distributions, redemptions, liquidations, and the "S" election.

TX 8140 TAX ASP OF CORP REORG/LIQ
Credit Hour(s): 3.0

Tax Aspects of Corporate Reorganizations and Liquidations. Prerequisite: Tx 8020, Tx 8030; Prerequisite or Co-requisite: Tx 8120. CSP: 1, 2, 6, 7. This course is a study of income tax laws relating to the liquidation of corporations and to corporate reorganizations. Course emphasis is on the tax consequences to parties involved in reorganizations and liquidations, including individual shareholders, and on judicial doctrines relevant to reorganizations.

TX 8150 TAX-PEN/PRO SHAR/DEF COMP
Credit Hour(s): 3.0

Taxation of Pension, Profit-Sharing, and Deferred Compensation Plans. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of income tax laws relating to pension, profit-sharing, and deferred compensation plans as such laws affect employers, employees, self-employed individuals and fiduciaries.

TX 8180 CURRENT TOPICS IN TAX
Credit Hour(s): 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 cutting-edge issues that arise in the new e-business economy such as taxation of Internet sales.

TX 8200 INCOME TAX ESTATES&TRUSTS
Credit Hour(s): 3.0

Income Taxation of Estates and Trusts. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of the federal income tax laws as they relate to estates, trusts, and beneficiaries.

TX 8220 ESTATE/GIFT TAX &EST PLAN
Credit Hour(s): 3.0

Estate/Gift Taxation and Estate Planning. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of federal estate and gift tax laws involved in intervivos and testamentary transfers of property. Additionally, the course focuses on estate planning techniques.

TX 8270 STATE & LOCAL TAXATION
Credit Hour(s): 3.0

State and Local Taxation. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course examines current issues in state and local taxation as well as the interaction between the Internal Revenue Code and various state and local tax provisions. E-business issues, especially those related to Internet sales transactions, are also explored.

TX 8300 INTERNAT ASPECTS/TAXATION
Credit Hour(s): 3.0

International Aspects of Taxation. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course is a study of income tax consequences of foreign income to U.S. taxpayers and of U.S. income for foreign businesses and individuals. E-business issues also are explored.

TX 8320 INCOME TAX AC PER & METH
Credit Hour(s): 3.0

Income Tax Accounting Periods and Methods. Prerequisite: Tx 8020; Prerequisite or Co-requisite: Tx 8030. CSP: 1, 2, 6, 7. This course addresses timing issues in federal income taxation. Topics include cash and accrual accounting methods, installment reporting, accounting for inventories and long-term contracts, issues relating to the time value of money, adoption of accounting periods, and changes in accounting periods and methods.

TX 8389 DIR READINGS IN TAXATION
Credit Hour(s): 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 full-time faculty member to sponsor a student's research.

TX 8390 ADV CASES STUDIES IN TAX
Credit Hour(s): 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
Credit Hour(s): 3.0

Field Study in Taxation. Prerequisite: Tx 8020 with minimum grade of B; consent of instructor. CSP: 1, 2, 6, 7, 8. This field study is a supervised, employer-site learning experience. In this experience, students have the opportunity to apply tax-related skills in a professional setting. Students must consult with the instructor or the M.Tx. Program Coordinator before registering to determine whether their employment or internship experiences will qualify for credit.

TX 8510 ISSUES IN INDIVIDUAL TAX
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Family Violence and Criminal Justice. (Same as CRJU 6070). This course examines how the justice system responds to family violence.

WST 6210 GENDER AND POWER
Credit Hour(s): 3.0

Gender and Power in Ethnographic Perspective. (Same as Anth 6420.) Ethnographic and theoretical examination of the role of gender in human societies, including role differences and inequalities between women and men cross-culturally; the cultural significance and social institutions associated with public and domestic spheres; power, ideology, and the production of historically specific gender identities and sexualities; global perspectives on feminism and approaches to women's empowerment.

WST 6240 SEXUALITY AND GENDER IN ASIA
Credit Hour(s): 3.0

Sexuality and Gender in Asia. Prerequisites: None. (Same as WSt 4240.) Students will be exposed to studies of sexuality and gender in Asia from the perspective of feminist theory, queer theory, LGBT studies, and women's gender, and sexuality studies. Materials explored include academic texts, memoir, fiction, and film. No prior course on Asian Studies is required. The course will be particularly useful for majors/minors in Women's Studies, anthropology, and Asian Studies.

WST 6310 GIRLS
Credit Hour(s): 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, self-esteem and body image, sexuality, culture and media, third-wave feminism, and girls' movements.

WST 6370 WOMEN AND RELIGION
Credit Hour(s): 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
Credit Hour(s): 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 6510 FEMINIST POLITICAL THEORY
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 3.0

Women Artists. (Same as AH 6750). A survey of women artists from prehistory to the present.

WST 6750 BLACK FEMINIST THOUGHT
Credit Hour(s): 3.0

Black Feminist Thought. (Same as AAS 6007.) 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
Credit Hour(s): 3.0

Activism: History and Theory. Theoretical and historical perspectives on activism, focusing on how various types of activism are intertwined, the emergence of second-wave feminism within the context of civil rights and anti-war movements, and current feminist 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 AF-AM LESBIAN AND GAY ACTIVISM
Credit Hour(s): 3.0

African-American Lesbian and Gay Activism. Examines the speeches, writings, and other public communication of African-American 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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
Credit Hour(s): 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 6840 ARAB AND ISLAMIC FEMINISMS
Credit Hour(s): 3.0

Arab and Islamic Feminisms. We will look at how Arab and Islamic feminisms articulate with concerns of other feminisms indigenous to the global south and how Arab and Islamic feminisms have emerged as oppositional discourses to colonialism, patriarchal nationalism, and Western feminism.

WST 6842 SEXUALITY AND NATIONALISM
Credit Hour(s): 3.0

Sexuality and Nationalism. This course explores the relationship between modern forms of identity, sexuality, gender and political regimes. We will explore the deployment of sexuality in various political systems and discuss the specific relations between nationalism and sexuality.

WST 6844 YOUTH AND SEXUALITIES
Credit Hour(s): 3.0

Youth and Sexualities. This class takes up the intersections of youth and sexuality. Readings, discussion, and analysis focus on the ways adults seek to govern the sexual subjectivities of

young people and the ways young people respond to their surroundings as they create identities and social practices related to sexuality. Focuses of the course include practices of governing others and the self relating to sex education, the creation of "LGBT" and "queer" youth, social scientific "expertise," and popular culture.

WST 6860 PHILO PERSPECTIVES ON WOMEN

Credit Hour(s): 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 anti-feminist perspectives.

WST 6910 SPECIAL TOPICS

Credit Hour(s): 3.0

Special Topics. Intensive treatment of specified topics in women's studies. May be repeated for credit if topic varies.

WST 8001 FEMINIST THEORIES

Credit Hour(s): 3.0

Feminist Theories. Students will be exposed to feminist intersectional approaches to gender, race, class and sexuality. This course serves as an introduction to the spectrum of feminist theories and their intellectual contexts. Students will be exposed to theoretical projects such as liberalism/neoliberalism, marxism, post-structuralism/post-modernism, psychoanalytic theory, and post-colonial studies. Engagements and critiques of these theories may include but are not limited to womanism, black feminist thought, queer theory, ecofeminism, transnational feminism, marxist/socialist feminism, and psychoanalytic feminism.

WST 8002 GLOBALIZATION & GENDER

Credit Hour(s): 3.0

Globalization and Gender. An exploration of the social, political, and economic impacts of globalization aimed toward understanding the gendered dynamics of global economic restructuring. The course will include a consideration of the relationship between globalization on the one hand and imperialism, national security, and imprisonment on the other. Students will survey a range of feminist theories and responses to globalization, including, but not limited to, transnational feminisms, postcolonial theory, and postmodern theories.

WST 8003 NEW DIRECTIONS IN FEMINISM

Credit Hour(s): 3.0

New Directions in Feminism. Emerging perspectives in feminist theory, feminist activism, and the field of women's studies. May examine how feminism and women's studies intersect with other critical theories and social movements. Specific topics vary by instructor.

WST 8004 FEMINIST METHODOLOGIES

Credit Hour(s): 3.0

Feminist Methodologies. This interdisciplinary course critiques masculinist and other hegemonic knowledge practices by moving between epistemology, theory, methods and ethics. Rather than training students in particular research methods, this course engages students with feminist epistemological and methodological critiques and theories applicable to their research methods and design.

WST 8005 WOMEN'S STUDIES PROSEMINAR

Credit Hour(s): 1.0 OR 2.0

Women's Studies Proseminar. Introduction to discipline-specific research skills and socialization experiences in Women's Studies. Open only to Women's Studies Institute M.A. students, and required for all first-year WSI M.A. students. Students take Part A of this year-long course in Fall for 1 credit hour, and Part B in the Spring for 2 credit hours. Students are required to attend certain departmental events in addition to class sessions.

WST 8075 FEMINIST LITERARY THEORY

Credit Hour(s): 3.0

Feminist Literary Theory. (Same as Engl 8075.) Survey of contemporary ideas, issues, and concepts in feminist literary theory.

WST 8101 FAMILY SOCIOLOGY

Credit Hour(s): 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 8116 SOCIOLOGY OF AGING

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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

Credit Hour(s): 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
Credit Hour(s): 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 8216 GENDER AND SOCIETY
Credit Hour(s): 3.0

Gender and Society. (Same as Soci 8216.) Social construction of gender, gender-based stratification, and power dynamics.

WST 8500 ACTIVISM PRACTICUM
Credit Hour(s): 5.0

Activism Practicum. Corequisite: WSt 8510. Supervised, field-based work in a social-change oriented organizational setting.

WST 8510 ACTIVISM PROSEMINAR
Credit Hour(s): 1.0

Activism Proseminar. Corequisite: WSt 8500. Provides an arena for discussion of relevant scholarship and issues, presentations, and evaluation of practicum experience.

WST 8750 SEMINAR IN FEMINIST PHILOSOPHY
Credit Hour(s): 3.0

Seminar in Feminist Philosophy. (Same as Phil 8870.) Selected topics in feminist philosophy. May be repeated if topic varies.

WST 8810 SEMINAR IN HISTORY OF GENDER
Credit Hour(s): 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
Credit Hour(s): 3.0 TO 4.0

Special Topics in Women's Studies. Critical analysis of a selected topic in Women's Studies. May be repeated if topic varies.

WST 8921 SPECIAL TOPICS IN SEXUALITY
Credit Hour(s): 3.0

Special Topics in Sexuality Studies. Intensive study of specified topics in sexuality studies. May be repeated if topic varies.

WST 8930 DIRECTED READINGS
Credit Hour(s): 1.0 TO 3.0

Directed Readings.

WST 8990 DIRECTED RESEARCH
Credit Hour(s): 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
Credit Hour(s): 1.0 TO 9.0

Thesis Research.

Appendix II: Administration and Faculty

This chapter contains information on administration for the University System of Georgia, Board of Regents, and Georgia State University. A list of all Georgia State University faculty is all provided.

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.

An 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	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

Faculty

Andrew Young School of Policy Studies

Bahl, Roy W., Jr., Ph.D. (University of Kentucky), Regents' Professor of Economics

Banzhaf, H. Spencer, Ph.D. (Duke University), Associate Professor of Economics

Beck, Elizabeth L., Ph.D. (University of Pittsburgh), Associate Professor of Social Work

Bell, Michael James, Ph.D. (University of Georgia), Professor of Practice of Public Management and Policy

Bhatt, Rachana, Ph.D. (University of Rochester), Assistant Professor of Economics

Blackwell, Brenda Sims, Ph.D. (University of Oklahoma) Associate Professor of Criminal Justice

Bourdeaux, Carolyn, Ph.D. (Syracuse University), Associate Professor of Public Management and Policy and Associate Director of the Fiscal Research Center

Brezina, Timothy J., Ph.D. (Emory University), Associate Professor of Criminal Justice

Brooks, Fred P. III, Ph.D. (University of Georgia), Associate Professor of Social Work

Brunner, Eric J., Ph.D. (University of California, Santa Barbara), Associate Professor of Economic

Bulut, Levent, Ph.D. (University of Houston), Visiting Assistant Professor of Economics

Collins, Sue Carter, Ph.D. (Florida State University), Associate Professor of Criminal Justice

Cox, James C., Ph.D. (Harvard University), Professor of Economics, Director of the Experimental Economics Center and Holder of the Noah Langdale, Jr. Eminent Scholar and the Georgia Research Alliance Eminent Scholar Chair

Cummings, Ronald G., Ph.D. (University of Kansas), Professor Emeritus of Economics

Dabney, Dean A., Ph.D. (University of Florida), Associate Professor of Criminal Justice

Daigle, Leah, Ph.D. (University of Cincinnati), Assistant Professor of Criminal Justice

Dear, Renanda Wood, M.S.W. (University of Georgia), Academic Professional of Social Work

Farnham, Paul G., Ph.D. (University of California, Berkeley), Associate Professor Emeritus of Economics

Feltenstein, Andrew, Ph.D. (Yale University), Professor of Economics

Ferraro, Paul J., Ph.D. (Cornell University), Professor of Economics

Finn, Mary A., Ph.D., (The State University of New York, at Albany), Professor of Criminal Justice

Friedmann, Robert R., Ph.D., (University of Minnesota), Professor Emeritus of Criminal Justice and Director of the Georgia International Law Enforcement Exchange (GILEE) Program

Frost, Shelby, Ph.D. (University of Colorado, Boulder), Clinical Associate Professor of Economics

Glass, Amy, Ph.D. (Brandeis University), Academic Professional in Social Work

Guastaferro, Wendy P., Ph.D. (The State University of New York at Albany), Assistant Professor of Criminal Justice

Gurmu, Shiferaw, Ph.D. (Indiana University), Professor of Economics

Hansen, Carol D., Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Public Management and Policy and Member of the W. T. Beebe Institute of Personnel and Employment Relations

Hanson, Andrew, Ph.D. (Syracuse University), Assistant Professor of Economics

Hartinger-Saunders, Robin, Ph.D. (State University of New York at Buffalo), Assistant Professor of Social Work

Heaghney, Kenneth, Ph.D. (Rice University), Research Professor of Economics

Hildreth, Willliam Bartley, Ph.D. (University of Georgia), Professor of Public Management and Policy

Hinkle, Joshua, Ph.D. (University of Maryland), Assistant Professor of Criminal Justice

Hirsch, Barry, Ph.D. (University of Virginia), Professor of Economics and W. J. Usery, Jr. Chair of the American Workplace

Hotchkiss, Julie L., Ph.D. (Cornell University), Adjunct Professor of Economics

Hyppolite, Judex, Ph.D. (Indiana University at Bloomington), Visiting Assistant Professor of Economics

Ivery, Jan, Ph.D. (Virginia Commonwealth University), Associate Professor of Social Work

Jackson, Mary S., Ph.D. (Clark Atlanta University), Clinical Assistant Professor of Social Work

Johnson, Cyntoria, J.D. (Florida Coastal School of Law), Visiting Instructor of Criminal Justice

Kagundu, Paul, Ph.D. (Georgia State University), Clinical Assistant Professor of Economics

Kahnweiler, William M., Ph.D. (Florida State University), Associate Professor of Public Management and Policy and Member of the W. T. Beebe Institute of Personnel and Employment Relations

Kaufman, Bruce E., Ph.D. (University of Wisconsin), Professor of Economics

Kerlin, Janelle A., Ph.D. (Syracuse University), Assistant Professor of Public Management and Policy

Kim, Minchul, M.A. (Hankuk University of Foreign Studies), Visiting Assistant Professor of Economics

Klausner, Debra, M.S.W. (University of Georgia), Clinical Instructor in Social Work

Kropf, Nancy P., Ph.D. (Virginia Commonwealth University), Professor of Social Work and Director of the School of Social Work

Laury, Susan K., Ph.D. (Indiana University), Associate Professor of Economics

Lecy, Jesse Daniel, Ph.D. (Syracuse University), Assistant Professor of Public Management and Policy

Lewinson, Terri, Ph.D. (University of Georgia), Assistant Professor of Social Work

Lewis, Gregory, Ph.D. (Syracuse University), Professor of Public Management and Policy and Director of Ph.D. Programs in Public Policy

Liddie-Hamilton, Bernice W., D.S.W. (Fordham University), Clinical Associate Professor of Social Work and Director of Field Education

Ligon, Jan H., Ph.D. (University of Georgia), Associate Professor of Social Work

Littrell, Jill, Ph.D. (Arizona State University), Associate Professor of Social Work

Liu, Cathy Yang, Ph.D. (University of Southern California), Assistant Professor of Public Management and Policy

Long, Charles Richard, Ph.D. (Vanderbilt University), Associate Professor Emeritus of Economics

Luger, Richard P., Ph.D. (Universite de Montreal), Associate Professor of Risk Management Insurance and Economics

Lyons, Peter, Ph.D. (State University of New York, Buffalo), Associate Professor of Social Work and Associate Provost for Institutional Effectiveness

Manns, Edith Kelley, Ed.D. (University of Virginia, Charlottesville), Associate Professor Emerita of Public Management and Policy

Mansfield, Jon L., Ph.D. (Georgia State University), Clinical Associate Professor of Economics

Martin, James Francis, LL.M. (University of Georgia), Visiting Instructor of Public Management and Policy

Martinez-Vazquez, Jorge L., Ph.D. (Washington University), Regents’ Professor of Economics and Director of the International Studies Program

Marton, James, Ph.D. (Washington University), Associate Professor of Economics

McLaughlin, Mary, M.S.W. (Boston College), Clinical Assistant Professor and BSW Program Director in Social Work

Mescon, Michael H., Ph.D. (New York University), Dean Emeritus of the Andrew Young School of Policy Studies and Regents' Professor Emeritus of Economics

Minyard, Karen J., Ph.D. (Georgia State University), Director of the Georgia Health Policy Center and Research Associate Professor of Public Management and Policy

Moore, Robert E., Ph.D. (Cornell University), Associate Dean of the Andrew Young School of Policy Studies and Associate Professor of Economics

Muftić, Lisa, Ph.D. (North Dakota State University), Assistant Professor of Criminal Justice

Newman, Harvey K., Ph.D. (Emory University), Chair and Professor of Public Management and Policy and Member of the W. T. Beebe Institute of Personnel and Employment Relations

Nigro, Lloyd G., Ph.D. (University of Southern California), Professor Emeritus of Public Management and Policy

O' Grace, Ph.D. (University of Kansas), Clinical Assistant Professor of Economics

Ohmer, Mary, Ph.D. (University of Pittsburgh), Associate Professor of Social Work

Parko, Jr., Joseph Edward, M.B.A. (Georgia State University), Assistant Professor Emeritus of Public Management and Policy

Patton, Carl V., Ph.D. (University of California, Berkeley), President Emeritus of Georgia State University and Professor of Public Management and Policy, Professor of Geosciences

Payne, Brian K., Ph.D. (Indiana University of Pennsylvania), Professor and Chair of the Department of Criminal Justice

Poister, Theodore H., Ph.D. (Syracuse University), Professor of Public Management and Policy

Ratajczak, Donald, Ph.D. (Massachusetts Institute of Technology), Regents' Professor Emeritus of Economics

Ray, Barbara Jean, Ph.D. (Emory University), Associate Professor Emerita of Public Management and Policy

Reed, Mark D., Ph.D. (The State University of New York, at Albany), Associate Professor of Criminal Justice

Rider, Mark, Ph.D. (Georgia State University), Associate Professor of Economics

Rioja, Felix K., Ph.D. (Arizona State University), Associate Professor of Economics

Roch, Christine H., Ph.D. (State University of New York at Stony Brook), Associate Professor of Public Management and Policy

Ross II, Glenwood, Ph.D. (Georgia State University), Clinical Associate Professor of Economics

Rushing, Francis W., Ph.D. (University of North Carolina, Chapel Hill), Professor Emeritus of Economics

Rutstrom, Elisabet Eva Harrison, Ph.D. (Stockholm School of Economics), Professor of the J. Mack Robinson College of Business and the Department of Economics in the Andrew Young School of Policy Studies

Sadiraj, Vjollca, Ph.D. (University of Amsterdam), Assistant Professor of Economics

Saposnik, Rubin, Ph.D. (University of Minnesota, Twin Cities), Professor Emeritus of Economics

Sass, Tim R., Ph.D. (University of Washington), Professor of Economics

Schnier, Kurt, Ph.D. (University of Arizona), Associate Professor of Economics

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

Searcy, Cynthia, Ph.D. (Syracuse University),), Assistant Dean for Academic Program Enhancement of the Andrew Young School of Policy Studies and Assistant Professor of Public Management and Policy

Sjoquist, David L., Ph.D. (University of Minnesota), Professor of Economics, Director of the Domestic Studies Programs, and Dan E. Sweat Distinguished Scholar Chair in Educational and Community Policy

Skogstad, Samuel M., Ph.D. (Washington University in St. Louis), Professor Emeritus of Economics

Stephan, Paula Elizabeth, Ph.D. (University of Michigan), Professor Emerita of Economics

Streib, Gregory, Ph.D. (Northern Illinois University), Professor of Public Management and Policy and Political Science and Director of the Public Performance and Management Group

Swarthout, J. Todd, Ph.D. (University of Arizona), Research Assistant Professor of Economics

Tchernis, Rusty, Ph.D. (Brown University), Associate Professor of Economics

Teasdale, Brent, Ph.D. (Pennsylvania State University), Assistant Professor of Criminal Justice

Tekin, Erdal, Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of Economics

Thomas, John Clayton, Ph.D. (Northwestern University), Professor of Public Management and Policy and Political Science

Timofeev, Andrey, Ph.D. (Charles University in Prague), Research Assistant Professor of Economics

Tolan, Maggie, Ed.D. (Northern Arizona University), Director of Graduate Career Services and Student Life of the Andrew Young School of Policy Studies and Academic Professional of Public Management and Policy

Topalli, Volkan, Ph.D. (Tulane University), Associate Professor of Criminal Justice

Valev, Neven, Ph.D. (Purdue University), Associate Professor of Economics

Walker, Mary Beth, Ph.D. (Rice University), Dean of the Andrew Young School of Policy Studies and Professor of Economics

Wallace, Sally, Ph.D. (Syracuse University), Chair and Professor of Economics

Warner, Barbara D., Ph.D. (The State University of New York at Albany), Associate Professor of Criminal Justice

Watkins, Karen Y., Ph.D. (University of Georgia), Clinical Assistant Professor of Social Work

Waugh, William Lee, Jr., Ph.D. (University of Mississippi), Professor of Public Management and Policy and Political Science

Wertheimer, Mindy R., Ph.D. (Georgia State University) Clinical Associate Professor of Social Work

Whitley, Deborah M., Ph.D. (University of Pittsburgh), Associate Professor of Social Work

Willis, Verna, Ph.D. (State University of New York at Buffalo), Associate Professor Emerita of Public Management and Policy

Willoughby, Katherine G., D.P.A. (University of Georgia), Professor of Public Management and Policy

Wolk, James L., D.S.W. (Tulane University), Professor Emeritus of Social Work

Xu, Yongsheng, Ph.D. (Tulane University), Professor of Economics

Young, Dennis, Ph.D. (Stanford University), Professor of Public Management and Policy and Bernard B. and Eugenia A. Ramsey Chair of Non-Profit Enterprise

Yu, Shaohua, M.A. (The State University of New York at Albany), Clinical Instructor of Criminal Justice

Zelcer, Randi, M.S.W. (Yeshiva University), Academic Professional of Social Work

College of Arts and Sciences

Acheson-Clair, Kris, Ph.D. (Arizona State University), Lecturer of Applied Linguistics and English as a Second Language

Adamson, Lauren B., Ph.D. (University of California, Berkeley), Regents' Professor of Psychology

Ainsworth, James, Ph.D. (Ohio State University), Associate Professor of Sociology

Akbas, Erol, Ph.D. (University of Illinois at Chicago), Lecturer of Mathematics and Statistics

Akinyela, Makungu, Ph.D. (Emory University), Associate Professor

Albers, H. Elliott, Ph.D. (Tulane University), Regents' Professor of Neuroscience, Biology, and Psychology, and Director of the Center for Behavioral Neurosciences

Albo, Francisco J., M.A. (City College of New York, CUNY), Senior Lecturer of the School of Music

Alcocer, Rudyard J., Ph.D. (University of Iowa), Associate Professor of Modern and Classical Languages

Alexander, Margo, Ph.D. (Georgia State University), Senior Lecturer of Mathematics and Statistics

Ali, Mohammed Hassan, Ph.D. (University of London), Associate Professor of History

Allison, Stuart A., Ph.D. (University of Washington), Professor of Chemistry

Almond, Ian, Ph.D. (Edinburgh University), Professor of English

Altman, Andrew, Ph.D. (Columbia University), Professor of Philosophy and Research Director of the Jean Beer Blumenfeld Center for Ethics

Ambrose, Robert J., D.M. (Northwestern University), Associate Professor of Music

Anderson, H. Stan, M.F.A. (Miami University), Associate Professor of Art and Design

Anderson, Page L., Ph.D. (University of Georgia), Associate Professor of Psychology

Andikfar, Hossein, Ph.D. (University of Illinois at Chicago), Lecturer of Mathematics and Statistics

Aneja, Ritu, Ph.D. (University of Delhi), Associate Professor of Biology

Anthony, Steven, J.D. (John Marshall Law School), Lecturer of Political Science

Apalkov, Vadym M., Ph.D. (University of Utah), Associate Professor of Physics and Astronomy

Arav, Marina, Ph.D. (Technion-Israel Institute of Technology), Associate Professor of Mathematics and Statistics

Armistead, Lisa, Ph.D. (University of Georgia), Professor and Chair of the Department of Psychology

Arsenault, Amelia, Ph.D. (University of Southern California), Assistant Professor of Communication

Artese, Brian, Ph.D. (Northwestern University), Lecturer of English

Atchison, Christopher, Ph.D. (Ohio State University), Assistant Professor of Geosciences

Atkinson, Nathan, Ph.D. (Carnegie Mellon), Assistant Professor of Communication

Attanasio, Roberta, D.Res. (University of Rome), Associate Professor of Biology

Avart, Christian, Ph.D. (Emory University), Lecturer of Mathematics and Statistics

Babaie, Hassan A., Ph.D. (Northwestern University), Associate Professor of Geosciences and Computer Science

Baker, H. Robert, Ph.D. (University of California, Los Angeles), Assistant Professor of History

Baker, Jan, D.M. (Northwestern University), Assistant Professor of Music

Ball, Mary, Ph.D. (Georgia State University), Associate Research Professor of Gerontology

Barker, Jennifer, Ph.D. (University of California at Los Angeles), Assistant Professor of Communication

Baro, Deborah, Ph.D. (University of Illinois), Associate Professor of Biology and Neuroscience

Barrow, Doyle J., Ph.D. (Georgia State University), Senior Lecturer of Chemistry

Barthlow, Douglas, Ph.D. (University of Georgia), Senior Lecturer of Communication

Bartness, Timothy J., Ph.D. (University of Florida), Regents' Professor of Biology, Psychology, and Neuroscience

Barzegar, Abbas, Ph.D. (Emory University), Assistant Professor of Religious Studies

Bassett, Molly, Ph.D. (University of California), Assistant Professor of Religious Studies

Baumstark, Alfons L., Ph.D. (Harvard University), Professor of Chemistry

Baumstark, Barbara R., Ph.D. (Massachusetts Institute of Technology), Professor of Biology

Baunach, Dawn, Ph.D. (University of Virginia), Associate Professor of Sociology

Becker, Mark P., Ph.D. (Pennsylvania State University), Professor of Mathematics and Statistics and President

Beirne, Mark, M.D. (St. Louis University School of Medicine), Lecturer of Biology

Belcher, Diane D., Ph.D. (Ohio State University), Professor of Applied Linguistics and English as a Second Language

Belkasim, Saeid, Ph.D. (University of Windsor), Associate Professor of Computer Science and Neuroscience

Bell, David M., Ph.D. (Emory University), Lecturer of Religious Studies

Bellon, Joseph, Ph.D. (University of Georgia), Senior Lecturer of Communication

Belykh, Igor, Ph.D. (University of Nizhny Novgorod, Russia), Associate Professor of Mathematics and Statistics and Neuroscience

Benson, Charlie Garnett, Ph.D. (Emory University), Assistant Professor of Biology

Bentz, Misty, Ph.D. (Ohio State University), Assistant Professor of Physics and Astronomy

Berman, Larry, Ph.D. (Princeton University), Professor of Political Science and Dean of the Honors College

Bermudez, Maria Elena, Ph.D. (University of Georgia), Lecturer of Modern and Classical Languages

Berry, Jessica N., Ph.D. (University of Texas, Austin), Associate Professor of Philosophy

Bhola, Jaman, M.S. (Georgia State University), Instructor of Computer Science

Biltoft, Carlolyn, Ph.D. (Princeton University), Assistant Professor of History

Black, Michael, Ph.D. (Georgia State University), Lecturer of Neuroscience

Blaustein, David, Ph.D. (Georgia State University), Senior Academic Professional of Biology

Blumi, Isa, Ph.D. (New York University), Assistant Professor of History

Bolia, Ly, M.F.A. (New York University), Associate Professor of Communication

Bolsen, Toby, Ph.D. (Northwestern University), Assistant Professor of Political Science

Bondarenko, Vladimir, Ph.D. (M. V. Lomonsov Moscow State University), Assistant Professor of Mathematics and Statistics

Bonnet, Solange S., Ph.D. (Columbia University), Senior Lecturer of Modern and Classical Languages

Bonnette, Lakeyta, Ph.D. (Ohio State University), Lecturer of Political Science

Boozer, Jack S., Ph.D. (Emory University), Associate Professor of Communication

Borek, Lois, Ed.S. (Liberty University), Senior Lecturer of Biology

Bottoms, David, Ph.D. (Florida State University), Professor of English, and Amos Distinguished Chair in English Letters

Bourgeois, Anu, Ph.D. (Louisiana State University), Associate Professor of Computer Science

Bowie, Jennifer, Ph.D. (Texas Tech University), Assistant Professor of English

Brattain, Michelle, Ph.D. (Rutgers State University), Associate Professor and Chair of the Department of History

Brewer, Matthew, Ph.D. (University of Wisconsin), Academic Professional of Biology

Bricker, Meredith, M.A. (Georgia State University), Lecturer of Applied Linguistics and English as a Second Language

Brinton, Margo A., Ph.D. (University of Pennsylvania), Regents' Professor of Biology

Broadwell, Sherry, Ph.D. (University of North Carolina), Lecturer of Psychology

Brooks, Jody, M.F.A. (Georgia State University), Lecturer of English

Brosnan, Sarah F., Ph.D. (Emory University), Assistant Professor of Psychology and Neuroscience

Brown, Chris, Ph.D. (University of Georgia), Assistant Professor of Political Science

Brown, Murray L., Ph.D. (University of Nebraska, Lincoln), Associate Professor of English

Bruner, Michael L., Ph.D. (University of Washington), Professor of Communication

Bunting, John, M.A. (Georgia State University), Senior Lecturer of Applied Linguistics and English as a Second Language

Burgess, Elisabeth, Ph.D. (University of Southern California), Associate Professor of Sociology and Director of the Gerontology Institute

Burleson, Mark, M.F.A. (Mills College), Associate Professor of Art and Design

Burmester, Elizabeth T., Ph.D. (University of Illinois, Chicago), Associate Professor of English

Burrison, John A., Ph.D. (University of Pennsylvania), Regents' Professor of English

Caldwell, Tanya, Ph.D. (University of Toronto), Associate Professor of English

Calhoun-Brown, Allison, Ph.D. (Emory University), Associate Professor of Political Science and Assistant Vice President for Student Retention

Camacho, Alison, M.A. (Georgia State University), Lecturer of Applied Linguistics and English as a Second Language

Campbell, Ian, Ph.D. (Emory University), Assistant Professor in the Middle East Institute

Cao, Xiajun, Ph.D. (State University of New York, Buffalo), Associate Professor of Computer Science

Carey, Henry F., Ph.D. (Columbia University), Associate Professor of Political Science

Carlin, Ryan, Ph.D. (University of North Carolina, Chapel Hill), Assistant Professor of Political Science

Carlisle, Joanna Katie, Ph.D. (University of Toronto), Assistant Professor of Music

Carlson, Daniel L, Ph.D. (Ohio State University), Assistant Professor of Sociology

Carruth, Laura, Ph.D. (University of Colorado, Boulder), Associate Professor of Neuroscience and Biology

Carter, Christine, Ph.D. (Emory University), Lecturer of History

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

Cavusgil, Sharon, M.A. (Michigan State University), Senior Lecturer of Applied Linguistics and English as a Second Language

Chan, Wing Yi, Ph.D. (University of Illinois), Assistant Professor of Psychology

Chapman, Rebekah, Ph.D. (University of Georgia), Lecturer of Biology

Chase, Nancy, Ph.D. (Emory University), Associate Professor of English

Chen, Guantao, Ph.D. (University of Memphis), Professor and Chair of the Department of Mathematics and Statistics

Cheshier, David, Ph.D. (University of Iowa), Associate Professor and Chair of the Department of Communication

Chin, Kuk Jeong, Ph.D. (University of Konstanz), Assistant Professor of Biology

Chou, Rosalind, Ph.D. (Texas A&M University), Assistant Professor of Sociology

Christie, Eddie, Ph.D. (West Virginia University), Assistant Professor of English

Clancy, Andrew, Ph.D. (University of Texas, Austin), Senior Lecturer of Biology

Clarkson, Marsha G., Ph.D. (University of Florida), Associate Professor of Psychology

Clement, Richard, M.M. (Cincinnati-College Conservatory of Music), Assistant Professor of Music

Cleveland, Kimberly, Ph.D. (University of Iowa), Assistant Professor of Art and Design

Clewley, Robert, Ph.D. (University of Bristol, UK), Assistant Professor of Neuroscience and Mathematics and Statistics

Cohen, Andrew I., Ph.D. (University of NC, Chapel Hill), Associate Professor of Philosophy and Director of the Jean Beer Blumenfeld Center for Ethics

Cohen, Andrew J., Ph.D. (Georgetown University), Associate Professor of Philosophy

Cohen, Lindsey L., Ph.D. (University of Georgia), Associate Professor of Psychology

Cohen, Rachelle, J., Ph.D. (University of Georgia), Lecturer of Psychology

Coleman, W. Dwight, M.M. (Northwestern University), Professor of Music and Director of the School of Music

Collins, C. Brennan, Ph.D. (Georgia State University), Academic Professional of English

Conner, Robin, Ph.D. (Emory University), Lecturer of History

Cook, Sarah, Ph.D. (University of Virginia), Professor of Psychology

Cooke, Bradley, Ph.D. (University of California), Assistant Professor of Neuroscience and Psychology

Cortes, Viviana, Ph.D. (Northern Arizona University), Associate Professor of Applied Linguistics and English as a Second Language

Cox, Edward T., Ph.D. (University of Oklahoma), Lecturer of Philosophy

Crenshaw, D. Michael, Ph.D. (Ohio State University), Professor of Physics and Astronomy

Crossley, Scott, Ph.D. (University of Memphis), Assistant Professor of Applied Linguistics and English as a Second Language

Crow, Sidney A., Jr., Ph.D. (Louisiana State University), Professor of Biology, Director of the Center for Environmental Research

Cruz, Francisco, Ph.D. (Pennsylvania State University), Academic Professional of Biology

Cummings, Alexander, Ph.D. (Columbia University), Assistant Professor of History

Cymbalyuk, Gennady, Ph.D. (Moscow State University, Russia), Associate Professor of Neuroscience and Physics and Astronomy

Dahl, Lara, Ph.D (Arizona State University), Lecturer of Music

Dai, Dajun, Ph.D. (Southern Illinois University), Assistant Professor of Geosciences

Darnell, Kim, Ph.D. (Ohio State University), Senior Lecturer of Psychology

Darsey, James F., Ph.D. (University of Wisconsin, Madison), Associate Professor of Communication

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Zhao, Yali, Ph.D. (University of Georgia), Associate Professor of Early Childhood Education

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School of Health Professions

Aycock, Dawn, M.S.N. (Emory University), Assistant Professor in Nursing

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Bates, Teresa, M.N. (Medical College of Georgia), Clinical Instructor in Nursing

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Johnston, Wesley J., Ph.D. (University of Pittsburgh), CBIM Roundtable Professor of Marketing and Director of the Center for Business and Industrial Marketing

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Kale, Jayant R., Ph.D. (University of Texas, Austin), Professor of Finance and H. Talmage Dobbs, Jr. Chair of Finance

Keil, Mark, D.B.A. (Harvard University), Professor of Computer Information Systems and holder of the Board of Advisors Professor in Computer Information Systems

Ketsche, Patricia G., Ph.D. (Georgia State University), Associate Professor of Health Administration

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Kini, Omesh, Ph.D. (Purdue University), Professor of Finance and Professor of Global Financial Markets

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

Kumar, V., Ph.D. (University of Texas at Austin), Richard and Susan Lenny Distinguished Chair in Marketing and Director, Center for Excellence in Brand and Customer Management

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Langford, Beverly Y., Ph.D. (Georgia State University), Instructor of Marketing

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Liu, LeighAnne, Ph.D. (Vanderbilt University), Assistant Professor of International Business

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Loch, Karen D., Ph.D. (University of Nebraska, Lincoln), Associate Professor of Managerial Sciences and Director of Global Partners

Lohtia, Ritu, Ph.D. (University of Maryland), Associate Professor of Marketing

Luger, Richard, Ph.D. (University of Montreal), Associate Professor of Risk Management and Insurance (joint appointment in the Department of Economics)

Luippold, Ben, Ph.D. (University of Massachusetts at Amherst), Assistant Professor of Accountancy

Luo, Anita, Ph.D. (University of Connecticut), Visiting Assistant Professor

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Mansfield, Nancy Reeves, J.D. (University of Georgia), Associate Professor of Legal Studies

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McKaskill, Thomas P., Ph.D. (London Business School), Visiting Professor of International Business

McLean, Ephraim R., Ph.D. (Massachusetts Institute of Technology), Regent's Professor of Computer Information Systems, Holder of the George E. Smith Eminent Scholar's Chair in Information Systems, and chair of Department of Computer Information Systems

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Mishra, Abhay, Ph.D. (University of Texas), Assistant Professor of Health Administration

Mitchell, Timothy, Ph.D. (University of Kentucky), Assistant Professor of Accountancy

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